



**British School
Overseas**
Inspected by Penta International

Inspection report

The British School of Kuwait

Salwa Kuwait

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Contents	page
1 Purpose and scope on the inspection	2
2 Compliance with regulatory requirements	3
3 Overall effectiveness of the school	3
3.1 What the school does well	4
3.2 Points for improvement	5
4 The context of the school	5
4.1 The British nature of the school	7
5 Standard 1 The quality of education provided by the school	9
5.1 Curriculum	9
5.2 Teaching and assessment	11
5.3 Standards achieved by pupils	13
6 Standard 2 The spiritual, moral, social and cultural development of pupils	14
7 Standard 3 The welfare, health and safety of pupils	16
8 Standard 4 The suitability of the proprietor and staff	17
9 Standard 5 The premises and accommodation	18
10 Standard 6 The provision of information for parents, carers and others	20
11 Standard 7 The school's procedures for handling complaints	22
12 Standard 8 The quality of provision for boarding	22
13 Standard 9 Leadership and management of the school	23

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 UK. 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, 87 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the governors and group of students. Two complete school days were monitored.

The lead inspector was John Cranfield. The team members were Katy Brand, Colin Dyson, Alison Stevens, William Turner and Karl Wikinson.

2. Compliance with regulatory requirements

The British School of Kuwait (BSK) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The school provides an excellent quality of education. The school is highly effective in seeking to meet its vision of 'Being the best school in Kuwait'. This aim is clearly understood by all stakeholders, and provides the focus for all school developments and improvements.

The school is held in high regard by the wider community and parents. The students are proud to be members of the school, and value the opportunities it provides.

3.1 What the school does well

There are many strengths. These include:

- Students feel happy, are well behaved and supported.
- The care and concern of the teachers extends way beyond the classroom.
- Positive relationships between students, and students and staff.
- Teachers feel well supported by management.
- The quality of the induction process for new teachers.
- The school's self-evaluation process clearly identifies areas of strengths and weakness.
- Highly imaginative use of compact space.
- The wide range of extra-curricular activity.
- The role of the school in the community.
- 'Britishness' is a strong characteristic.
- Willingness of the school to be challenged, innovate and improve.
- Development of the VLE as a highly effective tool for learning.
- Parents hold the school in high regard.

3.2 Points for improvement

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

- ensure that work set by teachers always challenges students, regardless of differing abilities;
- share the best assessment practice across the school, to enhance student achievement;
- improve the standards of teaching to be consistently as high as that of the most excellent.

4. The context of the school

The British School of Kuwait (BSK) is a privately owned co-educational 3-18 day school, licensed by the Ministry of Education (MoE) in Kuwait through the Private Education Department.

The school follows the National Curriculum for England with accommodation for subjects required by the MoE; Arabic Language, Islamic Studies, Quranic Studies and Social Studies of Kuwait.

The school is organised into 5 departments :

- Lower Department (LD), comprising Reception, Years 1 and 2.
- Junior Department (JD), comprising Years 3, 4 and 5.
- Middle Department (MD), comprising Years 6, 7 and 8.
- Upper Department (UD), comprising Years 9, 10 and 11.
- Sixth Form Department (SFD), comprising Year 12 and 13.

There are currently 2055 students on roll, representing 77 nationalities. Kuwaiti students comprise 40% of students in the Primary phase. The proportion of local students decreases at the end of the Lower Department as some Kuwaiti parents transfer their children to free Government schools. The Sixth Form consists almost exclusively of the children of expatriates.

In 2008, the school opened 'The Sunshine Kindergarten' (TSK) licenced through the Ministry of Social Affairs. Located adjacent to the main school, it is the main source of new students into Reception.

BSK is selective and is not required to admit students with low ability or behavioural issues. Entrance tests for students into older year groups are age specific with Cognitive Ability Tests

standard from Year 4. Younger students are admitted with lower verbal communication scores providing their other scores are high.

The school is aware of the limitations of the older buildings and actively seeks ways of purchasing new land adjacent to the school, for example the new Kindergarten building and staff accommodation buildings.

