



**British School
Overseas**
Inspected by Penta International

Inspection report

Gulf English School

Kuwait

Date **29th – 31st January 2023**
Inspection number **20230129**

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1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools Overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 100 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Alistair Downs. The team members were Michael Byrne, Nicholas Gunn, Nichelle Jackson, Mike Wolfe and Philip Yates.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The 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

Gulf English School (GES) was established over 40 years ago and follows the EYFS Framework in EYFS and the National Curriculum for England from Year 1 to A-Level, adapted to meet local requirements. The school has approximately 1350 pupils on roll from more than forty countries.

GES meets all the standards for BSO and has many good features. Amongst these are the excellent relationships across the school which stand out as a key strength. The new senior leadership team are aware of how the school needs to develop further in the future and have a plan for this delivery.

3.1 What the school does well

There are many strengths at the school, including the:

- students' behaviour, enthusiasm and attitude towards learning;
- strong, positive relationships between students and teachers;
- vibrant and engaging learning environment in the primary school shared areas;
- school management system that has been introduced following the previous BSO inspection and is widely used, particularly in the secondary school.
- excellent academic outcomes achieved by some students at the end of Key Stage (KS) 4;
- academic operational management of the school;
- positive views of parents and students towards the school;
- low annual turnover of teachers and the genuine commitment and care of all staff members towards the school;
- wide range of events in the school which supports the spiritual, moral, social and cultural development of the students.

3.2 Points for improvement

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

1. Improve the quality and consistency of teaching across the school, for example by:
 - sharing best practice;
 - ensuring differentiation and challenge are planned into all lessons;
 - engaging the whole school in developing a framework for what outstanding teaching and learning looks like;
 - ensuring a marking and feedback policy is followed consistently across the school.
2. Implement an assessment strategy across the school and ensure systems are in place which use attainment data to enable student progress.
3. Complete regular health and safety audits to address any ongoing concerns and ensure that a member of the senior leadership team accompanies the maintenance manager on weekly inspection walks.

4. The context of the school

Full name of School	Gulf English School (GES)				
Address	Al Dimnah Street, Block 5, Salmiya, Kuwait				
Telephone Number/s	+965 25757022				
Website Address	www.ges.edu.kw				
Key Email Address	ggarrett@ges.edu.kw				
Headteacher/ Principal	Mr Graeme Mark Garrett				
Chair of board/ Proprietor	Ms Farah Al Wazzan				
Age Range	3-18 years				
Total number of pupils	1,363	Boys	750	Girls	613
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	475	
	<i>3-5 years</i>	176	<i>17-18 years</i>	30	
	<i>6-11 years</i>	682	<i>18+ years</i>	0	
Total number of part-time children	0				

4.1 British nature of the school

The school is organised according to the structures used in UK schools with separate sections for EYFS, primary and secondary. The national curriculum of England is followed, as well as the Early Years and Foundation Stage (EYFS) guidance. The school is working towards introducing the latest EYFS curriculum.

In the primary school the curriculum covers a range of UK themes and topics, including the Great Fire of London and WW2 as part of British history, and the use of British currency in mathematics. UK authors and books provide a focus for English lessons across both the primary and secondary schools with these promoted further through interactive and engaging displays throughout the primary school corridors.

Outside of the class-based curriculum the school runs a number of themed days similar to those found in the UK, such as Pink Day, Blue Day, Book Week and Anti-Bullying Week. From conversations with parents it is clear that they are highly supportive of and enthusiastic about the British nature of the curriculum.

Students benefit from a number of leadership opportunities in the primary and secondary which promote a culture of pupil voice and respect for the views of others. This includes student mentors and prefects in the primary school, and head boy and girl in secondary. The KS2 student council, secondary student representative committee, and the senior committee are all democratically elected. Displays in corridors further promote democracy and British values.

English is the language of instruction throughout the school, apart from in Arabic and Islamic Studies lessons. Staff within the Arabic speaking departments are fully integrated to the processes and procedures of the school and take an active role in school life. Parents receive all the school's letters and reports in English and the school website and social media channels are also in English. The school follows a three-term academic calendar, provides a range of extra-curricular activities (ECA), and has a uniform policy, as in many UK schools.

