



**British School
Overseas**
Inspected by Penta International

Inspection report

Gulf British Academy

Kuwait

Date
Inspection number

29th April – 1st May 2024
20240429

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	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	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	11
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	18
10	Standard 6 The provision of information for parents, carers and others	19
11	Standard 7 The school's procedures for handling complaints	20
12	Standard 8 Leadership and management of the school	21

1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, more than 70 lesson observations took place. School documentation and policies were analysed and data reviewed. Students workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Alistair Downs. The team members were Sarah Curran, Ramona Mucenic, Martin Forde and Farida Jamali.

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

Gulf British Academy (GBA) is a happy school with many outstanding features. Teaching is consistently good or better which contributes to the high-quality education pupils receive. Relationships across the school and between all stakeholders are excellent and a real strength. Pupil behaviour and their attitude to school is exemplary, and they show immense pride in attending GBA.

3.1 What the school does well

There are many strengths at the school, including:

- Polite, confident, happy and well-behaved pupils who are keen to learn;
- The passion, commitment and drive of the Director to raise standards;
- The positive relationships between the owner, Director, SLT and staff, leading to a shared vision and togetherness;
- The commitment of the SLT to drive school improvement;
- The outstanding communication with parents, strong home: school relationships, and parental enthusiasm for the school;
- The quality of the campus and its facilities, continuous provision in the EYFS, and attractive and engaging learning spaces;
- The excellent rapport between pupils and teachers, and amongst the pupils themselves;
- The high standard of HR, operational management and maintenance.

3.2 Points for improvement

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

- i. Improve the quality of teaching and learning further so that all lessons are as effective as the best ones, ensuring all Teaching Assistants are being used effectively and that differentiation is regularly and consistently used;
- ii. Build on the good work completed to date to develop SEND provision so that the needs of all students are met;
- iii. Further embed the use of external standardised assessment across the school and the use of data to support student progress.

4. The context of the school

Full name of school	Gulf British Academy		
Address	Gulf British Academy Salmiya, Block 10, Saba St, Kuwait		
Main telephone #	+965 2225 6777		
Website	https://www.gulfbritishacademy.com/		
Email	info@gulfbritishacademy.com		
Principal / School Director	Mariam AlAli		
Chair of board of governors/proprietor	Director general - Muhammad AlAli		
Age range	3-16 years		
Number of pupils	Total = 1,151	Boys = 638	Girls = 513
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 401	(6-11 years) 598
	(12-16 years) 152	(17-18 years) 0	(18+ years) 0
Total number of part-time pupils	0		

4.1 British nature of the school

GBA is organised according to the structures used in UK Schools with separate sections for EYFS, Primary and Secondary. The school delivers the EYFS curriculum, National Curriculum for England for Key Stages (KS) 1, 2 and 3 and Edexcel IGCSE for KS4. A range of UK assessments are used to monitor learning, including the use of CAT4 in Secondary and Hodder Rising Stars Assessments in Primary.

The school uses schemes of work from the UK, including White Rose Maths and Jigsaw, and numerous British curriculum links are evident across EYFS, Primary and Secondary. UK authors and books provide a focus for English lessons with these

29th April – 1st May 2024

promoted further through interactive and engaging displays throughout the corridors. Pupils also benefit from visiting UK Authors.

Outside of the class-based curriculum the school runs a number of themed days similar to those found in the UK, including British Science Week; World Book Day; Children's Mental Health Week and Anti-bullying Week. ECAs are available for pupils to extend their learning outside the classroom.

British Values are promoted through assemblies, and via classroom and corridor displays. Key events in the British calendar, such as Remembrance Day commemorations are held annually, and the Platinum Jubilee of Her Majesty Queen Elizabeth II and the Coronation of His Majesty King Charles III were celebrated. GBA also hosts an annual fundraising event at the British Embassy.

