



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

The English School, Kuwait

January 2019



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School's Details

School	The English School, Kuwait			
Address	PO Box 379 Safat, 13004 Kuwait			
Telephone number	0096 52227 1385			
Email address	admin@tes.edu.kw			
Headteacher	Mr Kieron Peacock			
Chair of governors	Brigadier Andrew Barr			
Age range	2 to 13			
Number of pupils on roll	630			
	Boys	313	Girls	317
	Pre-Prep	298	Prep	332
Inspection dates	13 to 16 January 2019			

1. Background Information

About the school

- 1.1 The English School is a co-educational day school for pupils aged from 2 to 13 years. It was founded in 1953 by a group of UK expatriate parents and moved to its current site in 1996. The school has a governing body which includes representatives of the owner, the British Military Mission, the British Embassy, the UK expatriate and business community and the school's parents.
- 1.2 The school's pre-prep caters for children aged from two and a half to seven, and includes Nursery classes, which make up the Early Years Foundation Stage (EYFS), and Years 1 and 2. The prep is attended by pupils aged seven to thirteen and is organised in three phases: Years 3 and 4, Years 5 and 6, Years 7 and 8.
- 1.3 Since the previous inspection, the middle leadership team has been restructured to give clearer pastoral responsibility and to develop better use of data and the tracking of progress. There has also been a wholesale review of the curriculum, and information and communication technology (ICT) has been embedded into the teaching, learning and assessment at all ages.

What the school seeks to do

- 1.4 The school aims to provide the best possible British education, allowing pupils to make a seamless transition to schools in the UK, Kuwait or elsewhere in the world. It seeks to promote happiness and excellence through developing pupils as independent 21st century learners, and by building character and cultivating mental and physical fitness, creativity and respect for the environment.

About the pupils

- 1.5 Most pupils come from professional and diplomatic families in the region. The pupils represent a wide range of nationalities, with the majority from Britain or America. Standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 42 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and delayed speech, language and communication development. All of these receive help from the school through individual lessons and in-class support. One hundred and thirty pupils currently have English as an additional language (EAL) but none of these require support. The school has identified 24 pupils as being the most able in the school's population. Enrichment opportunities are provided for them and for those pupils with special talents in sport, art, design and technology (DT), ICT and music.

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. It also takes account, where relevant, of compliance with any local requirements.

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.

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 last inspection was in January 2016.

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 3 and 4 and most aspects of paragraph 2 are met. The school cannot meet some elements of paragraph 2(2)(d)(ii) because of the requirements of the host country's legislation.

2.3 The curriculum policy takes account of the ages, aptitudes and needs of pupils of all ages, including those with special educational needs. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is well planned and accompanied by suitable schemes of work. In addition, there is a very wide range of extra-curricular activities, which provide opportunities for pupils to gain additional skills.

2.4 The curriculum enables the pupils to make progress, and prepares them for the opportunities, responsibilities and experiences of life outside of school and for the next stage in their education in both Kuwait and British society. Personal, social, health, economic and citizenship education (PSHEC) encourages respect for other people as far as allowed by the laws of the host country. Suitable careers education is provided for pupils in Years 7 and 8.

2.5 Children in Nursery and Reception follow a programme covering the seven areas of learning of the 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.

2.6 Teaching methods show an understanding of the pupils' ability and is characterised by secure subject knowledge and effective use of resources. It utilises a range of approaches and resources to promote

pupils' interests. Strategies for managing behaviour are effective. Teaching does not discriminate against pupils due to their gender, ability, beliefs, disability or other differences. The school has a suitable framework to assess pupils' performance and to track their progress.

- 2.7 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

2.8 The Standards relating to spiritual, moral, social and cultural development [paragraph 5(a) and (b)(i) to (v) and (vii) and most aspects of paragraph (vi)] are met. The school cannot meet some elements of paragraph 5(b)(vi) because of the requirements of the host country's legislation.

2.9 The school has identified and established key values which are actively promoted, and which support the personal development of pupils and allow them to develop self-knowledge, self-esteem and confidence, to distinguish right from wrong and to accept responsibility for their behaviour. The school promotes the fundamental British values of democracy, the rule of law, individual liberty, harmony and mutual respect between different cultural traditions as it prepares pupils for the responsibilities of 21st century citizenship in the wider world. The school ensures that principles are actively promoted which encourage respect for other people and allow for a balanced view of political issues, in so far as is allowed by the laws of the host country.

