



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**The English School, Kuwait**

**May 2022**

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## School's Details

<b>School</b>	The English School, Kuwait		
<b>Address</b>	PO Box 379 Safat, 13004 Kuwait		
<b>Telephone number</b>	0096 52227 1385		
<b>Email address</b>	admin@tes.edu.kw		
<b>Headteacher</b>	Mrs Alison Peterson		
<b>Chair of governors</b>	Brigadier Huw Lloyd-Jones		
<b>Age range</b>	3 to 13		
<b>Number of pupils on roll</b>	621		
	<b>Pre-Prep</b>	306	<b>Prep</b> 315
<b>Inspection dates</b>	29 to 30 May 2022		

## 1. Background Information

### About the school

- 1.1 The English School is an independent co-educational day school. Founded in 1953, the school moved to its present site in 1996. It is governed by a board of trustees, including representatives of the proprietor. It is organised in two sections: pre-prep, for children aged 3 to 7; and prep, for pupils aged 7 to 13 years.
- 1.2 Since the previous inspection, a new headteacher has been appointed. She took up post in September 2020 after having previously been deputy headteacher at the school.

### What the school seeks to do

- 1.3 The school aims to provide a British education which enables pupils to make a seamless transition to schools across the world. It seeks to promote happiness and excellence by building pupils' independence and character and by cultivating mental and physical fitness, creativity and respect for the environment.

### About the pupils

- 1.4 Most pupils come from professional and diplomatic families living in the region. There are 44 nationalities represented in the school, with the large majority from the United Kingdom or the United States of America. Data provided by the school indicate that the ability of the pupils is above average compared with other pupils taking the same tests internationally.
- 1.5 The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), which include mild learning difficulties, all of whom receive additional specialist help in the form of individual lessons and in-class support. The school identifies 94 pupils as having English as an additional language (EAL), none of whom requires support. Fluency in English is an entry requirement.
- 1.6 The school identifies 21 pupils as being the most able in its population. The curriculum is modified for them and for those pupils who have special talents in English, mathematics, music and science.

## 2. Inspection of Standards for British Schools Overseas

### Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the Standards for British Schools Overseas.** The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

**Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.**

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in January 2019.

## Key findings

- 2.1 The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. The requirements of the host country take precedence and no action points are, therefore, specified.

### Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education in paragraphs 2, 3 (a) to (i) and 4 are met, but that relating to paragraph 3 (j) (teaching) is not met because it is precluded by the country's legislation.**
- 2.3 The curriculum is well balanced and enables pupils to experience a suitably broad education, including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas of learning. Pupils develop a range of speaking, listening, literacy and numeracy skills and their understanding of English is good. Policies, plans and schemes of work in all subjects are suitably aligned to the ages, aptitudes and needs of the pupils, including those with EAL and SEND. The curriculum enables the pupils to make good progress and equips them to engage with and benefit from the opportunities, responsibilities and experiences of life outside of school and in the next stage in their education, underpinned by an understanding of fundamental values of British, Kuwait or other societies. Personal, social, health, economic and citizenship education (PSHEC) encourages respect for other people as far as is allowed by the laws of the host country. Suitable up-to-date careers education is provided for pupils in Years 7 and 8.
- 2.4 Children in Nursery and Reception follow a programme covering the seven areas of learning of the Early Years Foundation Stage (EYFS) curriculum. The curriculum for older pupils is based on the English National Curriculum with the addition of lessons in French, Arabic and Kuwait social studies. In their responses to the questionnaire, a small minority of parents did not think that the school provides a suitable range of extra-curricular activities. This is because, due to current Covid restrictions, the school has not been able to provide extra-curricular activities.
- 2.5 The teaching enables pupils to make good progress as they add to their knowledge, skills and understanding. This view is fully endorsed by most parents and almost all pupils in their responses to the questionnaires. Pupils with SEND receive effective specialist support to meet their needs. Throughout the school, teachers use assessment strategies to plan work well, using their knowledge of the pupils and their needs. They draw upon a range of effective teaching methods and of resources, providing suitable challenge for the most able. Teaching staff have good subject knowledge and manage the pupils' behaviour well.

