

Inspection report

Cambridge English School

Hawally
Kuwait

Date	**25th – 27th January 2026**
Inspection number	**2026125**

Contents		page
1	Purpose and scope of the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	3
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	8
5	Standard 1 **The quality of education provided by the school**	9
	5.1 Curriculum	9
	5.2 Teaching and assessment	10
	5.3 Standards achieved by pupils	12
6	Standard 2 **The spiritual, moral, social and cultural development of pupils**	13
7	Standard 3 **The welfare, health and safety of pupils**	15
8	Standard 4 **The suitability of the proprietor and staff**	17
9	Standard 5 **The premises and accommodation**	17
10	Standard 6 **The provision of information for parents, carers and others**	18
11	Standard 7 **The school's procedures for handling complaints**	19
12	Standard 8 **Leadership and management of the school**	20

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, 28 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 Nan McKeown. The team members were Carolyn Bavister, Viji Sathyan and Andrew Turner.

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 particular 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

Cambridge English School (CES) provides a good education for its pupils. In recent years, leaders have strengthened the curriculum, which has increased pupils' enjoyment of school life and engagement in learning. Teachers demonstrate strong subject knowledge and deliver lessons that support pupils to become confident learners. CES prioritises safeguarding. The campus is safe and secure. Pupils and parents report that they are part of a supportive school community where views are listened to and are valued.

3.1 What the school does well

There are many strengths at the school, including the:

- strong safeguarding culture, with safeguarding understood as a shared responsibility;
- positive and respectful relationships between staff and pupils;
- exemplary pupil behaviour;
- opportunities for pupils' leadership and responsibility;
- strong partnerships between parents and the school
- curriculum adaptations that have strengthened pupils' learning experiences;
- broad enrichment programme of extra-curricular activities that encourages pupils to try new experiences;
- strong sense of pride shared by pupils, staff and parents;
- stimulating learning environments that celebrate pupils' achievements.

3.2 Points for improvement

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

i. Develop and embed a coherent, whole-school assessment and data-tracking approach so that:

- a consistent 'one-school' data-tracking system is used across all phases to enable pupil progress to be tracked seamlessly over time.
- external benchmarked assessments are used to validate internal school data
- on-going assessment data is used consistently by teachers to inform planning, differentiation and challenge, supporting the needs of all pupils, including for high-attaining pupils
- the impact of assessment-informed teaching and intervention on pupils' outcomes is evaluated systematically

ii. Continue to seek innovative ways to enhance and creatively develop the curriculum and excite learners' interests

4. The context of the school

Full name of school	Cambridge English School Hawally, Kuwait				
Address	Yarmouk Street, Block 9, Hawally, Kuwait				
Telephone number/s	+965 23700000				
Website address	https://ces.edu.kw/home-hawally				
Key email address	enquiries-hawally@ces.edu.kw				
Headteacher/ principal	Mr Leigh Hovey				
Chair of board/proprietor	Mr Talal Khalifa Al-Jeri				
Age range	3-18				
Total number of pupils	**725**	**Boys**	**391**	**Girls**	**334**
Numbers by age	*0-2 years*	0	*12-16 years*	214	
	3-5 years	95	*17-18 years*	44	
	6-11 years	372	*18+ years*	0	
Total number of part-time children	0				

Cambridge English School (CES), Hawally was established in 2005. CES is located in the oldest town in Kuwait. A densely populated area, rich in Kuwaiti history.

A change in ownership took place in 2015 leading to significant improvements in the way the school operates. A partner English curriculum school operates in Mangaf. The school is part of the largest group of private schools in Kuwait, delivering a range of international curricula. The ownership takes a full and active part in the operation of CES.

CES mission statement is to provide a supportive and inspiring learning community where every pupil feels safe, respected and motivated to succeed academically and personally.

The school offers a safe and welcoming learning environment. Behaviour is exemplary. Pupils, parents and staff are proud of their school.

4.1 British nature of the school

Cambridge English School (CES) clearly identifies and promotes itself as a British school. Its British identity is visible and embedded across the campus and reflected consistently in its ethos, organisation and daily practice. The school is structured in line with the British education system, comprising Early Years Foundation Stage (EYFS), primary and secondary phases, organised into key stages and year groups.

