



## **Inspection report**

# **Newton British Academy Al Dafna**

**Doha  
Qatar**

Date  
Inspection number

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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, 50 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Simon Sharron. The team members were Lesley Birtwell and Nicholas England

## 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 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

Newton British Academy (NBA) Al Dafna provides an excellent quality of education. It creates the conditions in which pupils are safe, happy, exceedingly well-behaved and enjoy learning. Their high attainment and all-round holistic development at the end of Key Stage 2 provides them with a very solid platform from which they can proceed with great confidence to the next stage of their learning.

#### 3.1 What the school does well

There are many strengths at the school, including:

- The overall quality of education provided by the school is excellent.
- The school has outstanding leadership teams who are led by an inspirational and supportive principal.
- There is strong strategic direction and school development planning supported by the Newton Group of schools.
- Care, support and guidance for the stakeholders of the school create a cohesive 'family' community
- The British and Qatari curricula form an integrated binary programme of study that fully meets the needs of the pupils.
- 94% of lessons observed were judged good or better
- Internationally accredited assessment systems indicate that academic standards are excellent
- The spiritual, moral, social and cultural development of pupils is outstanding.
- Welfare, health and safety have the highest priority and are an outstanding strength of the school
- The learning environment and classroom displays are of high quality and support learning
- The behaviour and work ethic, modelled by staff and the SLT, is exemplary.
- Professional development has a demonstrable impact on learning
- The administrative teams provide outstanding support for the academic operation of the school.

## 3.1 Points for improvement

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

- i. Consider how the deployment of teaching assistants can be more effective
- ii. Broaden the use of IT across the school to encourage greater independent learning opportunities across the school and in particular for those identified as potential high achievers
- iii. Complete the implementation of a consistent phonics scheme

## 4. The context of the school

Full name of school	Newton British Academy – Al Dafna		
Address	PO Box 12507, Doha, Qatar Zone 63, Street 790, Building 16.		
Telephone number	+974 4414 2294		
Website address	<a href="https://newtonschoools.sch.qa/schools/nba-al-dafna/">https://newtonschoools.sch.qa/schools/nba-al-dafna/</a>		
Main email address	salvagep@newtonschoools.sch.qa		
Headteacher/ principal	Patrick Salvage		
Chair of board of governors/ proprietor	Arabian Establishment for Education Development		
Age range	3 to 11 years		
Number of pupils	<b>Total</b>	<b>Boys</b>	<b>Girls</b>
	<b>659</b>	<b>359</b>	<b>300</b>
Pupil numbers by age	<i>0-2 years</i>	<i>3-5 years</i>	<i>6-11 years</i>
	0	197	458
	<i>12-16 years</i>	<i>17-18 years</i>	<i>18+ years</i>
	4	0	0
Part-time pupils	0		

Newton British Academy (NBA), Al Dafna Campus, is a privately owned, co-educational day school accepting pupils from EYFS (F1) to year 6. NBA, the seventh Newton school to open, was founded by Mrs Afaf Al Maadeed and Dr Jabr Al Noaimi, and is now one of ten schools in the Newton Group.

NBA was founded in 2016 in order to meet the educational needs of the Al Dafna and West Bay communities and has been located in a purpose-built school. With an enrolment of 659 pupils, more than 30 nationalities are represented at NBA. NBA Al Dafna has recently achieved the best possible inspection result from the local accreditation body – Qatar National Schools Accreditation.

The school actively follows the Qatar National Vision 2030 Alignment document which sets out the Qatari National Vision 2030. This national strategic plan is incorporated into the Newton educational vision and mission for its schools. The English National Curriculum, NBA's own values-driven 'Character Education' programme and the essential teaching of Islamic values set out by the Ministry of Education, combine across the school to provide a rich, holistic educational experience for its pupils.

NBA Al Dafna operates in an area of Doha, where for a variety of reasons, pupil mobility can be very high.

## 4.1 British nature of the school

The school fully meets the required standard.

While school's timetable is in accordance with the curriculum requirements of the local Ministry of Education, the Newton British Academy Al Dafna is recognisably British by dint of its following the UK Early Years Foundation framework and the English National Curriculum in Key Stages 1 and 2. The language of tuition and communication is English, except for modern language lessons and courses in first language Arabic and Islamic Studies. Many curriculum materials have been sourced from the UK such as the phonic schemes. This is also the case for schemes of work that accompany programmes such as Character Education or Philosophy for Children.