A range of UK assessments are used to monitor learning, including GL Progress Tests and CAT4. Students study towards GCSE and A-Level examinations in KS4 and 5 respectively.

The school employs a number of early career teachers (ECTs) who are supported by the director, head of secondary and deputies who act as mentors. Policies and procedures, including classroom management and rewards systems, are in line with those expected in the UK.

The school is an accredited member of the British Schools of the Middle East (BSME) and the association of British Schools Overseas (AobSO).

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

The quality of education provided by GES meets the requirements of the BSO Framework fully.

5.1 Curriculum

The quality of the curriculum is satisfactory and meets the standard for BSO.

An age-appropriate broad and balanced curriculum is offered at all stages and the principal language of instruction is English. The school follows the EYFS Framework and is working towards incorporating the September 2021 updates. KSs 1-3 follow the National Curriculum of England with adaptations to meet the requirements of the Kuwait Ministry of Education. Appropriate policies and long, medium and short-term planning are in place throughout the school.

In primary, the class teacher is responsible for all subjects except for ICT, PE and music which are taught by specialists. In KS3, students study English, mathematics, general science, art, French, geography, history, ICT, music, PE and PSHE. Drama is not currently offered as a discreet subject, but is delivered as part of the English curriculum.

In KSs 4 and 5, students follow the specifications required by either Cambridge International Education (CIE) or Edexcel examination boards. In KS4, it is compulsory to take IGCSE English language and mathematics, and students then choose five other subjects from art, biology, chemistry, physics, computer science, economics, English literature, French, geography, history, ICT and psychology. Subjects offered in KS5 are according to the demand of the particular cohort.

All students in KS1-KS3 take Arabic, Islamic religion, Kuwait social studies and PSHE. Students in KS4 continue with Arabic, Islamic religion, physical education and PSHE.

In primary, there is a wide range of theme weeks which strengthen and complement the learning taking place inside the classroom. The primary curriculum is currently being reviewed to ensure that it is well-matched to the needs of the students and builds on the previous learning done in EYFS. Some English lessons observed were planned around high-quality reading texts and guided reading is a timetabled weekly activity. In addition, a number of topic-based lessons are embedded in the curriculum and the Great Fire of London and World War Two were two examples observed.

In the secondary school classes are mixed ability with the exception of English and mathematics where there is setting. Differentiated lessons were seldom seen and attainment data was not used effectively to plan lessons. The marking policy in the secondary school is not fully embedded, so there is inconsistency across subjects.

IGCSE options choices are made in March and students are given advice about these choices in parent meetings and individual meetings with teachers. A fast-track IGCSE system has been put in place to enable between approximately 10% and 20% more able students to bypass Year 9 and go straight to starting IGCSE courses which enables them to go on to higher education a year early.

A newly-appointed academic counsellor gives advice about university destinations and this is complemented by university fairs visiting the school. On leaving school, students are equipped to be able to go onto further education in a variety of countries, for example the UK, Europe, USA, Egypt and Lebanon.

After-school clubs have been restarted after the restrictions of the Covid-19 pandemic. In primary there is a range of activities (academic, sports and recreational) on offer. In secondary, there is more emphasis on academic subjects. Currently there are few external trips for students to participate in.

5.2 Teaching and assessment

The quality of teaching and assessment is satisfactory.

Teaching throughout the whole school is underpinned by highly respectful student to student and student to teacher relationships. Teachers manage student behaviour well with a positive approach to classroom management. Teachers care for their students and students demonstrate an enthusiasm to learn. Students work hard and when challenged and are able to acquire new skills and knowledge. They are engaged in their learning and are self-motivated with high aspirations.

In the best lessons, differentiation helps teachers to pitch learning to the correct level for each student enabling them to make progress. In lessons where students are provided with collaborative learning opportunities they respond well and support one another with their learning. Written marking and feedback in student workbooks is inconsistent across the whole school and does not always adhere to the school's policy. A lack of IT infrastructure in classrooms means that the use of technology to enhance learning is limited.

