



**British School
Overseas**
Inspected by Penta International

Inspection Report

British International School Riyadh BAES Joint Primary Schools Tabuk

Date **15th February 2022**
Inspection number **20220214**

15th February 2022

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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 the three schools were visited over three days. Teaching was observed and included a series of learning walks. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the management team and a range of teachers, parents, and groups of pupils. The inspector was Nicola Walsh.

2. Compliance with regulatory requirements

BAES Joint Schools Salwa, Tabuk and Taif, British International Schools Riyadh (BISR) meet all the standards for British Schools Overseas.

3. Overall effectiveness of the three schools

BAES Joint Schools Salwa, Tabuk and Taif BISR are very good schools with many excellent aspects of provision.

3.1 What the schools do well

There are many strengths across the three schools, including the following:

- All leaders have a clear and accurate view of what needs to be done to maintain the schools' strengths and vision for the future
- The capacity of the schools' headteachers to work collaboratively and manage change
- Teachers know exceptionally well the strengths of each pupil and areas to develop
- Sharing of good practice across the schools and within BISR
- Pupils' personal, moral, social, and cultural development
- The quality of the curriculum
- Safeguarding of all pupils
- Pupils attitude to school and relationships with teachers
- A strong sense of community
- The high quality of resources in each school

3.2 Points for improvement

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

- Ensure that the method to gather and record evidence is for EYFS, SEND and EAL is aligned across all three schools
- The spiritual development of pupils is further enhanced
- Pupils' understanding of cultures other than their own remains a strong focus for all schools, to prepare pupils for life in modern Britain

4. The context of the schools

BAES Joint Schools

Number of pupils	Total = 180	Boys = 89	Girls = 85
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 20	(6-11 years) 154
	(12-16 years) 0	(17-18 years) 0	(18+ years) 0

Tabuk Campus

Full name of school	Tabuk Campus - BAES Joint Schools - BISR		
Address	Tabuk Garden Village compound, Tabuk, KSA		
Main telephone #	+966 (0) 14422 0648 x 3301		
Website	https://www.bisr.com.sa/about/our-campuses/tabuk		
Email	scarrington@bisr.com.sa		
Principal	Helen Olds - Principal Sven Carrington - Head Teacher		
Chair of board of governors/proprietor	Neal Beevers		
Age range	4-11 years		
Number of pupils	Total = 37	Boys = 18	Girls = 19
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 5	(6-11 years) 32
	(12-16 years) 0	(17-18 years) 0	(18+ years) 0
Total number of part-time pupils	0		

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The three BAES primary schools, Salwa, Tabuk and Taif are part of the larger British International School Riyadh (BISR) which constitutes five schools operating on campuses separated geographically. The other two schools are the Al Hamra site, and the Diplomatic Quarter site housed in the diplomatic region of Riyadh. The Al Hamra site is centrally located in Riyadh and accommodates the principal, the board of governors and central administration for all five schools.

The three BAES primary schools attached to BISR are very distant from each other. Salwa in the Salwa Garden Village compound, which is approximately 30km north of Riyadh; Taif school is on the Al Wadia Compound in Taif which is inland from Jeddah in the West; and Tabuk which is located on Tabuk Garden village compound in the Northwest of the country. Each of the compounds serve the families of BAE Systems employees, its' subcontractor families, and the MoD (Ministry of Defence) families that live in and around these compounds.

Salwa was established in 2007 and has had a service level agreement between BAE Systems and BISR in place since then. Tabuk and Taif joined the same service level agreement in September 2020. Salwa currently has 114 pupils on roll of which 76% are British. Tabuk currently has 37 pupils on roll of which 68% are British. Taif currently has 29 pupils on roll of which 97% are British.

All three BAES primary schools are located on compounds. Within these compounds there is an extended opportunity for the children to play and participate in clubs together. The compounds are only accessible to people who have permission to enter, accessibility is restricted, and security is very high. Therefore, daily life is distinctly different in comparison with children who do not live on a compound.

Due to the pandemic, the ministry of education in the Kingdom, required all primary schools to deliver lessons via remote learning from February 2020. The schools had only very recently returned to face-to-face teaching at the time of the inspection.