During lesson observations, key British values were evident in practice, including mutual respect, critical thinking and expectations for behaviour. Pupils were observed engaging respectfully with one another and staff, applying reasoning skills and responding positively to consistent classroom routines and expectations.

Pupils in key stage 4 (KS4) and key stage 5 (KS5) follow British public examination pathways, including IGCSEs, AS and A Levels. These provide recognised qualifications that support progression to further education and employment.

The school prioritises student voice, and in keeping with British traditions, offers a range of leadership opportunities to pupils. Pupils participate in democratic processes, including the election of student council representatives, which helps them develop an understanding of democracy and active citizenship. British values are explicitly promoted and embedded in school life. Displays across primary and secondary reinforce democracy, mutual respect and tolerance.

The school day and term structure closely mirror those of schools in England. Pupils take pride in wearing their school uniform, contributing to a shared sense of identity and belonging.

Staffing further reflects the school's British orientation. Of 57 teaching staff, 53% are British Nationals, a further 37% are British trained or have at least 5 years' experience working in British schools. Teaching and administrative staff are English speaking. Communication with parents, including the school website, is conducted in English.

The school is an active member of British education organisations, including the British Schools of the Middle East (BSME) and the Council of British International Schools (COBIS), supporting alignment with British international standards and practice.

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

The quality of education provided meets the standard for BSO and is good.

The school delivers a well-designed and monitored curriculum that responds appropriately to pupils' needs. Pupils are confident and enthusiastic learners who make good progress over time. By the time they reach secondary education, pupils achieve secure outcomes in external examinations.

5.1 Curriculum

The school's curriculum is firmly grounded in the National Curriculum for England, the EYFS framework, and IGCSE, AS and A Level examination requirements. This provides a coherent structure that ensures clear progression and continuity across all phases of the school.

The school's interpretation reflects its British identity while also considering the demographics of the school community. The curriculum closely follows statutory requirements and meets the requirements of the Ministry of Education (MOE), Kuwait.

Jolly Phonics is used in EYFS to enhance early literacy skills, supporting pupils in developing secure phonics knowledge, reading confidence and early writing. In the EYFS and key stage 1 (KS1), planning is generally consistent across teams. However, there are some areas for development. Adaptive teaching approaches and the consistent use of assessment for learning in EYFS and KS1 are developing but not yet embedded.

At key stage 2 (KS2), the curriculum offers subjects such as Arabic and Islamic Studies while maintaining the British curriculum framework. PSHE is embedded across the curriculum from Key Stage 1 to Key Stage 3 (KS3). It is carefully planned to support pupils' personal, social and emotional development.

In KS3, pupils study a broad and balanced range of subjects, including humanities, French, art and information technology. PSHE is taught as a standalone subject supporting, for example, pupils' understanding of becoming global citizens, social responsibility, perseverance and British values.

In KS4, pupils begin the IGCSE programme. The curriculum is broad and balanced, with a strong focus on English, mathematics, sciences and business. This focus reflects the needs of the school and local community, supports pupils' academic progression, and is regularly reviewed to ensure it remains relevant and effective. Pupils select four subjects in the first year of the IGCSE course (IG1), followed by four subjects in the second year (IG2), allowing for

both breadth and progression. From the next academic year, English (first or second Language) is mandatory at IGCSE, ensuring that all pupils develop secure literacy skills appropriate to their language proficiency. This requirement strengthens pupils' reading, writing, speaking and listening skills, supports access to the wider curriculum, and better prepares pupils for further study, examinations and future pathways.

KS5 pathways are clearly structured through AS and A Level courses, supporting academic ambition and preparation for higher education. Subject choices are currently limited due to low demand, which restricts pathways for some pupils.

The curriculum is enhanced through a wide range of extra-curricular activities, including robotics, sports, and art and design. These enrichment opportunities extend learning beyond the classroom, promote creativity and teamwork, and contribute positively to pupils' personal, social and physical development.

5.2 Teaching and assessment

Teaching is purposeful and reflects secure subject knowledge. Teachers demonstrate confidence in their subject areas. Teachers are able to contextualise learning effectively, including through relevant real-world and local examples. These support pupils' understanding and engagement. This is particularly evident in subject discussions where learning is linked to authentic contexts, supporting relevance and the application of knowledge.

Learning objectives and success criteria are typically shared in lessons. These provide clarity of learning intentions and help pupils understand what they are expected to achieve. This contributes to structured lesson delivery and supports pupils in engaging appropriately with tasks. Classroom routines are well established. Expectations for behaviour and learning are clear, resulting in calm and focused learning environments.

