



**British School
Overseas**
Inspected by Penta International

Inspection report

**The British International
School Riyadh –
Diplomatic Quarter
Campus**

**Riyadh
Kingdom of Saudi Arabia**

Date **29th – 31st January 20X23**
Inspection number **20230131**

Contents		page
1	Purpose and scope of 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	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	10
	5.3 Standards achieved by students	12
6	Standard 2 The spiritual, moral, social and cultural development of students	14
7	Standard 3 The welfare, health and safety of students	16
8	Standard 4 The suitability of the proprietor and staff	18
9	Standard 5 The premises and accommodation	20
10	Standard 6 The provision of information for parents, carers and others	22
11	Standard 7 The school's procedures for handling complaints	23
12	Standard 8 Leadership and management of the school	24

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 students; 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 students and students' 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 50 lesson observations took place. School documentation and policies were analysed, and data was reviewed. Students' workbooks were seen in lessons and a sample in the inspectors' workroom, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Mr John Maguire. The team members were Ms Samantha Cuthbert and Mr Sam Lomax

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 British International School Riyadh - Diplomatic Quarter Campus (BISR-DQ) provides a good quality education with some excellent features. Having been established in 2020, the school has developed quickly through good leadership and management to reach this point.

The BISR-DQ curriculum is good; students' behaviour is exemplary, and they are polite, confident and articulate. Teachers make good use of the excellent premises and resources available to them to plan learning. This is most effective in the EYFS and Key Stage 1 year groups and is developing throughout the school through an ambitious programme of professional development.

3.1 What the school does well

There are many strengths at the school, including the:

- The school's learning environments are excellent and support learning throughout the school;
- The school's premises and resources, including the new EYFS playground and the school's focus on nurturing the natural environment;
- Very good leadership within the Senior Leadership Team;
- Strong, engaged and committed governance;
- student behaviour supported by the REACH mission;
- The school's Learning Support department and collaboration across the group of schools;
- Highly effective support from administrative and non-teaching staff;
- The culture of safeguarding vigilance and a strong emphasis on the well-being of individual students;
- The positive relationship between parents and the school;
- The school's approach to Health and Safety, including the school's medical centres and personnel;
- The student's levels of spoken English; they are articulate and confident. This is also modelled by the school's teaching staff.

3.2 Points for improvement

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

1. The school is recommended to develop the quality of learning and teaching in all lessons to match that of the best, especially by sharing excellent practice in assessment, formative feedback and providing challenges for all students;
2. The school is recommended to implement effective systems for monitoring and reporting progress throughout the school, which will allow the tracking of the progress of individual students and allow the reporting of this progress to parents;
3. The school is recommended to continue developing the senior school curriculum for all year groups, especially with the introduction of IMYC and for Year 11 and Year 13 classes.

4. The context of the school

Full name of the school	British International School of Riyadh Diplomatic Quarter Campus				
Address	3586 Alradaef Street, Al Safarat, Diplomatic Quarter, Riyadh, Kingdom of Saudi Arabia				
Telephone Number/s	0115209050				
Website Address	www.bisr.com.sa				
Key Email Address	dqcampus@bisr.com.sa				
Headteacher/Principal	Helen Olds				
Chair of board/Proprietor	Neal Beavers				
Age Range	3 - 18 years				
Total number of students	665	Boys	359	Girls	306
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	155	
	<i>3-5 years</i>	99	<i>17-18 years</i>	21	
	<i>6-11 years</i>	390	<i>18+ years</i>	0	
Total number of part-time children	0				

In February 2020, British International Schools Riyadh signed a contract with the Diplomatic Quarter General Authority (now the Royal Commission) to open a third campus in Riyadh for September 2020, to be known as the British International School Riyadh - Diplomatic Quarter campus. This school opened as a two-form entry primary school in September 2020. Students in Years 7 and 8 were admitted from September 2021. In September 2022, the BISR-DQ primary school expanded to three-form entry, and the senior school became two-form entry for years 7, 8, 9, 10 and 12. Students will progress onto the second year of their IGCSE and International Baccalaureate Diploma Programme studies, Years 11 and 13, respectively, for the academic year 2023/24.