4.1 British nature of the schools

Across the three BAES primary schools, Salwa, Taif and Tabuk there is a strong British ethos.

- The schools deliver the English National Curriculum and the Early Years Foundation Stage curriculum
- Each school is organised into Key Stages and year groups
- Assessments are UK sourced and benchmarked against UK standards
- Each school promotes British values through the school's vision, curriculum activities, displays and events
- The schools' Board of Governors replicates that of a UK school, most members hold British passports
- The senior leadership at each school replicates a British school structure
- Policies mirror those required by UK government schools
- The school is very well resourced in materials that are in use in British schools
- Libraries are very well stocked with British literature, reflecting the modern multicultural character of the U.K.
- A British author visits each school annually to run workshops
- Each school has a uniform policy, like many English schools
- The school's house point, school council and rewards system reflect those used in English schools
- The schools house system names British explorers and British flags are evident in the school
- The professional development of staff is based upon the UK teaching standards, and teacher training is delivered by external UK providers
- 96% of teachers are British and are either trained with UK qualifications or experience of teaching in English National curriculum schools
- The academic calendar replicates that of a British school
- There are established links with schools in the UK as many students transfer back regularly to the UK

5. Standard 1

The quality of education provided by Tabuk school

The quality of education provided by BAES Primary School Tabuk, BISR meets in full the requirements of the BSO standards.

5.1 Curriculum

The school has met the standard and the quality of the curriculum is excellent.

The school follows the English national curriculum (ENC) and the new Early Years Foundation Stage (EYFS) framework for pupils aged 4-5. This provides full-time supervised education for pupils from 4-11 years. The language of instruction is English. The school complies with the requirements of the Ministry of Education of Saudi Arabia. The curriculum is built around the three pillars of the school: enrichment, learning and wellbeing. All areas of the curriculum fit into one of the pillars. There are comprehensive policies in place which describe the curriculum intent and rationale and ensure the school delivers a broad and balanced curriculum. The school vision is embedded through the school motto; REACH, which stands for respect, excellence, accountability, challenge, and happiness. This is visible throughout planning, and lessons across the school.

Regular curriculum reviews ensure that the school adapts to pupils' needs. The school very effectively uses the strengths of all staff to provide an exceptionally broad curriculum relative to the size of the school. At the time of the inspection there were only 37 pupils on roll. Long term planning over two years, ensures that pupils in mixed age classes are taught the requirements of the English national curriculum.

Planning for lessons is taken from longer term plans where a thematic approach creates cross-curricular learning opportunities for pupils. This enables them to apply their learning in different contexts and creates meaningful and relevant learning opportunities.

Teachers plan innovative and engaging tasks using novels as a base for the learning. Pupils in year 5&6 had the opportunity to discuss issues around race, equality and inclusion, through studying the novel 'Holes' by Louis Sachar. The use of novels to teach aspects of the ENC is engaging and enables teachers to provide a very broad curriculum that prompts deep thinking. In a year 3&4 class pupils learnt about Mary Anning and the issues she faced because of her gender. 'Phrases of the day' further support the embedding of the planned tasks; 'How I look doesn't define me' very effectively made

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the learning in the text relevant to year 5&6 pupils and they were quick to make the links.

Specialist teachers deliver physical education, including weekly swimming sessions and Arabic. Arabic lessons are provided through an online teacher. Class teachers very effectively deliver core subjects and all foundation subjects of the English national curriculum. This includes music, science, French, library sessions, and art. PHSE is taught weekly. Lessons on Arabic culture enable pupils to develop their understanding of their locality. Peripatetic music lessons are offered online.

Published schemes of work for maths, reading and writing ensure teachers have a clear progression of knowledge and skills to teach and assess against throughout Years 1-6. Phonics is taught as a discrete subject based on UK DfE letters and sounds. This is taught daily from the Early Years Foundation Stage to year 2, very well matched to pupils' abilities. Pupils in year 1 were prompted by pictures to identify the sound in mouse house and mouth. Then they considered other ways of writing the same sound.

Reading within the curriculum has a high priority in the school. The school hosts a very well-equipped library. Reading sessions take place in classes regularly and pupils take home a reading book to share with parents.