2.10 The curriculum, and especially the PSHEC programme, together with the systems for pastoral care, all support the understanding of responsibilities and rights within the school community and beyond. Pupils know the expectations for behaviour; they can distinguish right from wrong and accept responsibility for their behaviour. They understand the importance of laws and justice and have respect for the democratic process.

2.11 The pupils have an active interest in the global issues of the 21st century and contribute generously to the lives of others through charity work, which is often initiated by pupils. They gain knowledge and respect for public institutions in England and for responsibilities of citizenship in the host country.

2.12 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.13 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

2.14 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. Safeguarding, which emphasises the protection of pupils from all types of abuse and harm including the dangers of extremism, is actively implemented within the school. Policies take into account guidance provided for schools in England, and this is applied in the local context, and are actively implemented within the school. Staff are appropriately trained when they join the school and then through annual training sessions and regular updates. 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.

2.15 Procedures to promote good behaviour are known and understood by pupils and staff and implemented effectively. A system of rewards acknowledges pupils' successes and achievements, and suitable sanctions are applied on the rare occasions that the need arises. The school has an effective policy in place to prevent bullying, including cyber-bullying. Health and safety requirements are in accordance with expectations for schools in England and also meet the requirements of the host country. Fire drills, evacuation and other checks are regularly carried out and suitably recorded. The risk assessment policy is implemented effectively. Suitable risk assessments are in place for all aspects of school life, and identified actions are undertaken actively. The school has appropriate policies for

first aid and related matters and has comprehensive arrangements to provide for pupils who are ill or injured. Pupils are confident that they are well looked after should they fall unwell or be injured.

- 2.16 A suitable number of members of staff are on duty at breaks and lunchtimes, and pupils are supervised appropriately throughout the school day and on school trips. The premises are maintained to a suitable level of safety and hygiene. Admission and attendance registers are appropriately maintained.

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

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

- 2.18 The school carries out the required checks on staff, proprietors and any other adults working at the school to ensure suitability to work with children. A suitable single central register of appointments is maintained with the details of the recruitment checks undertaken. Staff files include all required documentation.

Part 5 – Premises of and accommodation at schools

- 2.19 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**

- 2.20 Suitable and well-maintained toilet and washing facilities are provided for pupils of all ages with changing rooms for pupils in the sports hall, next to the sports pitches. There is appropriate accommodation for the short-term care of sick and injured pupils. The premises and accommodation are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of pupils. The lighting and acoustics are appropriate and drinking water provision is adequate. There are suitable spaces for outdoor play and for games sessions both in the curriculum and within extra-curricular activities.

Part 6 – Provision of information

- 2.21 The Standards relating to the provision of information [paragraph 32] are met.**

- 2.22 The requisite range of information is variously published, provided or made available to parents and parents of prospective pupils. Contact details for the school, its headteacher and chairman of the governors, as well as a statement of the school's ethos, are provided to parents. This information includes details about the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admissions, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year are made available as are details of the provision for pupils with SEND and those with EAL. Pupils do not sit National Curriculum tests, but the results of their standardised tests are on the school's website. Parents are provided with a full written report outlining their children's progress and attainment twice in each academic year.

Part 7 – Manner in which complaints are handled

- 2.23 The Standards relating to the handling of complaints [paragraph 33] are met.**

- 2.24 The school has an appropriate complaints policy which is available to parents through the school website. This process seeks to resolve any complaint informally but, if concerns are not resolved, parents may proceed to lodge a formal complaint in writing. If the complaint remains unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school and which parents may attend, accompanied if they

wish. The panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of all complaints and findings, including action taken by the school whether or not the complaint is upheld. The policy provides clear time scales for each stage of the complaints process, and the school's records show that complaints are handled promptly, with most being resolved at the informal stage.