At the time of inspection, BISR-DQ had 665 students on roll aged 3-18. EYFS had 99 students enrolled in two classes, Foundation Stage 1, Foundation Stage 2. Key stages 1 and 2 had 390 students enrolled. Key stages 3 and 4 had 155 students enrolled, and Key stage 5 had 21 students enrolled. As a registered community school within the Kingdom of Saudi Arabia, the priority for admissions is British and international students. BISR-DQ is licensed to be co-educational through all groups and is able to offer a British / International Curriculum. BISR-DQ follows the requirements as set out by the Ministry of Education for Foreign and International Schools in relation to the Arabic and Culture curriculum.

4.1 British nature of the school

- The school delivers the English National Curriculum
- The school is organised into Key Stages and year groups.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The school is very well-resourced in materials that are in use in British curriculum schools.
- As suggested by its name, the school is proud to encompass the best of both a British education and an international education within the Kingdom of Saudi Arabia
- The school comprises an international community in a British educational environment, where English is the medium of instruction for lessons.
- BISR-DQ is a co-educational day school for students aged 3-18, taught in co-educational lessons.
- All of the school's teaching staff have qualifications recognised in the UK.
- The school has strong ties with the UK embassy and is a preferred school for other embassies.
- The school marks all British events and anniversaries, such as Remembrance weekend
- The school ensures that students who leave the school can enter schools in the UK.
- The school implements UK policies such as Keeping Children Safe in Education (KCSIE) and trains all staff to UK standards in safeguarding.
- The school's library has an abundance of texts from British and world cultures.
- The school ensures all students up to Key Stage 5 wear the school's uniform.
- The school offers a plethora of extracurricular activities, including the Duke of Edinburgh Award scheme.

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

The quality of education provided at the British International School of Riyadh – DQ Campus is good.

5.1 Curriculum

The quality of the curriculum is good.

The school delivers the English National Curriculum (ENC) in Key Stage 1 and Key Stage 2. For students under the age of 5, the school offers the Early Years Foundation Stage (EYFS) curriculum. The curriculum is fully compliant with all local MoE statutory requirements.

The quality of the curriculum in the EYFS setting is very good. In EYFS, ‘in the moment planning’ is used to support staff in delivering the revised Early Years Foundation Stage Statutory Framework. Through this, the school strives to provide child-led, play-based, and teacher-scaffolded learning opportunities. Staff deliver regular read, write, inc. lessons, and PSHE is integrated into the curriculum through storytime. In EYFS, the curriculum is rich and varied and is supported by relevant and high-quality resources, technology and learning areas. A focus is placed on loose parts-play to allow the children to express themselves through their imagination. The school’s outdoor play area is a strength of the early years’ provision. In all lessons, teaching staff facilitate meaningful discussions which engage and inspire the students. The shared ‘in the moment planning’ approach is well embedded into the curriculum. Teaching and learning support staff are aware of current theory, and this is evident in the curriculum they teach. Classroom learning is enriched through swimming which is offered within the formal curriculum to support children to progress.

The transition between EYFS and Key Stage 1 is well developed, with a shared focus of continuous provision in both Year 1 and Year 2. The quality of the curriculum in Key Stage 1 is very good. The open-plan classrooms are well-resourced and provide an excellent learning environment that inspires. Core subjects are taught through a range of differentiated activities, and children take an active part in their learning. Literacy, and in particular reading, is at the heart of the curriculum. Through carefully chosen texts, students experience a rich literacy experience. Dedicated read, write, inc. sessions have also helped accelerate reading progress. In mathematics, lessons are fun and engaging, focusing on authentic learning and differentiated challenges. The use of mathematical vocabulary is promoted, and teachers model sound numeracy skills. Ambient music is played during lesson time to provide a calm, purposeful environment conducive to learning. It is evident that students thoroughly enjoy their enquiry and investigation-based learning, as part of their curriculum approach. In one

observed lesson, children were undertaking a science experiment investigating which materials were best suited to a range of objects. The continuous indoor and outdoor provision promotes an emphasis on independent learning across the phase. This learning is supported by teaching tailored to individual students' needs. In one lesson, students were given the opportunity to take on the roles of referees in their outdoor sporting activities. A strength of Key Stage 1 is the level of speaking and listening. Students can articulate their learning well in both written and spoken English.