The values and personal skills promoted in the wider curriculum underscore and reflect the British nature of the school. In addition, the school's organisational structure is modelled on one that would be recognised in a UK school. There is a vibrant pastoral and house system. Short whole-school assemblies take place daily and longer year group assemblies take place regularly. The health, welfare and safety of pupils, and in particular safeguarding procedures, are afforded the same high priority and attention to detail as would be expected in a British School operating to UK standards.

The majority of teachers are from the UK and were trained there. Performance management procedures and staff development or training echo the practice in the best UK independent and state schools. Many teachers are enrolled in UK training programmes. The school is a member of the Association of British Schools Overseas.

NBA Al Dafna follows a three-term calendar, with termly reporting on progress and attainment, supported by parent-teacher consultation evenings. The school is an accredited centre for UK assessment companies such as the British Council and Cambridge International.

The NBA Al Dafna school uniform, the school council and pupil prefect system are further features of the British nature of the school. British cultural events are routinely celebrated at the school, while the Union Jack is often seen flying alongside the red and white of the Qatari national flag.

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

The overall provision of education is excellent.

### 5.1 Curriculum

The curriculum meets the BSO standard and is excellent.

A detailed curriculum policy sets out the programmes of study of the English National Curriculum in the Early Years Foundation Stage and Key Stages 1 and 2 as well as the Qatari requirements of Islamic Studies and Arabic. The school successfully blends the UK and Qatari curriculum elements into a rich and cohesive provision that assures the highly effective academic and personal development of its pupils. The school has an Additional Educational Support Needs (AESN) department which oversees adaptations to the curriculum for pupils who might need this in order to facilitate their progress. The curriculum is therefore skilfully adapted to meet the needs of pupils with special educational needs and disabilities as well as those with substantial deficits in EAL.

The Early Years and Primary curriculum, offered by the school, is language intensive and successfully supports the linguistic development of the pupils, the vast majority of whom operate in English as an additional language (EAL). Lessons are language rich with frequent opportunities to develop subject specific language as well as speaking and listening skills. For example, Y5 and Y6 pupils explored unfamiliar vocabulary when reading a shared text. Year 4 pupils engaged in extended talk describing the features of groups of animals. The innovative 'Character Education' programme ensures that the pupils' whole school experience is underpinned by positive and motivational values. Parents greatly appreciate that schemes of work are shared with them online so that they can support their children's learning at home. This enables parents to work in a close learning partnership with the school.

The curriculum for the Early Years provision is excellent and is an exciting and vibrant place to be. The Early Years department has carefully sequenced learning so that pupils meet an excellent level of attainment by the time they transition to Key Stage 1. Adult-led sessions are thoughtfully planned and targeted to meet the needs of all pupils. These support early language acquisition. Pupils experience enriching continuous provision opportunities which are often child-initiated and linked to their topics. Story times are pitched to stretch the pupils' learning. They are utilised to teach morals and are tied in with the school's Character Education programme.



The curriculum is consistently reviewed and tailored so that pupils are able to reach the Early Learning Goals (ELG) and secure a Good Level of Development (GLD). Teachers were mindful what resources would be impactful for pupil progress within the curriculum, linking these back to continuous language and personal development. This was evident in classrooms with the use of widget symbols to address behaviour and expectations of learning.

In the Early Years and Key Stage One, different phonics schemes are in place and teachers tailor these schemes for different purposes. A single phonics scheme is in the process of being introduced and the school will benefit from having a consistent phonics teaching approach, while other schemes are planned to be phased out.

In years 1 and 2, writing toolkits are used so that pupils understand what skills are needed in order to make good progress. Pupils are able to explain their toolkits. They use an exemplified text or WAGOLL (What a Good One Looks Like) as a supporting resource. Differentiation is clear through questioning and pupils are encouraged to complete challenge tasks. Teacher to pupil talk was commonly used to develop language, rehearse ideas and extend thinking. Progress in English oracy, reading and writing is accelerated through the skilful implementation of tried and tested schemes of work widely used and developed in the UK.

The holistic curriculum in Key Stages 1 and 2 ensures that pupils have a wide range of learning experiences. Clear progression is evident through work samples and long term plans. Teachers enhance the curriculum through thematic approaches and cross curricular links are apparent. Careful timetabling ensures pupils are taught a balance of subjects through a broad curriculum-based on the requirements of the British National Curriculum. Whilst pupils are taught specific subjects, appropriate links are made across subjects. For example, year 6 studied World War II in humanities and used a picture of the Blitz to stimulate discussion and writing about settings as a connected topic in English.

