



**British School
Overseas**
Inspected by Penta International

Inspection report

**Newton International
Academy, SMASH**

**Doha
Qatar**

date **19th – 21st March 2024**
inspection number **20240319**

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	8
5	Standard 1 The quality of education provided by the school	9
	5.1 Curriculum	9
	5.2 Teaching and assessment	11
	5.3 Standards achieved by pupils	14
6	Standard 2 The spiritual, moral, social and cultural development of pupils	15
7	Standard 3 The welfare, health and safety of pupils	17
8	Standard 4 The suitability of the proprietor and staff	19
9	Standard 5 The premises and accommodation	20
10	Standard 6 The provision of information for parents, carers and others	21
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, over 55 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 pupils. The inspection took place over three days.

The lead inspector was Jillian Reilly. The team members were Mary Rose Connolly and Douglas Gray.

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

The school is a nurturing a safe environment where pupils can thrive and excel. All stakeholders wholeheartedly support the school's ethos and vision, fostering a strong sense of pride within the NIAS community. One of the school's core strengths lies in the respectful and constructive relationships between staff and pupils, which cultivate positive learning atmospheres where pupils feel acknowledged and valued. High expectations are set for pupils, with a particular emphasis on developing strong oracy and literacy skills from an early age. This focus ensures that pupils continually progress and meet curriculum expectations, as evidenced by improving data year after year. The leadership team is deeply committed and enthusiastic about consistently raising standards across all levels of the school and are managed by a very visible and passionate proprietor.

3.1 What the school does well

There are many strengths at the school, including the:

- School leaders, who have made rapid improvements in their short tenure, in understanding the school's strengths and further improvement needs.
- Strong relationships among stakeholders, characterised by mutual respect between staff and pupils, which foster a positive school culture and notably enhance the learning experience.
- High expectations are consistently embedded, through strong leadership and management.
- Well-established routines are seamlessly integrated into daily activities, fostering purposeful and effective learning environments throughout all phases of the school.
- There is extensive tracking of data to monitor pupil outcomes
- The successful integration of British and Qatari values is evident across the school

3.2 Points for improvement

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

- i. Review health and safety protocols to enhance the identification process for all adults entering and leaving the school premises;
- ii. Embed the use of data analysis more effectively into teacher practice;
- iii. Further develop CPD opportunities within the Newton group for middle leaders to enhance their capacity to effectively monitor and improve the quality of learning and teaching.

4. The context of the school

Full name of School	Newton International Academy, Smash Branch				
Address	Wadi Al Banat Area – Zone 70 Street Number 842 Building Number 146 Mrs Afaf, Arabian Establishment for Education Development				
Telephone Number/s	Main Reception: +941 440 91 000				
Website Address	https://newtonschoools.sch.qa/schools/nia-smash/				
Key Email Address	info.niasmash@newtonschoools.sch.qa				
Headteacher/ Principal	Mr. Michael Wilson				
Chair of board/Proprietor	Arabian Establishment for Education Development Mrs Afaf Al Ma'adeed - CEO				
Age Range	3- 18 years				
Total number of pupils	1,147	Boys	661	Girls	486
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	312	
	<i>3-5 years</i>	283	<i>17-18 years</i>	2	
	<i>6-11 years</i>	550	<i>18+ years</i>	0	
Total number of part-time children	0				

Newton International Academy, SMASH (NIA-S) is a privately owned school located in the Luisail area of Qatar. There is significant development in the area following the 2022 World Cup. It is one of nine Newton Schools across Doha. The school has its own identity and has access to a centralised office to provide support on compliance measures.

The school offers a British education and is inclusive. The senior leadership team are new to their roles this academic year but have all come from Newton schools in Qatar and had a strong understanding of the schools' values.

The majority of teachers are sourced from English speaking communities such as the UK, Ireland and South Africa. Staff enjoy working at the school and turnover is low.

The pupils on roll at the school represent a mix of nationalities many of which are from Qatar. Most pupils are Muslim and are nationals of countries such as Egypt, Jordan, Syria and Pakistan. Almost all pupils on roll speak English as an additional language.

