



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Cambridge English  
School**

**Mangaf  
Kuwait**

Date  
Inspection number

**9<sup>th</sup> – 11<sup>th</sup> February 2026**  
**20260209**

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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, over 30 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team members were Wendy King, Dan Roberts, and Timothy Shahanahan.

## 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 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

As a result of recent leadership changes the school has improved rapidly in a short space of time. Leaders' close attention to raising standards and understanding of the school's context has been impactful. As a result, pupils enjoy school and attendance is improving. Pupils benefit from a rich curriculum tailored to their needs and ambitions. Staff morale remains high and parents consistently express praise for the school. The school provides an excellent level of care, guidance and support to pupils and their families.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- vision and commitment of the school's senior leadership team to drive forward improvement in a short space of time;
- strong sense of pride and loyalty among all stakeholders;
- relationships across the school;
- quality of the care, guidance and support for pupils and their families;
- high standards of behaviour and strong moral values;
- impact of the English language learning support team;
- effective phonics teaching in early years;
- professional development of staff;
- provision of extra-curricular activities that enhance pupils' aspirations and self-esteem.

#### 3.2 Points for improvement

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

- i. to ensure that school self-evaluation is accurate and informed by pupils' achievement data benchmarked against age related expectations;
- ii. to appoint subject leads for English and mathematics in primary, and a specialist leader for the early years;
- iii. further improve the quality of teaching by ensuring lesson plans are well matched to pupils' abilities, are implemented effectively and that where strong practice exists it is shared across the school.

## 4. The context of the school

Full name of school	Cambridge English School (CES), Mangaf				
Address	Mangaf, Block 3, Street 100, Plot 63, Kuwait				
Telephone number/s	+965 23700000				
Website address	<a href="http://www.ces.edu.kw">www.ces.edu.kw</a>				
Key email address	principal@cambridge-kw.com				
Headteacher/principal	Mr Andrew McLaughlin				
Chair of board/proprietor	Mr Talal Khalifa Al Jeri				
Age range	3-18 years				
<b>Total number of pupils</b>	<b>558</b>	<b>Boys</b>	<b>380</b>	<b>Girls</b>	<b>178</b>
Numbers by age	<i>0-2 years</i>	<b>0</b>	<i>12-16 years</i>	<b>119</b>	
	<i>3-5 years</i>	<b>185</b>	<i>17-18 years</i>	<b>2</b>	
	<i>6-11 years</i>	<b>252</b>	<i>18+ years</i>	<b>0</b>	
Total number of part-time children	0				

The school is one of two British schools operating within a larger group of twenty schools in the state of Kuwait. Cambridge English School (CES) Mangaf is situated on the outskirts of Kuwait City and is attended predominantly by Kuwaiti pupils. Almost all pupils speak English as an additional language (EAL) and 68% of pupils on roll are boys. A small minority of staff are UK trained and they hold senior leadership positions. The principal took up post in September 2025.

## 4.1 British nature of the school

The British character of the school is evident in its ethos, curriculum, leadership, teaching, assessments and safeguarding arrangements.

The school follows the national curriculum for England from year 1 to year 9. Children under five follow a programme based on the Early Years Foundation Stage (EYFS).

Leadership and management structures resemble those found in British schools. Roles and responsibilities are defined, with performance management systems aligned to school improvement. Teaching across the school reflects British practice.

Pupils enter IGCSEs and international advanced levels (IALs) through British examination boards. Published schemes of work by British suppliers and a DfE approved phonics scheme are in use in the primary section. Resources are sourced from the UK. The school library offers a wide selection of children's literature by British authors.

Safeguarding arrangements reflect UK expectations. Policies and procedures align with British practice. The school promotes a strong safeguarding culture, with staff well trained and vigilant.

Displays referencing British values and culture are evident on entry to the school and prominently throughout. Respect, tolerance, individual liberty, responsibility and democracy are embedded through all aspects of school life, curriculum, assemblies, pastoral provision and daily interactions. The school's four houses are named England, Scotland, Ireland and Wales embedding the countries that constitute the British Isles. Pupil leadership roles are promoted through the school council. Pupils and parents contribute to school life in ways consistent with British schools.

The organisation of the school day, uniform and enrichment opportunities reflect those of schools in the UK. A broad range of enrichment experiences support pupils' learning, interests and aspirations. In line with British practice, the importance of good attendance and punctuality is actively promoted.

