



**British School
Overseas**
Inspected by Penta International

Inspection Report

Newton International School D Ring

**Doha
Qatar**

Date **28th – 30th May 2023**
Inspection number **20230528**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	3
4	The context of the school	4
	4.1 The British nature of the school	5
5	Standard 1 The quality of education provided by the school	6
	5.1 Curriculum	6
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	12
6	Standard 2 The spiritual, moral, social and cultural development of pupils	14
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	20
11	Standard 7 The school's procedures for handling complaints	22
12	Standard 8 Leadership and management of the school	23

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, nearly 70 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 school's proprietors, staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team members were Oliver Bray, Jacqueline Morris and Dan Roberts.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The school provides exceptionally well for an inclusive, diverse pupil population. Standards in pupils' personal development and welfare are high: as a result pupils enjoy school. Pupils and parents are extremely positive about the school. Standards in pupils' behaviour are good and standards in attendance and outcomes are improving over time. The focus on reading is beginning to have a positive impact on pupils' reading abilities and habits. The strong provision in Early Years and Foundation Stage (EYFS) is ensuring pupils enter the primary section with the skills ready to learn.

3.1 What the school does well

There are many strengths at the school, including the:

- Relationships between teachers, pupils and their families.
- The proprietors and principal's reflective and considered approach in putting the needs of all pupils first.
- Robust and effective implementation of systems around the health and safety of pupils.
- The care, guidance and support for all pupils.
- The promotion of reading across the curriculum.
- High outcomes for pupils at the end of EYFS
- Enrichment activities that build pupils' confidence and self esteem
- The inclusion of pupils with significant needs and their access to the curriculum
- The recommendations of parents.

3.2 Points for improvement

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

- i. Ensure curriculum plans detail progression in knowledge and skills from FS1 to year 8 for all subject areas.
- ii. Regularly monitor the impact of all forms of feedback including marking, on pupils' progress in their learning.
- iii. Review staffing structures to ensure clear lines of accountability regarding the monitoring of the quality of curriculum, teaching, learning and assessment.

4. The context of the school

Full name of School	Newton International School D Ring				
Address	D Ring Road, Zone 43, Street 937, Building Number 12				
Telephone Number/s	+974 7054 7635				
Website Address	https://newtonschoools.sch.qa/schools/nis-d-ring/				
Key Email Address	newton.hilal@education.qa				
Headteacher/ principal	Ms Pauline Penney				
Chair of board/Proprietor	Mrs Afaf Al Ma'adeed - CEO Dr Jabr Al Noaimi – Director Arabian Establishment for Education Development				
Age Range	3-13 years				
Total number of pupils	967	Boys	573	Girls	394
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	108	
	<i>3-5 years</i>	149	<i>17-18 years</i>	0	
	<i>6-11 years</i>	710	<i>18+ years</i>	0	
Total number of part-time children	0				

Newton International School D Ring is named after the road on which it is situated. It was established in 2007 as the third school in the Newton group of schools. There are now 9 schools in the group that are operational across Doha. The school retains its own identity but accesses a centralised office for HR and finance.

The school offers a British education and is fully inclusive. The principal and head of primary were relatively new to their role at the time of the inspection. The Head of Primary is newly appointed and principal recently promoted from deputy principal. The majority of teachers - with the exception of the Qatari curriculum teachers- are sourced from English speaking communities such as the UK, Ireland and South Africa.

The pupils on roll at the school represent over 45 nationalities of which 28% are from Qatar and 36% from Arabic speaking backgrounds. The school has more boys on roll than girls. Most pupils are Muslim and speak English as an additional language.

4.1 British nature of the school

The school is clearly a British oriented school.

- The school delivers the English National Curriculum (ENC) and the EYFS curriculum.
- The school is organised into key stages (KS) and year groups.
- Assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The school is well resourced in materials that are in use in English schools.
- Libraries are well stocked with British literature, reflecting the modern multicultural character of the UK.
- The school has a uniform policy, like many English schools.
- The school's house point, school council and rewards system reflect those used in English schools.
- Recruitment of staff is through British based recruitment agencies.
- The academic calendar and signage replicates that of a British school.

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

The quality of education provided meets the standard required by BSO.