The school has invested heavily in new technology with the purchase of a School Information Management System (SIMS), a virtual learning environment (VLE) and Wi-Fi access across the whole school.

The school has identified the following barriers to learning:

- Purchasing land for construction and licencing of new accommodation;
- On the existing site, space restricts possibilities;
- Classroom size in the main building is limited;
- The climate of Kuwait - whilst internal spaces are air-conditioned, outside temperatures can reach in excess of 50 degrees Celsius even in the shade;
- Meeting Ministry of Education regulations concerning curriculum time for the teaching of Arabic, Islamic Studies, Quranic and Social Studies;
- The annual challenge of recruiting high-quality professional, skilled British teachers.

The Ministry of Education requires private schools to be inspected every three years against criteria established by the Ministry. In 2007, the school was judged to have met and often exceeded the fourteen assessed criteria. In 2010, the report stated that the school had continued to improve with the effective implementation of 'Assessment for Learning' strategies, 'Attitudes to Learning' initiative, reporting in National Curriculum Levels and the development of a virtual learning environment.

4.1 British nature of the school

The British nature of the school is outstanding. From the inception of the school in 1980, the owner insisted on hiring British trained teaching staff to deliver a British based curriculum. This commitment continues today.

The National Curriculum of England has been adopted throughout the school from Early Years to Year 13 with public examinations at GCSE/IGCSE and Advanced Level.

It is a requirement of all overseas-contracted teachers at BSK that they are either British-trained or are registered as teachers with the Department for Education in the United Kingdom.

New facilities are named after leading British people and famous British buildings. For example the 'Diana, Princess of Wales' dance studio and; the 'Charles Babbage' computer centre. The 'Chequers' building houses the 'Britannia' Sixth Form Centre, alumni students are referred to as 'Old Britannians'.

Whenever possible, new facilities are opened by leading British people, either visiting or resident in Kuwait. Baroness Morris recently opened the Euston building (having previously opened the Lowry Art Gallery). Lord Fowler opened the Chequers building bringing a delegation of six sitting Members of Parliament in Westminster.

The House system at BSK actively encourages participation and competition in a wide variety of academic, sporting and occasional events. The four Houses are named; England, Ireland, Scotland and Wales.

The school is organised according to the structures used in English schools.

The school council, prefects and house captains contribute towards the whole school ethos.

As well as fully implementing the curriculum for England, assessments are based on national standards from the UK.

British practice is evident in approaches to performance management, staff target setting, annual review meetings etc.

All communications from the school to families and students are provided in English, as are all school publications, reports, letters and the website.

The importance of extra-curricular provision including clubs and school trips are in line with British best practice.

The school celebrates special events in the UK, for example the Royal Wedding, Remembrance Day and the London Olympics.

Texts, materials, educational equipment and software are UK sourced.

Classroom management, displays of work, a three term year and age-related year groups contribute to giving a British feel to the school.

Parents are supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated the high quality of education delivered at BSK.

The school is a founder and active member of the British Schools in the Middle East (BSME).

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

The quality of education provided at BSK is good, with aspects that are outstanding.

5.1 Curriculum

The school provides a broad and balanced curriculum, offering a wide range of learning opportunities tailored to meet the differing needs of nearly all the students. The academic curriculum is enhanced by a wide range of extra-curricular activities. The curriculum offered meets all local regulations as well as international standards.

Schemes of work make accurate and effective use of guidance from the Standards and Testing Agency (STA).

Children in Reception and Key Stage 1 enjoy a rich and varied curriculum. Children work towards the Early Years Goals as set out in the UK Early Years Foundation Stage curriculum. Key Stages 1 and 2 follow the National Curriculum guidelines for all appropriate subjects.

Within Key Stage 1 English, maths, science, history, geography, ICT and art are taught by class teachers with specialist teachers responsible for the teaching of music and PE.