The quality of the curriculum in Key Stage 2 is good. The school has introduced a concept-based curriculum which promotes and enables students to transfer learning across contexts. Some observed lessons promoted high-level thinking and discussion, such as the trade and culture concept in Year 6. All 'understanding by design' policies and documentation are in place. Literacy, particularly reading, is at the heart of the curriculum, with high-quality texts providing a rich literacy experience across the phase. Curriculum maps are evidenced and provide a good progression of learning throughout the phase. The concept-based curriculum is still in its infancy, and it is being developed to ensure that learning is transferable between disciplines and to support students with their critical understanding of the world. Key Stage 2 students convey excellent written and spoken English and articulate themselves very well due to the opportunities given to them in the curriculum. The school's PEEC curriculum enhances the overall character of students and teaches them to be respectful to themselves, others, and the environment. Where needed, intervention lessons and support from the learning support department are used alongside the formal curriculum to provide programmes tailored to the students' needs. For example, the school runs a successful read, write, inc. intervention with some Year 3 students. The curriculum is broad and balanced, as core subjects run alongside specialist PE, language art and music lessons, all designed to progress students' academic, physical, social and emotional development. A wide range of sporting and musical extracurricular activities enriches the primary school curriculum. Residential trips and educational visits also supplement the curriculum. For example, the school is running trips to Switzerland and the United Kingdom and producing a performance for Oliver the musical.

The quality of the curriculum in Key Stage 3 is satisfactory at this time. The school has introduced the International Middle Years Curriculum (IMYC) as the curriculum framework for Key Stage 3. The leadership team has established professional development and learning to support the delivery of this curriculum. This curriculum is currently in the early stages and needs time for consistent structures, including monitoring and progress, to be embedded across all subjects.

The quality of the curriculum in Key Stages 4 and 5 is satisfactory at this time. In Key Stage 4, the school follows the iGCSE pathway, and in Key Stage 5, they have introduced the International Baccalaureate Diploma. Currently, the school only has

Year 10 and Year 12 students in each Key Stage. Next year, the school will expand to have all-year groups across both Key Stage 4 and Key Stage 5.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

The quality of teaching and assessment in EYFS is very good. Teaching staff are proactive and engaged with EYFS students at all times. Questioning techniques, conscious differentiation and effective role modelling, are present in lessons. The teaching staff use the interests of the children to scaffold learning and facilitate the next steps of each activity. Whilst interacting with students to benefit development, teaching staff make clear and careful observations that form the basis of the teaching. The outcome of these interactions is assessed and discussed regularly with the use of 'strength' and 'gap' analysis meetings. Teaching staff select three students a week as 'focus' children. These children are closely observed to monitor progress against the Early Learning Goals. Teachers record notable teaching moments on a document which is then shared and discussed with parents. Students are self-motivated in their learning and can communicate their thoughts and understanding of each activity. Teachers regularly assess students in other curriculum areas, including phonics and maths in Foundation Stage 2. Phonics is periodically evaluated by a single staff member to ensure consistency, and progress is tracked throughout the year. The formal read, write, inc. sessions support the students in their transition to Year 1.

The quality of teaching and assessment in Key Stage 1 is very good. The teaching staff in Key Stage 1 are aware of students' needs and provide support through differentiated activities. High-order questions are used to challenge the most able students, and in the best lessons, learning is active, child-led and inspiring. Teaching staff interact purposefully throughout lessons and provide relevant, thought-provoking feedback. Students are enthusiastic, happy and proud of their achievements. Continuous provision across Key Stage 1 is well planned and takes into account the needs of the English National Curriculum. Key Stage 1 has regular assessment points, and progress is monitored by individual students and whole cohorts throughout the year. The progress of Key Stage 1 students is good, and the vast majority are working at or above the expected level for their year group. There has been a success with read, write, inc. phonics, where data has been used to streamline teaching groups for accelerated progress. The speaking and listening of the students in Key Stage 1 is a real strength, with all students conveying excellent spoken English skills.