5.1 Curriculum

The quality of the curriculum meets the BSO standard.

The school follows the 2014 ENC, along with the EYFS 2021. This is successfully combined with the Qatari ministry curriculum requirements. The curriculum provides pupils with the opportunity to experience a breadth of subjects, with a strong emphasis on pupils' personal development through the inclusion of philosophy across the curriculum.

Throughout the curriculum British values, aligned to Qatari values and Islamic values, are promoted. This is visible in the curriculum, through stories and themes and throughout the school in pupils' work and displays.

Curriculum plans for each subject are in place. In maths and writing the school uses published schemes from the UK. The writing scheme strengthens the use of spoken language to embed writing skills; the maths scheme enables teachers to plan tasks following ENC objectives. In other subjects, there is a lack of clear progression in the development of skills as pupils move up through the school. The addition of swimming into the timetable at KS2 next academic year will enable the school to fulfil the requirements of the ENC for PE. In a few lessons observed teachers short term plans lacked challenge for more able pupils, and tasks planned were too easy, particularly in KS1.

The EYFS provides a highly structured and timetabled curriculum that enables pupils in EYFS to make strong progress. Planned tasks and resources provided are highly engaging and age appropriate. The curriculum provided facilitates children's development of the early learning goals (ELG). The emphasis on structured play-based learning and role-play fosters creativity, problem-solving and social interaction among pupils. Phonics is taught systematically, and pupils routinely apply their knowledge in their writing. Pupils write regularly and are given opportunities to recall from their own experiences their weekend news. This is displayed with the work from previous weeks, which enables parents to read their children's writing and also clearly evidences progress over time. Plans support the delivery of pupils' personal, social and emotional development. Pupils learn how to look after their bodies, including healthy eating, and managing personal needs independently.

Within the EYFS curriculum pupils have many opportunities to apply their learning. After sharing the story of the traditional tale of The Gingerbread Man, pupils baked biscuits using ingredients and spices. In another class the pupils were applying their knowledge of measuring by using water to fill vessels.

Within Primary, subject specialist teachers deliver the Qatari ministry subjects, French, information technology and physical education. The curriculum for ICT is embedded through pupils' regular use of interactive white boards during lessons and access to hardware such as *Beebots*. Class teachers deliver philosophy, music and art. The Primary literacy curriculum is delivered around interesting themes. The development of pupils' personal, social and emotional skills is a key aspect of the curriculum and has a significant and positive impact on attitudes and behaviour in class.

The school provides a KS3 curriculum that meets the needs of the pupils and prepares them to transfer within the Newton group at the end of Year 8. Twelve subjects are offered including citizenship, with core subjects delivered daily. Each subject has detailed long, and medium terms plans that broadly align with the expected standards. However, these could be improved with closer attention to subject content, pitch and expectations. The curriculum is enriched by the use of technology, resources and practical work, such as a tie dye activity in an art lesson.

The curriculum is very effectively adapted to meet the needs of individual pupils, including those with learning difficulties and disabilities. Pupils with diagnosed special educational needs have shadow teachers who support in class and where appropriate. The main area of need is autism. Careful planning enables these pupils to access the curriculum at their level with the support of the shadow teacher and overseen by the class teacher. This was observed in a Year 3 PE lesson where pupils with significant needs joined the class activities. Schemes of work from external providers are in place to support many pupils who require support to learn English so that they can access the curriculum in mainstream classes. Pupils requiring support for a variety of different identified needs may be withdrawn from class or receive targeted intervention through small groups. A Year 3 Qatari boy was observed making strong progress working with a teaching assistant to learn sounds.

Pupils who have been identified as gifted and talented recently completed an art project in conjunction with the Qatar Museum of Islamic art. Many pupils were successful, and as a result their work is to be exhibited alongside the museum artefacts. Pupils who show a good effort in their writing and produce pieces of which the school are proud, have their writing published. Their work is on display in the school.

Reading is promoted effectively across the curriculum, through library visits and many opportunities to read or listen to texts planned within the curriculum. Reading

is delivered through a guided and differentiated approach in KS1 and 2 which ensures tasks are matched to abilities. Teachers regularly share stories which embed language.

