



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Newton British School**

**Al Waab, Qatar**

Date **22<sup>nd</sup> May - 24<sup>th</sup> May 2022**  
Inspection number **20220522**

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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 students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 50 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days. The lead inspector was Colin Dyson. The team members were Rory Galvin, Ciprian Ghisa and Philippe Poulain.

## 2. Compliance with regulatory requirements

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

### 3. Overall effectiveness of the school

This is a good school with outstanding aspects, due to strong leadership from the principal and deputy principal of primary. The quality of teaching is consistently good and as a result students achieve well in all aspects of their education and development. Students and their teachers enjoy school. Strong relationships based on mutual trust and understanding are evident throughout the school. The school has successfully developed all recommendations from the previous inspection.

#### 3.1 What the school does well

There are many strengths at the school, including the following:

- Students are well behaved, confident, and friendly, showing respect for others.
- The leadership of the school has succeeded in creating and implementing an appropriate plan to develop the quality of teaching and learning .
- Data collection systems are being embedded across the school.
- The provision of philosophy for children (P4C) within the curriculum is becoming a strength and having a positive impact on teaching strategies.
- Staff are developing consistency in high quality marking and assessment of students work across the school.
- Early years practice has been developed with the addition of outdoor learning areas.
- The high quality and strength of the school and parent partnership.
- The parents highly appreciate the support the school gave to their sons and daughters during the periods of Covid-19 restrictions.
- The harmonious learning environment.
- The effectiveness of senior leaders and managers under the thoughtful guidance of the principal.

## 3.2 Points for improvement

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

- Enhance support for students access to the whole curriculum by developing the role of teaching assistants to support even more effectively teaching and learning.
- Through careful and accurate analysis of assessment data, provide differentiated learning activities that fully support students' needs.
- Promptly address the health and safety issues identified during the inspection and within the report.

## 4. The context of the school

Full name of School	Newton British School, Al Waab				
Address	Building Number 200, Street 169, Aspire zone Street, Zone 55, Al Waab, Doha, Qatar				
Telephone Number/s	Tel-44472427 Mob-55188665				
Fax Number	44517413				
Website Address	<a href="https://newtonschools.sch.qa/schools/nbs-al-waab/">https://newtonschools.sch.qa/schools/nbs-al-waab/</a>				
Key Email Address/s	info.nbs@newtonschools.sch.qa				
Principal	James Houston				
Chair of Board and Proprietor	Mrs Afaf Al Ma'adeed – CEO Dr Jaber Al Noaimi - Director				
Age Range	3 – 12 years				
Total number of students	<b>677</b>	<b>Boys</b>	<b>394</b>	<b>Girls</b>	<b>283</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	0	
	<i>3-5 years</i>	176	<i>17-18 years</i>	0	
	<i>6-11 years</i>	501	<i>18+ years</i>	0	
Total number of part-time student	0				

Newton British School Al Waab was founded by Mrs. Afaf Al-Ma'adeed and Dr Jabr Al Noaimi, in 2008. The school has 677 students, representing more than 50 different nationalities. This is a privately owned co-educational international primary school accepting students from Early Years and Foundation Stage (EYFS) to year 6, offering an enhanced British curriculum

that is broad and balanced, providing the student with a diverse range of opportunities where they can deepen their knowledge, skills and understanding.

Dedicated to the vision of the school's founders, they aim to provide a quality teaching and a caring approach that enables each child to experience achievement and develop the confidence required to fulfil their true potential. The school aims to encourage the student to reflect deeply and think critically to best prepare them for their future.

## 4.1 British nature of the school

The British nature of the school is evident in many ways.

- The organisational structure of NBS Al Waab is recognisably British.
- The school delivers the English National Curriculum and Early Years Foundation Stage Curriculum (EYFS).
- The school is organised into key stages (KS) and year groups.
- The school's assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The school has a uniform policy, like many English schools.
- The school's house point and rewards system reflect those used in UK schools.
- The school calendar reflects typical UK model.
- The wider curriculum is enhanced with a range of appropriate activities such as World Student's Day, sports days, road safety day and educational trips and visits.
- Programmes have been implemented to give the school a more developed British approach to education.
- Prior to Covid-19 restrictions there was a wide range of extra-curricular activities for all students: mindfulness arts and craft, clay modelling, technology, cooking and a range of sport activities.
- Parents are actively encouraged to be in a real partnership with the school.

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

The quality of education provided is overall good with some outstanding aspects. The school meets the standards for BSO.

### 5.1 Curriculum

The quality of the curriculum is good.

The school has invested in a range of resources, which are used effectively to enhance provision, such as outdoor learning areas for water and sand and creative play. There is a strong emphasis on literacy and numeracy within lessons.

In the Early Years Foundation Stage, the curriculum is based around a carousel of activities. This includes phonics sessions that are taught in small, targeted groups following an adapted version of Jolly Phonics. The teaching of phonics is a strength in many of the classes observed and student made good levels of progress. There is a strong element of free play and developing language. Students flow freely between the indoor and outdoor areas where there are a range of investigative and imaginative spaces. Teachers ensure that the range of play activities help to nurture imagination and give each child a sense of adventure. Stories are shared daily with students in the Foundation stage. Detailed planning and high-quality support from teaching assistants in FS1 and FS 2 ensures that students, with a range of learning needs, can fully access the curriculum, including child-initiated play and outdoor learning experiences. Student enjoyed listening to well shared stories and happily discussed key issues that were raised.

Staff regularly observe and monitor each student's individual needs and use this feedback to plan the next stages in learning. The quality of evidence collection on students' progress is excellent.