The quality of teaching and assessment in Key Stage 2 is good. Teachers have good subject knowledge across the curriculum and deliver this with confidence. In some observed lessons, students are challenged at a level appropriate to their understanding. Children are active in their own learning, and technology is used to enhance the learning taking place. This could be developed further with the sharing of good practice and through ensuring that planning provides challenge, in particular

for the most able students. The school's 'bring your own device policy' is implemented well, and some lessons benefit from the use of online resources. Behaviour in Key stage 2 is good. In the best lessons, students are given the opportunity to discuss their opinions and methods.

The quality of teaching and assessment in Key Stage 3 is satisfactory at this time. The leadership team has implemented professional development and learning to support the implementation of this curriculum. This is currently in the early stages and needs time for consistent structures, including monitoring and progress, to be embedded across all subjects. In the best lessons, all students were challenged, including the most able; however, these lessons were not the majority of those observed, and in many cases, some students made limited progress during lessons.

The quality of the teaching and assessment in Key Stages 4 and 5 is satisfactory at this time. In Key Stage 4, the school follows the iGCSE pathway, and in Key Stage 5, they have introduced the International Baccalaureate Diploma. Currently, the school only has Year 10 and Year 12 students in each Key Stage. Next year the school will expand to have all-year groups across both Key Stage 4 and Key Stage 5. The quality of teaching and learning ranged significantly between teachers in Key Stages 4 and 5. In the very best lessons, there was academic rigour, and all students were challenged, including the most able. Consistency of teaching and learning, together with assessment and feedback, was not evident during the inspection period. In some observed lessons, students made very little progress, and the regular assessment of work was not evident.

5.3 Standards achieved by students

The standards achieved by students are mostly good, particularly in the Primary school.

The standards achieved by students in EYFS are good. Speaking and listening are strengths of the EYFS phase. Most students are confident to discuss their learning; many are inquisitive and ask questions. Phonics is well embedded into Foundation Stage 2, and good progress is evident. 97% of students are at the expected level for their gross motor skills. EYFS students are well-prepared for the rest of their primary education. Low staff-to-student ratios ensure that teaching staff can personalise learning for individual students and individual needs.

The standards achieved by students in Key Stage 1 are good. Students demonstrate a very good level of spoken English and convey their learning through conversation and discussion well. Students respond to feedback effectively and actively collaborate with others to progress. The level of achievement in Mathematics, English and Science is good due to the hands-on, active experiences in each lesson. Regular assessment tracks student progress and attainment well. Teaching staff meet to discuss progress, often including the learning support department. When gaps in knowledge are identified, the teaching staff plan activities through continuous provision to accelerate progress. This includes gaps caused as a result of pre-COVID-19 global pandemic learning. Staff identified a need for social and emotional support, and plans are in place to provide activities tailored towards these needs.

The standards achieved by students in Key Stage 2 are good. Progress in Key Stage 2 phonics is a particular area of strength of the school. Across the phase, speaking and listening skills are excellent, and students demonstrate good spoken and written English skills. Reading progress is evident, particularly with students' fluency and expression, an area of the curriculum that has been a focus for the school. Standards achieved can be further improved with more assessment points which track the progress of all students and offer opportunities to analyse data.

Across the Primary school, standards of attainment evident in students' workbooks were good, but increased written work would provide more evidence of progression. Most student workbooks were marked and up-to-date, but the standard of marking and feedback could improve in quality and consistency between teachers. In most observed books, students did not respond to the feedback they received.

The standards achieved by students in Key Stage 3 are satisfactory. Students demonstrate good spoken English and show confidence in their language skills. The International Middle Years Curriculum is still in the early stages of implementation, and this will need development for students to achieve a high level of attainment. GL

Assessments are used as summative assessments to monitor progress at times across a year.

The standards achieved by students in Key Stages 4 and 5 are satisfactory. The school introduced Year 10 and Year 12 into the Senior school in September 2022. Currently, the school has limited data to track or measure progress, and from this data, it is clear that there is a disparity of attainment between subjects. Some subjects support students to achieve above their expected levels, as indicated by CAT 4 testing; however, other subjects, most notably Mathematics, are areas in need of development. Some teachers use past papers and their knowledge and experience to assess and monitor progress across the year; however, using assessment to support planning and future learning was not evident in most classes with the Senior school. Senior school students commented on the absence of consistency in formative feedback between different subjects and this restricting their attainment. In many observed lessons in the Senior school, students' attainment was notably lower than would be expected and contrasted with the good attainment evident within the Primary school.