A range of formative assessment strategies is evident across key stages, including questioning, observation and checks for understanding. These strategies are used to support lesson delivery and to gauge pupil understanding during lessons. In stronger practice, questioning is used effectively to probe understanding and address misconceptions. However, there is some variability in how consistently assessment information is used to adapt teaching within lessons or to deepen learning, resulting in variability in the impact of assessment on refining teaching and accelerating progress, particularly for higher-attaining pupils.

In EYFS and KS1, pupils benefit from nurturing and well-organised learning environments. They feel confident, secure and motivated to learn. Relationships between staff and pupils are consistently positive and support high levels of engagement, respectful behaviour and enthusiasm for learning.

Teaching is generally well paced and appropriately challenging, with pupils demonstrating secure early mathematical skills and developing spoken English. Effective practice includes clear team planning and purposeful learning environments. The use of questioning and recap strategies supports pupil understanding, although there is variation in the quality and consistency of questioning and assessment. Where learning is less active or transitions are unclear, pupils find it harder to sustain focus. Learning assistants are not always deployed effectively during lesson inputs to support pupils' understanding.

Overall, teaching in EYFS and KS1 promotes positive learning behaviours and progress over time, with greater consistency in assessment strategies needed to further strengthen lesson delivery.

In Key Stages (KS) 2 and 3, teaching continues to build on prior learning, with pupils demonstrating secure subject knowledge and increasing independence. Lessons are well structured, and teachers maintain clear expectations for behaviour and engagement. Pupils show increasing confidence in their learning. In a year 9 lesson pupils discussed 'what matters to me' articulating, through teacher higher order questioning, the differences between choice and peer pressure.

In KS4 and KS5, teaching supports pupils' preparation for external examinations. Teachers demonstrate secure subject knowledge and are able to link learning to examination requirements, helping pupils understand how to apply knowledge effectively. This was evident in a year 11 business studies class, in which students showed strong factual understanding of marketing concepts. They had the ability to link learning to real world and local contexts, particularly in relation to Kuwaiti marketing practices.

Assessment frameworks are in place to monitor attainment and inform planning, although the depth and consistency of their use vary between subjects and phases. As a result, the impact of assessment on refining teaching and accelerating progress is uneven.

Learning support systems are established in both primary and secondary phases. Clear processes are in place for identifying pupils who require additional support, implementing targeted interventions and monitoring progress over time. Support is informed by assessment information and involves collaboration between learning support staff, class teachers and leaders. These systems contribute positively to inclusion and pupils' access to learning, although capacity and time constraints limit consistency of delivery in some areas.

Marking and feedback expectations are clearly articulated through whole-school policy in primary and through departmental handbooks in secondary. There is evidence of implementation across subjects, and pupils are generally provided with feedback intended to support improvement. However, the consistency of impact varies. In particular, there is limited evidence across subjects of pupils routinely responding to feedback and acting on next

steps to improve their work. This reduces the overall effectiveness of feedback in securing progress.

Professional development structures support consistency and improvement in teaching practice. These include lesson observations, joint practice and continuing professional development opportunities. Leadership monitoring of teaching and assessment is established and contributes to ongoing evaluation and improvement at both whole-school and departmental levels.

Overall, teaching promotes engagement, positive learning behaviours and progress over time across all key stages. Systems for assessment, feedback and support are in place and functioning. Greater consistency in the use of assessment information and feedback would further strengthen practice and support more sustained and accelerated pupil progress across the school.

5.3 Standards achieved by pupils

In primary, pupils make secure and sustained progress and meet, and in some cases exceed, age-related expectations in core subjects. This reflects effective foundations in literacy and numeracy and supports pupils' readiness for transition to the next phase of education.

In secondary, outcomes are strong, with pupils well prepared for external examinations. IGCSE results are consistently secure, with 84% of pupils achieving grades A*–C. Pupils demonstrate confidence in examination techniques, subject-specific knowledge and assessment requirements, supporting successful progression to post-16 pathways.

Internal assessment data indicates that pupils make progress over time; however, the use and analysis of this data is not yet consistent across all phases of the school. Although assessment systems are established, greater alignment in how progress is tracked and evaluated would strengthen the accuracy and consistency of judgements about pupil achievement. The use of internationally benchmarked assessments would further enhance the reliability of internal data and support the development of clearer and more coherent pupil progression pathways.