Part 8 – Quality of leadership in and management of schools

2.25 The Standards relating to leadership and management of the school [paragraph 34] are met.

- 2.26 The governing committee provides suitable support and guidance for all departments in the school and monitors the quality of procedures. The leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, in order that the BSO Standards are met consistently, as far as allowed by the laws of the host country, and actively promote the well-being of pupils.
- 2.27 The governing committee and senior leaders maintain effective oversight of safeguarding procedures, monitor the implementation of the safeguarding policy and ensure that an annual review of policy and procedures is undertaken.
- 2.28 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school’s work, focusing on the two key outcomes for pupils:

- the quality of the pupils’ learning and achievement;
- the quality of the pupils’ personal development;

Headline judgements of educational quality include one of the ISI descriptors ‘excellent’, ‘good’, ‘sound’ or ‘unsatisfactory’. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils’ education.

The report refers to year groups in accordance with the system most commonly used in England. Where the school’s own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-Kindergarten	Nursery (aged 2 – 3 years)
Kindergarten	Nursery (aged 3 – 4 years)

Key findings

3.1 The quality of the pupils’ learning and achievement is excellent.

3.2 The quality of the pupils’ personal development is excellent.

Recommendations

3.3 In the context of the excellent outcomes, the school may wish to consider the following improvements:

- developing pupils higher-order skills by providing more opportunities for appropriate challenges across all ages and subjects;
- enabling pupils to demonstrate initiative and to have additional opportunities to take control of their own learning through more open-ended tasks across the curriculum.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

- 3.5 The school successfully fulfils its aim of providing the best possible British education through developing pupils as independent 21st century learners. Pupils of all ages, abilities and needs display a high level of knowledge, understanding and skills across the curriculum, with some areas being outstanding. Most of the teaching is well planned and exciting, making full use of the available resources and displaying excellent subject knowledge, thus meeting the recommendation of the previous inspection. In the EYFS, children's excellent creative, sensory and physical development is enhanced by the well-planned use of the outside spaces available to them. Pupils in pre-prep establish a strong basis for their future education with an emphasis on their communication skills, numeracy and working together. Older pupils use these skills well to further their knowledge and understanding. For example, in ICT, pupils in Year 5 who communicated particularly well in their small group quickly achieved the objective of building a programmable robot. In history, pupils in Year 4 made rapid progress in their understanding of Viking culture through the dedicated curriculum day, when they drew swords and made brooches, all culminating in a splendid Viking feast.
- 3.6 Pupils discover and develop individual talents and achieve an outstanding level of team and personal success in sport, and considerable success in art and music. Following recent tournaments, the school is the most successful sporting school in Kuwait for both boys and girls at under-11 and under-13. In the 2018 (latest) British Schools in the Middle East games, the under-13 squad finished third overall and were netball champions. The under-11 squad were the British Schools in the Middle East small schools champions. In art, a pupil won the 'Kuwait beautiful and green' competition and, throughout the school, the pupils' outstanding art and design work is on display. In the inter-school Spoken Poetry Competition, the school has been overall winner for the last three years. Pupils participated in the British School in the Middle East (BSME) music festival and, whilst not a competition, the school received a special award for its contribution. Pupils in Years 1 and 2 were second overall in an international science film competition. Pupils make the most of the wide range of extra-curricular opportunities on offer, made possible by the support of the governing body which ensures that the school has a range of suitable facilities for sport and the arts that allow pupils' various talents to flourish. In the questionnaires, the overwhelming majority of pupils and most parents expressed their satisfaction with the activities on offer, with many pupils adding a personal comment of gratitude.
- 3.7 Pupils make excellent progress as they move through the school. The pupils do not sit National Curriculum tests, but the available evidence shows attainment to be above in relation to age-related expectations for pupils in England. Based on the scrutiny of work, lesson observations, subject interviews, the school's assessment data and the destination of leavers, pupils make excellent progress overall. The pupils' progress is monitored by the school's centralised tracking system, introduced since the previous inspection but not yet fully embedded. This shows no significant difference in attainment between boys and girls nor pupils with EAL. Following the introduction and monitoring of performance indicators, children in the EYFS make excellent progress in relation to their diverse starting points, so that almost all meet, and some exceed, the expected level of development. Pupils with SEND make exceptional progress as a result of early identification and intervention, with all their teachers taking their needs into account in their planning and teaching. In the questionnaires, virtually all pupils said that the school gives them the opportunity to learn and make good progress and that teachers are supportive and helpful, and almost all parents feel that teaching enables their children to make good progress and develop skills for the future.
- 3.8 Pupils throughout the school have outstanding communication skills. Pupils in the EYFS display a growing competence in English speaking and strong listening skills. For example, children in Reception were able to explain that metamorphosis was like a tadpole turning into a frog. Pre-prep pupils continue to build on their knowledge of phonics (the sounds that letters make) and make rapid progress in their reading. This has been supported by the schools' partnership with parents (TPP) that holds useful sessions to show parents how they can support their children's learning. At all ages, pupils