All pupils participate in home learning. A clear homework policy encourages pupils to practise core skills and new learning. In EYFS homework consists of regular reading and phonics through to extended age-appropriate assignments for the older pupils. The education of the pupils is enhanced by a schedule of extra-curricular activities, trips, visitors and interschool sports. These are well supported by pupils.

Transition procedures are well established between EYFS, KS1 and KS2. Teachers receive handover notes and details regarding each individual pupil. However, the transition provided for pupils in KS3 was limited. Opportunities for pupils to learn about careers and subject option choices in Year 9, could be improved.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

Teachers have high expectations of pupils' behaviour so that classrooms are calm and purposeful learning environments. Questioning is used to check on understanding. Teaching assistants are effectively deployed to support learning. Teachers feedback to pupils is verbal in class and marking notes are an acknowledgement of the work completed. The quality of annotation and moderation of pupils' work is strongest in EYFS.

Teachers in EYFS plan tasks that are practical and play based, and these engage pupils in their learning. Teachers create opportunities for pupils to explore, problem solve, develop relationships and think creatively. Frequently children learn by leading their own play, or by taking part in play which is guided by adults. Teaching assistants are deployed effectively to support children in focused teaching groups. Classroom experiences such as registration, snack time and tidying up are consistent across the EYFS and enable pupils to become responsible and independent. On arrival pupils' self-register. They place their card into a pot which most accurately relates how they are feeling. Teachers' plans detail the level of support and use of resources. In a maths addition task, the teacher utilised play resources such as Lego play people on number tracks. These concrete experiences supported pupils to write their number stories on the whiteboard independently.

A language-rich environment is a strength of the teaching in EYFS. Teachers and teaching assistants provide extensive opportunities for pupils to use and embed words and phrases in a range of contexts. The development of spoken language is supported by the systematic teaching of phonics and frequent sharing of stories accompanied with actions. Reading sessions include stories, non-fiction, rhymes and poems. Arabic teaching was observed employing teaching strategies used in teaching of English phonics. This consistent approach across both Arabic and English ensures pupils make strong progress.

Assessments in EYFS are formative and contribute to an overall assessment at the end of each term. Teachers regularly complete snapshot assessments of pupil's attainment of the ELGs and they are supported in this by teaching assistants. This contributes towards a comprehensive pupil portfolio that is used to inform day to day plans and passed onto Year 1 teachers at the end of EYFS.

Teaching in KS1 meets the needs of most pupils. Whole class teaching was the approach used in most lessons observed which controlled the pace at which pupils completed the tasks set. Behaviour is managed well, and pupils are keen to learn. Teachers plan tasks and share with pupils routinely what they are learning to do.

Pupils are encouraged to use learning prompts, such as number lines and working walls to support learning.

Where teaching was strongest support and different tasks were provided by the teacher to groups or individuals. This was evident in guided reading sessions. Phonics was taught at the start of the day by the introduction of a sound. However, there was limited evidence of pupils using phonic strategies in their writing or reading to decode difficult words. Pupils write using the support prompts provided by the teacher.

Teaching in KS2 ensures pupils behaviour is good. This is reinforced by the teachers' high expectations and embedded routines. Teachers use the whole class teaching approach which is most effective with the older pupils. Consistent strategies were evident such as reviewing prior learning before starting the lesson, and the use of 'we are learning to.' This ensured pupils built upon previous learning and knew what they were learning to do. In the best lessons, creative tasks engaged pupils. In a Year 5 philosophy lesson pupils were fully engaged when presented with a gift-wrapped box and asked to discuss what could be inside. In a Year 6 English lesson, teachers' planning was clearly annotated, with relevant details about individual pupils' strengths and areas where support was needed. However, this was not consistent across KS2.

In most lessons observed in KS2 verbal feedback to pupils was positive in nature, with pupils praised for their efforts. In the best lessons, pupil conferencing, or 'over the shoulder' feedback was given during tasks. Good examples of this included specific feedback linked to the lesson objective. Teachers' marking acknowledged that pupils had met the expected standard and, in most examples, followed the school's marking policy.