4.1 British nature of the school

The school embodies British values in its ethos, structure, and appearance, organised according to English school standards. Classroom management, displays of work, a 3-term year, and age-related year groups contribute to its British feel. The leadership structure adheres to British convention.

The curriculum aligns with the English National Curriculum 2014 and the Early Years Foundation Stage (EYFS), tailored to include Arabic, Islamic Studies and Qatari History, supported by a pastoral care structure akin to UK schools. Secondary pupils pursue IGCSE courses from CIE and Edexcel, alongside BTEC level examinations, with assessments based on UK national standards.

The house system fosters leadership and competition. Instruction is primarily in English, with Arabic and French language lessons and Qatari history lessons. The school is named after Sir Isaac Newton, alongside one of the school's four Houses which is named after Alexander Graham Bell.

Communication with families and pupils occurs predominantly in English, with translations into Arabic as needed. Texts, materials, and educational equipment are sourced mainly from the UK. School practices such as the School Council and Eco-Warriors mirror British norms. Displays in the school commemorate royal events and showcase British parliamentary democracy.

Extra-curricular activities, including clubs and school trips, align with British standards, although extra-curricular provisions are an area that the school are actively looking to improve in terms of breadth of provision.

Parents highly value the British curriculum and believe that it provides appropriate challenge and rigour for their children.

The school's leadership, staff qualifications, teaching practices, and curriculum maintain a British outlook. Most staff hold UK teaching qualifications or teaching qualifications recognised by the UK, and receive continuous professional development aligned with UK best practices. Early Career Teachers are enrolled in the ECT program in line with British standards. Pupils follow the National Curriculum for England, certified by CIE and Edexcel. The school collaborates closely with these exam boards to prepare pupils for IGCSE and AS examinations, facilitating pathways to UK higher education.

The timetable follows a recognized British structure, supplemented with Qatari Ministry of Education subject requirements. EYFS timetables ensure a balanced approach to all seven areas of development.

British values are woven into the curriculum and lesson planning, evident in classroom displays exploring both British and Qatari heritage. Fundamental British values are prominently displayed and reflected in school policies, fostering respect for laws, faiths, and cultures. Extracurricular activities and pupil leadership development mirror UK practices.

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

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

5.1 Curriculum

The curriculum is good and meets the parts of the BSO standards that it is legally allowed to.

The school follows the EYFS Curriculum, the National Curriculum of England 2014 and the Cambridge and Edexcel Curriculum in Key Stages (KS) 4 and 5. As required by the Qatari Ministry of Education and Higher Education, the curriculum also includes Arabic from F1 to Year 12, Islamic Studies from F1 to Year 12, and Qatar history lessons from Year 1 to Year 9.

The subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. All pupils have the opportunity to learn and make progress.

The school has a written curriculum policy which is supported by detailed plans and schemes of work. The policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum is reviewed on a termly basis, with adaptations made to the long-term planning. The long-term planning is reviewed annually, to ensure it reflects the needs of the current cohort of children. The curriculum gives pupils experience in a range of areas, including linguistic, mathematical, scientific, technological, human and social, physical, musical, aesthetic and creative education. The dedication of the leadership team to review curriculum to ensure it meets the needs of children and in the best lessons, teachers are adapting their planning to ensure they are meeting the needs of most learners.

English is the language of instruction for all lessons except during Arabic and Islamic studies lessons. The curriculum caters for all types of learners and is adapted to meet the needs of most learners. The curriculum is supported, in the best lessons, by a range of visual learning resources, sensory learning tools and interactive classroom displays. Teacher subject knowledge in English and maths in primary is commendable, and maths in secondary school is a strength.

The school's procedures for assessing and tracking progress are effective and strive to support pupils to make progress. Teachers can identify quickly those who need extra help and provide it. There is a robust marking and feedback policy; teachers give pupils clear feedback which they use well to improve their work.