The EYFS curriculum is delivered through a mixture of child initiated and adult led learning, based on the UK DfE, Development Matters. The very small number of pupils on roll in the EYFS meant that aspects of the EYFS curriculum are difficult to provide for. At the time of the inspection there were 4 pupils in FS2. The teacher is aware of the weaknesses in curriculum provision due to small pupil numbers, particularly around opportunities for communication and social development with peers. However, the advantages of small pupil numbers enable the teacher to provide a bespoke curriculum very well matched to individual needs. A balance of child initiated, and adult led learning was observed, even with such small numbers. 2 pupils were observed manipulating objects in a tray of coloured small jelly beads, they talked and were fully engaged in their play.

The school's PEEC curriculum teaches pupils to speak confidently, while respecting the opinions of others. This is delivered weekly in each class; however, the breadth of the curriculum often enables issues around personal, health, social and emotional issues to be debated through other subjects.

A varied programme for extra-curricular activities across the school is available to all pupils from FS2 and above. These are matched to pupils' aspirations and interests. Recently ballet was offered as an after-school club. This was well attended, and pupils learnt the technical language, 'plie, first position, arabesque, tourner, glisser and chasse' which created links with the learning of French in the curriculum.

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The school very effectively promotes British values and interests through the curriculum. Topics such as The Fire of London are the same as those topics taught in UK schools. Global citizenship is incorporated into assemblies and the curriculum to ensure pupils have a broad understanding of cultures other than their own.

Curriculum delivery is further enhanced by theme days, debates, and events. Major cultural events are celebrated in weekly assemblies. International week was celebrated during the inspection and a member of staff who is British, with Pakistani heritage talked about his experiences to pupils in an assembly.

In addition, engaging and interesting learning environments enhance the provision of a broad curriculum. Displays throughout the school support learning and outdoor and indoor areas are very well resourced.

Homework is set routinely for all pupils in the school. Pupils talked about home learning journals that inform them of what they need to do. Although since the period of online learning the use of these has not restarted, pupils are expecting homework to become a regular feature of the curriculum.

The curriculum for pupils who have been identified as requiring support is delivered by intervention support. Pupils who require support have a curriculum provided that is very well matched to what they need to learn to do. Pupils are supported both in class and withdrawn for individual teaching. As the whole staff team know all pupils very well, there are many opportunities for pupils who require support to make strong progress. This is due to targeted and timely intervention by all staff.

5.2 Teaching and assessment

The teaching observed was outstanding in most classes, with no teaching less than good.

Overall teachers know their pupils very well and have very strong subject knowledge of the curriculum areas that they deliver. Relationships are strong at all levels and the behaviour of pupils was excellent in all aspects. Teachers plan tasks that challenge and excite pupils so that pupils work hard and talk enthusiastically about what they are learning to do. Many opportunities are planned by teachers for pupils to work independently and to collaborate on tasks.

Teachers plan tasks that are engaging and stretch pupils thinking. In year 5&6 pupils were challenged to build a rocket powered by air, using a restricted budget to buy the equipment they needed. The planning of this task enabled pupils to apply mathematical skills in a science lesson about forces and work collaboratively to build a rocket that would be powered by air. The task was competitive and engendered an atmosphere of determination.

Teachers use time well and guide pupils through the steps they need to learn to do to solve a problem. Teachers help to embed the learning by asking pupils to explain their thinking and to talk to other pupils where other pupils may be struggling to grasp the concept. This use of peer-to-peer support was used very effectively in a year 3&4 maths lessons where pupils were using multiplication to solve a problem about the combinations of different fruit. A pupil stated of teachers, 'they don't give us the answers, they help us find out.'

Teachers regularly checked on the understanding of pupils as they guided them through the tasks. Teacher's posed challenging questions that were adjusted to the ability level of each pupil and made pupils think.

Assessment monitors and tracks pupils' attainment and progress against international standards in the core subjects. The school uses UK published assessment test to assess pupils' performances and checks these against UK national averages. There is an assessment calendar in place so that assessments are routine and regular although the recent pandemic impacted upon this. The accelerated reader (AR) programme is used effectively to identify what level the children are reading at. The EYFS assess children's performances against the early learning goals. Learning journeys indicate the next steps children need to take to ensure they are on track the meet the early learning goals by the end of FS2.