There are close links with the British embassy in Kuwait who regularly visit the school and support staff training initiatives. The school is a member of British schools in the Middle East, (BSME) the Association of British Schools Overseas, (AoBSO) and the Council of British International Schools (COBIS). The principal is actively involved with the principals' group for BSME in Kuwait.

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

The quality of education provided meets the standard for BSO.

### 5.1 Curriculum

The curriculum is broad, balanced and meets the requirements for BSO. The national curriculum for England and a programme of activities based on the EYFS are adapted to include Kuwaiti Ministry requirements. A curriculum policy is in place which promotes an all-English medium of instruction, except for the Kuwait ministry subjects. The school is not licensed to accept pupils with a special educational need, but the curriculum is adapted to identify and meet the needs of EAL pupils. This provision is led by the learning support team. Curriculum plans are reviewed annually and demonstrate clear progression. Lesson plans are structured and reference learning objectives aligned to the national curriculum for England.

For pupils under the age of 5, leaders adapt the curriculum with a strong focus on communication, language and early literacy. Play based activities support children to embed their learning and to cooperate well. Timetabled sessions are classroom based, and staff provide physical development activities in separately resourced areas. A DfE validated phonics scheme supports children's learning of letters and sounds. Teachers base plans on well-established texts by UK authors such as '*We're going on a bear hunt,*' by M. Rosen and H. Oxenbury, and organise learning around themes.

The curriculum for primary and key stage 3 pupils is based on the national curriculum for England and follows published schemes of work in mathematics and science. Specialist teachers deliver art, computing, French, music, physical education and the Kuwaiti ministry of education subjects. The provision for primary pupils identified with low levels of English is excellent. Pupils are quickly identified using the school's own internal assessment rubrics. Provision is based around intervention for English, speaking, listening and comprehension. Clear plans and scheme of work support delivery.

At key stages 4 and 5 the curriculum is matched to pupils' ages and aspirations. Pupils study internationally recognised UK qualifications, including IGCSEs and IALs. The school plans to introduce alternative education pathways through BTEC in the next academic year. Subject options provide appropriate academic breadth and are responsive to need, including the provision of geography and business studies for smaller cohorts. Booster sessions are provided to those needing support or extension. A limited IAL offer is in place for two pupils who are registered at the school. They follow a hybrid model of online and in class learning. Leaders maintain oversight of this arrangement and align provision with Kuwaiti ministry guidance.

Personal, social, health and economic (PSHE) is delivered through themed units adapted to pupils' ages. This includes relationships education and a policy is in place. Cross-curricular links deepen understanding and lessons linked to digital literacy and staying safe online are delivered. The school's financial literacy programme organised by the National Bank of Kuwait strengthens pupils' economic education.

Science, technology, engineering, and mathematics (STEM) are embedded within the timetabled curriculum, including robotics in secondary. Well-planned, educational visits and regular homework tasks extend learning beyond the classroom. Off-site trips are planned regularly to enhance pupils' learning experiences.

Careers education supports pupils in making informed decisions about their next steps. An online platform, university fairs, visiting speakers and individual guidance contribute effectively to this provision. The school's collaboration with the ministry of education regarding scholarship and university pathways within Kuwait, is a notable strength.

## 5.2 Teaching and assessment

Teaching across the school enables pupils to acquire new knowledge and make good progress, often from exceptionally low starting points in English. However, progress is uneven across other subjects and sections of the school. Teachers follow lesson plans that are clear and aligned to curriculum objectives but these lack depth. They are rarely adapted to meet pupils needs. Teachers manage behaviour very effectively and use time well.

Teachers plan activities for children under the age of five that are balanced between play-based learning and highly structured teaching. Teachers plan a range of activities related to English, mathematics, expressive arts, design and understanding of the world through a carousel of activities that children complete. Teachers regularly check understanding through questioning and embed learning through reinforcement. Year leaders reported that children are assessed against outcomes in DfE Development Matters, but it was unclear how this is implemented in plans, in lessons observed and in individual children's learning journeys.

Teachers embed language across both early years and Key Stage 1. This was evident in themed plans and in lessons. Teachers plan engaging phonics sessions well matched to needs as almost all pupils are acquiring English as an additional language. Opportunities to practise phonics and new vocabulary are reflected in the learning environments. Teachers make very effective use of established routines, actions, songs and praise, so that pupils respond with focus and enthusiasm.