To support pupils with additional needs, the school has an Additional Educational Support Needs (AESN) and English as an Additional Language (EAL) department which comprises one AESN teacher, one AESN Teaching Assistant, two EAL teachers and one EAL teaching assistant. The AESN department supports and works alongside the deputy head of academic

(DHOA) and class teachers to ensure the appropriate targets are set for pupils. The school councillor works closely with the heads of primary and secondary and with pupils who have a need for social and emotional development. For those pupils who require any other additional support, a shadow teacher is employed by the parents, with the support of the DHOA to work with the pupil on a 1:1 basis. This is closely monitored by the DHOA and AESN department.

The school uses Philosophy for Children (P4C), which is supporting the development of critical thinking skills in the primary school, and personal, social, health and economic education (PSHE) in the secondary school reflects the school's aim and ethos. The curriculum is enhanced by a growing range of after school clubs and activities, including crafts and puzzle, Italian, newspaper club, David Attenborough club, as well as other, more academically focussed clubs. The school are actively promoting students to attend ECAs by introducing an after ECA bus.

5.2 Teaching and assessment

Teaching and assessment are good.

Teaching is led by a reflective leadership team with a strategic vision and the drive to continually improve. Consistency in expectations, routines and presentation is evident across all phases and as such, is a strength of the school.

Most teachers plan learning activities that equip pupils with skills comparable to those of pupils in the UK. They utilise questioning techniques to gauge understanding, fostering critical thinking and real-world application of knowledge. In the majority of lessons, teachers adeptly employ modelling to support learning, underlining a school-wide commitment to enhancing literacy and oracy skills evident in classroom teaching, learning environments, and corridor displays. In the best lessons in primary, pupils enhance their learning skills through collaborative activities.

Teachers in EYFS work together and ensure formative assessment informs day-to-day planning. Close relationships at all levels ensure that pupils are happy, confident learners and make good progress. Teachers plan together so the learning experiences are imaginative and cross curricular. Teachers promote learning through structured teacher input and play. A themed approach is shared across EYFS which increases opportunities for the development of collaborative skills. Pupils work well together and take turns showing an increasing awareness of other's needs. Phonics is delivered through a DfE scheme which underpins the strength of the standards in the EYFS. Assessment is thorough, with continual observations on pupils within lessons and on an individual basis.

Pupil learning journeys are in place for each child and evidence progress over time. There is a robust record of a child's progress in key areas and these are shared with parents and pupils regularly. Moderation of judgements on pupils' attainment of the early learning goals is in place. Staff are fully supported so that the reliability of judgements is accurate and informs planning.

Teachers' feedback to pupils is both verbal and written and is used to drive progress; this is routine across all phases of the school. The quality of annotation and moderation of pupils' work is consistent and teachers typically identify next steps when marking books; pupils sometimes respond to these cues. Marking of books is consistent across KS1 and KS2. In these books, pupil targets are updated on a termly basis. Pupils are aware of their targets and know what they must do to improve. Evidence of in-depth feedback is evident in KS3 and KS4 where pupils reflect on their outcomes in assessments and identify the next steps in their learning.

In primary, routines are established which enables successful transitions between different ability sets, such as phonics provision in KS1. In the best lessons, high quality teaching and learning outlines the key learning objectives, with clear explanations and sound knowledge and understanding of the material being taught, as well as how students learn. This allows links to be made to previous learning. In most lessons, teachers model the task the pupils would undertake, however pupils do not always have the opportunity to apply this new learning independently.

In the best lessons, behaviour management is exemplary. Pupils listen attentively and are able to answer questions related to previous learning and learning from the current lesson. Assessment for Learning strategies are used in most lessons in KS1 and KS2, with most teachers using it effectively to address misconceptions. House points and Dojo points are used in most lessons as rewards for participation and modelling the correct behaviour. In the best lessons in KS1 and KS2, teachers made the lesson highly engaging, and pupils were clearly enjoying the lesson, and felt comfortable in their environment. A focus on oracy and language development was evident in all lessons in primary, with high levels of modelling, pupils reading aloud, developing new vocabulary explanations and checks.

