



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Gulf English School**

**Kuwait City**  
**Kuwait**

Date  
Inspection number

**8<sup>th</sup> – 10<sup>th</sup> February 2026**  
**20260208**

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## 1. Purpose and scope of the inspection

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

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

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

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

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, inspectors observed 42 lessons. Inspectors analysed school documentation and policies and reviewed performance data. Pupils' workbooks were seen in lessons, and discussions were held with staff, parents and pupils. The inspection took place over three days.

The lead inspector was Dr. Andre Nel. The team members were Ms. Rebecca Wolfe, Mr. Benjamin Atkins, Ms. Kay Didimalang and Ms. Charlene Carrett.

## 2. Compliance with regulatory requirements

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

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

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

### 3. Overall effectiveness of the school

The Gulf English School (GES) was founded in 1980 and has proudly served the community for 45 years. The school operates as a private, profit-making school serving expatriate pupils in Kuwait. The school provides a high-quality learning experience to its pupils in a warm and positive environment ensuring a complete academic progression from Early Years to A-levels.

#### 3.1 What the school does well

There are many strengths at the school, including:

- pupils feel safe, confident and ready to learn from the moment they arrive, greeted by well-established routines and staff who know them well;
- pupils demonstrate positive behaviour, enthusiasm and attitude towards learning;
- parents are very well informed, involved and deeply supportive of the school;
- the commitment of middle leaders to drive school improvement;
- high quality teaching in Early Years Foundation Stage (EYFS), Arabic across the school, and in English and science in secondary;
- the rapid progress of language development across EYFS;
- the care, guidance and support offered to pupils by the school's counsellors.

#### 3.2 Points for improvement

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

- i. Improve the quality and consistency of teaching across the school by:
  - a. ensuring assessment for learning is planned into all lessons;
  - b. ensuring technology infrastructure enables teachers to better support learning;
  - c. developing the breadth and range of the curriculum in the secondary school.
- ii. Use data more effectively to track the progress of individual pupils and groups from their starting points, and use this information to inform planning, target-setting, teaching, interventions and evaluation of progress over time;
- iii. ensure inclusive provision meets the needs of all pupils and groups across the school.

## 4. The context of the school

Full name of school	Gulf English School				
Address	P O Box 33106 Al Dimnah Street Block 4 Salmiya Kuwait				
Telephone number/s	+965 2575 7022 / 2575 7952				
Website address	<a href="https://www.ges.edu.kw/">https://www.ges.edu.kw/</a>				
Key email address	<a href="mailto:info@ges.edu.kw">info@ges.edu.kw</a>				
Headteacher/principal	Mr. Edward Cooper				
Chair of board/proprietor	Ms. Farah Al Wazzan				
Age range	3-18				
<b>Total number of pupils</b>	<b>987</b>	<b>Boys</b>	<b>550</b>	<b>Girls</b>	<b>437</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	395	
	<i>3-5 years</i>	107	<i>17-18 years</i>	25	
	<i>6-11 years</i>	460	<i>18+ years</i>	0	
Total number of part-time children	0				

The school currently has 989 pupils on roll, with over forty nationalities represented. There are just over 350 pupils with an Egyptian background (32%), around 250 are Kuwaiti (22%). The remaining pupils come from approximately 40 different countries. Most teachers are British-trained, supported by teachers from Ireland, South Africa, Kenya, Zimbabwe, Netherlands, Jamaica, Romania, Australia, India along with Arabic staff to teach Arabic and Islamic Studies.

The school has recruited English-speaking teaching assistants for the primary school to provide additional language support. English is the only language used in lessons, with the exception of Arabic and Islamic lessons.

75% of parents report Arabic is their child's first language, while 16% say English is their child's first language. Nearly 90% of parents have Arabic as their first language. Other languages commonly spoken at home include Persian, Turkish and Urdu.

## 4.1 British nature of the school

The school has a clear British identity. This is reflected in its curriculum, values, systems and daily practice. Leaders ensure that the curriculum is closely aligned to the National Curriculum for England and to recognised UK examination pathways. This enables pupils to move into, or return to, the UK education system without disadvantage, although this remains an area for development at key stage 4 (KS4). Teaching approaches, assessment practices and reporting arrangements mirror those found in well-established schools in England.