Teaching in primary enables pupils to make progress but this is uneven and related to individual teachers' strengths. In the strongest lessons, teachers ensure plans are adapted

and pupils make good progress from their relative starting points. For example, in a key stage 2 mathematics lesson, the teacher articulated thinking when modelling to the class. At the same time insisted on high standards of accuracy in pupil responses. Where teachers have strong subject knowledge, plans are adapted so that learning activities engage pupils and provide sufficient challenge. This was not consistent and most often teachers demonstrated an overreliance on published resources and plans. Most teachers are not yet considering sufficiently how to adapt plans to meet the range of abilities of the class. Consequently, the progress pupils make in these lessons is limited.

In almost all lessons across primary, most pupils were eager to learn and demonstrated pride in their work. The use of formative assessment was strongest in books in key stage 1. Here errors in spelling were corrected and the quality of presentation was high. However, this is inconsistent across key stage 2 between different subjects and year groups. It is not clear how teachers use assessment information to adapt plans. Summative assessment systems are created by teachers and implemented termly. However, these are not yet benchmarked to age-related expectations or standardised.

In the secondary section all lessons have a clear structure and pace is appropriate. In the strongest lessons highly positive teacher–pupil relationships support learning, particularly where groups are small. In a key stage 3 history lesson on the Black Death, strong questioning prompted high participation from pupils. This led to collaborative tasks that embedded learning. In science, practical work was highly interactive, with pupils handling equipment and responding enthusiastically to targeted questioning. Here, pupils showed clear engagement and understanding through discussion and paired activities. However, a significant number of teachers rely heavily on teacher-led input. As a result, pupils act as passive, receptive learners. This restricts pupils’ opportunities for independent learning and constructive dialogues to consolidate understanding. Further, it was rare to see teachers provide support or challenge for pupils of either high or very low ability in lessons.

Assessment practices vary across the secondary section. Where marking is evident, feedback is not always constructive. Opportunities for pupil reflection and follow-up actions are inconsistent. Peer and self-assessment are used in the strongest lessons to support pupils to evaluate and improve their work. Summative assessments created by teachers are used termly in Key Stage 3. These do not yet provide an indication of a target grade at IGCSE and are not benchmarked to age related or curriculum expectations. A strong focus on the exam syllabus in key stage 4 has resulted in the provision of booster sessions for exam groups.

Teaching for primary and early years pupils identified as requiring support to learn English is very well matched to pupils needs. This is managed and delivered by the learning support team. Pupils are identified quickly using an inhouse assessment rubric. Experienced learning support teachers deliver planned and targeted intervention to small cohorts. Consequently, these pupils make better than expected progress and are returned to mainstream classes after a short time.

### 5.3 Standards achieved by pupils

The school's internal data based on teachers' judgements and internal tests indicates that pupils make progress from low starting points in early years and key stage 1. In primary progress is sustained but not as rapid across core subjects and by the end of key stage 2 pupils are slightly below age-related expectations in English and working at curriculum objectives in mathematics and science. This is triangulated through lesson observations and work completed in pupils' books.

Children make rapid and sustained progress in early years as they enter with very low levels in English language on admission. This was observed with nursery children who learnt quickly the prepositions of up and under through repetition. They embedded their learning with actions. By the time children are in reception class they are learning letter sounds and applying their phonics knowledge effectively. This supports the development of early literacy skills and access to the wider curriculum.

The school's external assessment data indicates improvement over time. IGCSE outcomes in 2025 were broadly in line with UK averages, although not yet exceeding national benchmarks across all subjects. However, attainment levels do represent progress from low starting points. A Level results in 2025 were very strong. All pupils achieved grades A\* to A. This represents notable success. However, the small cohort size limits the reliability of this outcome. The absence of standardised attainment data at the end of key stages limits the school's ability to measure progress accurately and set aspirational targets.

The school recognises the need to strengthen assessment systems. Internal data requires further refinement so that it provides reliable, externally benchmarked information against age-related curriculum standards. Greater accuracy in assessment will support more precise evaluation of progress and help secure consistently good progress and attainment across all phases.