GBA promotes the values of democracy and equity through staff, pupil and parent voice. Pupils benefit from a number of leadership opportunities in the primary and secondary which promote a culture of pupil voice and respect for the views of others. The student leadership team is composed of a head boy and head girl, deputy head students, house captains and house representatives who are appointed annually. Additionally, there are four committees (campaigns and causes committee, student support committee, social committee and environmental committee) that Secondary pupils can be involved in to make an impact on their school and the wider community. A house system is well established, similar to those in UK schools.

The vast majority of the teaching staff are UK trained and ECTs each have a dedicated mentor to support them during their first year of teaching. All teachers benefit from CPD aligned to UK practice, including through TES Develop and external training from UK based specialists, for example Philosophy for Children (P4C) training by Nick Chandley, a leading UK practitioner.

The school adopts UK practice for safeguarding and child protection: both the safer recruitment procedures and the single central register are robust and in line with UK expected standards.

English is the language of instruction throughout the school, apart from French and Arabic lessons. Parents receive all the school's letters and reports in English and the school website and social media channels are also in English.

GBA is a member of the British Schools in the Middle East (BSME), Association of British Schools Overseas (AoBSO) and Council of British International Schools (COBIS). The school has also led the creation of BSME Communities of Practice which is a group of schools in Kuwait who meet for networking events and to share best practice.

5. Standard 1

The quality of education provided by the school

The quality of education provided by GBA fully meets the BSO standards that it is allowed to meet by local law.

5.1 Curriculum

The quality of the curriculum provided at GBA is good.

GBA follows the Early Years Foundation Stage (EYFS) Framework 2023 and the National Curriculum of England 2014. Additionally, the school meets compliance with the Kuwait Ministry of Education requirements, providing Arabic, Islamic Studies and Kuwait Social Studies. Aligned with British values and culture, the curriculum promotes democracy, mutual respect, and tolerance, ensuring purposeful and relevant learning experiences are tailored to meet the needs of pupils.

The school emphasises values of trust, respect, empathy and passion which are familiar to the pupils and frequently referenced as the basis for awarding house points during lessons. Tolerance and respect are further emphasised within classrooms, including through the 'Wellbeing Wednesday' programme and weekly assemblies.

In the Early Years Foundation Stage (EYFS), GBA utilises long-term and mid-term overviews to address learning objectives throughout the term. Embedded within the curriculum is *Talk 4 Writing*, which incorporates diverse texts chosen to foster inclusivity. To document learning experiences, GBA utilise resources such as *Twinkl Phonics* and floor books, while continuous provision is aligned with learning areas which provides pupils with enriched opportunities for learning. This comprehensive approach, coupled with adaptations in learning environments, enhances learning experiences and ensures that the curriculum effectively meets the diverse needs of EYFS pupils. Additionally, personal learning goals within EYFS classrooms contribute to holistic development. Teachers are supported by detailed schemes of work for each subject, including checkpoints prepared by the head of EYFS.

In KS1 and KS2, medium-term overviews guide the systematic coverage of learning objectives. Interventions such as phonics support in Year 3 and Kuwait Social Studies and French in KS2 are incorporated into the curriculum. Individual education plans (IEPs) and targeted interventions provide support for pupils with specific barriers to learning and those at risk of not achieving their academic potential.

The curriculum integrates the Rising Stars assessment system to evaluate pupil proficiency in key subjects such as maths, English reading, and SPAG (Spelling, Punctuation, and Grammar) at KS2. English, maths, and science are robustly integrated to support pupils' academic development.

As pupils progress to KS3 and beyond, the curriculum at GBA builds upon foundations established in earlier stages. GBA extends its offerings to include IGCSE subjects aligned with international standards. The head of secondary engages in "curriculum design conversations" with each subject specialist, supporting curriculum updates, improvements, and reflection. Proposals for curriculum expansion are introduced to enrich the choices available to pupils at IGCSE level, such as economics and further mathematics. Continuous professional development (CPD) is actively offered to support lesson planning, ensuring that GBA educators stay abreast of the latest teaching methodologies and pedagogical approaches to further enhance classroom practice.

5.2 Teaching and assessment

The quality of teaching and attainment is good, with many examples of outstanding teaching.