### Part 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 The standards relating to spiritual, moral, social and cultural development in sub-paragraphs 5(a), (b) (i) (ii) (iii) (iv) (v) (vii) are met but that in sub-paragraph 5 (b) (vi) [encouraging respect for other people] is not met because it is precluded by the country's legislation.**
- 2.7 The school's values of positivity, respect, integrity, confidence and empathy (PRICE) are at the heart of its assembly and PSHEC programme. The school promotes the values of democracy, the rule of law, liberty, respect and tolerance of those with different faiths and beliefs which are fundamental to life in Britain and many other countries. It promotes principles that enable pupils to develop self-knowledge, self-esteem and confidence. They learn to distinguish right from wrong and to accept responsibility for their own behaviour; they take opportunities to contribute to the lives of others; and they gain in knowledge of and respect for public institutions in England as well as respect for the responsibilities of Kuwaiti citizenship. The school encourages respect for other people whose characteristics are protected in law as set out in the UK Equality Act 2010; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex,

and sexual orientation, in so far as is allowed by the laws of the host country. Staff maintain a proper balance in their presentation to pupils of political issues and carefully avoid bringing their personal views into their teaching. In the questionnaires, almost all parents and pupils reported that the school treats pupils fairly, supports their personal development and promotes tolerance and respect for others, and inspection evidence confirms this.

### **Part 3 – Welfare, health and safety of pupils**

#### **2.8 The standards relating to welfare, health and safety [paragraphs 6–16] are met.**

- 2.9 Appropriate arrangements are in place to safeguard and promote the welfare of pupils. They take into account both local requirements and guidance provided for schools in England. Staff are trained thoroughly in the school's safeguarding procedures, not only when they take up post but through regular update sessions throughout the year. In their responses to the questionnaire, the vast majority of staff expressed confidence in the school's safeguarding procedures and the training, as well as for the support and guidance they receive. The safeguarding policy covers all the areas required of schools in England and is implemented effectively. Safeguarding matters are overseen by the designated safeguarding lead (DSL), who is a member of the senior leadership team and is supported by a deputy DSL. The DSL works closely with the safeguarding governor to ensure effective oversight of safeguarding procedures, monitoring of the implementation of the policy and to ensure that an annual review of policy and procedures is undertaken. The school maintains confidential records of all child protection concerns. Pupils are made fully aware of issues that might affect their welfare, health and safety through assemblies and topics covered in the school's PSHEC programme.
- 2.10 The school has suitable policies in place to ensure good behaviour and to prohibit bullying, including cyber bullying. Various initiatives educate pupils about bullying and how to prevent or deal with it. Although a very small minority of pupils are not entirely content with the school's efforts to eradicate bullying, discussions with pupils indicate that any incident of bullying is always taken seriously and is quickly resolved. Pupils clearly understand the advice they are given about bullying, with the result that it is a rare occurrence as confirmed by records scrutinised and interviews conducted during the inspection. Procedures to promote good behaviour are known and understood by pupils and staff and are implemented effectively.
- 2.11 The school's approach to health and safety is rigorous; its policies and practice meet the requirements of the Kuwaiti authorities and are in line with the expectations for schools in England. Detailed records are kept of all health and safety checks, many of which are undertaken by external advisors. There are regular fire drills and separate emergency lockdown procedures. An ongoing review of fire risk assessment is carried out and where any issues are identified they are swiftly rectified. Hazardous materials, such as those used by cleaners or in the science laboratories, are stored securely. The school has a suitable risk assessment policy and ensures that risks which may affect pupils' welfare, health and safety are identified and mitigated. In response to their questionnaires, almost all parents and pupils agree that the school provides a safe and healthy environment.
- 2.12 The school has appropriate policies in place for first aid and provides appropriate care for pupils who are ill or injured. The medical room is staffed by two suitably qualified nurses who are on duty whenever pupils are on site. In addition, many staff are trained in first aid. Detailed records are kept of any medical incidents or consultations. Medicines are stored securely. First aid kits are available in different locations around the school and are provided for school sports events and trips. Although in the questionnaires, a small minority of pupils do not feel that suitable first aid is always given quickly if they are ill or injured, inspection findings show that the school's arrangements for dealing with such incidents meet the required standards.
- 2.13 Rotas provide for members of staff to be on duty at breaks and lunchtimes at various locations around the school site and pupils are supervised appropriately throughout the school day. Admission and

attendance registers meet local and UK requirements. They are backed up electronically every day and are maintained for the requisite period of time.