Teachers' use of the feedback policy very effectively ensured pupils know the next steps they need to take to achieve the learning aims. This was observed verbally but also in pupils' workbooks where teachers regularly engage pupils in a written

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dialogue about their work. In a year 1 book the teacher writes, ‘tell me how you dd this?’ and the pupil responds. Evidence of pupils explaining their thinking and teachers encouraging pupils to check again for errors and eradicate misconceptions in their work books appeared routine and well established. Much of their work is online.

5.3 Standards achieved by pupils

Pupils enjoy school and attend well. Pupils are punctual and arrive to school on time, ready to learn. Pupils' attendance from the start of the school year September 2021 to the date of the inspection was 93%. The school reported that parents' leave periods often do not fall in line with school holidays and term times. The school works hard to ensure parents understand the importance of attendance in school and as a result unauthorised absences are low at 1%.

Pupils' behaviour and attitude to school is exemplary. They enjoy school, respect, and value one another and the school. Pupils' attitudes to learning are extremely positive and they very actively engage in their lessons.

Pupils attain well and summative data indicates that most pupils are working at or above age-related expectations in reading, writing and maths, in each year group. The school's data for Autumn 2021 indicates that there is no stronger subject across the school. A large majority of the very small cohort were already at age related expectations for their year group and the small minority of pupils not yet at age related expectations in reading, writing and maths were on track to do so by the end of the year. Pupil numbers are very low in each year group and many pupils do not stay at the school for longer than three years. Therefore overall % summative data is unreliable.

The school teachers and leader know each pupil very well and, in most cases, learning is personalised, and progress of each pupil tracked and monitored. Intervention supports pupils where there is an identified need. Progress in lessons and in pupils work books was evident across the school.

Pupils demonstrated reading standards above UK curriculum standard in most lessons observed. The systematic teaching of phonics through a published scheme ensures progression of phonics skills through the Early Years and key stage 1. These pupils use a good standard of phonic knowledge to decode words in reading and this was also evident in their writing.

The EYFS teacher had a good understanding of where EYFS pupils were achieving the early learning goals, both current and over time. Annotated learning journeys of significant pieces of work matched to the early learning goals are in place and annotated by the teacher. A display of pupils work over time clearly evidenced the improvements pupils had made in pencil control, language, and labelling.

The number of pupils with an identified SEND is very low and their needs are very well provided for, such that they make good progress from low starting points. One

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SEND pupil with a diagnosed SEND was removed from the SEND register after making exceptional progress since joining the school.

Almost all pupils achieve above the English national curriculum requirements for the end of key stage 2 in swimming.

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

The spiritual, moral, and cultural development of pupils provided by Tabuk primary school meets in full the requirements of the BSO standards and is excellent.

Pupils' personal development and moral, social, and cultural development is exemplary in significant elements. A high quality PHSE curriculum and excellent understanding of British values is embedded across the school.

The school's motto REACH (Respect, Excellence, Accountability, Challenge and Happiness) is fully embedded across all areas of the school. It is highly visible throughout the school and is integrated into most aspects of school life including the school rewards system. REACH points are awarded when pupils display excellence in learning, for achievement and endeavour. They are awarded to an individual and closely linked to the school's house system named after four British explorers; Blunt, Palgrave, Pitts, Doughty. Within the classroom, community events and through the extracurricular programme pupils can receive REACH points.

Pupils are confident, courteous, and respectful to others with excellent manners. Pupils are highly positive about their school and enjoy school. Pupils' moral development is promoted through the rich curriculum and a consistently applied behaviour policy.

Pupils' cultural development is promoted through the curriculum and events and interest days and a rich program of extracurricular activities. An international week was being celebrated during the inspection visit. Weekly assemblies and whole school productions to which parents have been invited to attend in the past, celebrated different cultural events. Pupils take part in the Remembrance Day services and sell poppies in school. Festivals are celebrated in assemblies and events. Pupils can take part in a wide range of after school activities held at the school.

Pupils are given the opportunity to attend off site trips both within the region and abroad. These have not yet restarted since the pandemic. Pupils will be taking part in the regions BSME sports events and trips off site are planned. The school has access to the desert and wildlife parks in the region and plan trips to engage pupils in the locality.