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

The spiritual, moral, social and cultural development of students at the British International School of Riyadh - DQ Campus is good.

The school has a clear focus on the spiritual, moral, social and cultural development of students. SMSC is a real strength across the school, and well-being is a focus for all staff. The school plans for progression by following the Positive Education Enhance Curriculum (PEEC), creating a spiral curriculum approach across all year groups, from EYFS to Year 12. All students have weekly timetabled lessons where they develop their social skills, supported by bi-weekly assemblies and, in the Senior school, morning form time each day. The school has several planned approaches to develop further the students' moral and cultural development, linking to the BISR group initiatives of Intercultural Learning Competencies, to develop global citizens.

As one of the 'three BISR pillars', well-being is a key focus across the school and can be seen developing from EYFS through to Year 12. At the beginning of the year, all students completed the 'ME' search activity, allowing them to think about their individuality and share this with their peers. The school has students of various nationalities and backgrounds, so the curriculum is designed to have a clear focus on inclusion and understanding of differences.

In EYFS, social development is taught through learning through play, in-the-moment planning and continuous provision. Within the Primary school, students are taught through themes and key texts that focus on social and emotional development for younger students. In the Senior school, students engage in weekly lessons through a combination of the PEEC and Intercultural Learning Competencies to support their spiritual, moral and cultural development.

Behaviour across the school is excellent, with very little disruptive behaviour seen across the inspection period. The students are happy, and there is a positive atmosphere throughout the school. Within the Primary school, students agreed that the behaviour was good and there were no incidents of bullying. In the Senior school, students agreed that the behaviour was good within their year groups, and the students are amicable with their peers. Across all sections, the school is currently initiating the restorative approach and zones of regulation to their behaviour management approach. Using moments of reflection has recently been introduced to students in the Senior school, to develop further skills in restorative behaviour and take responsibility for their choices and actions. All staff have engaged in recent professional development, including attending a workshop led by Paul Dix to support the implementation of transformational behaviour management strategies across the school.

The school has a counselling department that supports both staff and students. The counsellors work as a team with the teaching staff to support all students with individual needs, with a focus on social and emotional development. The school has set structures in

place to support students, avoiding large amounts of time out of the classroom, where possible. Parents agreed that the school has a very inclusive approach to their intake of students and welcomes students who may have specific needs. The school implements supporting structures through both the learning support department and the counselling service.

The school provides a wide variety of choices for extracurricular activities. Activities include sports, arts and crafts, music, languages, and debate, as some examples. Within the Senior school, the activities have been mapped against the skills and knowledge of the Intercultural Learning Competencies, and activities are planned and designed to build on these. The Senior school's leaders have planned activities to further develop activities across the local communities where students will engage in charity work, sustainability projects and working with other schools to learn about their cultures.

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

The provision for welfare, health and safety at the British International School of Riyadh - DQ Campus is good.

Effective policies are in place across the school relating to the welfare, health, and safety of students. Policies meet all local statutory requirements and standards. Safeguarding of students is given the highest priority. Safe recruitment is thorough and robust policies are in place. Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been established to ensure that the staff appointed meet best practices regarding safe recruitment procedures.

Students are happy in school and report that bullying incidents are infrequent. Students feel they have someone to turn to when they are concerned and are confident that the school will deal with issues promptly. Across both the Primary and Senior schools, behaviour is excellent. Students are polite, courteous, and well-mannered. The school encourages students to respect themselves, others, and the environment. The school identifies positive behaviour and uses praise to reinforce it.

The school takes all incidents seriously and provides comprehensive training on issues that matter. All instances of negative behaviour, including bullying, are logged, and patterns are identified. A record is kept of the sanctions imposed upon students for serious misbehaviour. Where reoccurring issues are recognised, the school acts effectively. Behaviour issues are dealt with immediately with a restorative conversation, and where necessary, a behaviour reflection sheet is completed. Incidents of negative behaviour are communicated directly to parents. The school has a clear and vigorous anti-bullying policy which is effective across the whole school.