In the most effective lessons in KS3, teachers have high expectations of pupil behaviour and engagement. In these lessons, teachers make good use of models, scaffolds and assessment for learning techniques to appropriately adapt their teaching. In a Year 8 geography lesson, the skilful use of a model answer supported pupils to peer assess each other's work and provide next steps for improvement. In a Year 7 English lesson, the teacher ensured all pupils responded to the written feedback. As a result, pupils acted upon the feedback and progress was clear. The quality of teaching varied across KS3. Where teaching is less effective, lack of challenge and low-level disruption restricts pupils' progress.

The use of formative assessment strategies is not yet fully embedded across primary and KS3. Although questioning was used to check on the understanding of pupils, there was limited check on the understanding of pupils who did not choose to respond. More able pupils were often not challenged sufficiently. Marking of pupils' notebooks provides feedback and there are many opportunities taken to 'live mark'.

Summative assessments are in place at the end of the year using external standardised tests from the UK in reading, maths and spelling, punctuation and grammar. Teachers assess writing based on samples of work produced by pupils over the year. Writing samples in portfolios of primary pupils are 'Cold Tasks' and 'Hot Tasks'. Pupils' writing is supported with word prompts and guides. In some workbooks, there are limited examples of pupils writing independently.

5.3 Standards achieved by pupils

The standards achieved by pupils.

Across the school standards are improving in attendance, behaviour and outcomes for pupils.

Attendance has improved over the last 3 years, although it remains an area for concern. The school is proactive in addressing poor attendance with pupils, parents, including on the day absence phone calls and through regular attendance messages in newsletters. Pupils with high attendance are rewarded at the end of the year.

Pupils behave well. Both the pupil council and parents commented that there has been a 'dramatic improvement' in behaviour in the last year. Pupils are courteous and helpful. At playtimes pupils interacted appropriately. Pupils have varied standards in their use of English, this is most noticeable in EYFS and KS1. Where pupils have a good command of the English language, they are confident to talk and ask questions. One KS1 pupil commented 'It's very hard but we never give up. We work so hard in English.'

The school's internal progress data shows that the great majority of pupils make expected or better than expected progress. Evidence from lesson observations would suggest that this is reliable. Pupils make progress from low starting points, particularly as most enter school with low levels of spoken English. Adjustments to the achievement scale have been put in place to allow progress to be measured for pupils working at pre-key stage level. Pupils who enter the school with limited English make rapid progress, due to immersion and the support provided by the school. Pupils with a diagnosed SEND make significant progress but this is often from very low starting points.

As teaching is effective in EYFS and prioritises areas of need, almost all pupils meet their early learning goals by the time they leave EYFS. The majority of pupils can count confidently, often beyond 20. Most pupils write to expected standards using sentences. In writing, many pupils are likely to exceed this as they are already writing in sentences independently. This was observed in pupils' workbooks, in their play and in display work.

Standards in KS1 indicate that most pupils work at the age-related expectations across all subjects. Curriculum plans and pupils' workbooks evidence pupils are working at the level expected. The school's end of Year 2 summative test data using standardised tests for reading, maths and English writing portfolios indicate that the % of pupils attaining age related expectations is above the UK average. However, evidence in pupils' workbooks and portfolios indicate pupils are writing at age related expectations. The phonics screening test taken in Year 1 indicates most pupils are

below the expected level, however by the end of Year 2, most pupils have reached the expected standard.

In KS2 a mixture of standardised testing and teacher assessments suggest that the majority of pupils meet expected standards. Standardised reading tests results for Year 6 pupils in 2022 indicate that the majority of pupils are working at, or above the expected standard. Standards in Year 6 maths standardised tests show that a majority of pupils are attaining age related expectations.

In KS3, standardised assessment data in both reading and writing indicates that the majority of pupils attain age expected standards. For all other subjects, internal data indicates that students are achieving curriculum standards. These summative assessments are developed by subject leads and moderated by SMT.

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

The spiritual, moral, social and cultural development of pupils meets the standards for BSO and is good with many excellent features. It is a strength of the school.