British values are promoted consistently across the school. Pupils develop an understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance. These principles are embedded through the curriculum, personal, social, health and economic education, assemblies, leadership opportunities and the recently introduced house system. Pupils articulate these values clearly and apply them in their behaviour and interactions with others.

Safeguarding arrangements reflect current statutory guidance in England. Policies, procedures and training are aligned with *Keeping Children Safe in Education*. Staff understand their responsibilities and demonstrate a child-centred approach to safeguarding. Safer recruitment processes reflect British expectations and checks are thorough, proportionate and well recorded. This contributes to a culture where pupils feel safe, listened to and well supported.

Leadership and governance demonstrate a strong understanding of British educational standards and inspection frameworks. Communication with parents is clear, regular, and mirrors the expectations of British families both locally and internationally.

The school successfully balances its British character with sensitivity to the cultural and legal context of the host country. As a result, pupils receive a British education that prepares them well for future study, employment and life in British society, to help them become confident global citizens.

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

The quality of education provided meets the standard for BSO with good features.

### 5.1 Curriculum

The school's curriculum is guided by the requirements of the National Curriculum for England, Cambridge Assessment International Education (CAIE) IGCSE requirements and comprehensive curriculum policies. There is clear evidence of planning documentation, schemes of work, teachers' lesson plans, learning objectives across subject areas.

Planning is appropriate for pupil's ages, levels and year groups. The curriculum reflects the educational and core values of the school, British values, Islamic values, and the Ministry of Education in Kuwait's regulations, requirements and standards.

The course content, teaching approaches and assessment methods are aligned. They support inclusion and fairness and can be adapted where necessary.

Stakeholders have opportunities to provide feedback and engage in curriculum development.

Most practitioners show a sufficient level of subject and curriculum knowledge and can align curriculum with promoting the best progress and outcomes for pupils. Lessons are mostly well planned and aligned across year groups and subjects. Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.

In the early years foundation stage (EYFS) the curriculum meets the needs of all learners. It is securely based on the UK EYFS framework and is broad, balanced and well sequenced. Pupils benefit from the framework of the Early Learning Goals, which is evident in planning, materials used and pupil outcomes.

In the primary phase the curriculum meets the needs of most pupils, with aspects of good practice. The core skills in speaking, listening, literacy and numeracy are appropriate. The English, Arabic, Islamic studies and personal, social, health and economic (PHSE) curriculums are fit for purpose. Across year groups the content covered is aligned to ensure consistency. Success criteria and learning outcomes are clearly communicated and pupils make good progress from different starting points.

The secondary curriculum meets the needs of most pupils but lacks breadth and balance. Pupils' work reveals secure alignment with course requirements. Subject specific knowledge, concepts, skills and language are evident. Feedback in books is linked to success

criteria, learning outcomes and complies with curriculum guidelines and frameworks. There is clear focus on examination requirements. The curriculum is focused on accelerated completion of examinations at IGCSE level. The Post 16 curriculum is limited.

Provision for special educational needs and disabilities (SEND) and English as an additional language (EAL) is developing. In the best examples, the curriculum is adapted to meet all learners' needs. In the EYFS and primary phase planning for adaptation is evident, with stronger implementation in EYFS. Provision in the secondary phase is limited.

A digital curriculum is available and there is evidence of integration across subject areas and phase levels. Further implementation is limited by infrastructure reliability and the resources available.

The extra-curricular activities (ECAs) provision includes clubs and sports and varies across the school. In the primary phase ECAs are varied and include both sporting and creative endeavours. In the secondary phase there is a limited number of options, namely football, basketball, swimming and robotics. Model United Nations (MUN) is well attended, and the planning and implementation is thorough, purposeful and aligned with academic and pastoral values and programmes.

Overall, the curriculum at GES is satisfactory with notable strengths across the school in personal, social, health and economic education (PSHE), EYFS, primary English and Arabic, and secondary English and science.

## 5.2 Teaching and assessment

Across the school, teaching is characterised by positive relationships, calm and purposeful learning environments, and secure classroom routines. Pupils demonstrate respectful attitudes and engage well in lessons where teaching is most effective. There is a clear culture of learning and a shared commitment to improvement.