Pupils generally demonstrate secure subject knowledge in lessons and increasing independence as they move through the school. They are able to recall prior learning and apply knowledge appropriately within subjects, particularly in the secondary phase.

Systems are in place to identify and support pupils who require additional help. Targeted interventions and learning support provision contribute positively to progress and help address gaps in learning. High-attaining pupils access enrichment and extension opportunities outside the classroom, supporting continued progress, although opportunities for sustained challenge within lessons are less consistent.

Non-academic programmes, including leadership and enrichment opportunities, contribute positively to pupils' wider development and engagement with learning.

Attendance across the school so far this academic year stands at 92.19%, supporting continuity of learning and progress.

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

The spiritual, moral, social and cultural (SMSC) development of pupils is outstanding and is a significant strength of the school.

Pupils demonstrate a strong understanding of faiths and beliefs beyond their own. They show respect for people from different cultural backgrounds. There is an emphasis on fostering pupils' spiritual growth. This is supported by the structured curriculum integrating Islamic studies, PSHE and social studies. Pupils display well-developed moral values and, from EYFS, understand the difference between right and wrong. Pupils are confident, well-mannered, and respectful to others. They develop strong friendships and show empathy for others.

Behaviour in lessons and during break times is consistently excellent. Pupils demonstrate positive attitudes towards learning, value their education and take pride in their school. They report feeling safe and confident that teachers and counsellors are readily available should they require support. Relationships across the school are a clear strength, with pupils describing a caring and inclusive community. Behaviour is managed effectively through a reflective approach that encourages pupils to consider the impact of their actions on others, supporting pupils in understanding their shared responsibility for maintaining positive behaviour.

Pupils' achievements are proudly celebrated in assemblies which recognise excellent behaviour and outstanding attendance. These celebrations reinforce positive values such as responsibility, respect, and self-discipline, while fostering a strong sense of belonging within the school community.

Pupils are provided with meaningful opportunities to take initiative and responsibility through whole-school and year-group events. Activities such as Pink Day enable pupils to raise awareness of important social issues and develop leadership and teamwork skills. PSHE is mapped across the curriculum from KS1 to KS3, supporting pupils in developing personal, social and emotional skills and in becoming thoughtful, caring and responsible citizens. The bespoke PSHE curriculum aligned with NCfE in KS3 has been particularly successful. It is

delivered through a topic-based approach, for example 'How to Be a Global Citizen'. It is structured around projects and short assessments that actively engage pupils and deepen their understanding.

Cultural awareness is embedded through curriculum subjects including art, history and music, which reflect diverse cultures and global perspectives. International Day is a significant event that enhances pupils' understanding and appreciation of different cultures.

Extra-curricular activities such as robotics, sports, and art and design support pupils' spiritual, moral, social and cultural development. By taking place during the school day, these activities ensure that all pupils can take part and benefit equally from enrichment opportunities.

Sustainability is promoted through recycling initiatives, awareness activities, and informative display boards that encourage pupils to develop environmentally responsible attitudes.

SMSC is further enhanced through a strong focus on financial literacy and responsibility. Primary pupils benefit from the Bankee/National Bank of Kuwait (NBK) programme. Secondary pupils receive financial management awareness sessions. The Bankee programme, delivered in partnership with NBK, enables pupils to develop moral and social awareness by managing a weekly 10 KWD salary, from which deductions are made for classroom costs such as desk fees, electricity and water. This approach helps pupils understand fairness, responsibility and the real-life consequences of financial decisions. Bankee is also used to promote positive behaviour, with bonuses and fines linked to conduct and effort, encouraging pupils to reflect on their actions. In addition, the school shop, managed by year 5 and year 6 pupils during break times, further develops pupils' social, communication and cultural skills through budgeting, saving and respectful buying and selling interactions.

Pupil wellbeing is a clear priority. Pupils report feeling supported. They know who to approach if they have concerns, including class teachers, subject teachers and counsellors.

Regular pupil surveys, known as Student Voice, are conducted and analysed, with next steps clearly identified and implemented. Pupils would like to have more opportunities to use laptops and iPads during lessons to prepare them for life after school. They report they do feel listened to with the school responding fairly to previous suggestions.