The school complies with local requirements with regard to teaching Arabic, Islam and Kuwait Social Studies. Students who are first language Arabic speakers from Reception through to Year 5 are taught Arabic. All Muslim students from Year 1 to Year 5 are taught Islam and Quranic studies, with non-Arabic speaking students taught in English.

In Reception, students' progress is tracked using the Foundation Stage profile, with evidence collected from students' individual 'learning journeys' and teachers' anecdotal observations. In Key Stages 1 and 2, the progress that students make is tracked in accordance to the level descriptors; appropriate targets are then set and shared with students and parents.

The teachers provide a rich and varied curriculum based around themes relevant to the children's needs. The curriculum delivered ensures children experience activities that encourage exploration and experiences of their world in a creative and personalized learning environment.

Together with their teachers, children brainstorm ideas, experiences that they have had and what they would like to know more about. From these discussions learning activities, explorations and investigations are developed.

One-to-one support within classes is offered by learning support staff to those children with EAL. Curriculum documentation is well planned, clear and concise. It includes long-term, medium-term and activity-based planning. In Key Stages 1 and 2, planning follows four stages of development: Engage, Develop, Innovate and Express.

Teachers are encouraged to deliver learning activities that encourage higher order learning skills such as 'Thinking Skills' and Independent Learning.

The curriculum is enriched through celebrations, both local and international. These inspire and motivate students in wider interests such as sport, music, drama and art. The school has acknowledged that many parents lack confidence in their language ability or their understanding of maths to work with their children at home. In response to this, clubs have been established after school for phonics, story writing, maths and homework.

In Key Stage 3, students study a range of subjects in line with those taught in UK state schools, including personal, social and health education (PSHE). As the school is selective, there is no SEN provision at the secondary level, though there is some EAL support provided for students who score highly on the non-verbal reasoning and maths sections of the cognitive aptitude entrance test, whose first language is not English. Some Year 9 courses, notably business studies and science, enable a 'bridge' to the Key Stage 4 examination courses, which enhances students' decisions about options.

In Key Stages 4 and 5, students are able to take a range of internationally recognised qualifications through Edexcel and Cambridge International Examinations. The GCSE, IGCSE and GCE courses cover a wide range of subjects; to accommodate the needs of individual students the school is prepared to run courses with small student numbers. Some options groups are differentiated by ability. The school is able to offer arts and humanities courses at GCE level rather than the historical regional norm of only mathematics and sciences. Additional tutors are used to accommodate the examination preparation for first language speakers of other languages, including Arabic, Urdu, Hindi and Spanish.

As well as through extension activities on the VLE, BSK extends the curriculum for gifted and talented students through a 'supracurricular' enrichment programme including mathematics, writing and science clubs. Broader learning for all students is further enhanced through a wide range of extracurricular clubs and activities, including the International Award, instrumental tuition and Model United Nations. There are regular drama and musical performances: a Samba specialist ran music workshops during the visit. School teams are successful in a range of sporting activities.

Students are able to sit the Associated Board of the Royal Schools of Music (ABRSM), the London Academy of Music and Dramatic Art (LAMDA), the Royal Academy of Dance (RAD) examinations as well as tests of English as a Foreign Language (TOEFL).

Several trips and visits take place locally and internationally to enhance the broader curriculum, and students participate in BSME events, some of which the school hosts.

Teaching and assessment are good with aspects that are outstanding.

Teaching in many lessons, across all phases is good or better. Most lessons provided opportunities for students to learn with a partner or in a group. Learning objectives were shared with the students. Students were confident in expressing themselves clearly when asking or answering questions. In lessons where activities were mainly teacher-led or which did not sufficiently challenge students, learning was less effective. Differentiation to meet individual needs was more evident in the primary phase. Teachers' subject knowledge was secure.

The best lessons were characterised by high expectations, pace and energy. In these lessons, students were stimulated by active involvement in their learning and enthusiastic teachers. Students were eager to learn, and teachers provided appropriate levels of challenge. Effective questioning techniques facilitated higher order thinking skills. There was a good level of interaction between the teacher and students. Students' contributions were valued and praised. Teachers promoted independent learning.