are articulate and mature and are encouraged to present their ideas clearly and thoughtfully. In Year 3, pupils shared their ideas readily when discussing appropriate adjectives for writing an animal poem. Pupils in Year 5 showed high levels of knowledge and understanding of poetic techniques, demonstrated by their ability to identify a range of figurative language. Pupils in Year 7 confidently used powerful persuasive vocabulary while debating a reality TV show. Pupils readily use their communication skills successfully across all subjects, such as when working in groups in science or encouraging their team in games. Teachers are highly effective in modelling appropriate communication to each other and the pupils.

- 3.9 Pupils' competence in numeracy is developed well. The basic understanding of number and associated language is introduced in the EYFS. For example, children in Reception correctly measured the length of a giant's footprint and learnt the importance of starting their measuring at one edge and ending at the other. Pupils in the pre-prep become competent in addition and recognise that subtraction is the inverse calculation. By Year 6, pupils confidently explain their mathematical reasoning and understanding to their peers. In Year 8, pupils successfully form algebraic equations from real-life examples. At all ages, pupils use dedicated ICT software effectively to enhance their mathematical understanding and skills, although less attention is given to the correct recording of their written calculations. Pupils apply their numeracy skills competently to other areas of learning. For example, pupils in Year 6 were very confident in calculating the time at various places around the globe.
- 3.10 Pupils are outstanding in their use of ICT and readily apply these skills in a wide range of situations and on a variety of platforms. Since the previous inspection, leadership has successfully embedded the use of ICT across the curriculum at all ages. Investment by supportive governance ensures that a range of facilities is available for pupils and they use these capably. In the EYFS, children use technology for the retelling of stories and to take pictures, creating a collage of their favourite things, as well as using a range of technical toys. Pupil in the pre-prep use tablets, for example, when writing their answers to mathematical calculations. From Year 3, all pupils have their own devices and use on-line accounts. The teaching is imaginative and makes appropriate use of these tablets. Pupils are adept at their use, readily access the material for each lesson, store their work centrally and see how it has been assessed. For example, pupils in Year 3 confidently used their tablets to take photographs, save them, and skilfully edit them. Pupils in Year 7 learnt to use a new application, enthusiastically entering Arabic script to be then delighted by the accurate translation into English. In ICT lessons, pupils of all ages work well beyond the expected curriculum for their age; for example, by the end of their time at the school, pupils in Year 8 are creating their own applications.
- 3.11 Pupils' study skills are steadily developed as they progress through the school. Pupils are given some opportunities across the curriculum to research and analyse well-chosen, challenging and enjoyable activities. For example, in Year 2, pupils analysed the historic photograph of Scott and Amundsen in Antarctica to conclude that one of them wore better clothing than the other and this is why he did not survive. Older pupils successfully draw conclusions by insightful analysis. For example, pupils in Year 7 focused on the rhetoric of persuasion to successfully analyse the king's speech to his troops in Shakespeare's *Henry V*. When offered the opportunity to use their higher-order skills to solve challenging problems, pupils relish the opportunity; however, such opportunities are not consistently available across all subjects, particularly in the younger years. Thus, the recommendation from the previous inspection to ensure that all pupils are appropriately challenged, is not yet met fully.
- 3.12 Pupils have exemplary attitudes and enjoy learning, working with focus and ambition both in and out of lessons. Pupils from their earliest days listen well, with engagement and interest. When given the opportunity, such as creating imaginative artwork, designing some innovative fashion in design and technology or writing their own algorithms to create a game in ICT, pupils show that they can readily take control of their own learning and delight in the experience of showing initiative, but such opportunities through the setting of open-ended tasks are not a regular feature of their other subjects. At all ages, pupils are particularly successful at working collaboratively, reflecting the school's ethos

of mutual respect and empathy. Teachers readily build such opportunities into their planning and guide the pupils well, with suitable tasks and resources to assist their understanding.