Pupils interact appropriately and have well developed personal social and emotional skills from an early age. They demonstrate sharing, taking turns and know how to resolve disputes. Pupils talked about how children arrive and leave the school in short periods of time and how children must make new friends quickly. Therefore, social skills are well developed.

Pupils have opportunities to take on leadership roles such as the school council and prefects. The school council meet weekly and applied for their positions through an application process.

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A display of the work by the school council included their letters of application, the agenda items and date of the next meeting and details of a recent school survey. Pupil voice is a strong feature of this school and the pupils have chosen to organise a fish tank for the front of school, through the work of the school council. At the end of each day key stage 1 pupils chose the book that their class teacher will read to them, through a vote. All pupils are known to every member of staff and interaction between all staff members and all pupils is frequent. The relationships between staff at the school and pupils is exceptionally strong.

Pupils who have left the school are valued and there is a display of handprints of all pupils who have attended the school. Pupils enjoy being part of this school and value their time here.

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

The welfare, health, and safety of the pupils at Tabuk primary school meets in full the requirements of the BSO standards and is excellent.

Pupils and parents reported that safety and security of pupils is given a very high profile. Pupils are safe at the school. The designated senior leader for child protection is level 3 qualified and all staff are trained in safeguarding practices following best practice in the UK. First aid training is routine and undertaken by all staff every two years. The school council are currently in the process of appointing pupil well-being and safety officers to support the safety and well-being of pupils in the school.

Pupils and parents reported that bullying does not happen at this school. An anti-bullying policy is in place and pupils are taught how to stay safe. The behaviour log records contain no recent incidents of misbehaviour since the start of the academic year. Pupils reported that 'most pupils aren't naughty.' Pupils are taught how to stay safe online. The school has a safer internet day and in ICT lessons pupils are reminded how to stay safe online.

The local compound manager/site works manager to ensure the maintenance and safety of the site. The school works closely with the BAE Systems, Safety, Health, and Environment team (SHE) both for safety training and advice on best practice. SHE has supported the First Aid training of the staff at the school.

All required policies in relation to the welfare, health and safety of pupils are in place, regularly reviewed and shared with all relevant staff. The policies are coherent and comprehensive. Records of fire and evacuation drills are maintained and clear signage, evacuation routes and meeting points are clearly visible around the school. Fire extinguishers are regularly maintained, and this is recorded on each appliance. There is a weekly fire alarm test.

Lockdown procedures and fire drills take place regularly when pupils are in school, and pupils know what to do in when they hear the fire alarm or lockdown drill. Pupils talked about the lockdown drill and knew where to go on the command given.

The school has made every effort to ensure IT systems are secure and robust, both to protect staff, pupils, and data.

The school site and its facilities are clean, well-managed and maintained, with a clear system for reporting any issues in operation and swiftly acted upon by the operations team. All utilities are checked to meet the requirements of BAES, and compliant to UK standards. Drinking water is available although pupils currently are bringing in drinking water from home. Risk assessment policies and practices are in place and records show these are conducted appropriately. For example, these are in place for all off site trips, the EYFS area, outdoor areas, and swimming trips. Although it was recommended that the ratios for swimming are

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clarified in the swimming risk assessment. The swimming pool is not on the school site but within the compound and managed by BAES.

Security at the school is good with access to the compound, in which the school is located, restricted by the highest standards of security. Different coloured lanyards identify staff, pupils, and visitors. All staff wear lanyards with a photograph of the member of staff. Visitors must produce identification, and sign into the school before entering the school. Entrance and exit procedures for all pupils are in place but due to the siting of the school within the security of the compound this is monitored and comparatively relaxed. Older pupils arrive at school by bicycle and travel independently to school. Most parents travel to pick up and drop off pupils on foot or bicycle. There are no issues with parking at the entrance to the school as very few people arrive at school by vehicle.

All staff in the school are trained routinely in safeguarding and the school operates an online recording system for staff to report concerns. Accurate records are kept. Training is regularly updated. The school has highly efficient and qualified medical support within the compound and near the school. Pupils' attendance is closely monitored and if a pupil fails to arrive at school, the school's administration will call the parent before 8am to seek the reason for the absence. Parents confirmed this and added that the school is extremely active in ensuring their children attend school.