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

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

The school strongly supports pupils' spiritual, moral, social and cultural development through the timetabled PSHE curriculum, enrichment activities and meaningful partnerships. A range of extra-curricular activities (ECAs) is available for pupils across all age groups within the school day timetabled weekly. During the extracurricular activities walk-through, volleyball, debating and robotics were purposefully organised and well attended. Pupils engaged enthusiastically and showed teamwork, mutual respect and positive attitudes. Staff actively guided pupils, creating a safe and inclusive environment where participation and personal development are encouraged. The volleyball sessions promoted cooperation, physical wellbeing and sportsmanship. Debating helped pupils develop critical thinking, respect for differing viewpoints and confident communication. Robotics fostered creativity, problem-solving and collaboration, supporting pupils' social and cognitive growth.

Pupils develop confidence, identity and reflection through performance, debate, creative projects and awards. Achievement is celebrated through house points, awards, assemblies and competitions, reinforcing shared values such as effort, respect and resilience. Clubs linked to themes such as PSHE and anti-bullying help pupils learn about fairness, rules, responsibility and ethical behaviour. Competitions and real-life projects encourage resilience and responsible decision-making. Pupils were actively preparing to enter a robotics competition at the American University of the Middle East. The Duke of Edinburgh International Award and Eco warriors promote practical life skills and independence.

Assemblies further strengthen spiritual, moral, social and cultural provision. A Key Stage 1 assembly on friendship was interactive and engaging. Pupils led performances, including a friendship song, and participated respectfully, showing mutual respect and tolerance. They spoke about qualities of good friendships such as honesty, caring and respect for others. Stars of the Week awards recognised positive behaviour, effort and kindness, reinforcing moral values and individual responsibility. A full school assembly included a flag-raising ceremony that promoted unity and national identity. Religious readings in both Arabic and English encouraged reflection on shared values, and pupils sang the school song and national anthem with pride, supporting spiritual and cultural development.

Social development is supported through teamwork and leadership opportunities. ECAs build communication and cooperation across different friendship groups. Pupils are provided with opportunities to recognise the importance of democracy and fairness. Elected leadership roles such as prefects, house captains, peer mentors and pupil representatives help pupils develop responsibility and community engagement. Older pupils support younger ones, encouraging inclusion and positive peer relationships. Pupils reported that they feel safe and

supported by peers and staff, and that they are encouraged to grow academically and personally. They also said that their voice is valued through pupil-initiated booster sessions and responsive leadership. Pupils' behaviour across the school is of a high standard.

Cultural understanding is enriched through international and national celebrations and events. Pupil voice influences ECA planning through regular feedback meetings with senior leaders, ensuring activities reflect pupils' interests, aspirations and cultural awareness. External partnerships further broaden cultural learning. The school's association with BSME provides access to regional events that promote collaboration and cultural exchange. A member of the BSME schools secondary writing event offers pupils opportunities in writing poetry and prose to an international audience. This develops cultural appreciation and communication skills. Pupils are excited to participate in a forthcoming football tournament. This will further enhance teamwork, sportsmanship and social engagement, building connections beyond the school community.

Pupils acquire a broad general knowledge of and respect for public institutions in England through the curriculum and whole school events such as Remembrance Day. They develop a greater understanding of citizenship in Kuwait through whole school events and the ministry of education subjects such as Kuwait social studies.

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

The provision for welfare, health and safety of pupils meets the standard for BSO and is good.

Leaders ensure that welfare, health and safety systems are well established. Pupils are safe and all staff understand their responsibilities. The school has a designated safeguarding lead (DSL) and four deputy designated safeguarding leads with clear role descriptions and appropriate training. All staff complete Level 1 safeguarding training, Prevent training, health and safety training and first aid awareness. A clear disclosure procedure is shared with all staff and pupils. Safeguarding concerns are logged electronically, including low-level concerns and 'nagging doubts.' This demonstrates a vigilant culture. Safeguarding logs have been recorded this year. These logs are detailed and demonstrate how leaders act when concerns arise, seeking the support of the legal team at head office and the Ministry where required. Case studies of safeguarding concerns show thoughtful follow-up and monitoring. They are occasionally used as training resources for staff.

Pupils are aware of how to seek help. Safeguarding posters are prominently displayed in corridors and classrooms. Assemblies reinforce messages about online safety, wellbeing and responsible choices. 91% of parents report that their child feels safe in school. CCTV coverage across pupil areas ensures that, should poor behaviour occur, it can be reviewed by school leaders in accordance with the school's CCTV policy. Visitors receive safeguarding guidance, which strengthens protective practice.