Teachers have access to detailed assessment and tracking data, inclusive of SEN/IEP details, to enable them to make decisions for the pupils in their class. Differentiation was evident in some lessons, in relation to either teaching input or support in independent learning activities. 1-to-1 shadow teachers are employed, to support the learning of students with additional needs. Teaching assistants are employed in the school, and effectively deployed in the early years.

In secondary, routines, high expectations and praise are consistent features of the best lessons and result in the creation of positive learning environments where pupils feel comfortable taking risks and engaging in learning opportunities. Higher order questioning is used to support learning and create challenge and some teachers use it well to create pace within lessons. In one English lesson, pupils addressed misconceptions from a recent assessment paper, identified their own next steps and took ownership of how to improve their reading and writing skills. In an environmental management lesson pupils used their critical thinking skills to apply what they learned to a real-life issue. In these lessons pupils were challenged to use their critical thinking skills to both apply and extend their learning.

In some secondary lessons, teachers use PowerPoint presentations and whole class teaching techniques. Teacher-led discussions can sometimes limit opportunities for active learning through investigation or collaboration.

While some teachers design tasks that facilitate progress for most pupils, the best lessons empower pupils to work collaboratively, confidently discussing their learning objectives and taking pride in their accomplishments. In the secondary phase, teachers would benefit from sharing best practice to ensure that the delivery is consistently well-paced, with adequate and varied levels of differentiation to support the needs of all learners.

Whole school assessment processes are robust and rigorous and judiciously drive progress. Assessment is used to inform the admissions process and entry to school is only permitted if the school believes it can meet the needs of that child. The process of applying to the school begins on the school website and the school has a system in place to ensure effective onboarding. The child and family are supported from the initial assessment to a member of leadership taking them to their class on their first day.

Baseline tests are taken at the beginning of the academic year. Throughout the academic year, pupils also engage in a range of summative and formative assessments in lessons including but not limited to weekly checks, mid-term assessments and end of term assessments. Data is collated on each pupil and used to support lesson planning and

intervention measures. In secondary this data is also triangulated against CAT4 data for pupils in year seven and year ten. Assessments are standardised with support from the Newton group and internal processes. They undergo further moderation within departments and/or school phases to ensure accurate measurement of pupil performance and gain valuable insights for improving learning outcomes.

When necessary, teachers refer pupils to the EAL and/or SEN department for additional assessment. Based on lesson observations and a GL test, the team determines the level of support needed for each referred pupil. Various support levels are then implemented, ranging from whole-school CPD led by EAL and SEN specialists to targeted assistance for teachers instructing EAL pupils with specific needs, and small group sessions for learners with significant language needs. The school takes pride in the positive impact of its current EAL provision on pupil engagement and outcomes. As evidence, it cites the successful integration of at least ten pupils into mainstream English lessons this academic year, demonstrating the program's effectiveness in enhancing learning.

The leadership have a clear plan identified for transition at all key stages across the school. The EAL/SEN staff work closely with the Deputy Heads of Academics (both primary and secondary) to ensure all relevant information is shared with key stakeholders. The transition of year six pupils into year seven is smooth and well supported through the sharing of data and curriculum adaptations in term three of year six; this is particularly evident in the collaboration between the maths department and year six teachers. In KS3 students are given taster lessons in BTEC subjects and GCSE courses and in KS4 options are selected and reviewed later in term two after taster courses are sampled by pupils. The careers adviser facilitates conversations about universities in Qatar and the UK, explaining entry requirements and helping to support learning plans to get to their chosen destination.

5.3 Standards achieved by pupils

The leadership team has an extensive understanding of the strengths of the school and their impact on raising standards is evident.

Pupils exhibit high standards of behaviour, showing politeness and respect toward their peers and adults. They engage in appropriate interactions, accommodating each other's needs and fostering mutual support and respect. This collaborative spirit is especially evident in lessons where pupils enthusiastically assist each other's learning, facilitated by teachers using phrases such as "do you want to help ..." during knowledge retrieval questioning.