The teaching of virtue and values permeates nearly all areas of learning and a set of metacognition principles, designed to foster independent critical and imaginative thinking, provide further overarching pillars of the NBA Al Dafna curriculum.

Long term and medium term plans are used to create detailed short term planning. Plans include links to the school's cross-curricular foci and themes as well as to differentiated activities.

Curriculum enrichment is provided by a wide range of extracurricular activities (ECAs). Those in academic subjects, such as English, mathematics, Arabic and

Islamic studies, provide targeted stretch and challenge for the most able pupils. There are also ECAs such as Karate, Taekwondo, and cooking that promote healthy lifestyles. In the wider curriculum, the school offers, via the school council or prefect system, many opportunities for young people to develop their leadership skills and understand the importance of social responsibility.

## 5.2 Teaching and assessment

Teaching and assessment is consistently good and there are many areas of outstanding practice.

The vast majority of lessons observed by the inspection team were judged good or better and this matched the school's own evaluation. The best lessons were enabled by a rich mix of guided and independent learning, although the latter element could benefit from the managed use of pupils' own IT devices in the classroom and other learning spaces.

Excellent planning ensures that learning is optimally sequenced and good progression is achieved. Classroom and corridor displays generally support, reinforce and extend learning, with some displays celebrating pupils' exemplary work.

The quality of teaching and assessment in the Early Years is consistently good. Teachers are proactive in providing stimulating learning experiences. Pupils are engaged and motivated with their learning, especially in the outdoor areas. The school's standardised expectations of lesson delivery instil excellent learning behaviours in the foundation classes and lays the basis for higher learning skills. Pupils' progress and development are tracked against the Early Learning Goals, while these are moderated internally in year group teams. There is baseline assessment of pupils on their entry to Early Years and progress is evident by the time pupils transition to Key Stage 1.

An online reporting and assessment tool allows parents to monitor the progress their children make. It also allows parents to send teachers evidence of learning at home to add to teachers' global assessment. Teachers track pupils progress using the early learning goals broken down into further steps. Teachers regularly review their lessons and pupils' progress over a unit or module.

In Key Stages 1 and 2, strong subject knowledge and teacher enthusiasm engage pupils. For example, when looking at the characteristics of animals in science the teacher fascinated pupils about how the temperature of turtle eggs determined the sex of the hatchlings. Personalised targets are found on pupils tables and pupils can articulate their next steps. Marking is consistent and teachers move learning on through a regime of reward, challenge and directed reflection time.

Assessment for learning is consistently used for pupils to self-assess their learning against the learning outcomes. The use of What are We Learning Today (WALT), What I am Looking For (WILF) and What a Good One Looks Like (WAGOLL) ensures that pupils understand expectations, the context for their

learning and what they are trying to achieve. Pupils have the opportunity to RAG rate their learning and teachers mark work based on the learning objectives of the lessons. Plenaries and starters are used well to recap, retrieve and secure learning and concepts. In year 5 maths, a starter focussed on words that meant 'addition' to build up vocabulary prior to a focus on word problems. In year 4 science, the plenary asked pupils to give a characteristic of a mammal and explain why it was different to another type of animal. In ICT, the plenary provided an opportunity to share learning and for pupils to explain how they achieved the task.

Engagement is high, because learning is nearly always pitched at the right level for the individual pupil. In year 2, for example, pupils are encouraged to 'dig deep' and 'use their thinking caps' when high order thinking is applied. This keeps pupils motivated and learning at a pace. Previous objectives from the curriculum are consistently recapped at the beginning of lessons through starters. This was evident in year 2 science, where previous learning was consistently 'drip-fed' as the teachers taught new concepts.

Teachers used modelling, scaffolding, demonstrating and explaining to clarify learning, develop skills, build confidence, extend thinking and address misconceptions. In year 4 maths, pupils modelled the process of column addition to their peers. In year 6 humanities, pupils used a scaffolded worksheet to organise their research into the role of women during and after the war.

In the best lessons, differentiation was clearly evident. Teachers would set more able pupils onto a task straight away rather than have them listen to continued teacher input. In year 4 maths, pupils who felt confident were able to start the independent activity whilst the teacher supported those who felt unsure. There were frequent extension tasks where pupils were asked to apply their knowledge, thus embedding their learning. Planning is shared across classes to ensure consistency of provision regardless of a pupil's pathway through school. In some classes, planning is annotated to meet the needs of specific individuals and groups. However, in a number of lessons, classroom assistants could have been used more effectively to support differentiation.