Students demonstrate excellent relationships with their teachers and peers, facilitating learning in a safe, trusting, calm and purposeful environment. This is confirmed by the excellent attendance of students, which is rigorously monitored. Positive attendance is extended to the extracurricular activities provided by the school, which promote healthy lifestyles and the development of good social skills.

The host country's relevant health and safety laws are complied with, and a written health and safety policy is created and effectively implemented. Fire standards are adhered to throughout the school. The school's fire evacuation policy is displayed on the school's website, and appropriate evacuation plans are posted throughout the school. The school has successfully conducted fire evacuation drills this academic year. The school's fire alarm system and evacuation signage are well maintained by an external company with annual inspections. Fire extinguishers are less than a year old, but there is a planned schedule to regularly test and maintain these to ensure they remain in good order. The school has a positive relationship

with the nearby United States Embassy, which is in radio contact and with whom regular emergency drills are conducted.

The school employs two trained medical staff who are available throughout the school day within two dedicated medical facilities. The secondary and EYFS schools' medical facilities fully comply with the expected standards, and the medical staff provide excellent support for all students. When the school escorts students off campus for an event, trip or activity, registers and contact information for parents are collected. Parents sign their child out when they collect them from the off-campus event to demonstrate that they have safely been collected. Parents reported that this system is robust and effective. All trips have first aid kits only and are appropriately planned.

Admission procedures are excellent within the school and fully comply with BSO regulations. The school has a structured policy for monitoring students' daily attendance. Parents are fully aware of the systems in place and follow these when required. If a child is absent, parents must complete an online form and email the class teacher on the morning of their absence. If the school does not receive this information and a student is absent from registration, staff follow up with a phone call to the parents.

A written health and safety policy is available on the school's website. A health and safety team has been recently appointed to support all schools in the group. This team supports the school in reviewing all risk assessments for all classrooms and communal areas. Maintaining this culture of excellent vigilance for health and safety is vital to ensure a safe working and learning environment. Students are well supervised from the moment they arrive on site. This supervision continues throughout the day during break times and drop-off and pick-up routines.

The school's perimeter is exceptionally secure, and a newly installed electronic access control system has further enhanced the school's security. All staff, students, parents, and approved visitors are issued an electronic key card that provides secure turnstiles access through the perimeter wall. Visitor access systems are thorough, with personal identification required before entry, and a lanyard identifies all visitors. This investment in this system enhances an already very secure campus. The school has full CCTV coverage of all communal areas and perimeters, monitored 24 hours a day.

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

The suitability of the proprietor and staff at the British International School of Riyadh - DQ Campus meet the standard for BSO.

The school has robust policies, procedures and practices to ensure that it only employs and engages people of sound moral character.

BISR-DQ employs qualified teachers to enable and ensure a British-style education. Teachers can access continued professional development through the weekly provision provided by the school. All staff are provided with regular safeguarding, child protection and duty of care training. Annual training is supported through the weekly professional development provision.

At the time of inspection, the school was finishing data migration from an obsolete management system. This process did create gaps in the data stored in the Single Central Register (SCR). However, scrutiny of staff human resources systems showed that the necessary rigorous checks and procedures had been completed before any appointments. Once this data transfer is complete, regular scrutiny of the SCR by the school's Principal and the governor with safeguarding responsibilities would be beneficial to maintain best practice.

Sponsored staff have work visas, and medical checks are required to obtain a work visa from the local government authorities. Identity checks, reference checks, police checks, prohibition checks, and overseas checks are carried out to all staff to ensure suitability in working with children. No employee is barred from regulated activity relating to children.

All staff, including supply staff, undergo appropriate safeguarding training. The school has recently invested in a new online safeguarding training platform, that provides training in multiple languages. This has ensured that all staff, many of whom are ex-pat workers, have access to the necessary training to fulfil their safeguarding duties.

Appointments made within the academic year still undergo the same rigorous process to ensure suitability. In cases where there is a delay in the return of checks, it was observed that appropriate risk assessments are carried out.