The well-being of pupils is a strength of the school. Parents commented positively about the efforts the school has gone to ensure pupils have settled well back into school after a long period of absence from school due to the pandemic. The school is the centre of the community and the partnership the school has with parents, to ensure pupils' well-being, is very strong. A school counsellor is available remotely to support parents and their children where it is required.

Pupils are encouraged to stay healthy. Pupils are encouraged to bring healthy snacks to school. Physical education is a very popular subject and swimming is timetabled for every pupil in the school from FS2 to year 6, along with swimming as an after-school club. Cycling proficiency is offered an after-school activity and is well attended.

Throughout the Covid-19 restrictions, the health and safety and facilities teams have been responsive to ensure that all KSA government requirements are implemented to maintain safe procedures within the school.

10. Standard 4

The suitability of the proprietor and staff

The suitability of the proprietor and staff at Tabuk Primary School, BISR meets in full the requirements of the BSO standards.

The school ensures that all required checks are carried out on all staff who are employed to work at the school. These checks are completed by staff based at the Al Hamra school in Riyadh. Details are shared with the staff at Tabuk school and both schools work very closely to ensure the staff are suitable for their role.

The team of staff based at Al Hamra make checks against a person's identification, medical fitness, the right to work in the Kingdom of Saudi Arabia, qualifications, and suitability to work with children. These checks are made before the person is appointed to the role. This includes a detailed medical questionnaire to highlight health needs before a person is appointed to the role. This is to ensure that the school can offer the required level of support where a member of staff may have a diagnosed health need. Teaching staff and teaching assistants who are expatriates must be approved by the ministry to gain a residence VISA. This ensures further, that the checks on a person's suitability to work in the school are robust.

Qualifications are attested and the school asks to see a police check certificate, International Police certificate and DBS. Three references are taken up to check against the person's identity and these include a reference from the most recent place of work. Questions are asked of referees to provide assurances that the person is suitable to work with children. Systems regarding the suitability of staff to work at the school are robust. All information is stored centrally on a single record that is monitored and updated.

Where supply staff are used their details are stored on the single central record and contain the same checks as required for staff employed full time at the school. They are also required to complete all safeguarding training. Police clearance certificates, DBS checks and identity checks are required for volunteers who work in school. However there have been limited volunteers working in school during the pandemic.

Recruitment procedures highlight that the school is proactive in ensuring that suitability checks will be made by the school. The recruitment and vetting policy have been recently revised to ensure the school is fully compliant and acting to a very high standard in recruiting people who are well suited to the role and working in a school. Advertisements all contain a statement that promotes the schools very strong commitment to safeguarding its' pupils. An induction week and probationary period for staff new to the school is also monitored. This ensures that staff new to the school are well trained, understand the school's high expectations and actions can be taken swiftly where they or the school have concerns.

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The BISR schools HR staff attend training to ensure that the practices in school are in line with the highest expectations of the UK government regarding safeguarding pupils. They work closely with ACRO, the criminal records office and have led training with other international schools.

The board of governors are proactive in ensuring that the checks on staff suitability are made. A designated board member is assigned to check the safeguarding systems within the school and meets regularly with the HR team. They are updated on safeguarding concerns by the principal at regular meetings. Members new to the governing body complete online safeguarding training and take their responsibilities very seriously. Board members are regularly informed around their responsibilities to keep children safe in school.

11. Standard 5 The premises and accommodation

The premises and accommodation at Tabuk Primary School BISR meets in full the requirements of the BSO standards and is excellent.

The school is located on Tabuk Garden village compound in the Northwest of the country. The school is a single storey building entered via a large and spacious reception area. Classrooms are arranged around a hall and specialist areas that can easily accommodate the whole school. There is a perimeter fence around the school and all external doors are code protected.

Signage is clear throughout the school. Fire exits are signposted. Classrooms across the school are well lit, have appropriate ventilation and are furnished with age-appropriate tables and chairs. Adequate resources and storage facilities are available within classrooms and communal areas. An area designated as a lockdown area is available if the need arises.

Picnic tables are available throughout the school's outdoor areas and are well used at break times. Shaded areas are appropriate and offer suitable protection from the sun. The swimming pool is off site but located on the compound and within walking distance of the school. Here there are appropriate showering and changing facilities for boys and girls.