The EYFS is a particular strength. Teaching is consistently strong and, in several sessions, is outstanding. Adults create language-rich environments that promote independence, curiosity and early literacy. Learning areas are well organised and purposeful. Pupils move confidently between adult-led and child-initiated activities. Skilled questioning, modelling and careful scaffolding deepen understanding. Phonics teaching is systematic. Pupils blend sounds securely and apply them in early writing. Assessment is embedded in daily practice and informs next steps. As a result, pupils make good progress from their starting points. They are enthusiastic and eager to share their learning.

In primary, teaching is generally good and lessons follow a clear structure. Prior learning is revisited through starter tasks and retrieval activities. Teachers model new learning and concepts before pupils apply knowledge independently. In the strongest lessons,

assessment for learning is used well to adapt tasks and support challenge. Pupils respond positively to questioning and can explain what they are learning. Where practice is less secure, introductions are sometimes too long and limit time for application. In a small number of lessons, adaptation for different starting points is not precise enough, particularly for the most able.

In secondary, teaching is variable but professional development and coaching are leading to improvement. Routines such as silent starters and retrieval tasks maximise learning time. The shared lesson structure is increasingly embedded. Where teaching is strongest, pupils are challenged through structured discussion, effective modelling and precise questioning. However, in some lessons there is too much teacher talk. Opportunities for collaborative learning and deeper reasoning are not consistently embedded. Written feedback is uneven across departments. In several sets of books, marking does not consistently support pupils to understand how to improve.

Secondary science and English are particular strengths. In these departments, teachers demonstrate strong subject knowledge and a secure understanding of examination requirements. Lessons are ambitious and well sequenced. Questioning probes understanding and extends thinking. In science, pupils use subject-specific vocabulary confidently and apply knowledge accurately. In English, pupils analyse texts thoughtfully and respond well to structured modelling and verbal feedback. Literacy across the school is strong, with pupils reading fluently, writing at length and using subject-specific vocabulary accurately in a range of contexts. Work scrutiny shows secure progress over time. Teaching in these subjects reflects the strongest practice seen across the school.

Teachers have access to assessment information, including Cognitive Abilities Test (CAT4) data, and seating plans reflect this. An inclusion register is in place. In primary, pupil profiles support planning. In practice, adaptation is stronger in EYFS and in selected departments than across the school. Cohort-level analysis of SEND, EAL and higher-attaining pupils is not yet consistently embedded.

Assessment systems are established. Baseline testing and termly data collection provide information about attainment. Leaders have shifted emphasis towards formative assessment and adaptive teaching. Strategies such as mini-whiteboards, self-assessment and retrieval practice are evident in many lessons, though mainly in primary. Where assessment is used most effectively, teachers address misconceptions promptly and adjust learning. However, the impact of assessment information on daily planning remains inconsistent.

Digital technology is available to teachers and used well in some lessons. In science and business studies, technology enhances engagement and supports assessment. However, infrastructure reliability and resource availability limit consistent use across the school.

Professional development has been an area of focus for improving teaching and learning. Leaders monitor the implementation of strategies through lesson observation, work scrutiny and professional dialogue. A shared professional language has strengthened consistency in planning and expectations. Teachers value the collaborative culture. The impact is visible in improved routines and clearer lesson structure. Leaders recognise that the next phase is to secure consistent implementation across all subjects.

In summary, teaching and assessment are good, with notable strengths in EYFS and in secondary science and English. The strongest practice demonstrates precise questioning, effective modelling, purposeful assessment and high expectations.

### 5.3 Standards achieved by pupils

The standards achieved by pupils at the school meet the BSO standard overall, with clear strengths in early years outcomes and in secondary English and science outcomes. This judgement is informed through triangulation of lesson observations, scrutiny of pupils' work, assessment and examination information, and discussions with leaders, pupils and parents.

Outcomes in the EYFS are a strength. Children in the Early Years make rapid progress from low starting points, particularly in English. High-quality provision, well-adapted planning and language-rich interactions support pupils to develop communication, confidence and independence.

Reception end-of-year Early Learning Goals results show that attainment in communication and language, personal, social and emotional development, and mathematics is above UK averages. This shows the provision is having a positive impact.