Pupils' behaviour is good, they demonstrate an understanding of what is right and wrong. The head boy commented that, 'everyone is friendly' and other pupils agreed. They also stated that while pupils might argue, incidents of bullying are rare. The implementation of a restorative approach to behaviour management, alongside improving pupils' self-regulation through 'Zones of Regulation' has contributed to this improvement. These are displayed throughout the school at an age-appropriate level so that every pupil understands. Rewards are used effectively to motivate and acknowledge when pupils do well. These achievements are celebrated in assemblies. Social media apps are used to communicate with parents, and house points are accumulated to reward collective success. An annual celebration day is held to acknowledge successes across the school.

Pupils are warm and welcoming and are encouraged to be respectful and caring towards each other. This is a key aspect of the school's vision and 4 values; caring, collaboration, critical, creative which are prominent. Pupils regularly revisit the vision and values of the school and are able to suggest topics for the weekly assembly. Displays in all areas of the school are vibrant and actively promote strong, moral and social values through displays on developing growth mindsets, kindness pledges and 'how my values shape my identity.' Pupils take part in Qatari National Day, international week, and Arabic week. Community events support charities in Afghanistan, Syria and the recent earthquake in Turkey. Pupils celebrate the diversity of each other's nationalities, and this is promoted in displays and discussions.

Leadership positions such as head pupils, pupil council and house captains are all elected by the school community. The council meets weekly and through these leadership positions, pupils are able to promote causes they are enthusiastic about, such as the introduction of recycling bins in school and the collection of food and clothing for Syrian earthquake refugees. The head boy and girl attend parent group meetings and feedback to the principal.

The curriculum broadens pupils' thinking and understanding of the world. Through lessons on philosophy pupils discuss differences of opinion in a balanced, polite and courteous manner. They have the opportunity to talk about abstract concepts such as respect, kindness and value. Pupils learn how to be controlled and considered in their thinking and actions. This creates a community where pupils are more receptive of different perspectives and respectful. Pupils have regular opportunities to enjoy off site trips to cultural and historic sites across Doha. These opportunities inspire and engage pupils. Sporting and academic competitions are well attended and enable pupils to enjoy competing and taking part. Spiritual experiences are promoted through the teaching of Islam, the provision of prayer rooms and awe and wonder in the curriculum.

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

The welfare, health and safety of the pupils meet the standard and are good.

The welfare, health and safety of the pupils is a strength of the school. The safeguarding team are well-known to pupils, who are comfortable approaching staff about worries and concerns. Pupils state that they feel safe at school.

Safeguarding procedures are clearly stated in the school's policy. This is available as an electronic copy and to the wider school community on the school's website. Staff are fully informed of safeguarding procedures, the designated safeguarding lead and the other members of the safeguarding team. The names and photographs of the safeguarding team are clearly visible on posters around the school. Where staff have safeguarding concerns, expectations of immediate reporting allow prompt action. The school effectively tracks concerns and outcomes. Regular agenda-led meetings of the safeguarding team ensure actions are followed through and the team is updated. Where necessary, the school makes appropriate referrals to professional bodies in line with the regulations in Qatar and draws upon the support of the proprietors. All staff on site receive annual safeguarding training through an organisation based in the UK. Where staff members have a lower level of English, direct support and translation is offered to ensure that every member of staff employed by the school understands their role in keeping children safe.

The Head of pastoral is active within the school and is well known to Primary pupils. Much effort has been put into building strong relationships with parents. A Year 7 pupil commented that their favourite thing about the school was the community. The school has invested significant time and effort into the well-being and social development of the pupils and their families since the pandemic.

Understanding of healthy lifestyles is evident throughout the school and is supported through the encouragement of healthy eating and active habits. Themed weeks broaden learning such as, anti-bullying week and healthy eating week reinforce the school's messages around welfare. Pupils have a good understanding of food choices and the reasons behind them. In one case, a Year 3 pupil explained that a cucumber and tuna wrap made in an extracurricular club was healthy because it contained vitamins and protein. Pupils choose to be active during break times and use the equipment available, including football and badminton. A range of extra-curricular activities such as gardening, multi-sport and cooking clubs support active learning and further promote healthy habits. Pupils have access to drinking water.

Medical staff are well-qualified, on-site throughout the school day and are available to support pupils with any needs. Clear routines are in place for the assessment of pupils' symptoms and the next steps for treatment and parent contact. In cases involving

safeguarding concerns, the school nurses inform the safeguarding team. The clinic is a pleasant, calm environment and is appropriately equipped.