There are robust and fully implemented policies relating to the suitability of staff. Every member of staff is comprehensively checked through various systems to ensure that all staff and volunteers are suitable to work with children. The school regularly exceeds the expectations of the BSO standards to ensure a safe environment; for example, three references are requested for all appointments, and telephone calls are made to the last school each teacher worked at.

The safeguarding and child protection policy is understood and regularly reviewed by the school's governors. All governors have undergone the necessary checks and safeguarding training. One member of the board is nominated as the safeguarding governor.

9. *Standard 5* The premises and accommodation

The premises and accommodation at the British International School of Riyadh - DQ Campus are excellent, and the school meet the standards for BSO.

The premises and accommodation at the school are one of the school's strengths. Classrooms are spacious and fully equipped with modern, innovative furniture, interactive whiteboards, learning walls and robust Wi-Fi internet connectivity. They are air-conditioned and well-lit, with both natural and artificial light and suitable acoustic conditions for learning. The school has invested in a technology-based control system for lighting and air conditioning, meaning that all classrooms are energy efficient and aligned with the school's values. Shared areas, including indoor spaces, outdoor spaces, and gardens, are fully utilised. PE lessons are held in the well-maintained swimming pool and sports hall. Outdoor spaces are available to support learning, including the Astro-turf, with its newly installed shading, basketball courts, and various playgrounds. The school has invested in state-of-the-art playground facilities for EYFS students, which are used effectively to support the child-centred learning philosophy of the school.

Classrooms are designed to support modern innovative teaching and learning, with write-on desks throughout the Primary and Secondary schools. In addition to classrooms, there are dedicated facilities such as science labs, a food technology kitchen, music rooms equipped with instruments, and two well-stocked libraries at each school's centre. Within the Foundation Stage and Key Stage 1, classes operate within spacious, well-resourced, open-plan spaces, each class having a designated area. In Years 3 to 6, each class has a dedicated spacious, modern classroom designed to support learning. In the Senior School, each subject area has dedicated classrooms, and students move to these for each lesson.

Suitable toilets are provided and maintained for the sole use of students across the campus. In Foundation Stage 1, toilet facilities are provided within the classrooms. From Foundation Stage 2 to the Senior school, students are provided with separate toilets for boys and girls near the classrooms. All toilets are modern, clean and supplied with hot and cold water, which is heated using solar panels on the school's roof. Running water is regularly checked for its temperature, and the necessary safety checks, such as for legionnaire's disease, are completed after each holiday. Students, staff and others with physical disabilities are provided with separate toilets, which are suitably modified to meet the needs of individuals. Changing facilities are provided for students to support physical education, including swimming.

The medical facilities and personnel at BISR-DQ are excellent. There is adequate accommodation for the examination and treatment and short-term care for sick or injured students. BISR-DQ has two medical clinics with washing and toilet facilities, one in the Primary school and one in the Senior school, each staffed by a fully qualified nurse. The school has an adequate number of first aiders who are regularly trained, including the use of epi-pens, and

training is monitored by the school nurses. The school maintains an excellent log of daily incidents, which are shared within the group of schools. A classification system for accidents is used to effectively monitor the number and nature of accidents occurring daily. These are compared between different schools and scrutinised by the health and safety committee every half term before being reported to the school's governors. Serious incidents are recorded on a health and safety incident form which the appropriate staff members immediately review. When the school's premises are used for external lettings and events, additional medical provision is hired to cover these.

An external team of qualified maintenance personnel subcontractors completes the maintenance of all facilities. All facilities are maintained to a high standard, and students' health, safety and welfare are ensured.

During the inspection, the school has already identified concerns over the quality of piped water to the school's drinking fountains. The school proactively provided sufficient drinking water coolers, placed throughout the site and regularly refilled with bottled drinking water as needed.

BISR-DQ has suitable outdoor space to enable physical education in accordance with the school's curriculum and allows students to play outside when the weather permits. Outdoor learning has been significantly enhanced within EYFS by constructing an excellent outdoor play area.

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 at the British International School of Riyadh - DQ campus is excellent.

The school meets all the requirements for the provision of information through the school website and the regular communication and sharing of information with parents.