In the EYFS department students are happy and confident. The teaching encourages them to behave responsibly and the care and management of students is a strength of the department. The thematic approach to the curriculum enables students to make links and connections across areas of learning. The corridor displays are stimulating and are of a high quality. In one particular phonics lesson observed, 'Jolly Phonics' was being implemented effectively to link actions to phonemes. The approach to the teaching of systematic, synthetic phonics is inconsistent across EYFS and KS1. Social as well as personal development of the students is promoted and the school counsellor is proactive at visiting classes and supporting individual students. Teaching assistants are deployed effectively, they use their initiative, and are used to lead learning where appropriate with groups of students.

In primary classrooms behaviour is of a high standard and students have positive attitudes to their studies. In a Year 1 mathematics lesson, creative, hands-on learning opportunities through ordering numbers whilst wearing numbered t-shirts led to high levels of engagement and progress being made. Similarly, a Year 3 English lesson on story settings involving visualisation and sound effects, led to imaginative learning taking place. Despite being limited, when provided with the opportunity, students respond well to working in pairs or groups.

In the large majority of lessons, planned for, differentiated tasks were lacking which reduced the amount of progress that students made. Classrooms are equipped with some resources but manipulatives are rarely used to support learning. The approach to the teaching of phonics is inconsistent and does not build on the foundations from

EYFS, with a lack of teacher subject knowledge evident in KS1. Working walls are present in classrooms but their effectiveness varies across the primary department.

In the secondary department, students have a strong willingness to learn and want to be challenged. In one particular Business Studies lesson the teacher skilfully guided the students to a discussion around ethics, linking learning to different curriculum areas. Experiential, hands-on learning opportunities are limited but when employed, they enable greater student engagement and progress. A Year 7 art lesson, brought to life by students biting into an apple for their practical observational drawing lesson, linked to Healthy Eating and PSHE is an example of this. Similarly, a Year 10 physics lesson based on momentum was strategically planned to incorporate engaging videos to captivate interest, linked specifically to the intended learning outcome of the students. Evidence of effective sequential planning over time was observed in a Year 9 art lesson where learning was scaffolded, linked to two-point perspectives.

At times, the pace of lessons is slowed down because of excess copying of work from the board. Despite 'exit tickets' being used at the end of some lessons, assessment for learning opportunities are limited with excess teacher talk and fewer opportunities to apply learning. Marking and feedback is inconsistent with limited evidence of students being provided with 'next steps' or feedback in relation to how they can further improve their work.

The school has plans to introduce and develop assessment processes and procedures in the EYFS and the primary department which are currently lacking. There is currently no robust or reliable historical data that has been collated over time. The school has recently implemented a tracking system to internally monitor student progress in EYFS and primary at 4 collation points in the academic year. In EYFS this judgement is based on the *Development Matters* framework. In primary, this is based on teacher judgements along with assessments in mathematics and English created by year group leaders. The school does however have plans to introduce GL progress tests in mathematics and English to Year 2 and Year 6 this academic year, along with CAT4 testing in Year 4. In the 2021-2022 academic year, the UK statutory Y1 phonics screening test was administered but the pass rate from this is not known. Reports are published to parents twice a year and based on the judgements: 'Emerging', 'Developing' and 'Secure'.

Assessment processes in the secondary department are more developed with baseline assessments taking place each September which allows for classes to be set in mathematics and English from Year 7. CAT4 assessments have been introduced to Year 7 students this academic year. There are regular assessment periods throughout the year for all year groups in KS3 and KS4 and a systematic weighting for the calculation of an attainment grade is provided from this assessment. This data is entered onto *Skooler*, the recording platform that the school uses, and allows for

some consistency within and across departments when it comes to comparing cohorts of students. Coupled with increased availability and the use of CAT4 data in the future, this will allow for more reliable progress monitoring.

5.3 Standards achieved by pupils

The standards achieved by students are satisfactory.