Sessions such as stress management and time management effectively support pupils in examination year groups. Careers guidance is also effective, with forums providing helpful information about local and international pathways.

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.

Pupils learn in a caring environment where safeguarding is a priority. Comprehensive policies are in place, including fire safety and first aid procedures. These are regularly reviewed to ensure they meet statutory and regulatory requirements. Staff responsibilities are clearly defined, and risk assessments are created and reviewed to ensure a high standard of compliance.

Safeguarding arrangements are effective and embedded in daily practice. The safeguarding team is highly visible and clearly identifiable on posters displayed throughout the school. There are clear policies and procedures in place to identify, record, and respond to any concerns. Annual safeguarding training takes place at the start of each academic year. This ensures all staff are confident on how to react to safeguarding and child protection issues. Any concerns raised are acted upon promptly and in line with established procedures. All records are maintained confidentially and stored securely.

Pupils across the school are friendly and confident. They show mutual respect and genuine care for one another and know who to approach if they have a concern. While systems are effective, increasing the number of staff trained to Level 3 would further strengthen safeguarding capacity.

Health and safety responsibilities are clearly understood and consistently actioned by all staff. Mandatory annual online health and safety training is completed ahead of each academic year. Fire drills are conducted termly, with clear evidence of systematic record-keeping to monitor compliance and effectiveness.

Behaviour across the school is calm and respectful. It contributes positively to pupil welfare and safety. Pupils show pride in their school and follow routines well. The MyU behaviour management system supports consistent recording, monitoring, and follow-up of incidents. Records of these are stored securely and accessible to relevant staff. Parents are kept informed of behaviour-related matters where appropriate.

Anti-bullying is embedded within the school curriculum and is addressed through assemblies and the PSHE programme. The school actively promotes inclusion and respect through initiatives such as Odd Socks Day, reinforcing a strong sense of community. Bullying is further discouraged through early intervention, and targeted support. While pupils may experience occasional disagreements, there is no evidence of sustained or repeated bullying. Behaviour is managed effectively and relationships are positive across the school.

The school has appropriate policies for first aid and medical provision is well organised. There are two nurses and a sufficient number of first aiders to ensure appropriate coverage throughout the school day. First aid training is kept up to date and monitored to ensure compliance. Pupils who are injured or unwell are promptly assessed and supported. All accidents and incidents are accurately recorded, and parents are informed of any treatment in the clinic. Records are reviewed regularly to monitor patterns and ensure appropriate follow-up. Medications are stored securely and administered only by authorised, trained staff in line with parental consent and individual medical care plans.

Supervision arrangements are clear and consistently applied. End-of-day dismissal procedures ensure pupils are supervised and handed over directly to their collecting adult. Primary pupils are escorted safely to buses by staff, with clear routines in place. Trained bus maids provide supervision, give seatbelt reminders, and know how to escalate concerns. A recent introduction of a distinct uniform has increased their visibility and authority. Buses are clean, well maintained, and equipped with functioning seatbelts, first aid kits, and fire extinguishers.

Attendance is actively promoted as part of the school's welfare approach. Daily attendance registers are all electronically recorded and submitted by teachers through the MyU application. Administration staff ensure late students are registered and compile a weekly spreadsheet to monitor pupil absences. High attendance is recognised and celebrated in assemblies. Certificates are awarded to classes achieving 97% or above. Pupils demonstrate great pride in these achievements.

Risk assessment procedures are secure and well implemented. Risk assessments for trips, events, and on-site activities are in place and reviewed at suitable intervals. The facilities manager demonstrates strong organisation and attention to detail, coordinating maintenance teams and contractors to ensure a safe and well-functioning site.

The school is an inclusive and supportive environment where respectful relationships between pupils and staff are evident. Pupils are happy, confident, and consistently friendly in their interactions with peers, teachers, support staff, and visitors. Through their enrichment programme the school proactively promotes physical and mental wellbeing. PE lessons, assemblies and the pastoral programmes encourage healthy lifestyles.

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

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

Safer recruitment practices are followed. Staff involved in recruitment have safer recruitment training. The proprietor maintains an overview of all applicants to ensure suitability and that the applicant meets all legal requirements.