Literacy is slightly below the UK but has continued to improve over time. Good level of development (GLD) outcomes is steadily improving and are 9% below the UK averages. By the end of reception, pupils have developed a secure foundation for learning, enabling them to transition confidently into year 1.

Across key stage 1, attainment continues to strengthen. In year 1, 84.5% of pupils achieved the expected standard in the phonics screening check, which is above UK outcomes. Lesson observations, assessment information and scrutiny of pupils' work show that attainment in English and mathematics is above UK averages and continues to improve over time. Strong links between reading, writing and mathematics further support pupils' progress and application of skills across the curriculum. Baseline assessment and tracking systems are well established, though moderation of teacher judgement requires further development.

In key stage 2, pupils make steady progress. Leaders use standardised assessments, internal teacher assessment and subject tracking to monitor attainment in English, mathematics and

science, and cohort-level data shows positive overall progress. However, analysis of outcomes for specific groups, including pupils with SEND, pupils with EAL and higher-attaining pupils, is not yet sufficiently developed, resulting in variable progress.

In secondary, pupils' progress and attainment are uneven, though strengths are evident in the classroom for English and science. IGCSE outcomes have improved over the last three years and are now above UK averages overall.

In a secondary English lesson, pupils showed a secure understanding of tone and language through well-planned activities, focused independent work and positive behaviour. Pupils stayed engaged, worked with purpose and used subject vocabulary accurately.

Across other subjects, variability remains. Where teaching is well planned and assessment is used effectively, pupils make secure progress. In weaker lessons, limited checks for understanding and inconsistent feedback reduce independence and sustained progress. In post-16, attainment is broadly in line with UK averages, though attendance and developing tracking systems limit consistency.

Overall, pupils achieve standards that meet BSO expectations and are broadly in line with age-related expectations

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

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

The school promotes pupils' spiritual, moral, social and cultural development effectively. Spiritual, moral, social and cultural is embedded through curriculum design, PSHE, assemblies, tutor time, enrichment and pastoral provision. A strong sense of community is evident across the school, and evidence from lesson observations, pupil discussions and wider school life shows that provision makes a positive contribution to pupils' behaviour, confidence, wellbeing and attitudes to learning.

A progressive EYFS and primary PSHE curriculum is securely embedded and aligned to learning habits, Islamic values and British values, supporting pupils' moral and spiritual development. In a primary PSHE lesson observed, pupils explored the concept of integrity, linking Islamic values to wider moral principles and explaining how these influence their daily choices. Pupils listened respectfully, built on one another's ideas and expressed their views with confidence.

In secondary, the form tutor system provides regular, structured opportunities for reflection and discussion. In a secondary PSHE lesson on culture and personal identity, pupils engaged thoughtfully, sharing personal experiences and showing respect for diversity. The Secondary PSHE curriculum provides a clear framework for delivery; however, further refinement is required to ensure content is increasingly age-appropriate and progressively sequenced across year groups.

Pupils demonstrate a secure understanding of British values, including democracy, fairness and respect for agreed rules. Participation in voting processes, student council elections and leadership roles reinforces democratic principles. MUN is a notable strength. Through MUN, pupils develop a strong understanding of debate, diplomacy and global citizenship. Pupils spoke with pride about planning and participating in events, which has strengthened their confidence and sense of responsibility. Additional leadership and personal development opportunities, including TEDx-style events and Junior Duke awards, further extend these experiences.

The recently introduced house system, implemented across the whole school, is beginning to strengthen pupils' sense of belonging and participation. Achievement is celebrated consistently and prominently through 'Star of the Week', Student of the Month and reward systems, promoting positive behaviour and contribution. The school also places strong emphasis on celebrating pupils' achievements beyond school, ensuring that sporting and personal successes are recognised and valued.

Student leadership and pupil voice are effective and acted upon. Pupils understand their roles and responsibilities as prefects, form representatives and council members and provided clear examples of how their views have influenced school events, sports provision and resource development. Pupils also contribute positively to the wider community, including supporting a local school and visiting elderly residents in a residential home.

The school further develops pupils' confidence and self-esteem through school productions and the GES talent show, while providing meaningful opportunities for parents to engage in school life. Extracurricular provision is limited but what is offered supports teamwork and leadership. Clubs and teams include football, basketball, swimming and robotics. Pupils participate in external competitions and events, including the Arabic Spelling Bee, British Schools Middle East (BSME) music, football and poetry competitions, and Qur'an recitation and poetry recital events.