Pupils have phonics and reading classes in different sets according to the stage they have reached. This provides pupils with lessons pitched at the correct level of phonics for their current ability.

The most successful lessons were also characterised by a variety of tasks and visual stimuli which engaged pupils and met the needs of different learning styles. In Yr 6, pupils began a lesson by thinking of adjectives to describe themselves; they then looked at a shared text describing a setting and went on independently to describe a picture of the Blitz focussing on their five senses.

In year 3 phonics, quick fire multi-sensory tasks, for example finger counting sounds to spell a word, saying a sound in silly voices, reinforced the sound 'y' at the end of words. In year 5, drama was used to help pupils understand how you can be both sensitive and honest in a variety of situations. Open ended questioning was effectively used to extend and clarify learning or thinking: What do you think? or What do you mean? were frequently used. During independent learning teachers supported individuals and groups through questioning, encouragement and praise. This enabled them to address misconceptions and assess the impact of learning. Pupils were expected to extend and justify their answers, ensuring learning was embedded and providing opportunities to retrieve previous learning. In year 6, a pupil responded to a question about the difference between the name of a beach in summer and winter by writing "The name of the beach in winter is Eerie-On-Sea because "in winter the storms blow in, and the letters 'C' and 'H' (from Cheerie) blow away".

In the few less effective lessons, the choice of resources and tasks constrained the learning because they did not engage or challenge the learner.

## 5.3 Standards achieved by pupils.

Standards are outstanding in view of the strong progress and attainment achieved by pupils at the end of each phase.

Pupils enter the EYFS below expectations for their age mainly owing to issues with English language acquisition. However, the vast majority are working at age related expectations by the time they transition to Key Stage 1. Comparatively, attainment in personal, social and emotional education is stronger than in language and maths.

Despite the high rate of pupil mobility and the resultant fractured continuity between classes and key stages, the school's standardised assessment systems show that the large majority of pupils attain very near or at the expected level for their age (described by the school as proficient or capable) in the subjects they are learning. Attainment in writing and maths is stronger than reading. Strong progress is evident because learning gaps are addressed through targeted interventions identified by the effective use of a wide variety of pupil performance data. The monitoring of data and subsequent pupil progress meetings lead to specific interventions that raise the attainment of individuals and class groups. For example, baseline assessment is used in Key Stage 1 to group pupils for phonics which meets the needs of those fluent in English and others at the early stage of language acquisition. Books seen during the inspection show pupils working at a level expected for their age with appropriate reinforcement of earlier skills and progress over time. In other standardised tests (for example PIRA and PUMA) pupils' attainment is above the international average standardised score.

Attainment at the end of Year 6 is well above pupils in the UK. In 2023, 94% of pupils are assessed to be working within or at the expected level in writing, compared to 71% in the UK, 87% in reading compared to 73% and 94% in maths compared to 73%. Moderation opportunities and the use of a variety of assessments ensures that data is secure.

In 2022/23, overall attendance was 93%, which is in line with other international schools. During the inspection attendance was 90%. The school uses every opportunity to celebrate good and improving attendance.

Pupils leave NBA Al Dafna with the necessary skills and attitudes to successfully access their secondary education.

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

The spiritual, moral, social and cultural development (SMSC) of pupils fully meets the BSO standard and is outstanding.

This is because the all-round, holistic education of the child is enshrined in NBA Al Dafna's core vision and is unremittingly translated into effective practice. Its mission objectives include a commitment to provide and maintain a trusting and caring environment; positive partnerships between staff, pupils and parents; diverse links with the wider community; and young people who will become lifelong learners and responsible global citizens. The BSO inspection observed a school where pupils are kind, caring, thoughtful, respectful and inquisitive and where pupil behaviour in lessons and around the school is exemplary. The culture of care, support and guidance has created a tangible, strong sense of a 'family' community whose members look after each other, where relationships are excellent and where there is supreme confidence that problems can be resolved.

Pupils feel safe, happy and confident in the cohesive, family-feel, school community around them. This was never more apparent than in extended assemblies, also attended by parents. These take place weekly and each class takes a chance to lead them. Assemblies provide spiritual uplift through music, song and reflection. Pupils sing the Newton Al Dafna song which reflects the virtues and values of their country and the British nature of their school. Pupils applaud each other's rewards and accomplishments which include good school attendance and, importantly, pupils' achievements in the local community. Pupils are extremely proud of their school, telling inspectors their school is a "5 star place to be!"