Pupils confidently enter the school with a clear focus on readiness to learn, supported by well-established routines and high behavioural standards. The strong relationships with adults contribute to this positive atmosphere. Considerable thought has been put into the layout of the school environment ensuring that all phases have suitable spaces to work and play. Playtimes feature purposeful activities in open, shaded spaces that encourage exploration, physical development, and movement. A group of pupils were observed racing on small bikes while another child pushed their friend in a wheelchair, they shouted "wait for us" as they chased after their peers.

The school is working hard to promote attendance and ensure all pupils arrive on time. In primary pupils who achieve 100% attendance are celebrated and the secondary school has set themselves equally high targets. Positive encouragement is being used to incentivise student attendance with pizza days and trips, rewarding those with the highest attendance. This was supported by pupils who readily spoke of positive parental reactions to attendance letters. The leadership team also highlighted the impact that meeting the families in person has on improving individual pupils' attendance.

The school is committed to continuous improvement, particularly in enhancing outcomes in all academic areas. Data analysis reveals that students across various starting points achieve significant and sustained progress. This is attributed to the diligent efforts of the leadership team in tracking and analysing data for informed curriculum planning. Baseline data highlights progress in most subjects throughout the academic year, underpinned by data-driven planning tailored to all learners' needs.

Rigorous tracking enables swift identification of gaps by middle and senior leaders, who implement interventions both before and during school hours. The timetable rotation over several weeks in secondary ensures students do not miss the same lesson repeatedly, optimizing intervention opportunities.

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

The spiritual, moral, social and cultural (SMSC) development of pupils is good. The school meets all the BSO standards that it is legally allowed to.

Pupils understand behavioural expectations, with exemplary behaviour seen in almost all lessons observed. Self-esteem and confidence are actively nurtured through a focus on positive behaviour. Throughout the school this is evident, with pupils across the school showing a welcoming, confident attitude. Students feel seen and valued by adults in the school and therefore strive to meet high expectations. The pupils enjoy school a great deal, as demonstrated by their considerate behaviour and positive attitudes. Attendance has shown improvement in the majority of year groups compared to the previous academic year. The rigour and application of systems in place to promote punctuality and attendance is having a positive impact.

NIA-S embraces British Qatari and Islamic values to promote an international community that celebrates and respects differences. Examples of this could be seen in a variety of primary lessons, and secondary humanities lessons. The school's values are on display throughout the campus and are referenced in lessons, through the value of month initiative. These values are assigned to assemblies to deepen understanding and embed them as part of the school's culture. There are announcements made in the morning through the PA system which outline those values focussed upon by each of the key stages in the school. Beyond the classroom, this is also evident in the wider community such as the PTA committee e.g. raising money for a local Breast Cancer charity and the school fayre.

Pupils' awareness and understanding of SMSC dimensions are fostered through the curriculum, which encompasses subjects like citizenship, global citizenship, character education and personal social health and economic education (PSHE). Besides formal lessons, SMSC is promoted via assemblies, National and International days, extracurricular activities, community engagement, guest speaker sessions, and school displays. In secondary education, PSHE, global citizenship, and citizenship programs help pupils cope with exam pressures, manage financial futures, and foster respect for diverse cultures. Activities such as discussions, sporting competitions and poetry recitals help to strengthen these. The impact of these areas on the development of the students is acknowledged by the families of the school in a recent survey and parent interview.

Throughout the campus, pupils are encouraged to take initiative and demonstrate leadership, whether as house captains, prefects, environmental representatives, or class monitors. The Pupil Council, elected by peers, plays a significant role in various school projects, such as facilitating new staff inductions, fundraising for internal and external initiatives, and organising events. The school's house system also provides avenues for nurturing leadership qualities.

Pupils demonstrate appreciation and respect for diverse cultures and the wider world, facilitated through activities like International and National Day celebrations. The school's calendar includes several "specialist days" such as 'anti-bullying day', 'world mental health day', 'cancer awareness day' amongst others; widely acknowledged and celebrated around the world, to raise further awareness of its importance.