Whole-school events, including themed weeks, awareness days, anti-bullying activities, international celebrations, remembrance events and language celebrations, help pupils deepen their cultural awareness.

While extracurricular opportunities are varied and valued, pupils identified a desire for a broader range of activities and greater consistency of provision in secondary. Increasing participation rates and extending opportunities further would strengthen the impact of enrichment provision.

Pupils' social skills are well developed. Behaviour across the school is calm and respectful, and relationships are positive, supported by consistent staff role modelling and clear expectations. Cultural education is inclusive, and themed events such as 'International Day' provide structured opportunities for pupils to develop appreciation and respect for different identities and traditions.

Pastoral care is a significant strength of the school. The school counsellor contributes to assemblies and works closely with the PSHE programme, providing targeted support where needed. Pupils report feeling safe, known and well supported within the school community.

## 7. *Standard 3*

### The welfare, health and safety of the pupils

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

The school has a strong culture of safeguarding, that is led by an experienced and compassionate team. This safeguarding team is supported by senior leaders who consider the wellbeing and welfare of pupils a fundamental responsibility. All teachers and support staff receive regular safeguarding training through the National College, at the start of each academic year, along with regular updates in staff meetings and newsletters. Accurate records are kept of all training sessions. Safeguarding is prioritised throughout the school through visible posters, regular reminders and consistent communication. Pupils reported that the school's counsellor is highly visible around school and is approachable and supportive.

Staff record and track safeguarding concerns carefully. The school provided case studies to demonstrate the impact of its policies and practice. Analysis of safeguarding data shows that emotional wellbeing and mental health are the most common concerns. This information informs pastoral support and the personal and social curriculum.

Positive behaviour is promoted through clear expectations, consistent reinforcement of values by staff and a strong culture of mutual respect. Policies are in place throughout the school. These promote good behaviour through a framework of positive expectations and rewards, balanced with guidance and sanctions for poor behaviour. Records are kept of serious or repeated unacceptable behaviour. There is a whole school anti-bullying policy, and this provides clear guidance on how bullying should be reported and challenged. Pupils said that bullying in school is rare and is usually dealt with promptly and successfully. The school promotes online safety through the implementation of its e-safety policy. Pupils access the Internet only through school computers, as phones and their own devices are not allowed in school. The school's computer network is protected by an effective internet firewall.

Health and safety are priorities, and all Kuwaiti regulatory requirements are met. The school has regular inspections by Civil Defence who check the school's safety systems. The school is also compliant with the staffing and safety requirements of Kuwait's Ministry of Education. Detailed logs are kept of the school's own daily and weekly maintenance and safety inspections, and the maintenance team keep the school in excellent condition. A well-staffed cleaning team ensures that the school, including washrooms, are in a safe and hygienic condition. Healthy lifestyles are promoted through the school's personal and social curriculum. However, healthy eating is not a strong feature of the school's canteen, and this was commented on by pupils.

Fire safety equipment is well located and meets safety requirements. Fire evacuation drills are completed at least once each term and the effectiveness of these is recorded and reviewed. On each floor of the school a senior member of staff is trained and responsible for ensuring that fire safety procedures are followed, including the use of evacuation chairs for any pupils with limited mobility. An external provider gives first aid training to all staff and there are currently 15 members of staff who received additional, more comprehensive training. Their names and photos are displayed in key locations around the school. The school's clinic is staffed by two full-time nurses who are registered with the Ministry of Health. Logs are kept of any treatment that is given, with information recorded both on paper, for the Ministry, and on the school's secure data network system.

Staff duty rotas are in place and both teachers and security staff are present at the beginning and end of each school day. Senior leaders are also active and visible at these times and oversee the safe movement of pupils. Provision is made at the start and end of the day for the supervision of pupils who arrive or leave late. In secondary the library is available for early pupils, and this provides an attractive and secure location where pupils can read, play chess or relax. All school gates are staffed until 7.30 a.m. when they are locked, and any late pupils report to the main reception area. Their attendance is then recorded and younger pupils escorted to their class. Parents are informed of all lateness and absences. Overall attendance is 93%, with the lowest attendance seen in key stages 4 and 5.