The conditions in which spiritual, moral, social and cultural development of pupils thrives at NBA Al Dafna are created through the interaction and shared values of the Ministry of Education curriculum and the British programme of study. The character education programme of study which the school has fully embedded in every aspect of the curriculum and school life fully embraces this cultural blend. Pupils can articulate their values and virtues and can explain why they are important to them and how they impact positively on their learning.

Character education is taught from EYFS up to year 6 and encompasses all areas of the wider curriculum. Lessons observed in character education encouraged thought provoking discussions, the acting out of real-life school scenarios and equipped pupils to be well-rounded citizens ready to live in the global 21st century world. Examples of character education include traits such as honesty, and respect through the theme of 'caring thinking'. This moral education is further strengthened through a philosophy for children scheme.

Many observed lessons revealed planned thematic links to the virtues and values of the school's Character Education curriculum. This was evident, for example, in a year 1 phonics session whereby sentences surrounding honesty were made an explicit teaching point. This clearly linked to another lesson where in circle time year 1 pupils were reflecting on what would be the honest thing to do if they found something that did not belong to them. "Give it to the teacher!" volunteered one child.

British values and traditions are also actively promoted of course through the UK programme of study and associated methodologies of the classroom. The school has an elected school council and prefect system. It is signed up to a commercial programme that promotes and rewards life skills achievements. The school council leads on charitable work across the school, looking at ways to support the local community. Pupils in classes vote for charities they would like to support. Charities such as 'Deap' are elected charities whereby pupils support beach clean ups and environment issues within Qatar.

Celebration of events and displays reflect the international and cultural diversity of the school. Examples of these are International Days, Ramadan and Eid. The school's celebration of Qatari culture and heritage abounds in lessons, displays and events throughout the year.

A wide range of ECA activities enhance and enrich learning opportunities at NBA Al Dafna School. ECA's are based around the needs of the pupils and the skills of the staff. Pupils explained that the cooking club encourages them to learn to make healthy meals and develop good lifestyle choices. External providers are subcontracted for clubs such as ballet and Karate. The school has an 85% uptake for the ECA programme throughout years Year 1 to Year 6. The programme is reviewed termly.

Pupil-adult relationships are extremely positive and a real strength of the school. Pupils wholeheartedly praise their teachers and of course vice-a-versa. It is evident that pupils feel confident to make mistakes with their learning. In one lesson, the teacher asked the pupils to reflect on the teacher's mistakes role-modelling everyone's fallibility.

The behaviour policy adopts a restorative approach. Pupils and parents agree that behaviour incidents of any major nature, such as bullying, are extremely rare. Pupils earn 'Dojo points' for their behaviour and a 'consequence' system is used if pupils do not make right choices. Transitions between lesson times, lunchtimes, before school and after school show a high level of discipline and independence, demonstrating these high behaviour expectations are clear and embedded.

A high level of engagement ensures that very little time is spent on behaviour management. Where peer talk or collaborative learning was used, there was a buzz of learning. The high level of mutual trust and respect between the pupils and their teachers or peers means they are confident to share ideas and ask questions.



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

The welfare, health and safety of the pupils meets the standards for BSO and is excellent.

The school takes all aspects of health, safety and welfare seriously. It is another strength of the school because it has a proactive approach based on the principles of education, protection and response. This practice is underpinned by a raft of robust policies, procedures and monitoring systems. The net result is that pupils are not only safe and happy but that they also feel it. The school's approach is summed up as "providing an environment in which pupils feel safe, secure, valued and respected and know how to approach adults if they are experiencing difficulties." (Safeguarding Policy). One child described this when asked what he would do if he felt unhappy. He said, "I never feel unhappy, school is my happy place."

Safeguarding is robust. The policy reflects current guidance and legislation. The clear procedures in place for reporting concerns, including whistleblowing, are understood by staff and pupils. Staff understand how to promote safeguarding and take part in annual awareness training. The use of worry boxes, "Who can I talk to" posters and approachable adults, including a counsellor and a nurse, provide pupils with a variety of ways to make their voice heard.