Teaching in the EYFS is of a high quality. Teachers demonstrate in-depth knowledge and skilfully guide pupils to solve problems creatively and independently. Teachers use a variety of strategies to enable all pupils to learn successfully and there is evidence of good planning and quality questioning that encourages pupils to think and expand their learning.

At KS1 and KS2, the majority of lessons engage pupils well and have excellent pace. Teachers are passionate about the lesson content which is often instrumental in creating an engaging learning environment. Positive teacher-pupil relationships foster a conducive learning environment and pupil behaviour is exemplary. In the best lessons planning demonstrates consideration for pupils' abilities, however this was not evident in all lesson visits. Positive classroom routines contribute to good behaviour management and a supportive atmosphere for learning.

Independent learning is encouraged by using different strategies, for example, 'SPOT' (Self, Partner, Other, Teacher) in KS2, and 'Chit Chat' (otherwise known as Think, Pair, Share), as seen in an outstanding lesson in KS3. Most teachers included the explanation of key vocabulary as a routine part of their lesson planning.

Although the secondary department is in its initial stages of development, it demonstrates a strong vision led by passionate leadership. Pupils' behaviour and pride are exemplary. Lesson structures are mostly well established and teachers use clear processes and terminology of retrieval practice during lessons to embed prior learning. Good questioning techniques are observed in most classes, supporting a strong culture of critical thinking. In all lessons verbal feedback methods are used well.

Teaching across the school promotes fundamental values that can be characterised as 'British,' including democracy, the rule of law, mutual respect, and tolerance which is evident by the courtesy and respect shown by pupils at all levels. Pupils consistently demonstrate a good attitude toward their learning and are keen to participate in their lessons.

The whole school encourages pupils to apply intellectual, physical, and creative effort. Social responsibility, moral values, and ethical awareness are encouraged through the Student Leadership Team, Student Representatives, and the House system, with a clear vision of developing intelligent, confident, responsible learners and leaders of the future.

Pupils are supported by individualised, one-to-one support which is provided during tutor time as well as in lessons to address specific needs. At all phases, IEPs are implemented to support teaching and learning, catering to individual pupils' requirements. In EYFS, interventions take place following pupil progress meetings. In KS1 and KS2, intervention sessions are conducted based on the insights gathered from pupil progress meetings and *Rising Stars* assessments, targeting areas requiring additional support or improvement.

The school has embedded P4C across the school and this appears to be having a positive impact on student outcomes. GBA's consistent, whole-school approach supports the development of language and thinking skills, resulting in enhanced teacher and student questioning techniques and improvement in spoken and written language.

5.3 Standards achieved by pupils

The standards achieved by the pupils at GBA are good.

In the EYFS the data indicates consistent progress and attainment in all areas, showing that most pupils are moving from developing to secure, with Literacy being an area requiring focus. Leaders are aware of this and it is being addressed through specific Phonics and *Talk 4 Write* programmes and a follow-up intervention called “Time to Talk”.

In the primary school pupils undergo two formal externally standardised assessments in English and maths annually, administered in November and May. Within the limitations of the data sets provided, progress is evident, however, the collection, analysis, and use of data at all phases can be developed further.

At KS3 and KS4, the data presented by the school shows pupil progress. The collection, analysis, and use of assessment data is in its early stages of development, however with the implementation of the proposed systems and the growth of the secondary department, this should develop further.

CAT4 assessments are used, and the data is used effectively to support the pupils. Effective use of summative assessment results and cognitive ability test scores are used to monitor progress. Staff training to understand, reflect, and use the data takes the form of structured “Data Analysis Question” conversations between leadership and teachers, which positively impact the development of teachers and how they support their pupils.

Data demonstrates that most pupils are working at or above their potential across all subjects in KS3, with the exception of maths where 31% are “working at” this level. In KS4, Year 10 pupils appear on track to meet their CAT 4 predictions in nearly all subjects. Leadership is aware of these concerns and have put in place strategies to further support the pupils as they prepare themselves for their first cohort of IGCSE pupils taking their external exams in the next academic year.