Behaviour is well managed and improving. A written behaviour policy is in place and implemented effectively. Leaders report a decline in behaviour incidents over the past two years. Most behaviour issues in classrooms relate to low-level disruption. Behaviour contracts are used where needed, involving pupils and parents. A social worker works closely with families and staff, providing targeted intervention. This collaborative approach promotes accountability and the extensive support for families has helped to resolve issues of poor behaviour. The school has a well written suspension policy. There has been a significant decline in the number of suspensions issued in the last year.

Anti-bullying procedures are robust and pupils and staff report that bullying is rare at the school. Events during Anti-Bullying Week promote zero tolerance. Where incidents do occur, the clear anti-bullying policy outlines the consequences for the pupils involved and mediation is used effectively to resolve and restore relationships. Pupils are taught about tolerance and respect through initiatives such as International Week. Radicalisation risks are addressed appropriately within the guidance of the host country, supported by staff training and case study reflection to further raise awareness. The school actively promotes inclusion and respect as part of its core values.

Attendance systems are systematic and increasingly effective. Registers are maintained in line with host country and BSO requirements. Attendance has improved from 84% to 92% over the past year. This is the result of strong systems to promote attendance, such as calling parents on the first day of absence, celebration messages and effective communication where attendance may be low. The school has worked hard to create a culture where attendance is valued. While there are occasional punctuality issues at the start of the day due to local traffic, pupils are punctual to lessons once they arrive at school.

Entrance and exit procedures at the end of the school day are smooth and purposeful. School buses are risk assessed and all trips have an adult supervising on each bus. The school requests that pupils wear the seat belts provided in line with Kuwaiti law. Visitors to school are required to wear lanyards and sign in on entry. Although parents who come on site at the end of the school day are known by security staff and do not wear identification. There are clear systems around handing over children in early years from their classroom door to parents. Security staff monitor the two gates throughout the school's operating hours.

Health and safety arrangements are secure. A comprehensive health and safety policy is in place and staff complete mandatory training. Leaders implement the health and safety systems effectively. They conduct regular weekly checks and commission external checks by the civil defence and outside agencies. Fire drills are conducted regularly in line with Ministry expectations. The most recent drill resulted in evacuation within seven minutes, with clear follow-up actions identified. Fire wardens are members of the senior leadership team. Evacuation maps are displayed across the site, although these could be improved with information such as the location of manual call points and firefighting equipment. Lockdown procedures are in place, but school leaders recognise that further staff training is required to strengthen this area. Risk assessments are in place. These highlight areas of high risk around the school and are in place for off-site trips.

The school clinic is well resourced and staffed by two full-time nurses and provides a good level of care to all pupils who require it. Medication is stored securely, including refrigerated medicines, with accurate record keeping. The clinic provides suitable facilities for examination and short-term care. Local authorities conduct regular inspections, and the school meets regulatory expectations. Twelve staff hold certified first aid qualifications and all staff complete first aid awareness training.

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

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

The proprietor, operating from the head office in an adjacent building, ensures the suitability of all staff. This is achieved through the careful checks made by the school's human resources manager and the maintenance of a single central record on which all checks are recorded.

All staff employed at the school have checks made on their identity. Records of passport numbers are visible, including the date the check was made and the date of issue. Other checks regarding suitability to work with children are confirmed by a certificate from the police, or an international child protection certificate (ICPC) for any member of staff recruited from the UK. Further checks regarding medical certificates, qualifications and visas are all in place. The Ministry is vigilant and assists the school in only issuing visas to staff employed from overseas once checks are completed.

The school's designated senior leader also ensures checks are completed before staff are appointed to the school and reviews the single central record for compliance. Personnel files contain relevant copies of all documentation. One file sampled was up to date, detailed and aligned to the single central record. These are maintained by the school human resources (HR) manager and stored centrally.

There are no volunteers or supply staff at the school. The school's administration team and directors are listed in the school's single central record. Contractors are also listed with relevant documentation from the contractor.

Safer recruitment checks are in place. The school's senior leadership team is all trained and ensure questions are included at interview and advertisements for vacant positions reinforce the message that this school is fully committed to keeping children safe.

Induction procedures are thorough. These include rigorous safeguarding training and introduction to the school's policies so that all staff understand clearly the school's high standards. A probationary period is in place so that the school can mentor staff appointed and remain vigilant and act if leaders have concerns.