At NIA Smash, pupils generally exhibit self-assurance, happiness, and confidence, which is modelled to a high standard by all adults in the school. The development of Philosophy 4 Children (P4C) is further testament to the school's commitment to holistic education and will have positive impact once all students are receiving regular lessons. P4C promotes appreciation for both their own and their peers' ideas. This is a long-term initiative, with a goal of obtaining "charter school" status.

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

The arrangements for the welfare, health and safety of pupils are good, with outstanding features, and meet the standard for BSO.

The staff know that the most crucial part of their role is to ensure that all pupils are safe, well supervised and well cared for. They are well aware of their responsibilities regarding safeguarding and ensure that the safety of children is of paramount concern. The school ensure all staff are safeguarding trained, including non-teaching staff and a concerted effort is made to provide translation for non-native speakers.

All staff wear lanyards with their name and photo placed on them. Staff and visitors are given a small, credit card sized card explaining the Safeguarding expectations at NIAS and who to contact if anyone has a concern. Safeguarding posters were displayed throughout the school, detailing the designated safeguarding leads and how to contact them. The school are actively promoting wellbeing with similar posters with a QR code that links to a MS Form, where children can self-diagnose a need for adult support.

Procedures for fire evacuation and lockdowns meet the expectations of the host country. They are well rehearsed, monitored, recorded and reviewed regularly. Risk assessments are rigorous and include all school activities, including excursions. Robust systems are in place to ensure pupils have appropriate and safe access to the internet. Staff identify and report concerns through a centralised application, with repairs being dealt with in a timely manner by specialist staff.

Senior staff and managers with specific responsibility for all aspects of health, safety and welfare ensure that policies and procedures are followed. A designated group of staff meet regularly as the health and safety committee. Class teachers have access to a maintenance portal where technical and maintenance issues are raised. A maintenance team complete daily check and the principal conducts a weekly check with the manager of school operations to ensure the building is fit for purpose. The AC system is maintained centrally, and temperature controlled for all rooms.

Fire extinguishers are in abundance throughout the school. Evacuation procedures are displayed throughout the school and systems are in place to ensure pupils are safe and accounted for in the event of an emergency evacuation. External providers support the school in meeting the regulations of the region.

Children were engaged in collaborative play opportunities. The atmosphere was calm and purposeful. Children feel confident that an adult will help them resolve issues, should they arise. Smaller play areas, with play equipment, were fenced off to help students play in a safe space. Larger green open spaces, were enclosed by the school building and provided shaded grassy areas for play and learning opportunities.

Movement around the school is controlled and calm. A security team were noticeable at the outer school gates, internal access points and during home time. Staff were on duty at the start and end of the day, as well as during break times. Duty staff were visible by wearing high visibility jackets.

Attendance registers are taken at the start of the day and thorough checks were in place for pupils who use the school transport service, to ensure their safety when using the school bus. Bus support staff, drivers and SLT have responsibilities for signing off student exit and entry to the bus at school. Students also have their own ID card that they use to tap on and off the bus.

Healthy lifestyles and healthy choices are promoted throughout the school. These are promoted through events like house sports competitions and healthier options offered by the catering company in the canteens.

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

The team's judgement is that the suitability of staff and proprietors meets the requirements for BSO.

The school is managed by a very visible and passionate proprietor, who supports the vision of the school through the leadership team. The schools' proprietors are well established in Qatar as leaders of a large chain of private schools in Doha. There are robust systems in place to ensure all staff at the school meet the ministry's requirements.

Thorough recruitment procedures including advertising, interview processes, checking of documentation and other background checks ensure that teachers are qualified and fit to teach the age group and subject areas for which they are employed. 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. Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references.

The ministry verifies qualifications and provides attestation for overseas staff. The school seeks two references, one from the most recent workplace, and follows up on them. Visa details are centrally stored in the single central record for all staff. Additionally, the school conducts social media searches to ensure suitability for working with children among all staff members. Senior leaders are trained in safer recruitment practices and the head of HR ensures these are implemented at interview.