All data is supported by termly summative assessments for all subjects, with two reports to parents. Pupils expressed confidence in the teachers in preparing them for their exams at all levels. The school ethos promotes high expectations, driven by the vision of the School Director and Assistant Director in creating future leaders. The secondary pupils interviewed are empowered by the school. They show ambition, strong leadership skills, and a sense of community. They all have high aspirations to match the high expectations nurtured by the leadership team and teachers. The school successfully enables pupils to develop their personal skills and qualities. Apart from their academic achievements, by the time they leave school,

they will have the necessary skills to move successfully into the next stage of their lives.

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

The spiritual, moral, social and cultural development (SMSC) of pupils at GBA is outstanding.

The SMSC provision creates a unique learning environment that fosters not only academic excellence but also well-rounded individuals with a strong moral compass, a deep appreciation for diversity and the skills to become responsible global citizens. In addition, the school's commitment to its mission of combining the best of British and Kuwaiti education is powerfully demonstrated in the daily life of the community.

British values seamlessly integrate with a strong moral framework and expectations, clear expectations and a focus on right and wrong create a solid foundation. The school's core values of trust, respect, empathy and passion are deeply rooted into pupils' character and behaviour. Pupils are enthusiastic to discuss these school values and they demonstrate a sense of pride and belonging within the school community.

GBA offers a variety of events throughout the year ensuring a vibrant school calendar which nurtures pupils self-esteem and confidence beyond the curriculum. Some of these events and celebrations promote British culture and traditions, reinforcing the British nature of the school. Participation in events such as MUN and inter-school competitions broadens perspectives and builds teamwork skills. The "Little Mermaid Show" is an example of uniting pupils across the school to take part in an impressive drama production. The play will be presented to the community at the end of the school year, showcasing pupils' talents and ability to work collaboratively.

Organised in the impressive school theatre, assemblies bring pupils and teachers together with the purpose of building a strong community, promoting values, praising achievements and sharing relevant information. For example, during one of the assemblies, Year 3 and Year 4 pupils celebrated positive thinking following the theme "What makes you glad to be you?" They discussed the importance of perspective, with examples given on seeing situations positively. Achievements were celebrated, including house points acquired for demonstrating school values and success in competitions (Spelling Bee, Islamic Award, Creative Writing Competition, Timetable Rockstars).

Respect for diversity is a core principle of GBA. The school community actively embraces and celebrates cultural differences, fostering tolerance, empathy and kindness. Regular assemblies led by students, in addition to the inclusion of Arabic and French language studies further promote a global outlook.

29th April – 1st May 2024

A supportive environment fosters personal growth through leadership opportunities and a variety of activities. Democratic principles are instilled through pupil council participation and Model United Nations involvement. The curriculum nurtures critical thinking and discussions about moral and ethical issues, preparing pupils to be responsible and engaged citizens. While political neutrality is maintained, a strong understanding of democratic principles is cultivated.

Social responsibility is actively encouraged and the restorative justice approach to behaviour management emphasises taking responsibility for actions. Curriculum initiatives like “Pink Day” and beach clean-ups raise awareness of social issues and inspire positive action.

The house system brings pupils together from different age groups. It promotes teamwork and a community spirit through healthy competition, assigned responsibility and achievement recognition.

The PSHE program delivered in GBA focuses on moral education and life skills within the Kuwaiti legal framework. The program aligns with the school's values, equipping students to make sound choices and understand right from wrong. Weekly assemblies and a "Wellbeing Wednesday" program further reinforce these concepts.

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

The provision for welfare, health and safety of the pupils is outstanding.

GBA ensures that Wellbeing is for the whole school community: pupils, staff and parents. This is done through “Wellbeing Wednesday”, assemblies, staff wellbeing bulletins and parent workshops.

The school has a rigorous health and safety system and policies are in place, including outdoor play in hot weather policy, fire evacuation policy and use of swimming pool policy. Information about the designated safeguarding team is displayed throughout the school on posters. Staff and students know the process to follow should they have a concern. All teaching and non-teaching staff receive thorough training annually.