#### **Part 4 – Suitability of staff, supply staff, and proprietors**

**2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

2.15 The required checks are carried out on staff and governors to ensure their suitability to work with children. The school verifies each person's identity, qualifications and previous employment history, carrying out a criminal record check with the Kuwaiti authorities and, where relevant, overseas authorities. The school checks each person's medical fitness and their right to work in Kuwait. Checks ensure that staff appointees from the UK have not been barred from working with children, prohibited from teaching or from managing a school. All checks are accurately recorded on a single central register of appointments. The register meets the standard required and contains all the necessary information, and reflects that recorded in staff files.

#### **Part 5 – Premises of and accommodation at schools**

**2.16 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

2.17 Suitable toilet and washing facilities, including showers, are provided for pupils of all ages. There is appropriate changing accommodation for all pupils and a well-equipped medical room which caters for the needs of pupils who are ill or injured. The premises are maintained to a standard commensurate with health and safety requirements, including those required by Kuwaiti law. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water meets the required standards. There is ample outdoor space available for physical education and recreation, including separate outside play areas for children in the EYFS.

#### **Part 6 – Provision of information**

**2.18 The standard relating to the provision of information [paragraph 32] is met.**

2.19 All of the required information to comply with standards is published and provided or made available to parents of pupils currently in the school and to parents of prospective pupils. The information includes the contact details of the school, chair of governors and the headteacher, a statement of the school's aims and ethos and the curriculum offered. The safeguarding arrangements, including the child protection policy, are published on the school's website. Arrangements and policies for admissions, behaviour and exclusions, bullying, complaints, first aid, health and safety and provision for pupils with SEND are made available on the school's website. The school's previous ISI inspection report is published on the school's website. Pupils do not take UK National Curriculum tests, but the results of their academic performance as assessed by standardised tests are published on the school's website. In the questionnaires, a few parents reported that they do not feel that they receive enough information about their children's performance and progress. Inspection evidence confirms that the school fulfils requirements by providing a full written report twice a year on each child's attainment and progress, as well as holding two parent-teacher consultation meetings annually. In addition, further progress update reports are issued to parents throughout the year.

#### **Part 7 – Manner in which complaints are handled**

**2.20 The standard relating to the handling of complaints [paragraph 33] is met.**

2.21 The school's complaints policy is published on its website. It provides for complaints to be dealt with in three stages. Complaints are first discussed on an informal basis. If parents remain dissatisfied, there



follows a formal procedure to address the complaint which will at this stage be made in writing. This formal process involves a hearing before a panel, which includes an independent member, and allows for parents to be accompanied. The panel will then report findings and make recommendations. A confidential written record is kept on the findings and outcomes, including the action taken by the school, whether or not the complaint is upheld. The policy provides clear timescales for each stage of the complaints process. The school's records show that complaints are handled promptly and in accordance with its published policy and that all were resolved at the informal stage in the preceding school year. Most parents replying to the questionnaire said they receive timely and helpful responses to their questions, concerns and complaints.

## **Part 8 – Quality of leadership in and management of schools**

### **2.22 The standard relating to leadership and management of the school [paragraph 34] is met.**

2.23 The leadership and management of the school, including the board of governors, have suitable skills and knowledge required to undertake their roles. They meet their responsibilities effectively so that the BSO standards are consistently met, and the well-being of the pupils is actively promoted.

### 3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with a group of governors, including the chair and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

#### Inspectors

Mr David Scott

Reporting inspector

Mr Umeshchandra Raja

Compliance team inspector (Former head, ISA School, UK)