All relevant policies and information for parents can be found on the main BISR website, including the procedure for complaints. Information is shared with parents across digital platforms, email and through the use of social media. The main platform for communication is Google Classroom, and the parents agreed that this is an excellent way to share information. All communication is shared promptly, and parents express that they are always fully aware of all the relevant communication. Parents extend their appreciation for the administration staff at the school, as they all agreed that all administration procedures, when entering the school, were very efficient. The administration team continues to provide high-quality support when parents contact the school.

All members of the school's leadership team are very welcoming and are a visible presence around the school. Heads of school are available each morning at the school gates and are happy to answer any questions parents may have. The main form of communication is through email. Parents contact the class teacher in the Primary school and the form tutor or subject teacher in the Senior school for all initial communication regarding their child. Teachers are very proactive and will contact parents with important individual messages regarding their child. This communication includes behaviour, social areas of development and academic performance. Parents are fully aware of the procedures for escalating any issues but have not needed to do this. Parents are complimentary towards the work of the support staff and feel they are a key part of the team in supporting their child's successful school journey.

The school regularly reports to parents through formal written reports and parent meetings across all sections of the school. Across the school, various methods are used within the written reports, including colour-coded scales, worded criteria and a numbered system. Parents are generally aware of how their child is doing in school, based on the reporting systems, but communicated that a more precise system across all sections of the school that demonstrated progress would further support them.

The school delivers regular parent workshops to support parents in their understanding of the curriculum. Parents have attended workshops on both Primary and Senior curriculum and agree that this aids their understanding of the teaching methods delivered across the school. The school also provides workshops to support parents in pastoral areas of child development, for example, online safety. During the inspection, a reading workshop was delivered. This was in line with the whole school's focus on reading. Parents are highly impressed with the workshops' quality and feel they add to the strong home-school partnership.

11. Standard 7

The school's procedure for handling complaints

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

The school has a comprehensive parent complaints policy aligned with other schools within the group. This policy, available on the school's website, sets out detailed procedures and mechanisms for handling formal complaints in clearly defined stages. All formal complaints are logged centrally by the school, and this log is reviewed to identify patterns and possible areas for improvement. The recording of formal complaints is evident, consistent and confidential. At the time of inspection, there had not been any formal complaints logged this academic year.

The school adopts a proactive approach to handling parental concerns. Parents stated that they feel the school is open and engaging with all concerns raised. The school's senior leadership are visible for daily drop off and pick up, which provides parents with informal opportunities to raise concerns in person and is highly valued by parents. An annual parent survey provides further opportunities for parents to contribute to the school's ongoing development. The responses from the most recent survey were predominantly positive, reflecting the relationships between parents and the school.

12. Standard 8 Leadership and management of the school

The quality of leadership and management of the school meets this standard in full. The leadership and management of the school are good.

The school's leadership and management demonstrate good skills and knowledge appropriate to their role so that the BSO standards are met consistently. The school's leadership and management's promotion of the well-being of all students are excellent.

The school's principal demonstrates a clear understanding of the school and a vision of how to further improve the school. The newly appointed principal for the BSIR-DQ campus shares this vision and is supported by a motivated senior leadership team. The work of the school's middle leaders is integral to successfully improving the school's academic and pastoral effectiveness.

The school's governing body monitors the effectiveness of the leadership. There are positive relationships between the school leadership and the board of governors. The chair of governors was fully aware of the school's strengths and areas of development. The board of governors are kept informed about the school through half-termly meetings of sub-committees in finance, operations, real estate, and the newly introduced education committee. These sub-committees subsequently report to the entire board of governors at half-termly meetings. Regular informal discussions between the principal and the chair of governors support this structure of meetings.

The school is committed to continuous professional development (CPD). These programmes seek to raise the standards of learning and teaching to ensure all students attain high standards of attainment and outstanding teaching and learning are commonplace. All staff are trained for safeguarding annually, which is integral to the life of the school.

Student well-being remains the priority for all members of the school's leadership and management. Student well-being is the focus of regular professional development, and the newly introduced REACH and PEEC initiatives raise students' well-being. The students are supported by a developing pastoral team through these programmes and specialist non-teaching staff such as the school's counsellors.

BISR-DQ's capacity to improve is increasing, and given the vision of the school's leadership and governance, the school should continue to develop.