The quality of the pupils' personal development

3.13 The quality of the pupils' personal development is excellent.

- 3.14 Pupils are self-confident, self-disciplined young learners who are highly resilient and reflect successful implementation of the school's five core values of respect, confidence, integrity, positivity and empathy. Pupils' self-confidence builds as they progress through the school due to the individual care and attention given by their teachers. In the interviews, many pupils spoke positively about their increased self-confidence and now having self-belief in their abilities. In the questionnaires, almost all parents agreed that the school promotes an environment which successfully supports their children's personal development. The pupils' self-understanding is fostered outside the formal curriculum by their active involvement in the many sports, clubs and societies on offer. Pupils have ample opportunity to discover what they enjoy and are good at. In lessons, their disciplined willingness to participate is a catalyst for improving their own understanding and learning. They have the confidence to take risks and understand that it is normal to get some things wrong, thus building resilience. They readily self-correct and look up information on their tablets to improve their learning. Pupils with SEND are very aware of the areas they need to work on and readily embrace strategies on how to make those improvements. All pupils have high aspirations for their future. Pupils in Year 8 feel extremely well prepared for the next stage in their lives, expressing their gratitude for the care and support that they have received from the teachers at the school.
- 3.15 Pupils social development is outstanding. They have a deeply caring attitude to others and enjoy working together to achieve common goals, be it solving problems in lessons or contributing to team success in games and activities. In addition to sport, the extra-curricular programme offers a wide range of other activities, such as the school orchestra where pupils in Years 4 to 8 were highly engaged as they played the *William Tell* overture together under highly accomplished direction. Pupils' effective collaboration is a regular feature of lessons. For example, in Nursery, pupils quickly stopped their play and helped each other to tidy up when the whistle went. In Year 3, pupils readily shared ideas to decide on suitable adjectives to describe a creature found in a rainforest. Pupils in Year 7 worked efficiently in groups in drama, enthusiastically dividing up the parts and creatively deciding how to act out their scene. Pupils have many additional opportunities to work and play in their extra-curricular activities. New pupils appreciate the care that is taken when they join the school. Staff in the questionnaires are very positive about the pupils' attitudes with all staff agreeing that pupils readily help and support others, displaying positive behaviour and attitudes towards others.
- 3.16 Pupils demonstrate high moral standards and take clear responsibility for their own behaviour. Pupils understand what is right and wrong, and behaviour is exemplary throughout the school. In the questionnaires, all parents, all staff and almost all pupils agreed that the school actively promotes good behaviour and all pupils agreed that they understand the consequences for poor behaviour. Evidence of excellent behaviour was seen throughout the inspection, for example, when all pupils lined up independently at the beginning of the day to stand in silence for the Kuwaiti national anthem and when pupils listened attentively to their peers in circle time. Pupils display empathy when they meet with injustice, such as pupils in Year 6 in English stoutly championing the main character in Roald Dahl's *Matilda* and loquaciously expressing their concern at her treatment. Excellent, warm relationships between pupils and staff, coupled with teachers' high expectations and thorough embedding of the school's core values, have helped develop strong moral values within pupils.
- 3.17 Pupils of all ages demonstrate the ability to reach effective decisions, whether individually or collaboratively, from the children in the EYFS who select their own play equipment, to members of the school council who lead a drive for community support and service. Pupils were observed making some excellent decisions about their behaviour, attitudes to learning and classroom manner. For

example, in PSHEC, pupils in Year 2 discussed the importance of making decisions for themselves when faced with challenges. In a school council meeting, pupils maturely discussed a number of relevant issues before proposing and voting on decisions about the upcoming school disco. Pupils also look at how decisions made now may have a broader impact on the future, and pupils in Year 8 are actively preparing a campaign to reduce the use of plastic on site as part of an initiative on sustainability.