In the Foundation Stage, there has been a clear focus on developing the learning experience, creating exciting, interesting and meaningful opportunities for all children. In Reception classes children were busy discussing and creating mind maps based around their understanding of stories: levels of discussion and cooperation were high and sustained.

Planning involves the whole team and is firmly focused on responding to the children's individual needs. Teachers monitor and track progress to ensure they have a good understanding of each child's learning steps. Highly effective 'Learning Journeys' carefully record next steps in progress and these are shared with both children and parents, and are used to inform planning. 'Rainbow times' are an opportunity for creative learning and exploring a wide range of skills. Through careful planning, teachers ensure each child has an excellent opportunity to follow their own interests as they develop key skills and concepts.

Throughout the lower primary phase, there is a clear focus on encouraging children to become independent learners. The use of 'Build' boxes in Years 1 and 2 enable teachers to provide activities that encourage students to explore ideas creatively in mathematics.

The effective use of group work and application of active learning techniques enthused Year 9 students in a mathematics lesson on trigonometry. In a Year 10 chemistry lesson, students were motivated to apply their scientific understanding to construct a 'sugar bomb'. Teaching and learning 'communities' are used to share outstanding practice. These are led by school staff and reflect whole-school priorities. Whilst gifted and talented learners are not identified by the school on a formal register, the use of stretch time in a Year 8 mathematics lesson and science challenges in many Key Stage 3 science lessons, provided students with additional challenge. The school is aware of the need to make specific provision for these more able students.

There is a clear assessment framework that establishes procedures for all teachers. Although the use of assessment for learning techniques to enhance learning - effective questioning, starter activities, use of the plenary to assess learning - was seen in nearly all lessons, the application and efficacy was inconsistent. In the better lessons, teachers effectively used oral formative assessment to coach and praise learners, for example the use of MyiMath activities completed through the VLE. In a number of lessons, students were involved in peer and self-assessment. In a Year 4 maths class students effectively used 'traffic lights' and 'smiley faces' to highlight understanding and progress in learning. Whilst examples of detailed and informative marking with specific targets for improvement were seen, there are inconsistencies in the implementation of the marking policy. However, nearly all students had a clear understanding of the standards they were currently working at. In English and maths, curriculum levels are placed in the front of books and the children show a good understanding of what level they are working at. Targets for English could be found at the beginning of exercise books, linked with levels. Targets for maths were found in some exercise books linked with teacher feedback.

Effective monitoring throughout the year provides a range of assessment data enabling cohorts and individuals to be tracked. The data is beginning to be used well to inform planning and set challenging targets. It is being used increasingly effectively across the whole school to enhance learning and achievement. The virtual learning environment (VLE) is being embedded by subject teams, and strategies that use the interactive white boards are being extended. The school is aware of the need to continuously update the skills of all teachers. All students from Year 6 onwards have personal laptops that are used in lessons as appropriate, for example the exploration of a database in a Year 8 maths lesson.

5.3 Standards achieved by pupils

Overall, the standards achieved by primary and secondary students at BSK are good or better. There is the capacity for standards to be excellent. The standards achieved by pupils in the Early Years and Foundation Stage (EYFS), and in Key Stages 4 and 5, are particularly good.

Attainment varies from below the expectations of BSK to well above. Some 80% of EYFS are attaining the BSK expected level. 93.4% (English) and 96.7% (mathematics) are at expected levels in Year 2. In Year 9 where the expected attainment level is 6a/6b, 9.2% attained 5c or lower, but 3.4% attained level 8. Overall attainment is relatively higher at Key Stages 4 and 5 than Key Stage 3. For example, the proportion of students hitting 'expected levels' in Year 7 is 73.9% (English), 71.2% (mathematics) and 79.4% (science); and in Year 9; 60.9% (English), 59.7% (mathematics). The percentage of students achieving five A*-C grades has risen from 91% to 93% over the past five years. The percentage of students achieving an A grade at A-level has risen from 42% to 47% over the last five years.