A robust induction programme including a comprehensive staff handbook quickly familiarises new staff with the school and local culture. A probationary period is in place for new teaching staff. Systems are in place to monitor standards of teaching and learning and provide opportunities for teachers to reflect on and develop their practice, including lesson observations, learning walks and work scrutiny. There is a process of performance management, that links teacher targets with school development priorities. Staff benefit from many opportunities for professional development focused on school priorities both internally and from external sources.

9. *Standard 5* The premises and accommodation

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

The purpose-built campus and the facilities provide a good physical learning environment which meets the needs of pupils, including those with special educational needs. The school has vast, shaded outdoor space that allows pupils freedom to play during break times, even in hotter weather.

Separate indoor and outdoor spaces are provided for different aged pupils to support learning and play. Separate facilities are provided for girls and boys as well as the Early Years department. All areas of the school are accessible once onsite. Facilities include a mini Olympic swimming pool and newly developed sensory room. Huge investment has gone into the 3 libraries which an abundance of good quality literature on offer. Science labs were available to support the curriculum as well as two dedicated IT Labs. There are large open stairwells that provide light and offer a central space for assemblies or coffee mornings.

Classrooms and shared learning spaces are organised to support learning. Purposeful displays, exciting role play areas and inviting classrooms inspire pupils encouraging them to engage with their peers. Pupils were observed saying 'oh no' when it was time for them to tidy up their activities. In Early Years pupils were very well organised when they were asked to tidy up their learning environments and organised their resources showing independence. Indoor spaces are all climate controlled centrally and have good natural lighting.

The site is secured by a perimeter wall and fencing and security staff police the external gates. CCTV is in use throughout the site. Appropriate security arrangements are established, providing a safe environment for its pupils, although this could be reviewed to ensure adults entering the site are easily identifiable. The buildings fully comply with local regulations and are well-maintained. There is a system in place for reporting maintenance concerns and followed up through the health and safety committee. Elevators are available for the use of pupils with a physical disability or staff and visitors who require it.

Suitable toilet facilities are provided for the use of pupils, including those with disabilities. All toilet facilities are well maintained with a dedicated cleaner assigned to each toilet block.

High levels of care and maintenance are evident. There is a visitor sign in book at security and all staff and pupils exiting during the school day only do so with written permission papers that are given to the security team. The physical environment is clean, bright, fresh and safe.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided by NIA Smash for parents, prospective parents, and other interested parties meets the standard for BSO.

The school's ethos and vision, highlighted by its motto of "An international community of learners striving for excellence and celebrating success." Contact details, including the principal's name and other key figures, are easily accessible online. Admission procedures and policies on attendance, behaviour, health and safety, and first aid are clearly outlined for parents. Additionally, comprehensive information regarding support for pupils with special educational needs and those with English as an additional language is readily available.

The school values parent communication, recognizing parents as co-educators. To this end, regular parent-teacher consultation meetings provide opportunities for meaningful engagement. In the primary and secondary sections, communication is facilitated through platforms like Class Dojo and Microsoft Teams, ensuring parents remain informed of their child's progress and school events. The school also employs a Parent Liaison Officer to bridge communication between Arabic-speaking parents and non-Arabic-speaking teachers.

Parent workshops, newsletters, and weekly learning letters offer parents insight into the curriculum structure and assessment methods, empowering them to support their child's learning effectively. Information events, a user-friendly Parent Handbook and Options Events are examples of this. Parent workshops are an area that the school is developing in line with their own observations, feedback from parents and the Parent Teacher Association (PTA) - mainly related to the EAL barrier.

The school's Parent Teacher Association (PTA) fosters partnership and cooperation between parents and the school community, organising events like school fairs and Book Week. Regular parent evenings and workshops provide opportunities for dialogue between parents and teachers, strengthening the school-home partnership crucial to achieving the Newton Vision of community.

Effective communication with parents is ensured through various channels, including email updates, SMS broadcasts, and parent surveys. Face-to-face meetings are also welcomed. The school's commitment to transparent communication extends to weekly congratulatory emails from the principal and collaborations with other schools within the Newton Group and examination boards.