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

The premises and accommodation of the school meet the standard for BSO.

School leaders ensure that the premises provide a safe, clean and well-maintained environment that effectively supports pupils' health, safety and wellbeing. Facilities are fit for purpose and maintained to a good standard. Classrooms, corridors and offices are bright, with appropriate natural and artificial lighting. Displays of pupils' work enhance these areas and encourage pupils to be proud and respectful of their school environment. External lighting ensures safe access to and from the site.

Toilet and washing facilities are sufficient for the age range and number of pupils. Separate provision is available for boys and girls, with reliable hot and cold water. Facilities are clean, accessible throughout the day and appropriately maintained. Showers and changing areas are available to support physical education, if required.

The site includes multiple spaces that support physical education. This includes a large basement area for gymnastics and ball games, and a multi-purpose rooftop that is netted, sufficiently shaded and outdoors. The central quad is used for whole school assemblies and at break times. Prayer rooms are available for quiet reflection and prayer. The library is well stocked with books that support the curriculum and promote enjoyment of learning.

Recent investment in additional early years resources has enhanced separate play areas, which include an area for wheeled sit and ride toys and a separate area for slides and climbing equipment. Science laboratories are secure, well equipped and appropriately supervised. Safety features, including eye wash stations, fume cupboards and emergency showers, are in place. Well-equipped specialist rooms for music, ICT and French enhance provision.

The school's canteen which sells prepared food and designated dining areas are used well and supervised effectively at busy times. Filtered drinking water is available at multiple points, and non-drinking water in washrooms is clearly signposted.

The school has a lift that can be used by people with reduced mobility. Access to the lift during the school day is only allowed for staff. Ramps are available at the entrance points. Stairways between floors are well lit and contain appropriate handrails. The school site is secured by a pass system that ensures school areas are secure.

## 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.

The school provides parents with clear and detailed information about their child's progress. Parents receive regular progress reports, alongside formal mid-year and end-of-year reports. These include academic grades for each subject, effort grades, teacher comments on progress, strengths and areas for improvement. Form tutors also provide comments on engagement, attitude to learning and overall development. This ensures parents are well informed about both academic achievement and pastoral progress.

Information is shared through a range of communication channels. The school uses a learning management system and social media applications to share key updates, learning materials, feedback and guidance. All communication provided to parents directly from the school is provided bilingually to ensure parents fully understand the information. Parents also receive an annual handbook that outlines school policies and procedures. When further information is required, administration staff arrange appointments with teachers and senior leaders.

The school website is available in English, well-structured and provides accessible information on the curriculum, admissions, policies and staff. The required policies for BSO are published on the school website along with the latest BSO report. Parents feel well informed, supported and confident in the school's approach to providing information.

Parents are encouraged to engage with the school community through regular parent meetings, workshops and events. A parents committee represents the views of parents and meets termly with the school's senior leaders. These opportunities support meaningful dialogue and help parents stay involved in their child's learning and wellbeing.

The school regularly seeks parental feedback through surveys and meetings. Parents noted that feedback is acted upon, for example through improvements to the website and the development of extracurricular activities. Parents feel confident raising concerns, as the principal is approachable and responsive, and staff respond appropriately to issues.

On-site, parents are welcomed during arrival and dismissal times. Staff and senior leaders are visible and approachable at the start and end of the school day. Noticeboards display relevant updates, key dates and important messages. A school calendar is in place and shared with parents.

## 11. Standard 7

### The school's procedure for handling complaints

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

The school's policy is transparent, published on the website, and outlines clear stages and timeframes. Informal resolution is encouraged. Formal escalation routes are well defined, including an opportunity for an appeal at a later stage if complaints are not resolved.

All stakeholders can raise a complaint via email, face to face or by scanning a QR code that links them to the school's management system. This range of approaches ensures complaints are raised and addressed quickly. Records of complaints and related meetings are maintained confidentially and are analysed regularly to identify any patterns. A complaints tracker is in use, which effectively ensures all complaints are centralised. All complaints raised to date this academic year have been resolved.

A designated team is responsible for liaising with parents throughout the complaints process. This includes the school's pastoral leader, the administration manager and the social worker. They are well equipped to deal with parents who may have concerns, they are established at the school and know the families well. They can respond in either English or Arabic and assist with translation. This helps to reduce issues and resolve matters quickly without the need for escalation.