Specialist areas are very well equipped, such as the ICT suite. This hosts 24 desk top computers and an interactive whiteboard. During the inspection pupils were using Beebots to make commands. A design and technology area is used for cooking and can be accessed by pupils to source a wide range of modelling and other equipment. Storage is secure and provides adequately for the size of the school.

In classrooms and corridors walls and are decorated with very high-quality displays of pupils' work. The learning environments are of a very good standard. There is a balance of learning prompts, celebration of work and working walls to support learning. Work on displays is relevant to learning in adjacent classrooms. In the library a large boat and a wall of flowers is used creatively to enhance the area.

The EYFS has separate outdoor area with age-appropriate play equipment, that can be easily accessed from the classroom. The classroom is extremely well provided for with up-to-date EYFS resources and equipment.

Ramps allow access for wheelchairs and a disabled toilet is available should it be required.

The health and safety staff work in partnership with the facilities team to ensure the premises are well maintained, that they are safe and provide a positive environment for learning. Regular half termly health and safety walks, along with an online system of reporting allows the relevant

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maintenance teams to be responsive in ensuring that the premises and accommodation are well-maintained.

The school benefits from the investment made by BISR in up-to-date technology resources. BENQ screens, Wi-Fi laptop access for teachers, iPad that all pupils can access and a variety of ICT curriculum additions such as cameras, Beebots and other robots are available and in frequent use.

The school clinic is located off site and within the compound. It is very well equipped and staffed by a qualified doctor and nurse. The school has a small facility on site that hosts a camp bed and staff are trained in first aid. Medication when it is required regularly, is administered by parents.

12. Standard 6

The provision of information for parents, carers, and others

The provision of information for parents, carers, and others at Tabuk Primary School, BISR meets in full the requirements of the BSO standards.

The school mission, vision and values are clearly communicated through displays around the school, the school website, and newsletters. The website is informative for information regarding the BISR schools, with appropriate information regarding the Tabuk campus. It provides information about the BISR schools and the shared policies and common features of the BISR schools. Both the name of the schools' principal and the name of the executive headteacher of the three BAES schools, Salwa, Tabuk and Taif is stated in the organisation structure.

Parents reported that communication from the school was good and felt well informed about events, key dates, and information regarding the school. A weekly newsletter and a weekly BISR newsletter helped them to stay informed about Tabuk school and events across the five BISR schools. Key dates to parents are also emailed out and parents reported that emails are constant and timely. The use of an app parents valued, as it is regular and updated frequently. Parents are highly supportive of the school and value the opportunities it provides for their children. Parents receive half termly updates about the curriculum themes. Online parent teacher conferences are available, or parents now can visit the class teacher face to face. Parents reported that all teachers are very approachable and can be emailed if they cannot be met at the beginning or end of the school day. A written report is available online, parents receive an email and log in to view this. Parents reported that the information about their child's progress and attainment in school was appropriate and timely.

Parents of pupils in EYFS were well informed and well supported as they joined the school. Transitions to other schools are also well provide for, even where the transitions are involving individual pupils to schools overseas. The individual support is provided by teachers to enable pupils to find out more about the school they are moving to.

Parents were overwhelmingly supportive of the school. They valued the fact that all children are seen as individuals and are allowed to develop at their own pace. They felt that the strengths of the school were in developing their children's confidence and independence. They talked about their children being empowered to take the lead and becoming confident and articulate speakers.

13. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints at Tabuk Primary school, BISR meets in full the requirements of the BSO standards.

The school has a complaints policy and procedure, which is available to view on the school's family portal and available on request. The policy clearly outlines the steps in the complaints process across the 3 different stages. Clear time scales are set out for the management of the complaint. The handling of complaints and how it is dealt with are clearly defined. This ensures that concerns or complaints raised with the school are dealt with quickly and effectively. Further the complaints policy is clear on the difference between a concern and a complaint. If a concern is raised and not dealt with, it becomes a complaint.

The policy defines each stage. At stage 1 concerns and complaints are handled firstly by the relevant class teacher or form tutor. Parents said that most are informal concerns and are dealt with very quickly. On the occasions where there are concerns these are dealt with by the class teacher, quickly and professionally. If the complaint is not addressed at stage 1 there is provision in the policy for it to be addressed by the head of the school.