Thorough background checks are made prior to all appointments (ID, medical fitness, right to work in the country, qualifications, International Child Protection Certificate (ICPC) and/or other police certificates, references. Staff educational certificates are attested where necessary. Confidential written references are obtained and academic credentials are verified directly with previous employers before any offer of employment is confirmed. In addition, the head office ensures full compliance with Kuwaiti legal requirements.

On arrival, new staff attend a comprehensive induction programme, to familiarise them with school processes and policies. SLT update the induction training annually making sure all new legislation and updates to practice are current. Safeguarding training is part of this process.

A single central register (SCR) covering all necessary checks of personnel is in place. It is up-to-date and diligently maintained by the human resources department (HR). SLT and the ownership have the necessary access to the information. The representative from head office is registered on the SCR and has completed safeguarding training.

Confidential personnel files contain physical copies of all essential documents and training records. The system is well organised. It is accessed when required by authorised staff to ensure confidentiality and security.

9. *Standard 5*
The premises and accommodation

The premises and accommodation of the school meets the standard for BSO.

The school site is secure, spacious and well maintained. Access to the site during the school day is restricted to the main entrance. Procedures require all visitors to sign in at the main gate before proceeding to reception. Those remaining on site must present identification, receive fire safety information, and wear a visitor badge. CCTV cameras are installed in classrooms and central areas. Footage is securely stored and accessible only to senior leaders.

Indoor and outdoor areas provide suitable space for recreation, physical education, and learning. Classrooms are well lit and ventilated, promoting pupil wellbeing and engagement across all phases. Corridors, stairwells, and exits are kept clear and unobstructed. Displays are purposeful and provide an opportunity to celebrate achievements. Pupils have a strong sense of pride in their school and care for their learning environments.

On-site security staff carry out minor maintenance, while larger or emergency repairs are escalated to head office. An annual premises audit is completed prior to the summer break to ensure any required works are undertaken before the new academic year.

Bathroom facilities meet the needs of all pupils. Separate toilets are available for boys, girls, staff, and visitors. Maintenance logs and regular cleaning routines contribute to high standards of hygiene. During adverse weather conditions, cleaning staff demonstrated high levels of vigilance, promptly addressing hazards such as wet floors to minimise risk.

The premises are largely accessible for pupils with physical disabilities. Ramps and lifts enable access to different floors of the building. However, the school does not currently have an evacuation chair to support pupils who are unable to use stairs independently in the event of an emergency.

Drinking water is readily available to pupils throughout the school, clearly labelled and positioned away from toilet and washing facilities. The school actively promotes good hygiene practices through clear signage and routine handwashing embedded into daily practice.

The school clinic supports pupil health and wellbeing effectively. Facilities align with health and safety expectations. Records indicate compliance with local health and safety regulations.

10. Standard 6
The provision of information for parents, carers and others

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

The school maintains a comprehensive and regularly updated website which provides clear, well-signposted access to essential information. This includes contact details, curriculum information, academic results, key policies and the school's vision and values. School policies are readily accessible to parents via the website.

Parents receive clear and regular information regarding pupils' progress and attainment. Across all year groups, parents receive four written reports per academic year, supplemented

by regular opportunities for discussion. EYFS reports cover the seven areas of learning, a general comment, and targets. KS1 and KS2 reports include progress grades, effort grades, and general comments for English and mathematics. KS3–KS5 reports include social skills and effort, final grades, and target grades. In addition, parent–teacher meetings are held twice yearly to further support communication and dialogue.

Communication is further supported through curriculum information sheets, newsletters, school planners in secondary and diaries in primary.

The school successfully uses both digital and hard-copy communication methods to ensure information is accessible to all families. Microsoft Teams continues to be used as a learning and resource-sharing platform for pupils. The MyU platform is described by parents as user-friendly and effective.

Parental engagement is actively promoted, particularly in EYFS, through open days each year. During these events, classrooms are attractively presented with pupils' work, and parents are invited to celebrate and reflect on their children's learning and progress.

Parents are able to arrange meetings with class teachers, subject teachers and the examinations secretary, which is particularly beneficial for secondary students when making subject option choices.

Parents report that their views are valued and actively sought through surveys and feedback mechanisms. They say staff know pupils well and respond promptly and supportively to concerns.

Overall, the school provides clear, comprehensive, and accessible information. Communication with parents is well established, responsive, and effective.

11. Standard 7
The school's procedure for handling complaints

The school's procedures for handling complaints meet the standard for BSO.