Reception staff monitor the entry and exit to the school site through documented paperwork and all visitors sign in. The school site is monitored by CCTV. Throughout the school there are fire extinguishers that are maintained by an external company. The exit and evacuation points are labelled throughout the school and a fire safety process is in place to ensure students are accounted for in the event of a fire or drill. The school keeps the chemicals used in science locked securely. The science teachers and cleaners keep a room key so that these rooms are locked when not in use. There are signs for safe practice within classrooms and teachers set clear guidelines for safe working in the science labs. There are fire blankets and eye washing equipment available.

There is one nurse who has relevant qualifications and there is an advert for a second nurse. Medication is kept securely.

The school has a walled perimeter and gates are locked during school time leaving one entry and one exit point that is kept closed and staff monitor this access. This helps to keep students safe when on the premises.

The school intranet has forms that staff complete if they are concerned about any health or safety measures. The facilities manager has processes and procedures using WhatsApp to ensure communication is quick if there are any issues.

The behaviour of the students is excellent, as are relationships. SLT Leaders have introduced good initiatives that have identified pupils who need support and have implemented intervention strategies to address individual needs that are tracked and recorded.

In the primary school, students are encouraged to bring healthy snacks and can talk about the sequence of food that they eat at snack or lunch times.

29th April – 1st May 2024

Risk assessments for the school site and trips are in place. The risk assessment is based on the trip location and age group of students. Ratios are adjusted based on the level of risk involved. Risk assessments are also in place for high risk science experiments.

Arrangements for the safeguarding of pupils are robust and regularly reviewed. Any students at risk are identified and arrangements are put in place to keep them engaged. The attendance and punctuality expectations are clear and a system is in place to monitor and follow up any instances of repeated absence or persistent lateness.

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

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

The proprietor is the chief executive officer and is known to the school community. The day to day running is conducted by the director, assistant director, deputy headteacher and SLT Team.

A comprehensive recruitment process is in place led by the assistant director and deputy headteacher. They are supported by the HR manager and SLT. Prior to appointment all members of staff undergo checks by the school to confirm their suitability for the position. References are gathered for all staff, including at least one from the most recent employer. One of these references is verified by telephone by the deputy headteacher. All data is added onto a central register.

Criminal background checks of successful applicants are collected from their home country and the last country they have worked. For local staff their Civil ID Numbers are collected and, in line with Government requirements, are renewed every year. 100% of work visas were granted with correct paperwork submitted.

Retention is good and 3 staff members are still at GBA from the beginning in 2005 when the school was first opened. GBA currently has 7 ECT teachers that all have mentors and are monitored according to regulations.

The school has all appropriate safeguarding and welfare policies and procedures in place.

9. *Standard 5* The premises and accommodation

The quality of premises and accommodation at GBA is outstanding.

The school's dedication to fostering an outstanding learning environment is evident in its exceptional facilities. The state-of-the-art building provides a vibrant learning hub that caters to every aspect of a pupil's educational journey.

Spacious classrooms fitted with interactive whiteboards create an engaging atmosphere and promote active learning. Science and IT labs are well-equipped to encourage curiosity and exploration; art rooms stimulate creativity; and drama and dance studios offer opportunities for artistic expression and physical development. The school's theatre and cinema provide a highly professional environment, with excellent sound quality for an enjoyable and immersive experience.

A variety of indoor and outdoor spaces cater to diverse interests and abilities in physical education, including a 25-meter swimming pool, indoor courts and rooftop pitches. Covered courtyards provide year-round possibilities for physical education and active breaks, fostering a healthy lifestyle. Thoughtfully designed play areas featuring soft play and a bouncy castle, provide a stimulating environment for exploration and social interaction.

Comfort and convenience are prioritised throughout the campus. Dedicated Early Years washrooms within classrooms ensure a sense of familiarity and security for younger pupils. Modern and well-maintained washrooms for older students are readily available throughout the campus.

Elevators, a stair lift, and a mosque cater to diverse needs, ensuring everyone feels included and supported. Effective lighting, ventilation and cooling systems are available in every classroom, allowing for individual temperature adjustments for optimal comfort. The acoustics in the theatre and cinema ensure optimal sound quality for performances.