Wide ranging curriculum opportunities and a pastoral system, including the use of pupil counsellors, enable pupils to acquire skills and knowledge to keep themselves safe and make informed choices. Philosophy for Children (P4C), character education, PSHE, assemblies and direct teaching in subjects such as PE, ICT and Science allows pupils to discuss and debate a range of issues. This includes lifestyles, healthy living, E-safety, the right to be listened to, bullying, the importance of following rules, emotional wellbeing and mental health. For example, healthy eating days and a cooking club foster healthy eating habits. Pupils and parents are supported to bring appropriate foods for breaktimes. A welcoming canteen, providing nutritious hot food, fruit juices, fruit and salads helps pupils make healthy choices. A wide range of ECAs, and the celebration of pupil achievements out of school, encourages an active lifestyle. Good hygiene standards and the importance of plenty of sleep are constantly reinforced. Staff are rightly proud of their holistic approach that ensures pupils develop as good human beings alongside their academic skills.

Parents report that if they have a concern about their child's wellbeing, it is quickly dealt with. Pupils describe the school as "fun, friendly and teachers care about us" and those new to the school say they "make friends quickly". Parents are supported to help their children develop healthy lifestyles and keep themselves safe.

The behaviour seen was excellent. Bullying is not tolerated and anti-bullying strategies are actively taught through assemblies, circle time, PSHE, drama and anti-bullying week. Policies for behaviour, the school bus, anti-bullying and cyberbullying clearly outline expectations and appropriate responses, including sanctions. These are used when appropriate. Behaviour records include minor incidents typical of pupils developing appropriate social skills. Major incidents of inappropriate behaviour, including bullying, are rare. Good behaviour is shared with parents and they are actively involved in resolving issues of negative behaviour. Parents confirm that the approach is effective.

A comprehensive health and safety policy is in place with clear lines of responsibility, covering building safety, equipment safety and pupil safety. Risk assessments are in place for the classroom, playtime during hot weather periods, high risk curriculum areas and visits. Active risk assessment also takes place, for example in response to specific weather conditions.

The school complies with local fire standards. Fire systems, including extinguishers, are regularly checked by an external contractor and the fire alarm is monitored by the Ministry of Education. Regular drills are held and evacuation procedures are clearly displayed in both English and Arabic. Staff are aware of how to use fire extinguishers, the fire hose and fire blankets. Evacuation procedures, alongside other health and safety issues, are covered as part of staff induction training.

Parents are aware of the school policies for sickness, illness, accidents, quarantine periods through policies and parent handbooks. A clinic is easily accessible to pupils and is staffed by two qualified nurses. Detailed medical records are up to date and shared with the relevant staff. All staff complete first aid, including paediatric first aid training. Pupils also take part in first aid training. Appropriate records of accidents and minor incidents are kept. The nurse also keeps food samples in case of emergency. Clinical waste is disposed of appropriately and records kept. Excellent communication between the nurse, staff and parents ensures that pupils' health and well-being is a high priority.

Staff are highly visible at the beginning and end of the day and at playtimes, ensuring effective supervision. Pupils are also supervised when moving around the school. Effective procedures ensure pupils are supervised until collected by an appropriate adult. The school works hard to ensure that the transition between parent and school is calmly managed in what can be quite a small area. A number of pupils travel to school by bus. Bus escorts and high expectations for pupil behaviour ensure this is a pleasant, safe experience.

Admission registers are completed daily in line with local requirements. Procedures are in place for pupils who arrive late and absences are followed up. Good attendance of individuals and classes is celebrated in assemblies. Attendance data is securely stored on the school's administrative systems.

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

This fully meets the BSO standard.

The proprietors are highly experienced and highly committed owners of ten schools in the Newton Group. School leaders, teaching staff as well the administrative support team are well qualified. Many academic staff possess teaching qualifications from the UK and other English-speaking countries.

Safeguarding is a paramount priority for the school and proprietors delegate this crucial responsibility effectively to the principal of the school and the head of operations of the Newton Group. The single central record which includes the owners and adult staff, is complete and updated efficiently, professionally and with the utmost diligence. Safer recruitment is overseen by four members of the school's human resources department. The school ensures that each member of staff meets the strict Qatari and UK standards of assessing a person's suitability to work with children. Academic and teaching qualifications are always rigorously checked. Strict safeguarding checks also extend to temporary contractual workers.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation is judged to be excellent and fully meets the BSO standard.

NBA, Al Dafna, is located in a modern, purpose-built site comprising of two floors and a basement. Classrooms are grouped around central atriums linked by spacious corridors. School facilities include sports halls, play areas, a large hall, science laboratory/art room, ICT suite and library stocked with both English and Arabic books. Computers for pupil use are located in the ICT suite, iPads are available to borrow for use in the classroom. Whilst not having a swimming pool, the school signposts pupils and their families to appropriate facilities. The school's facilities are used effectively to create an environment which is engaging and promotes learning. There is a calm, caring, family atmosphere.