The complaints policy is published on the school website and clearly sets out both informal and formal stages of resolution. There are well-established procedures for handling complaints underpinned by defined stages, timescales, and escalation routes. The school's approach to handling complaints is effective, transparent and fair. It reflects a commitment to their partnership with parents and the best interests of pupils. Most concerns are resolved informally through effective communication and pastoral care.

Parents and carers can raise concerns through multiple channels. This includes email, direct contact with staff, and engagement with senior leaders. Leaders have excellent contextual knowledge of families to ensure complaints are dealt with effectively by the most appropriate member of staff. All concerns are dealt with promptly to prevent escalation, with leaders aiming to resolve issues swiftly while adhering consistently to policy.

Parents report feeling very comfortable raising concerns, describing responses as quick, supportive, and proactive. They confirm their concerns are taken seriously and addressed appropriately.

To ensure transparency and accountability, complaints are logged, monitored, and reviewed weekly. Discrete tracking is in place for all Stage 3 complaints and above, with record-keeping stored securely. Access to this information is restricted.

Complaints are used constructively to inform improvement, for example by strengthening oversight of external providers such as transport and catering services.

12. Standard 8
Leadership and management of the school

The leadership and management of the school meet the standard for BSO and are good. CES has developed many excellent practices.

Leadership and management are strong, effective, and focused on ensuring high standards of teaching, learning, and pupil welfare. Leaders at all levels have good skills and knowledge. Strengths within the team are shared. Collaboration is central to the leadership model. Opinions are valued.

The school's vision is clear and well understood by staff, pupils, and parents. It is shared across the school in daily practice. The logo and motto are evident in all correspondence. Self-evaluation and strategic planning is developed with a school improvement plan (SIP) providing clear guidance to all staff. Subject and department action plans underpin school development. These are well monitored by middle leaders. School self evaluation is reflective and thorough. This enables the school to identify priorities and next steps in school development. Leaders are fully committed to improving outcomes for pupils.

The ownership provides both challenge and support, while maintaining oversight of safeguarding, finance, and compliance. The leadership compiles regular detailed reports to the ownership. The representative from the head office visits the school regularly. He has clear and regular communication with the principal who is held in high regard.

Policies are current and implemented. Further detail in policies such as assessment would provide greater clarity and direction for staff. Policies relevant to the general public are further shared on the website.

Induction processes are thorough. New staff received focussed training on safeguarding, policies and procedures. All staff receive regular training, including annual safeguarding updates, first-aid certification and emergency procedure drills. This supports a strong culture of vigilance and shared accountability. Formal training courses are also available through the school. The National College offers professional development certification opportunities which have a high uptake.

Staff are encouraged to take responsibilities and develop personal interests. Performance management systems and continuous professional development (CPD) opportunities provide a structure for staff to improve professionally although these do not always align with the cycle of school improvement. Typically, two or three performance management targets are agreed between staff and their line managers.

Should a member of staff fall below expected standards, an action plan is agreed. This plan guides the staff member through a timescale of structured targets aimed at improving their performance. It is a supportive process. The line manager ensures the staff member has appropriate advice and further training where needed.

The middle leadership team are developing their roles and are contributing positively to school improvement. The school recently changed their middle leader structure. Roles now ensure comprehensive and effective leadership coverage across the school. All senior and middle leaders are clear about their role and have clearly defined Job descriptions. The model of distributed leadership is effective. Leaders have autonomy to fulfil their roles effectively.

Communication across the school is strong. The close nature of relationships and high visibility of all leaders ensures staff and stakeholders have formal and informal means to share and discuss information. Senior and middle leaders meet regularly, both formally and informally, ensuring effective communication, coordination and responsiveness across the school.

Staff morale is exceptionally high, fostered by a collaborative culture, clear communication, and a supportive leadership team. Staff consistently report feeling valued and empowered in their roles. Staff retention is high as a result.

The school runs smoothly on a day-to-day basis. The administration team is highly efficient. Routines and procedures are well established. A number of members of the administration team have been employed at the school for many years. They are highly respected by the

school community for their commitment and loyalty. The school has a welcoming friendly atmosphere on entering.

While leadership is strong, areas such as strategic performance management and data analysis to drive the improvement of pupil outcomes, could be refined further to move towards outstanding practice.

Cambridge English School is a well-respected school. It has the capacity to continue to grow and develop.