Risk assessments are used effectively and in place for all relevant areas of the premises. They are also in place where pupils may have significant risks, such as pupils on the school's additional education support needs (AESN) register. As a result, the support for these pupils is excellent. The school was able to rapidly provide and implement a risk assessment for a pupil who arrived at school with reduced mobility.

Security staff are active and visible, with two security guards posted at each gate. Close proximity to a busy road, and limited access via the surrounding roads, means that traffic is busy at the end of the school day. The security team manages this well and ensures the safety of pupils as they enter and exit school premises. Pupils are not allowed to leave the school site without an accompanying adult. Dismissal lists are in place for EYFS and KS1 and are checked by classroom assistants at designated pick-up points. At the end of the school day, parents enter the site to collect pupils. The school may consider distributing lanyards to these parents to further improve site security. Bus transport picks up and drops off on site which incurs a need for all staff to be extra vigilant when pupils are in close proximity.

Health and safety systems at the school are compliant with Qatari law and receive regular audit visits from the Qatar Civil Defence. Compliance checks and certifications are in place for fire systems, alarms, water and electrics, as required by Civil Defence. A comprehensive CCTV system has been installed throughout the school premises. The system effectively monitors outdoor areas, shared spaces and corridors and is overseen by an external security company. Policies and procedures for fire safety, including fire drills, are in place. Adequate safety measures, such as fire extinguishers, emergency exits, and clear signage, are in place throughout the premises. Fire safety equipment is regularly serviced, and evacuation routes are clear.

The school buildings are clean and well-maintained, though well used. A rigorous routine of site inspections is in place, with effective reporting of maintenance or safety issues and tracked by a proactive maintenance coordinator. Resolutions are communicated to the school through the maintenance portal. Procedures for the safe storage of cleaning materials are in place but must be rigorously enforced.

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

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

All members of staff undergo appropriate checks by the Ministry of Education and Higher Education to ensure their suitability for the role when they are appointed to the school. The schools' proprietors are well established in Qatar as leaders of the biggest chain of private schools in Doha. They are known by the ministry. There are robust systems in place to ensure all staff at the school meet the ministry's requirements.

Identity, medical, qualifications and police check, or DBS checks and references were in place for all staff appointed to the school. This includes teachers, administration staff and teaching assistants. These are held in individual files and recorded on a single central record held centrally by the HR manager in the school. Information regarding staff who have left the school was also detailed on this record. All information is stored securely and confidentially.

Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references. A disclaimer letter for local staff is sought from the previous place of work in line with ministry requirements.

Qualifications are checked by the ministry and attested for overseas staff. Two references, one from the most recent place of work, are sought which are followed up by the school. VISA details are stored centrally on the single central record for all staff. The school also completes social media searches to ensure that all staff are suited to work with children. If there are any concerns, then these are resolved before appointment to ensure that the person appointed is suitable.

The school does not use supply staff. Volunteers are not used in the school on a regular basis. Staff that are outsourced, such as cleaners are checked by the company and this detail is shared with the school's central office and the ministry. Advertisements to recruit staff to the school promote safer recruitment practices. Senior leaders are trained in safer recruitment practices and the head of HR ensures these are implemented at interview.

Induction processes take new staff through the policies and procedures related to keeping children safe and include guidance around all the expectations of the school. New teaching staff undergo an interim probationary review to ensure their suitability to the role. They talked about how supportive the school was in ensuring they settled quickly and understood the procedures and policies of the school.

9. *Standard 5* The premises and accommodation

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

The premises and accommodation for the school are sited on the grounds of a large villa originally built as a palace. The main building has been adapted from its original residential design to suit the requirements of a school. Within the grounds low-level purpose-built accommodation for EYFS, KS1, KS3 and two sports halls have been added to meet the school's requirements. The school has a swimming pool on site that was under refurbishment at the time of the visit. The school does not yet provide canteen facilities or an auditorium but makes creative use of all available spaces.

The palace contains the school reception area, the KS2 classrooms and offices for the CEO, senior leadership team and the school nurses. In places there are limitations on the use due to the original design as a residential building. However, the school has creatively adapted the building ensuring that it is fit for purpose. Classroom sizes and dimensions vary considerably.