The school makes excellent use of the space available. Classrooms and shared learning spaces are well organised to support learning. Attractive displays, exciting role play areas and inviting shared spaces inspire pupils encouraging them to engage with their learning. Classrooms have suitable lighting and air-conditioning. The acoustics ensures that classrooms are calm spaces. There are two air-conditioned sports halls, outdoor play areas, shaded areas and an outdoor learning area for early years. The secure early years space is well organised to support independent learning and physical activity. Pupils were observed riding bikes and engaging in active play. Playground spaces include space for active play and seating for quiet activities. In play areas rubber surfaces and cushioned pillars ensure pupil safety. Surfaces are well maintained and in a good condition. The facilities enable pupils to access a wide range of sports and physical activities encouraged by inspirational teaching. Although the building is not used in the evenings, external lighting is provided.

Regular meetings of a health and safety committee ensure that health and safety is a high priority. Members of the committee have appropriate qualifications and experience for their role. The site is clean and well maintained. The committee undertakes 'safety walks' to identify issues, monitors checks made by contractors and follows up to ensure issues are resolved. For example, after the termly fire evacuation lessons learnt are recorded and reviewed by the committee. The Newton Group is responsible for ensuring the site is maintained to a high standard. Systems are in place for reporting defects which are swiftly responded to. Daily cleaning and regular deep cleaning are undertaken by contractors. Cleaning staff are always available to deal with issues that may arise during the school day. Facilities are available to ensure hot and chilled food are safely stored until consumed. Food samples are retained for analysis in case of emergency. The site is secure and monitored by security staff and cctv. Visitors to the school are checked at the main entrance. Areas where pupils do not have access are locked.

Toilets and washing facilities are located throughout the school for both pupils and staff. Facilities, including individual lockable cubicles, are separate for boys and girls except in early years. The early years cubicles are clearly marked as boys or girls. The temperature of the water is such that it does not pose a scalding risk. Regular cleaning ensures the facilities are maintained to a high standard. The school currently only caters for primary pupils so changing facilities are not required.

Pupils are encouraged to bring water bottles to school and drink regularly. There are bottled water dispensers situated throughout the school. These are regularly cleaned by external contractors. Other water supplies are tested by the Ministry of Health every 3 months.

A clinic is located on the ground floor which is easily accessible by pupils at breaktimes. It is staffed by full time nurses who liaise regularly with staff and parents. They are qualified to deliver paediatric first aid. Facilities are available for medical examinations, short term care of sick pupils and secure storage of medication. The clinic includes toilet and washing facilities. Whilst there are pupils with medical conditions including asthma and allergies, there were reportedly none with complex medical needs at the time of the inspection. Facilities for disabled pupils include ramps to the entrance and outdoor areas. A lift is available.

The premises, accommodation and facilities meet all Qatar Civil Defence Health and Safety regulations.

## 10. Standard 6 Provision of information for parents, carers & others

Provision and information for parents, carers and others fully meets the BSO standard.

There is a variety of means to communicate with parents including websites, a social media presence, emails, face to face meetings (both planned and by appointment), use of social media platforms, monthly newsletters, termly curriculum letters, parents' workshops, and celebration events. Many parents attended the assembly that took place during the inspection. Written communication and policies are available in English and Arabic. The school has an open-door policy that actively encourages parent involvement, endeavouring to establish close and collaborative relationships. Staff explained how parents had been involved in the creation of the school's virtues and values. The school describes their communication as relevant and proportionate. Parents agree and feel the level of communication is excellent. They especially appreciate senior staff being highly visible at the start and end of the day, approachable teachers and personal communication through Tapestry and Class Dojo. They commented that the principal knows the names of all the pupils, and the parents too.

Other stakeholders, including staff, feel that good communication is central to building the supportive and family atmosphere in the school. They see their ideas as valued and feel they have a voice in the school. Inspectors were provided with all the information necessary to fulfil their role.

The school's website, the corporate website for the Newton School's Group in Doha and comprehensive parent handbooks provide parents with detailed information about behaviour, anti-bullying, exclusions, provision for pupils with special educational needs and English as an additional language, Health, safety, first aid and safeguarding. The website includes details of the owners, contact details for the school, complaints procedure and the previous 2018 BSO inspection report. The school's vision of "an international community of learners striving for excellence and celebrating success", mission, aims and values are highly visible on the website and in displays in the school.