In EYFS and primary, judging progress is difficult as there has been no consistent assessment taking place, with each year group creating their own tests and accompanying boundaries for whether students are at particular levels. These inconsistencies have been recognised by the school and they are ready to launch CAT4 baseline testing at strategic points in the primary school.

There is no EYFS data available prior to the last full academic year. The data in the primary school is entirely internal, and only internally benchmarked data at Year 2 and Year 6 was available. Whilst this data attempts to benchmark reading, writing and mathematics, there is no data available for science.

Students make progress throughout the secondary school, with a notable proportion achieving an excellent range of iGCSE results. This progress is gauged relative to the baseline testing, which is carried out internally at the start of each academic year in individual subjects. CAT4 baseline testing has been carried out for the first time by Year 7 students this year which will provide a more reliable basis for measuring progress. The school plans to use this data to encourage increased challenge for the more able students and also to help early identification of those students who may need additional support.

In 2022, students sat examinations for the first time since 2019. 56% of the cohort achieved five or more GCSEs at 9-4. For the fast-track group, who take GCSEs a year early, this rises to 65%. Around half the total number of 8/9 grades came from Arabic in 2022, though a number of students did achieve top grades in mathematics, English and the sciences.

Most students do not continue to study AS in the school, and fewer still to A Level, often because of entry requirements for tertiary study in their destination country of choice. Therefore, it is difficult to make meaningful statistical comparisons to wider trends, both across the cohort and especially in some subjects where only one or two students are studying. AS results, with the exception of a small number of commendable individual achievements, are considerably lower than at iGCSE. The school recognises that AS performance was disappointing last year, and that despite some unavoidable difficulties owing to extended Covid-19 restrictions in Kuwait, there was not enough use of data to drive intervention strategies for AS students throughout Year 12. Only four students continued to A Level study completion in 2022; however, each of those students achieved excellent results.

There is evidence on a departmental level of the use of tracking to monitor student progress to improve outcomes. Examples were seen in science, where the head of

department is developing the use of data within the department across all year groups, to track and initiate interventions. The impact of this good practice will improve further with the input of external baseline data.

Attendance and punctuality across the school supports the aims of the school to achieve good results. The older students displayed the personal and social skills necessary to successfully move on to the next stage of their education.

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

The spiritual, moral, social and cultural development is good overall, with some aspects being satisfactory.

The senior leadership team has a strong commitment to promoting positive relationships across the school. Students across the school display a positive attitude towards GES, its staff and their learning. Good student behaviour was evident throughout the visit and staff are open and accessible to students and parents. A behaviour policy is in place and followed. The school has a welcoming feel and students were keen and confident to speak to the inspection team throughout the visit.

Initiatives are clearly embedded such as assemblies, certificates, dojo points and PSHE lessons. An observed Years 5 and 6 assembly saw all students engaged in sharing information regarding countries that each class had studied and collectively congratulating each other on receiving certificates.

On an annual basis, the school supports and highlights social and cultural awareness through various school-wide initiatives such as Anti-Bullying Week, Pink and Blue Days, International Days and celebrations which include the Queen's Platinum Jubilee. From a local perspective, respect for local Kuwaiti values and culture is also evident within the school culture. The school promotes student voice through forums such as a Student Council and a Student Representative Committee.

A focus group of parents offered overwhelming support for the school and shared positive attitudes regarding both the staff and the education their children receive. The openness and accessibility of the senior leadership team and teachers is seen as a huge strength of the school. All parents agreed that the British identity of the school and its international curriculum is a significant pull factor to joining the school.

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

The provision for welfare, health and safety is satisfactory and meets the standard for BSO.

The school has a behaviour policy in place and during the visit students were observed to be respectful, tolerant and polite to their peers and adults within the school. The behaviour policy recognises both positive and negative behaviour through a points system in secondary school with positive and negative points recorded for students on *Skoollee* and through behaviour logs in primary. Negative points have a clearly defined grading of sanctions.

The school takes incidents of bullying seriously and has a range of activities in place to address it such as through assemblies and PSHE. The school has an anti-bullying policy in place and students have taken part in assemblies to raise the profile of this area. The school counsellors are available to meet with students when deemed necessary. The director reported that he has never had to deal with a racial incident and that interactions between students are always respectful. Students' behaviour during the inspection was observed to always be respectful.