Across the site each teaching classroom is well equipped, including interactive whiteboards and visualisers. Classrooms are well-lit, and adequately ventilated. All indoor areas are equipped with suitable air conditioning systems which are regularly maintained. Specialist rooms are provided for science, art and music. These are appropriately resourced and situated in the KS3 building.

Learning environments are enhanced by high quality displays throughout. These are a mixture of pupils' work and informative displays. The entrance area to the Early Years and Foundation Stage department contains a range of tactile activities and an interactive whiteboard used for practising mark-making. Almost all Primary classrooms contain a working wall to support learners and showcase pupil contributions. Large corridors and central classrooms in EYFS and KS1 buildings are used very effectively to provide additional learning spaces.

The EYFS building is separate to the main area of the school, is secure and well equipped. A designated outdoor shaded play area is provided adjacent to the building. However, Early Years classrooms do not have easy access to the outdoor area, and this limits pupils' independence. Provision for imaginative and creative play is provided in central shared rooms and link activities with the theme being taught. Well-equipped sensory areas are also provided within the EYFS building which meet the needs of pupils with special needs.

A large outdoor grassed field is in use at break times and for sports activities. This is a unique feature and is enjoyed by the pupils. Outdoor areas are enhanced with garden areas, benches and small climbing equipment for Primary pupils. However, the amount of shade for these areas is limited and could be increased to provide a greater level of protection from the sun.

A small school garden, tended by the pupils, features a range of plants, including vegetables and fruit. This provides a practical learning experience and is enjoyed by all members of the school community who share an interest.

Access for pupils with reduced mobility is available to the ground floor areas of the site. However due to the unevenness of the site ramps are steep in places. A review of access arrangements across the school campus would identify further opportunities to improve accessibility for those with additional mobility needs.

An adequately equipped medical room, staffed by registered nurses, adheres to local regulations and receives annual certification from relevant ministries. This provision enables medical assistance to be provided as required. Separate bathroom facilities for staff and pupils are in place.

10. Standard 6

The provision of information for parents, carers and others

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

The school website provides a wealth of relevant information to families. The school's vision, mission and values are shared, as well as a welcome message from the principal. Contact details for the school, as well as the school's addresses and appropriate telephone numbers are listed on the website. A comprehensive parent handbook, as well as relevant policies, are accessible to parents and prospective parents. Information about the admissions process is clear and concise for prospective parents.

Communication is considered a strength by parents at the school. They comment that teachers and leaders are visible each day and are approachable for any question or concern. Parents see this accessibility as a key strength of the school and comment that this allows pupils to be known as individuals, as well as to ensure issues are addressed promptly. Parents are well informed and updated on key information about the school through regular newsletters and the school website. These newsletters contain information about trips, upcoming events and regular reminders about the importance of good attendance at school. They also celebrate pupil successes, such as 'star of the week' and extra-curricular achievements.

Information about the curriculum is shared with parents via a letter at the start of each term. In EYFS, pupil learning journeys are regularly shared. The school also uses technology to keep parents updated on their child's learning through the use of social media apps. Parents comment that these online platforms allow them to support their child at home by revisiting lessons. These platforms are also an area for parents to access their child's homework, which they feel is clear and appropriate.

Written reports are shared with parents at the end of each term which provides information about their child's attainment and attitudes to learning. These written reports are supplemented by parent-teacher meetings where parents are given additional information about the strengths and areas for development of their child. There is also an additional 'meet the teacher' event held at the start of the academic year, where parents and teachers can meet to discuss the year ahead. Parents feel that the reports and regular opportunities to meet with teachers ensures they have helpful information about their child's progress.

The school has a parent council that is chaired by the head boy and head girl. This group regularly meets to discuss improvements that can be made in the school, and they work together to plan events such as the school fayre. Parents are also given the opportunity to attend workshops ranging from wellbeing to academic support. Coffee mornings are scheduled with the parent community, to support them in gaining further insight into the curriculum. Topics covered have included, how to develop reading at home.