If a parent feels the complaint has not been resolved it is escalated to a stage 2 formal complaint. The complaint will be addressed by either the head of school, the chief operating officer, or the principal.

If the complainant is not satisfied with the school response at any stage of the complaints process or they believe the complaint is of a serious nature, they can make a stage 3 formal complaint to the BISR school principal. The principal will meet with the complainant and attempt to address the complaint to their satisfaction. If this is not achieved, the principal will establish a three-person panel not directly relating to the matter to hear the complaint. All meetings will be recorded in a written format. Written records of panel findings and recommendations will be available for the complainant.

Where the complainant remains unsatisfied with the school's response, or the complaint involves the principal, they may make a formal complaint to the board of governors. The chair of the board of governors will then investigate the complaint and respond in writing. All meetings regarding a stage 3 complaint will be recorded in writing. If a panel has been set up to investigate the complaint the panel chair will report the panel's findings to the chair of the board who will decide on the appropriate response to the complainant.

The school maintains written records of all formal complaints. The register of complaints records information about the matter raised, the person who raised the complaint and the date at which it was raised and at which stage of the complaints process it was resolved.

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Correspondence, statements, and records of complaint are kept secure and confidential. Complaints at the school that are unresolved are extremely rare. Most complaints are resolved at stage 1.

14. Standard 8 Leadership and management of the school

The leadership and management at Tabuk Primary school BISR is outstanding and meets in full the requirements of the BSO standards.

The executive principal leads across the British International Schools Riyadh group of five schools and works closely with the board of governors to determine the strategic direction, financial planning, and development of all staff across the five schools.

The BISR schools' board of governors constitutes 12 members who each take on an aspect of the BISR schools' development on which to focus. They possess a broad range of skills well suited to the needs of the school and function as a critical friend to the schools' senior leaders across the five schools.

Over the past few years and during the time of the pandemic the senior leadership team have very effectively centralised policies and procedures across the five schools. Policies and administrative procedures have been centralised, but each school within the group retains its own identity. The identification and sharing of best practise across the group of schools is already showing an impact, through the work around the three pillars of enrichment, learning and wellbeing.

The Tabuk school's senior leadership team is the headteacher. He has a strong sense of purpose, which is identified in the school's mission statement, thorough knowledge of his school and the community in which it is located and a clear vision for the future. He is very focused on ensuring that the school represents a high standard of British international education within the BISR community, and that there is the capacity to sustain this drive into the future. The three pillars of enrichment, learning and well-being, common to the BISR schools, are visible across Tabuk primary school. Staff are allocated areas of responsibility based upon one of the pillars and work together collaborating on tasks with staff from one of the other BISR schools. The headteacher has an inspirational effect upon the school community. Teaching is highly effective, and pupils make strong progress.

At Tabuk, the headteacher leads the school collaborating closely with the head teachers at Salwa and Taif to ensure there is consistency of practice across the three BAES primary schools. They also work together to ensure that they are represented and have a voice within the BISR community. The BAES joint schools' development plan is based upon the three pillars, with an additional section on accreditation. The three schools had prepared well for the accreditation visit and the BAES joint self-evaluation document was informative and succinct. The headteachers at each of the three BAES schools know their school's strengths and areas to develop very well and have worked together very effectively to create a joint schools development plan. This references the central targets from the BISR group of schools and feeds down into their own school's development plans.

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The learning primer is also a common document that details the expectations around teaching and learning, referencing 4 areas: the learning environment, planning for transfer, pedagogy, and responsive teaching. Learning walks and lessons observations are a regular feature at the school which use the learning primer to identify areas for development and staff training.

There is a BISR whole school approach to continuous professional development (CPD). This is based around the three pillars of learning, well-being, and enrichment. Staff are asked to reflect on the school's vision and mission and consider their own professional growth targets. Ensuring staff are updated in the latest approaches based on educational research is a strong feature at the school. Regular weekly CPD meetings and a CPD newsletter help to keep staff updated in the latest approaches and those that will impact on pupil outcomes.

The school operates very effectively on a day-to-day basis. Supervision and movement around the school is safe, calm and purposeful.