The school complies with all ministry requirements of the host country and meets the requirements of having the required policies in place. It follows local law in requiring permission to run fire drills and has a clear evacuation procedure in place.

There were 55 members of staff, including senior leaders, trained during May 2022 in first aid. The school has a clinic and 2 nurses who ensure medicines are stored safely and students with known medical conditions are identified. School staff are appropriately deployed to ensure students are supervised during their lesson and break times.

The school has a well-established and friendly admissions team. An admission form with key details is submitted to the school with the information uploaded to their management information system in the first instance with the admissions details then uploaded to the ministry central site.

The safeguarding team has an effective system in place for staff reporting concerns with good support from the school counsellors. All full-time teachers hold a national online safety certificate in child protection and non-teaching staff and contractors who may find English difficult to understand, undertake adapted training delivered by the school. The main safeguarding team consists of a lead designated safeguarding lead (DSL) and two deputy DSLs ensuring that safeguarding decisions are always taken by a team. Regular meetings also take place with the school counsellors.

Risk assessments are completed for any external trips the students undertake and forms submitted to the ministry for approval. Only once this approval is granted, can the trip go ahead. The school has recently addressed a number of health and safety concerns and ensured the single central register is up-to-date.

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

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

The school has shown its commitment to safer recruitment practices as members of the SLT and the HR department have completed safer recruitment training and qualifications. All newly appointed staff are subject to verification of checks and must obtain approval from the Ministry of Education before starting employment along with police checks from their home country. Annual visa renewing for staff automatically conducts police security checks.

The school recruits teachers from a range of nationalities but when staff are recruited from the UK, an up to date DBS certification is provided. Police checks from home countries or countries that a teacher is arriving from are provided for non-UK arriving staff. Two references from the teacher's most recent employers are collected prior to appointing a teacher. All newly appointed staff members undertake safeguarding training through the National Online Safety platform.

The leadership team consists of an experienced director and other heads of school with relevant professional qualifications. Early career teachers are supported and mentored throughout the school.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school are satisfactory and meet the standard for BSO.

The school site is safe and secure with students and parents entering through dedicated gates and visitors through the central reception area. Parents and visitors sign a register with the former showing a pass and the latter being given a lanyard. The stairs have signage to indicate up and down use. There are lifts available for students, staff and visitors with limited mobility.

Students in EYFS have access to an outdoor play area on the ground floor which has large climbing equipment. Classrooms are of an adequate size although some primary classrooms appear cluttered which takes away from valuable learning space. Some of the classroom furniture in secondary is in need of upgrading, as acknowledged by the school. All classes have whiteboards and projectors although, in many cases, the latter need maintenance or replacement, as work projected was often difficult to read.

The school has a large hall with stage, curtain and lights, central catwalk and balcony viewing area. There is a gym equipped with benches and mats and there are nearby changing areas for girls and boys. There is a 25 metre heated swimming pool with separate changing and showering facilities for boys and girls. The pool is surrounded by non-slip matting and appropriate safety signage.

There is a playground which is used by the whole school at staggered break times. The climbing equipment is in need of maintenance and softer flooring to protect from falls. Adjacent to the playground is a canteen selling items such as water, juice, sandwiches and biscuits and there is a large drinking water dispenser in the area.

There is a new EYFS/KS1 library with bright and attractive age-appropriate furniture. It is well-stocked with books, story sacks and big books, however there is not a dedicated library for KS2 and books for this phase are housed in parts of two classrooms. There is a large secondary library with tables, chairs and bean bags, however, many of the books are old and students are not currently able to borrow books.

The school benefits from four ICT rooms in secondary, equipped with computers and a printer, and 12 science laboratories with four prep rooms. In the laboratories there are work stations with sinks, water and access to gas. There are two ICT laboratories in primary. There is a common room for 6th form students.

The medical room is staffed by two nurses and comprises a reception office and a separate consultation room. First aid boxes attached to walls are also located in key areas throughout the school.