Risk assessments are completed for all school trips and for all activities within the school where there is a potential hazard. The science department meets safety requirements with the safe storage and disposal of chemicals, and the required safety equipment in laboratories. School buses are compliant with local regulations and pupils are tracked on their journey using lanyards that record when they are on the bus, and by GPS which shows parents the location of the bus. All buses have a supervisor in addition to the driver.

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

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

The school's human resource (HR) department ensures that all staff are suitable to work at the school. The school follows robust procedures when recruiting new staff, which include international advertising, interviews with heads of school and the principal, and all the necessary identification, health, qualifications, right to work in Kuwait and background checks. The school has shown its commitment to safer recruitment practices as most members of the middle and senior leadership teams have completed safer recruitment training and qualifications.

Annual visa renewing for staff automatically conducts police security checks. The school recruits teachers from a wide range of nationalities. Staff recruited from the UK, must provide up to date International Child Protection Certificate (ICPC) certification. Police checks from home countries or countries that a teacher is arriving from are provided for non-UK arriving staff. Two written references are sought with a follow up by a phone call to verify details. The Kuwait Ministry of Private Education also conducts rigorous checks on the credentials of candidates before approving their arrival in Kuwait. This includes ancillary staff who are also vetted as part of their work visa application process.

An induction programme and new staff handbook prepares teachers for their role in GES and life in Kuwait. All staff have clear job descriptions outlining roles and responsibilities. Lesson observations of new staff are conducted within the first few weeks of commencement of employment with regular follow-ups during the 100-day probationary period. Any teachers identified as requiring additional support have an individual improvement plan. Ongoing professional development is tailored to individual needs as well as whole school priorities.

A complete and up to date single central register was made available to the inspection team.

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

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

The school is housed in a purpose built four storey building. The accommodation meets the needs of the taught curriculum, age range and current number of pupils. Classrooms and specialist rooms provide mostly suitable spaces that meet the needs of pupils. Some classrooms, particularly in primary, are small for the number of pupils in them. In other areas of the school rooms are underutilised.

The premises are safe, clean and maintained to a good standard. Pupil washrooms are well located, hygienic and in good condition. There is a toilet for wheelchair users or pupils with physical disabilities located on one floor of the building. Access to this can be made from other floors via the school's lifts which are activated by a key card. There is an indoor swimming pool that has two shower rooms, for boys and girls, that can accommodate 14 pupils at a time. This can make it difficult for larger groups to change for swimming. There are no changing rooms for physical education (PE), so pupils are required to either complete sports in their uniform or come to school in PE kit.

Outdoor areas are very limited in size as the school building occupies nearly all of the site. There have been recent improvements to the areas used by the younger pupils with some imaginative and creative outdoor play equipment. The school also makes good use of a small grass park area located about 100 meters from the school. The school has two well-resourced indoor sports halls.

The school's clinic is of a suitable size and consists of an office area and separate treatment room. There is an additional first aid room and first aid equipment including a defibrillator are available for use in an emergency. The school provides good physical accessibility, with ramps and lifts enabling pupils with mobility needs to reach all floors.

The building is in good condition considering its age. Lighting, ventilation and air conditioning are all suitable. The maintenance team is proactive, and care is taken to ensure that the school is safe, clean and ready for pupils before the start of each school day. The school is secure and CCTV around the school promotes safety. The cameras are monitored throughout the day by security staff.

## 10. Standard 6

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

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

The school uses a range of communication channels by which to keep its community informed. These include the school's evolving website that is informative, clear and accessible. All school policies are available on the website for parents to access together with the school's contact information. Some policies are also available in Arabic. Furthermore, news and information about forthcoming events, curriculum outlines, term dates, school hours, assessment arrangements and the latest BSO/Penta inspection report are all also available on the website. Parents follow key events in school on social media mostly through Instagram.

Recent parent workshops include information evenings and safeguarding sessions. Parents contact the counsellors directly if they have wellbeing concerns about their child. Pupils speak very highly about the counsellors. Parents feel well supported; they identify the approachability and responsiveness of teachers as a key strength. Teachers foster a positive community spirit and respond quickly to parents. Parents report that the open-door policy means that staff address concerns swiftly. Regular engagement between teachers and parents maintains communication and provides timely feedback on pupils' progress.