Whilst nearly all students continue to make good progress as they move through the school, progress is strongest in EYFS/Key Stage 1 and Key Stages 4/5. The school has identified some underachievement at Key Stage 3. In the academic year 2011-12, Year 7 students made an average of 1.64 sub-levels progress in English, Year 6 students made an average of 1.51 sub-levels progress in mathematics. In science, Year 6 made an average of 1.87 sub-levels progress, falling to 1.34 sub-levels in Year 7. BSK expectation is for two sub-levels progress per annum. Progress from AS to A2 is strong; for example in 2011, 26% of students at AS level achieved an A grade. 47% of students achieved an A grade at A-level.

The school is beginning to establish consistent procedures for tracking progress and strategies for analysing data to give a clearer indication of individual student value added. The school has introduced the use of cognitive ability testing in order to provide a benchmark for all students, including those who join the school without any prior data. This will also be used to support target setting and the analysis of value added data.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the students is outstanding.

The behaviour of all students is exemplary, both in class rooms and as they move round the school. Students have strong moral values and a real sense of fairness as demonstrated by their relationships with adults, each other and the wider community. In discussion, students were able to articulate these values, and their application to school and the wider world.

Spirituality is developed in lessons, through community service and assemblies. For Muslim students, the principles of right and wrong are supported through Islamic and Quranic Studies. There are separate prayer rooms for boys and girls. Awe and wonder is evident, especially in EYFS classes where moments of discovery provide opportunities for pupils to reflect on the world around them. A poem on 'beauty' read out during a primary assembly encouraged pupils to reflect on the awe and wonder of the natural world.

Children throughout the school have a positive attitude towards their learning, and enjoy being in school. The level of attendance is good at 93.9% across the primary school. Punctuality has been targeted by the Primary Leadership Team and as a result, there was an improvement in some year groups at the end of the last academic year. SIMS is used to monitor punctuality and attendance. School planners, letters, phone calls and meetings are used to follow up and improve attendance. In the primary school, historic data highlights unauthorised absences that are higher than authorised absences.

House points that contribute towards a house total are used to promote good behaviour in school, both in class and at playtime. Achievements are celebrated and house point certificates awarded in weekly assemblies. 'Attitude to Learning' posters are displayed in classrooms to promote good behaviour. There are school councillors elected from each class who attend fortnightly meetings. Prefects are selected and trained in Year 5 as part of the primary school leadership programme.

Highly effective relationships are developed between staff and the children in order to encourage success in learning. Staff create a positive learning environment within the class. PSHE lessons observed encouraged the children to talk about their feelings, and included feedback from the class councillor from the previous meeting. A few pupils however, stated that PSHE time was also used for finishing work and doing their spellings or times tables.

Tolerance, democracy, respect for freedom of expression and other human rights are developed throughout the school, particularly through Key Stages 3, 4 and 5. As students progress through the school, rich curriculum experiences ensure they broaden and deepen their understanding of the responsibilities of citizenship not only in Kuwait but also the UK and internationally.

Students participate with enthusiasm in the wide range of extra-curricular activities on offer. Prefects in the middle and secondary school exercise their responsibilities effectively. As students move through the school, opportunities are planned to develop their self-knowledge, self-esteem and self-confidence. Discussions with focus groups of Key Stages 3, 4 and 5 were proof of the efficacy of provision.

Students are encouraged to engage in community projects. In addition, Year 10 students are given the opportunity to participate in the International Award programme. This course is followed by approximately 250 students in Years 9 – 12 each year. Active involvement in these activities contributes to the moral and social development of BSK students.

Students in the Sixth Form and Year 11 have the opportunity to take on responsibility as head boy, head girl, senior prefect or prefect, and house captains. Sixth Form prefects are also paired with the recently introduced programme of appointing younger class prefects in the lower school.

A spirit of internationalism is firmly embedded in the curriculum. The annual International Day provides enhanced opportunities for all students to celebrate their culture, including the wearing of national dress.

The school shares information about Britain to support their students and parents should they wish to relocate to live or study in the UK.