A dedicated team of two on-site engineers and a site manager ensures the smooth daily operation and maintenance of these facilities, minimising disruptions and maximising learning time. Safety is a top priority and a dedicated security team and extensive CCTV coverage provide a secure environment. Additionally, the well-equipped school clinic provides effective care for students in need, ensuring their health and well-being.

Students from Year 3 upwards have their own devices: tablets in Upper Primary and laptops in Secondary. The use of these devices is supported by a network infrastructure that facilitates their learning activities.

10. Standard 6

The provision of information for parents, carers and others

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

GBA demonstrates a commitment to providing comprehensive information through a variety of communication channels and regular meetings, the school ensures open dialogue, responsiveness to parent needs, and active engagement in school affairs, thereby fostering a positive school-home partnership conducive to pupil success.

GBA facilitates open communication and collaboration by organising regular scheduled meetings each month between parents, Heads of Department, and Heads of Year. These meetings serve as structured platforms for dialogue, enabling stakeholders to exchange information, share concerns, and discuss relevant matters.

In addition to scheduled meetings, the school offers various communication channels for parents to raise concerns and receive responses. These channels include email, Class Dojo, and impromptu meetings, providing flexibility and accessibility for parents to engage with the school according to their preferences and needs.

Feedback from parents indicates great satisfaction with the school's communication methods. This reflects GBA's effective provision of information and responsiveness to parent needs, contributing to a positive perception of the school's efforts to engage with parents and address their concerns.

GBA demonstrates a proactive approach to addressing parent feedback and fostering a supportive school community. The school provides opportunities for parents to voice concerns and receive timely responses, strengthening trust and collaboration between the school and parents.

11. Standard 7

The school's procedure for handling complaints

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

GBA prides itself on its communication with parents and this is something highly valued by the parent community. An open-door policy is in place and parents reported that a member of staff is always available, including the Director.

Parents are encouraged to communicate with the school on any issue and know who they should contact should they wish to raise a concern or make a complaint. Complaints are rare and the majority of issues are dealt with quickly and effectively in an informal manner, without the need for escalation. Parents reported feeling very confident with the way the school responds.

A detailed policy is in place which is available via the school website and in the Parent Handbook. This policy provides clear information about what should happen in the event of a complaint. It outlines how complaints can be made and the procedures to follow, including expected timescales. The school follows a staged approach and in the vast majority of cases any complaint would be resolved at Stage 1.

12. Standard 8

Leadership and management of the school

The leadership and management of the school is good, with areas of significant strength.

The vision for the school is set by the director and assistant director who also play a significant role in driving the strategic direction of GBA. They are both passionate about the quality of education provided and work very hard to support and improve it. The progress made by GBA since their previous BSO inspection in 2019 has been exceptional.

The director is determined, focused and provides excellent leadership. Together with the assistant director and newly formed SLT their actions have resulted in significant improvements in a relatively short period of time. They are truly committed to improving the school and there is a relentless focus on driving forward initiatives that will have a positive impact on the pupils at GBA.

It is clear that the deputy head and SLT are committed to the long-term success of the school. They feel very supported and empowered by the director and assistant director and are given the capacity and support to try new initiatives which will benefit the pupils.

The leadership team are highly visible around school and well-known to parents and pupils. Staff and parents both highlighted the approachability and openness of the leadership team as being key strengths of the school. The director and deputy head both have an open-door policy and are available whenever anyone, including other members of the SLT, has a concern or needs support, guidance or advice.

The school has started to develop an extended leadership structure across the school with the introduction of middle leadership roles in primary and secondary. The middle leaders are passionate about the school and their role within it, and feel part of the school's plans for the future. The SLT are aware that these middle leaders require support to ensure their impact is maximised, as well as further develop the leadership structure in the coming years as the school continues to grow.

All teachers have the opportunity to contribute to the school improvement plan and this has resulted in teachers feeling part of the schools ongoing development. A comprehensive and ongoing review process has ensured that the director, assistant director and SLT have an in-depth understanding of where the school is on its development journey and helped them develop clear plans for the future.