Parents raised concerns about the time taken to appoint staff mid-year, which can leave children without specialist teachers. However, they appreciate that the school employs high quality teachers. Parents understand their children's academic levels and their targets for improvement. The reporting structure works well. The school provides written reports on pupil progress and attainment each year, with two reports issued in EYFS and primary. Parent-teacher meetings offer further opportunities for dialogue. Communication continues through digital platforms including ClassDojo, email and direct contact with staff.

The school does not have a parent association. Parents would welcome a formal voice within the school. However, they feel the school considers their views through surveys and listens to their feedback.

## 11. Standard 7

### The school's procedure for handling complaints

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

A clear and comprehensive Complaints Policy is published on the school's website in both Arabic and English, ensuring access for all parents. The complaints procedure is communicated to the school community through this platform and via regular newsletters and correspondence.

The Complaints Policy follows a well-defined three stage process; with clear timelines which school leaders implement consistently. Complaints made in person or by email are acknowledged within two hours as per the policy guidelines.

All complaints are systematically recorded and monitored with resolution and recommendations noted.

The complaints record meets the BSO requirements and no complaints have progressed beyond Stage 2 in recent years.

Pupils have clear and appropriate channels for their concerns through class teachers, school counsellors and the newly elected student council.

There is clear line management of staff through which to express concerns and complaints.

The school's complaints procedures would benefit from additional forums for grievances and concerns for pupil's staff and parents; to further embed the culture of sharing suggestions and reporting issues.

## 12. Standard 8

### Leadership and management of the school

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

Leadership and management of the school are strong and effective. The School Director confidently articulates the school's vision and provides a clear direction focused on the quality of education and learning outcomes. He is supported by a Head of Primary and an acting Head of Secondary who is also the Academic Director. There are six deputy heads, two in primary, and four in secondary, one of whom supports with teaching and learning across the whole school. Together, this team forms a dynamic leadership group that is successfully moving the school forward across key areas. Significant progress is being made in helping pupils meet the school vision of being 'confident, caring and ready for future challenges'. Parents report that school leaders are approachable, responsive and visible around the school.

Changes since the previous inspection have driven significant improvements in teaching and learning, with an increasing number of effective teachers and high-quality lessons. This has improved academic outcomes across many subjects. The personal and social curriculum has also become more embedded across all phases, encouraging excellent pupil behaviour and impressive attitudes to learning.

The self-evaluation completed by the school is detailed and thorough. It accurately reflects the school and shows that leaders understand its strengths and areas for improvement. The self-evaluation is supported by a five-year strategic plan which covers 2025 to 2030. The strategic plan is structured around nine 'drivers' the first of which is quality of leadership. The plan makes clear that further strengthening leadership will improve the quality of education and pupil outcomes. It includes creative and ambitious proposals that focus on distributed leadership and leadership innovation teams.

Governance is provided by a small team that is engaged in the life of the school and committed to its long-term success. The School Director meets weekly with the governors who provide oversight, support and hold the leaders to account. The school leadership, with the support of governors, demonstrate the capacity and commitment to continue driving school improvement.

The school's leaders ensure that policies are current, available for parents to view on the school's website and implemented consistently. They are reviewed regularly and cover all the key requirements. Policies on safeguarding and child protection are detailed, comprehensive and embedded across the school. These, along with the school leaders' commitment to health and safety, help maintain a safe learning environment. The School Director and other school leaders are active in promoting the wellbeing of pupils.

Performance management is well structured, and the leadership team regularly observes lessons and provides feedback. Middle leaders are important members of the performance management process and work with colleagues to share good practice, encourage collaboration and raise standards. Detailed records are kept of lesson observations and structured support is provided where concerns arise. Professional development is valued and staff are given a wide range of opportunities to complete development activities, within the school, online or within the region.

Middle leaders, including subject leaders, are committed to the development of the school and initiate and support many improvements. They are a strength of the school and contribute in a meaningful way to its success. Middle leaders will become even more effective if they are supported by the strategies shown in the school's five-year strategic plan. There are opportunities to improve the quality of education by increasing collaboration and links between the primary and secondary sections of the school.