11. Standard 7

The school's procedure for handling complaints

NIA-S offers clear and precise information regarding procedures in the event of a complaint, aligning with Qatar Ministry of Education and Higher Education requirements. The policy undergoes annual review, approved by the Office of Standardization within the Newton Group and the Ministry of Education and Higher Education in Qatar.

A direct line of communication to the school is facilitated by the 'management of parent communication' department, aiming to address complaints before formal processes are necessary. Most communications received are concerns rather than complaints, with frequent parent-school communication and management availability at the school gates and via emails and/or Class Dojo

Complaint handling reflects the school's management structure, with initial consultation expected with the class or form tutor for informal resolution. Unresolved issues are escalated through relevant line managers, ultimately reaching the attention of the Senior Management Team, Heads of School, and Principal. The complaints procedure includes defined time frames and an independent Appeals process, with legal representation available if complaints escalate to the Ministry of Education.

Formal complaints or serious grievances relating to staff are investigated in accordance with the school's staff disciplinary policy. Written complaints are required, followed by collation of evidence and statements from relevant parties, leading to a formal disciplinary hearing and potential disciplinary action.

Parents are encouraged to schedule appointments with their child's class or form tutor to discuss any concerns, with feedback indicating confidence in raising issues.

The recent appointment of a bilingual parent liaison officer facilitates communication with parents and addresses raised complaints, mediating and providing support as needed. Additionally, a school complaints committee, including heads of school, the principal, the parent liaison officer, and the head of Arabic, reviews complaints termly.

12. Standard 8 Leadership and management of the school

The leadership and management of the school is excellent. It fully meets the requirements for BSO.

Under the inspirational leadership of the principal, the senior leadership team has worked tirelessly to make significant changes across the school in all aspects of school life and notably behaviour. They have brought the school community together through building strong relationships and created an ethos of high expectations which focuses on pupil outcomes.

They have developed robust systems to support behaviour for learning and prioritised programmes of study in P4C that further support attitudes toward learning and engagement in learning. Wellbeing is an integral part of the leadership teams' mission to enhance pupils' feelings towards school and their attitude to learning. Competitions with other schools locally has widened pupils' horizons.

School leaders have made rapid improvements in their short tenure, in understanding the school's strengths and further improvement needs. Their vision is aligned, and they collectively understand the next steps for the school. They have created detailed improvement plans, which are linked to internal reflection.

The school has a clear set of values which are linked to the Qatari and British Values and play an important role in Assemblies and in P4C lessons.

Across the school, leaders place high importance on wellbeing; high standards of care and safeguarding are evident. This encompasses the wellbeing of staff as well as pupils. There is an atmosphere of collegiality and staff morale is high.

Communications with parents is strong. Parents feel they are kept well informed about their child's education and receive guidance to enable them to support their children at home. There is a strong sense of community, where parents, children and staff come together to celebrate events and enjoy social occasions. There was an obvious attempt to request feedback to from parents in a bid to improve and meet their needs. There is a focus on staff wellbeing through participation in competitions, such as Padel, where the school team came first in a recent competition.

Leaders ensure that curriculum planning is collaborative and consistent across year groups or subject areas. Long term and medium term plans are in place to support the sequence of teaching across the school but there is scope for the middle leadership team to ensure that support and challenge is more evident, resulting in an increase in pace. In the best lessons, teachers had adapted plans to be creative, allow pupil collaboration and were well paced. The next step for middle leaders is to have a better understanding of good learning and teaching, aligned to best practice and to monitor this closely. Where all learners are engaged and make progress, outcomes are strong and evident.

The school draws upon the internal network of schools, as well as external trainers and organisations to lead on new initiatives, such as in philosophy for children and talk for writing. Teachers felt CPD opportunities helped them to develop their pedagogy. There was a strength in relationships and staff were effectively engaged in supporting each other in their day to day responsibilities.

The school runs very efficiently on a day-to-day basis. Clear systems are in place, supported by guidance from the central office. Finances are well managed, ensuring that the school is well resourced and has a long-term financial plan for future developments and resourcing.