Parents receive regular reports about pupils' progress through written reports, meetings with teachers and opportunities to visit classrooms whilst learning is in progress. Reports are informative with pupils being given grades for their attainment against age related expectations, effort in learning and social skills. Reports also include evaluative comments for individual subject areas, overall development and targets for the future. The parents' handbook includes information explaining the gradings included in the report. In the Early Years Foundation Stage (EYFS) Tapestry is used to showcase pupil learning and parents are encouraged to add their comments and share observations from home. In Key Stages 1 and 2, 'Class Dojo' is used to share pupil learning and messages. Parents feel well informed about their child's attainment, progress and well-being.

## 11. Standard 7

### The school's procedure for handling complaints

The school meets the BSO requirements for handling complaints.

There is a clear complaints policy and stepped procedure in place. The policy is reviewed regularly and is published on the school website. Hardcopies are made available by the school on demand.

Complaints are logged by the school, so trends can be monitored and appropriate actions taken. Parents have direct contact with teachers via an online platform. Any complaints which need escalating beyond class teacher level are done so in accordance with the school policy. Complaints towards the school are rare, and most complaints are resolved at the first stage. If needed, the school provides support with translation by the parent and pupil affairs officer. Complaints are processed in a timely manner in compliance with the policy. Recently a Newton Group Parent Complaints Portal was established that allows parents to send a complaint directly to a central receiver who then forwards the complaint to the relevant Principal. In the 12 months that this has been operational the school received only 4 complaints through this channel and these were immediately dealt with.

The school's senior leaders are present at pick-ups and drop-off points so that parents can speak to them informally during these times. Parents are very satisfied with the way complaints are handled and the open-door access they have to the school leadership and management teams.

There is a clear appeals procedure to the school's owners and if necessary to the Ministry of Education.

The appeals process is clear on the policy should complaints not be resolved, and parents have access to go to the owners should it escalate to this stage.

## 12. Standard 8 Leadership and management of the school

Leadership and management of the school of the school are excellent and fully meet the BSO standard.

The school thrives because of its outstanding leadership teams who are led by an inspirational and supportive principal, working in regular, close collaboration with passionate and committed owners. They impact positively across the whole school and infuse pupils and staff with their own enthusiasm. A key strength of the leadership and management of the school has been its success in translating into reality its mission to provide for its pupils the ‘highest quality of education possible’. This includes not only excellent academic success but also a whole school experience that excels in developing the spiritual, moral, social and cultural development of its pupils. The school provides the building blocks for pupils to grow into ethically motivated, global citizens of the future.

At the end of Key Stage 2, NBA Al Dafna pupils are well equipped with portable skills and knowledge to take their next step into secondary education whether in Doha or further afield. A powerful achievement of the school leadership and management teams is to have created a genuinely happy school and safe, family community around its young learners. The care, welfare, health and safety of the pupils is a constant priority for and a major strength of the school. Safeguarding procedures are robust. Excellent relationships permeate the whole school. School development planning, as well as curriculum planning, is a genuinely collegiate operation.

Since its last BSO inspection, the leadership of the school has seeded a vibrant culture of self-evaluation, pupil performance analysis and tracking of academic progress. Inspectors found the whole-school self-evaluation(SEF) thorough and accurate snapshot of the school. The school had acted on previous BSO inspection recommendations.

Parents applaud how approachable and available the senior leadership team is. They feel the school listens and acts upon parental feedback. They appreciate being surveyed about their views and are wholly satisfied with the information the school provides about the progress of their children and general school events.

Policies on performance management and internal school promotion provide transparency and honesty about these procedures. Professional development through the review of practice in regular team meetings, small group championing of academic initiatives or through external courses is a strength of the school.

The structure of the academic middle leadership tier which comprises of year and specialist team leaders reporting to the key stage and Arabic coordinators is effective, because post-holders focus on planning, pupil performance reviews, moderation of



standards and the pinpointing of steps to improve the pupil experience at school and improve individual pupil outcomes. The administrative teams, led by the Manager of Human Resources, are outstanding in the performance of their crucial roles supporting the academic operation of the school.

Staff shared their view that the school was sincere about supporting their careers and their well-being. Teachers, school leaders and proprietors stated separately that they valued the mechanism of staff representatives to feed-back directly staff concerns and suggestions for school improvement.

The principal is accountable to and provides weekly updates to the owners of the Newton Group of schools that provide strategic direction, risk management, resourcing and a wide range of central standardising services. The proprietors place great value on external school evaluations such as BSO and local inspections by the Qatar National School Accreditation (QNSA) agency.