7. *Standard 3*

The welfare, health and safety of the pupils

The quality of the welfare, health and safety of the students is outstanding.

Appropriate policies and procedures are in place to ensure a safe and caring environment. A whole school emergency evacuation is conducted regularly and monitored for effectiveness. There is a secure boundary wall and guards are present at the main gate, monitoring the flow of people in and out of the school and providing identification badges where appropriate. Shelters provide adequate shade for students.

Feedback from focus groups, lesson observations and informal conversations with students clearly indicated a care for each other and the wider community. Students interviewed both formally and informally were articulate, courteous, self-assured and confident in speaking to adults.

Students across all key stages are happy young people who are proud of their school and thrive on the rich variety of learning experiences that it provides.

In the primary school, teachers quickly develop a thorough understanding of each child and this contributes to the nurturing of a homely environment. Parents, who were interviewed, felt that this has a major impact in ensuring their children thrive at the school.

The school's commitment to the well-being of the individual extends into the academic curriculum. Option choices in Key Stages 4 and 5 are as far as possible designed to meet the expressed needs of all students.

The established form tutor and house systems provide a strong pastoral support structure. More time is being allocated to tutors from September 2013 to enable them to take on the role of academic tutor. An on-line tracking system is being piloted this year to more effectively set and monitor personal targets for students. Students in Years 12 and 13 are given a high level of personal care and academic coaching due to the quality of relationships established through the school and the smaller size of many classes.

There is an extensive range of extra-curricular activities provided by the school and students feel that there is something for everyone.

The 3 school nurses provide a comprehensive service for all students and school staff, including first-aid training and contributing effectively to the PSHE programmes throughout the school.

The cafeteria offers a choice of food, including healthy options. A focus group of parents expressed a desire for only healthy foods to be served. Food technology and PE lessons enhance students' understanding of healthy lifestyles.

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

The suitability of the proprietor and staff is excellent. The owners, who comprise the board, are held in high regard by the local community and ensure highly effective relationships. The board oversees school policies, ensuring all local requirements are met. They do not interfere with the management of the school: there are clear lines of demarcation.

The board ensures the school meets the safety, care and guidance requirements for all students. In addition, they take responsibility for the recruitment and checking of staff credentials.

Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Kuwait and their previous employment activity. Both the Ministry of Education and Ministry of Social Affairs must approve the qualifications and status of teachers employed by the school before issuing work visas. This process requires the checking of original certification including the attestation of degree certificates and teaching qualifications held by teachers. Recently, this has also required the attestation, by the issuing university, of the specific modules covered on degree courses. The Ministry of Education makes an important distinction between Primary and Secondary trained teachers.

As part of a recent initiative, the school also employs language tutors to teach 'home' languages to those students who want to take appropriate examinations.

There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school.

Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some have further academic or teaching qualifications that enhance school development. Teaching assistants in the Early Years and Key Stage 1 contribute well to the quality of learning; they are highly valued as members of staff and well trained.

9. *Standard 5* The premises and accommodation

The premises and accommodation are of a high quality.

The campus comprises of the original school building, and adjacent buildings that have been subsequently purchased or redeveloped. The buildings themselves are sound, well-maintained and clean. Floorings are appropriate to the current use of each room. Decoration is in good order and a schedule of planned redecoration is in place. There is adequate lighting and when required, artificial lighting. Temperature is controlled with the use of air-conditioners in all rooms. Furniture in classrooms is appropriate for the age and needs of the students. The school has a planned refurbishment schedule. Toilets are more than adequate for the number of adults and children on the site.

Although many teaching areas are compact, they are nevertheless well-equipped with ample subject specific resources. There are specialist facilities for art (including ceramics), dance, drama (the Shakespeare theatre), design and technology, music/music technology and sciences. There is a range of outdoor and indoor areas for physical education, including an indoor heated swimming pool. There is also a well-stocked library for use of all students across the school and Sixth Form students have their own study areas and common room.