There are separate toilet facilities for students on each floor with warm water for washing. All toilets are kept clean by a dedicated team of cleaning staff. There are no water coolers in corridors for student to refill their water bottles. The school has two prayer rooms, one for males and one for females, which are available for students and staff to use.

The walls of corridors and common areas are used to display students' work and those in primary showed some bright and imaginative displays. Personal lockers are available for secondary pupils and primary students have pegs on which to hang their bags and coats.

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 are satisfactory and meets the standard for BSO.

The school's website provides necessary information and has key policies in place.

For current parents' information is provided on both a daily and weekly basis through a range of channels. Primarily the school encourages verbal communication and this is very evident in the younger year groups. Information in the EYFS and primary school is also shared through email and the Class Dojo platform. For older students, home-school contact is predominantly through email, but parents are also invited to school or called when deemed necessary. During the academic calendar, the school arranges meetings for parents which provide an opportunity to speak to their children's teachers formally.

Further to recommendations from the last report, the school has implemented a new management information system that has improved the sharing of student information across the school. This is currently used more widely in the secondary school and through the administration team.

A parent focus group felt that overall, communication with the school is satisfactory. Many parents felt that more information could be shared on the curriculum through a comprehensive parent handbook and more parent forums. They also see the need for more formal information regarding educational pathways beyond the school when their children leave. However, on a day-to-day basis, all parents highlighted how the new senior leadership team offered greater accessibility compared to in the past.

The school encourages parents to engage in school events and is looking at the possibility of starting a formal parent teacher association within the school.

11. Standard 7

The school's procedure for handling complaints

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

There is a thorough policy provided by the school, which is made available to parents and is also available in the policies section of the website. This policy is transparent and effective, and takes into account local laws and regulations. The timescale and escalatory steps, if necessary, are clearly laid out and adhered to when necessary.

Parents are encouraged, both in the policy and in practice, to communicate with the school on any issue. The school has an excellent relationship with its parent body in general, and complaints are rare. Most of these are dealt with quickly and effectively in an informal manner, without the need for escalation. Wherever possible, concerns are dealt with quickly by the most appropriate member of staff.

Any issue raised is acknowledged within 24 working hours, and often much sooner. Issues are dealt with sensitively, and this effective process is almost always enough to conclude the issue raised. If that is not the case, the complaint moves into the formal process, which is initially dealt with at SLT level. There is a transparent process should this be the case.

All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. Written records of any formal complaints are held securely in a file kept by the director, indicating whether they were resolved at Stage 2 - the first formal complaint stage - or proceeded to a panel hearing (Stage 3). All proceedings are kept private, except where legislation demands otherwise.

One formal complaint has recently gone through the extended complaints process, and this is held securely in the director's office as per the policy.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are satisfactory.

There has been a new leadership team appointed since the last BSO inspection of 2019 and it is clear that plans are starting to be put in place by this team for the ongoing development of the school.

The Covid-19 pandemic and the subsequent long period of time schools were closed in Kuwait undoubtedly caused disruption to students' learning. These changes have also impacted upon the school's ability to fully act upon and address some of the previous development points from the last inspection.

The new school director and head of secondary are capable and experienced leaders; the newly appointed head of primary is completing the NPQH programme. The school has appointed new leaders at deputy, assistant head and head of year level with the majority of these leaders being new to such roles. A leadership structure is in place for distributed leadership to be effective but it is not yet embedded. The senior leaders recognise that newly appointed staff to leadership positions will need support and mentoring by the more experienced SLT members, in order for them to develop and be successful in their roles. Senior leaders have good relationships with their teams and recognise that the newly appointed staff in leadership positions need to have ownership of areas they lead and also be held to account for progress in their areas or sections.

The new leadership team have identified school improvement priorities and there is a comprehensive CPD program in place that covers a lot of areas.

The school runs well on a daily basis with leaders highly visible during the day and students moving around the building calmly and with purpose. Senior leaders have a good relationship with students and the director has very strong relationships with the parent community. The board have regular contact with the school and are supportive of the leaders in the school.