- 3.18 Pupils' spiritual understanding is well developed through ample opportunities to develop their aesthetic and cultural awareness. In assemblies, pupils listen with appreciation to the musical introduction that provides a moment of quiet reflection. Pupils in Year 5 could empathise with the differences in their own wealth and well-being compared to children in Victorian times. Pupils spoke of how fortunate they are today compared to the past. In the Arabic corridor, pupils gain inspiration from the beautiful displays of geometrical art. Extra-curricular activities provide worthwhile opportunities for pupils to focus on aspects such as reflection and contemplation. Pupils with SEND spoke fondly of the 'meditation and mindfulness relaxation club' and having the opportunity to meditate and reflect. Such activities have been actively introduced by leadership, who are aware of the importance of promoting and monitoring pupils' mental well-being.
- 3.19 Pupils have a deep understanding of the role they can play in 21st century society and often take it upon themselves to support those less fortunate. Pupils take their positions of responsibility very seriously and are proud of the contribution they make to the lives of others. Pupils are always ready to help others within the school and may join a number of organised groups such as the school council, prefects, playground squad, tidy team and the proactive IT crew, who are pupils of different ages who provide ICT support, help and advice to other pupils throughout the school. Through the school council, pupils show initiative and concern for the wider community; events such as the 'shoe box' appeal for children in local hospitals and, further afield, the installation of a well in South Sudan, were proposed and actioned. Pupils' contribution to the work of the school council is enthusiastic and effective. Pupils elect representatives who take their responsibilities very seriously, reflecting their concern for the school community. Meetings are run formally with a planned agenda, minutes taken and actions followed up. Pupils also show strong understanding and empathy for human and social welfare, they recognise that they need to take care of their planet. For example, pupils in Year 3 discussed with great interest what it is to be a sustainable society.
- 3.20 Pupils display tolerance and respect towards their peers who come from a broad range of cultural backgrounds. In the questionnaires, almost all parents, pupils and staff agreed that the school promotes tolerance and respect of those with different faiths and beliefs. Pupils within the school are mindful of the need for respect and valuing diversity. They are encouraged to share different cultural perspectives through PSHEC and themes in assemblies, and they study the art, music and literature from different countries. For example, pupils in Year 8 designed and created a print in response to the theme 'Cultural Celebrations' which demonstrates an understanding and appreciation of the art from the variety of the pupils' own cultures. International day is celebrated annually as well as a range of feast days from various cultures in the community. Pupils say that they enjoy being at the school where they make friends easily and feel part of a strong, multi-cultural community. Pupils in Year 4 contributed their feeling that if you share experiences with lots of people of different nationalities from around the world then you see the world in many more ways than when you are alone. Pupils show a genuine appreciation and respect of the international and multi-cultural environment in which they learn and play while at the same time clearly know they are in an English school.
- 3.21 Pupils throughout the school have a keen awareness of the importance of staying safe and keeping healthy. From the early years, children are taught about cleanliness, healthy snacks and taking exercise. Children in Nursery understand the importance of a healthy diet and they exclaimed in delight when they opened their lunch boxes, finding, amongst other things, strawberries, cucumber, grapes and celery. Older pupils also showed a clear understanding of what constitutes healthy eating, informed by topics in science and PSHEC as well as events such as 'healthy lunch box day'. Pupils have a thorough understanding of how to keep safe on-line, and the need to take care of themselves and

their peers. Pupils in the EYFS start the day with 'wake and shake' exercises and show a clear understanding of the difference between fine and gross motor skills. Pupils make the most of their outside spaces and are very active at playtime as well as embracing the many extra-curricular sporting activities available to them. They also have activities which focus on mindfulness which reinforce the message about understanding the importance of a balanced lifestyle, part of leadership's successful initiative to support both the mental and physical well-being of their pupils.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, a school council meeting and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Serena Alexander	Reporting inspector
Mark Albini	Team inspector (Deputy head, IAPS school, UK)
John Bagust	Team inspector (Head, COBIS school, Cairo)
Alan Cooper	Team inspector (Former senior teacher, HMC school, UK)
Penelope Kirk	Team inspector (Former head, IAPS school, UK)