The school has been recognised by an international corporation as an exemplar school for the use of ICT to support teaching and learning. All classrooms are equipped with interactive whiteboards, which support teaching and enliven learning, and there is wireless networking throughout the school. All students and parents have access to the school's virtual learning environment (VLE). Currently, from Year 6 and up, all students have their own portable devices with software specified by the school. Consequently, there is no longer the need for discrete computer suites. Arrangements to safeguard students using the internet are robust.

The main building roof houses a canteen area. Standards of hygiene fully meet local requirements. A new central clinic was opened in February 2013, providing high quality medical care. There is a satellite clinic in the Chequers building. Immunisation takes place in accordance with the regulations of the Ministry of Health. There are regular dental checks of Primary phase pupils. Student health records are maintained both on the SIMS database and in hard-copy in the new Clinic management office. A nurse is on duty during the school day and for the period of extra-curricular activities before and after school. There are no special needs pupils in the school.

All laboratories are equipped with smoke and heat detectors that trigger the emergency evacuation alarm system. All laboratories are equipped with first-aid kits and fire-extinguishing equipment. All science staff have been trained in first aid by qualified and experienced medical professionals.

Water and drainage systems meet local requirements and are tested regularly. Emergency evacuations are held on two occasions in the first term and monitored for effectiveness. Site security is good. There are cameras at vantage points along each external wall, along corridors in the Main Building and at other strategic points within the school. Security teams are on duty 24/7. The school premises are used solely for school business.

Space has been used creatively to maximise the number and range of teaching areas, for example the roof-top shaded areas for Physical Education. The discrete Drama, Art, Design and Technology facilities are located in the pre-existing rooms and basement of what was originally a large villa. Sound insulation and acoustics allow effective teaching and communication. There are active plans for on-going purchases and expansion within the restrictions of local legislation.

There are sufficient areas for shade during non-contact time and sufficient bathrooms. Provision is made for religious observations.

The school is well-staffed to deliver the curriculum offered, and staff numbers exceed local ministry licensing regulations. It is a requirement of all overseas-contracted teachers at BSK that they are either British-trained or are registered as teachers with the Department for Education in the United Kingdom. The 32 teaching assistants are drawn from a variety of backgrounds, but all have the opportunity to train for relevant City and Guilds qualifications through the school's sister company, the British Institute for Vocational Training.

Staff qualifications, subject-specialisms, background and health checks meet or exceed local requirements and regulations.

Development targets include an increase in the number of non-teaching teacher managers to facilitate a more strategic use of data to raise individual student attainment, and implement strategies to further raise the quality of teaching.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is excellent.

The school communicates with parents via letters, the school website, Facebook, the VLE, texts, email, student planners and LCD displays in corridors. The school publishes and reviews its prospectus annually. It is available on the school's website.

The school sets out its philosophy of providing the "best of British education, an education that is rigorous, rounded and relevant". This aim is elaborated in greater detail throughout the prospectus and other relevant documentation. The fee structure is detailed and clear and is available on request. The curriculum statement explains in detail what students will learn in each of the five sections of the school.

The Code of Conduct is underpinned by the rewards and sanctions policy, which stresses the importance of self-discipline. This policy stresses the role of the partnership between the school, parents and the students in order to support fully the school's positive ethos.

Transport costs for students are provided. A maximum class size is established, though smaller set sizes are specified where this is appropriate. In the Sixth Form, small numbers in students' specific subject choices are catered for. An extensive range of extra-curricular activities is identified and enhanced by the additional courses offered by the school and community provision based on the school's campus. These courses are also offered to students from other schools as well as the community at large.

The prospectus has a detailed and comprehensive calendar setting out the dates of events during the year and key forthcoming activities are published two years in advance.

In addition, parents can access criteria for admission, discipline and exclusion procedures as well as the complaints procedure. Focus groups of parents confirmed the high quality and effectiveness of home school communications.

The school prospectus is supplemented by regular information updates released at key times throughout the year. All key information documents are clearly written and are available as hard copy, written in both Arabic and English in order to make them accessible to all parents.