Parents stated that the school is responsive to any concerns raised. The head office adjacent to the school can also be contacted and its proximity enables easy access.

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

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

The school's vision, 'pupils achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment' is embedded in every action that the school takes. Most recently, at the start of this academic year the school's principal was appointed to role. At the time the head of primary had been in place for one academic year. Leaders have managed transition effectively and demonstrate a strong capacity to secure further improvement.

The school is led and managed by a senior leadership team (SLT) consisting of the principal, pastoral leader, and heads of primary and secondary. The principal meets weekly with the academic director. A weekly written report on the school's performance is shared with the directors. This ensures that the director and proprietor are updated. Longer term strategic decisions are related to the budget, procurement and staffing for the following year. The directors view the school's strategic plans as part of the larger holding group of twenty schools. Governance has close oversight of weekly operations and maintains a close view on parental satisfaction. Parental surveys are a regular and informative indicator of the school's performance, although parent participation rates vary. The academic director advises the school principal and is supportive. The principal is accountable to the group and proprietor for the school's performance.

The principal is a BSO level 3 trained school inspector and demonstrates secure knowledge of the standards. Since being appointed as principal in September 2025 he has created a detailed school improvement plan (SIP) based on the BSO standards. The SIP is specific in detail, achievable and time bound. This ensures there is a close match between the BSO standards and the areas on which the school needs to improve. A one-page overview of the areas on the SIP ensures that weekly meetings with SLT and whole school staff remain focussed on the school's priorities. Leaders are establishing a self-evaluation process that is shared with staff and aligned closely to the school improvement plan, vision and mission. This will support a coherent and focused approach to improvement.

Since September, leaders have prioritised improving the standard of teaching through announced and unannounced observations. Each teacher has been observed twice per term and the results from these observations inform the school's weekly professional development sessions. The observations were led by the senior leadership team and the emerging middle leadership team (MLT). Middle leaders stated how impactful this had been in engaging staff, supporting those who were underperforming and creating a level of consistency across the school, particularly in lesson planning. Although workload has increased, staff report improved clarity and morale remains positive.

Staff performance is monitored and the school follows an appraisal system similar to those used in British schools. Targets are set and linked to the priorities on the school improvement plan. All staff, including the school's administration team are set targets and this ensures there is a drive to improve the areas identified in the SIP. Staff speak positively of the recent changes.

Secondary subject heads closely manage their departments, including curriculum and teaching review. This level of oversight for English and mathematics in primary is lacking. The primary head currently oversees early years as a separate curriculum; appointing dedicated leaders would strengthen the focus.

The SLT and MLT maintain close oversight of pupil performance through the pupil progress pathway trackers. These analyse pupils progress from a baseline test at the start of the year. Where pupils are identified as not making progress, teachers meet with pupils and set targets to be achieved. Class or subject teachers create baseline assessments internally based on the curriculum plans. However, these are not standardised and as a result, leaders cannot yet measure progress securely against external benchmarks. Leaders recognise this and plan to implement standardised assessments.

Communication across the school is open and respectful. Staff meet weekly for whole school continuous professional development (CPD) sessions, middle leadership teams meet weekly and a strong mentorship programme supports early career teachers (ECTs) or those requiring support. SLT meets twice weekly and reference the SIP priorities and day to day plans.

The school maintains links with curriculum providers Pearson and Cambridge, and the Kuwaiti ministry of education has provided external support. The school is linked to an online provider for CPD training and updates. All staff have access to this, and it is well used. The school recently hosted teacher training for all teachers in Kuwait on Pearson's Advanced Level chemistry syllabus.

The leaders at the school actively promote the well-being of pupils. Recent improvements to attendance and the close oversight of safeguarding ensure that pupils are well cared for. The inclusion of extra-curricular activities within the timetabled day has increased participation rates and ensures all pupils can achieve in an area of interest. The relatively small size of the school enables leaders to implement changes quickly. It also supports flexible class groupings and strong relationships across the school.

Parents are highly supportive of the new principal and the changes that have been implemented in a very short space of time. A wide range of parental surveys indicate the strength of parents' views and their support for the school and the new leadership team.

The school runs smoothly day to day due to the close oversight by leaders at all levels, creating a purposeful and caring environment in which pupils can learn.