Parents comment on the warm and welcoming nature of the school. Parents commented that they felt 'this school cares about my child.' They speak positively about significant improvements in pupils' behaviour in the last year and believe that there are strong relationships between teachers and pupils.

11. Standard 7

The school's procedure for handling complaints

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

The school handles complaints effectively due to the 'open door' policy which enables most concerns to be dealt with informally. This is supported by a detailed written complaints policy and appropriate procedures that are shared with all stakeholders.

An appropriate complaint policy is in place, which includes a clear flow chart and timescales. The policy is emailed to parents at the start of the academic year and a copy is available on the school website and in the parent handbook. Parents are also made aware of the policy in parent meetings. Complaint procedures are displayed in the school.

Complaints received are acknowledged and recorded in detail, noting the nature of the complaint and those involved. The school aims to treat all complaints seriously and sensitively. The school maintains a written record of complaints and how it was resolved. If a complaint pertains to child protection or safeguarding issues, it will be immediately referred to the school's designated safeguarding lead for urgent review. To improve the handling of complaints further an analysis of the categories of complaints may enable school's leaders to identify any patterns in concerns and complaints and improve the school's provision overall.

The policy is clear on the escalation route for any complaints that the school cannot address internally. Parents are also able to raise a complaint directly to the Newton central management of parent complaints at the office of standardisation. This department supports the school in the effective management of complaints. The proprietors of the school are also actively involved in advising and guiding the principal and senior leaders when complaints are raised. The added layer of support for the school ensures that there is a fair and reasonable approach and parents appreciated this.

Parents stated that the school deals with complaints swiftly and fairly. Staff commented that the school's leaders are approachable and will listen to concerns they raise. Pupils talked about strong relationships between the school's pastoral deputy head teacher and approachability of all staff to resolve their concerns. A staff grievance policy is in place.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good.

The school's proprietors and principal possess an accurate understanding of the school's strengths and areas for improvement. A robust and collaborative relationship between the proprietors and the principal ensures the provision of adequate support and the sharing of decision-making. The proprietors serve as critical friends and are fully committed to delivering a high-quality education to the pupils in the Newton schools. They actively participate and possess a deep understanding of this specific school, its context, and its overall performance within the group. The school's vision and values are uniformly embraced throughout the Newton group and are readily apparent through the actions of both pupils and staff.

The school has developed strategic plans, including a 3-year plan and an annual action plan, which align with the Qatari inspection framework. The principal has accurately identified the areas requiring attention, specifically the welfare of pupils and parental support, and substantial improvements have been reported by all stakeholders. The school actively seeks feedback from parents, pupils, and staff through regular surveys, ensuring that plans are well-informed. The principal recognises that enhancing pupils' educational performance is now a priority for the school.

A review of staffing structures, with clearly defined lines of accountability for curriculum, teaching, and assessment, will facilitate rapid progress for the school. Regular curriculum evaluations conducted by knowledgeable subject specialists are essential to ensure alignment with the ENC and the incorporation of strategies that engage all learners. It is important to share successful teaching and assessment practices where they exist. In EYFS, improvement is an ongoing process. Here teachers collaborate, engage in reflective discussions about their practices, and plan ways to improve provision.

Middle leaders work with their teams and establish positive relationships. The next step for middle leaders is to develop a clear vision of effective learning and teaching that aligns with best practices, resulting in engaged learners who demonstrate strong progress and outcomes.

The school leverages the support of external trainers and organisations, such as those specialising in *Philosophy for Children* and *Talk for Writing*. A wide range of external providers enable staff to stay up-to-date and regularly enhance their skills with the latest approaches.

Staff well-being is prioritised within the school. Teachers commented upon the supportive school community. Induction processes effectively assist staff in adapting to the local culture and meeting school expectations. Recruitment systems adhere to rigorous standards and comply with local regulations. Staff members are provided with accommodation and a strong support network. Systems are in place to monitor staff well-being, and a culture of mutual

support exists among all staff members. Teachers talked about staff social events helping to build strong working relationships across the school.

The day-to-day management of the school is highly effective. The school maintains a well-organised structure, and systems are in place to ensure that staff members have a clear understanding of their responsibilities, resulting in smooth operations. All stakeholders who were surveyed overwhelmingly expressed their support for the school.