Face to face meetings are given a high priority. Teachers in the lower primary provide effective contact points for parents collecting students. Middle and Upper Department class tutors accompany their tutees to the courtyard at the end of each day; in part to ensure they are easily accessible should a parent wish to discuss an issue. Parents are invited to attend transition meetings, subject option choice meetings, music concerts, school productions, consultation days. Annual Sports Day, art exhibitions, science fairs and a range of after school events. In addition, parents attend the annual Awards Evening and Festival of Achievement.

In February 2013, the school surveyed the views of parents. 98% of parents who responded agreed with the statement, 'My child is making good progress as BSK' and 97% agreed with the statement 'I am happy with my child's experience at BSK'. The school takes seriously any parental concerns identified, and these are used to inform future planning.

BSK is a member of the International Schools' Athletic Conference of Kuwait (ISACK). Sports teams compete against other British, American and Bilingual schools. The school also competes in several Model United Nations conferences throughout the year.

BSK is committed to developing a culture of charitable giving and engaging students in charity work and community service. International Award students complete community service in various locations throughout Kuwait. It plays a key role in the local community, providing access to its facilities for a range of clubs and activities.

11. *Standard 7*

The school's procedure for handling complaints

Complaints are rare, but the school has good procedures in place that meet both local requirements and reflect best practice in the UK. Parents and carers are kept well informed about the process through school documents and the website. This information is regularly updated.

The school has invested heavily in non-teaching Department Coordinators, Assistant Department Coordinators and Year Heads as well as senior managers, thus ensuring parents have easy access to key personnel.

Most concerns for handling complaints mirror the management structure of the school. The class or subject teacher is the first port of call. Should an issue not be resolved, progression through the management tree follows. Provision is made for an independent appeals panel and for the complainant to be accompanied. Appropriate written records are kept and confidentiality is assured.

Parents who were interviewed, stated they felt confident with the way the school dealt with concerns.

Standard 8

The quality of provision for boarding

Not applicable.

12. Standard 9 Leadership and management of the school

BSK is well led; leadership and management are excellent and strengths of the school.

The governance role fulfilled by the owners, the leadership of the principal, and the leadership/management duties of the heads of school are all outstanding.

The Senior Management Team is held to account by the Board of the owning company, British International Education. The board comprises the licensee, founder and CEO. Collectively, they are passionate about the quality of education on offer in their school. The board are actively involved in the strategic direction of the school. Two members of the Board also sit on the SMT, providing support and acting as a critical friend. They ensure appropriate policies and procedures are in place and reviewed for effectiveness. Robust financial management ensure sufficiency of resources and value for money.

There are highly effective working relationships with the school's leadership team; representing the views of the wider community is seen as an integral part of their responsibilities.

The school leaders have clearly defined roles and responsibilities that enable them to be both held to account and hold others to account as they continuously seek further ways to improve the high standards of the school.

Delegated leadership and management enable staff to make a strong contribution to the effective development and progress of the school through identifying and implementing strategies that impact on levels of achievement.

Through highly effective self-evaluation processes, clear priorities have been identified that involved wide scale involvement and evidence gathering. Accurate analysis has enabled the school to implement clear priorities for development through both phase and departmental improvement plans. The monitoring of development plans ensures all staff are aware and involved in the implementation of effective change.

There is a rigorous and extensive system for appraising teachers, which is linked to salary progression and posts of responsibility. This involves regular observations by senior leaders of their teaching, discussing the outcomes and the setting of targets for development. Staff who carry out the observations have been trained by the senior manager responsible for appraisal, which ensures there is a consistent approach. This work has been supported by an external consultancy to ensure consistency with the standards expected for potential BSME accreditation. Teachers new to the school are involved in a carefully-planned and sensitive induction programme, and on appointment are given access to the school's VLE. All teachers are provided with a full week's training at the start of each school year. Additional specific training is provided during the year including training by specialist consultants

employed directly from the United Kingdom, as well as opportunities to attend appropriate training overseas.

The school leadership team values highly the contribution made by all staff in ensuring each and every child/student succeeds. Both teaching and non-teaching staff are recognised as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.