Across the primary years, the curriculum covers reading, writing, mathematics, science, citizenship, physical education, geography, history, music, P4C, art and design and French. Some of the specialist subjects are taught only once weekly, like French, hindering substantial progress over time.



In the primary years, students have weekly P4C sessions and teachers routinely engage their students using the strategy of “Talk for Writing”. Teachers and students generally enjoy the activities set, laying a good foundation for critical thinking. P4C was introduced in the school in 2018.

Differentiation strategies are clearly stated in most lesson plans but are seldom noticeable in lesson. At best, students are grouped according to ability during pair or group work.

The curriculum is planned effectively and provides students of all ages, aptitudes and needs with a wide range and variety of subjects and activities, giving them a very broad educational experience. The curriculum reflects the school’s aim of enabling students to thrive emotionally, socially, physically, morally, spiritually and academically, and they acquire excellent speaking, listening, literacy and numeracy skills.

Outside the classroom students experience a good range of extra-curricular activities appropriate to their educational needs. They participate in a wide range of activities grouped as creative, cultural and clubs, and follow one activity from each category each term.

## 5.2 Teaching and assessment

The quality of teaching is good with outstanding elements.

In the Foundation Stage (FS) the quality of most teaching for effective learning was good or better enabling student to be successful, make progress and enjoy learning. Teachers have a clear understanding of young students' learning needs they are skilled and sensitive in helping student form secure emotional attachment and provide a base for the student developing independence. In nearly all lessons teaching was highly effective. Teachers applied excellent knowledge of how student learn through thoughtful planning and strategies which made their learning motivating, imaginative and memorable. It was evident that the teachers had taken time to reflect and plan meaningful learning opportunities which, in turn, appropriately challenged and stretched students.

Teacher's files include clear reflections on lessons and recorded individual students' progress against success criteria. In all lessons, student enjoyed their learning, were confident to participate and collaborated well. Learning about the letter/sound 'U' was transformed into a memorable moment as they stood under umbrellas and experienced a rain shower. Teachers' interactions with student ensured they were engaged and keen learners. Student actively mimed the story of Jack and the Beanstalk and created a class visual story. In most lessons observed, there were high levels of mutual respect and genuine interest for them to learn. Through effective use of questioning, student were provided opportunities to think and consider their responses.

Both teachers and teaching assistants consistently give a high priority to the safety of the student and effectively support the students' growing understanding how to keep themselves safe and healthy. Teaching assistants are highly effective at working with small groups of student under the clearly shared focus of class teachers.

Attendance can be an issue in many classrooms and staff need to continue to seek out strategies to encourage a greater positive and supportive attitude amongst parents. Outdoor learning areas are well used, and these could be further enhanced to provide further opportunities for highly effective teaching and learning.

Across the primary school the quality of teaching and assessment is good. In the best lessons, students were engaged and motivated and worked well independently and in groups. Activities were suitable to the learning objective and when skilfully executed, the students made rapid progress. In a phonics lesson, students received targeted

phonics instructions from the teacher according to needs, whilst also completing a range of interactive activities relating to the sound, ensuring excellent progress. They were able to apply higher order thinking skills, particularly in some of the P4C lessons. Most students made good progress against the lesson objectives and attainment in class was of a good standard. Planning and provision for students with SEN/EAL was variable at best. In one lesson, the teacher expertly deployed the TA to work with a group requiring help and as a result very good progress was evident. However, there was little evidence of consistently applied personalized learning to meet the needs of SEN students in all class. In less effective lessons, students were disengaged due to too much teacher instruction, although they remained compliant and well behaved. AFL strategies are apparent, and evidence of feedback is in books.

The behaviour of students during lessons is very good, and the moments when low level disruption is evidenced are rare. Classroom management is very good and effective. The teachers have solid subject knowledge and they use a range of very good quality resources taking advantage of the modern technologies available in all classrooms. The lessons follow prescribed lesson plans and educational resources which influence the pace of the lesson and does not always take in consideration the learning needs of the students.

In the best of the lessons, the activities are very well structured, with clear starters and plenaries; the learning objectives are clearly explained to students and connected to success criteria; pair and group activities are organized, the tasks being differentiated according to students' level; formative assessment is set at the end of the lessons to check on students' understanding.

In many of the lessons, the pace is rather high, which does not always allow the teachers to check on the levels of understanding of all students. They do not have enough opportunities to feed-back to their group or class and to share their findings. It impacts on the students' engagement in the lessons, although their general attitude is very positive towards learning and they are generally well responsive to the tasks set by the teachers. Self-assessment and peer-assessment were not evidenced in some lessons and this was a lost opportunity during these lessons. Questioning is generally good, but the students are only rarely asked to explain their answers and choices – although this is a feature of P4C implemented by the school.

Students receive positive feed-back during lessons. The student-books are consistently marked and formative and constructive feed-back is given to support their progress.

The quality of teaching and learning in year 5 and year 6 is good. There are some isolated outstanding lessons in year 5. In English, one teacher engaged students using dramatical skills to enhance student performance and confidence as part of “an interview” they had to write up. Clear objectives were shared with students and recalled systematically until the objectives were achieved. Students were very keen to collaborate and to demonstrate their final product to the rest of the class.

In lessons where the teaching is satisfactory, teachers overuse showing videos without a specific task for the students to complete whilst listening. In particular, one specialist lesson with a single weekly lesson required students to revisit concepts rather than moving their learning forward. Questioning techniques used by teachers are effective to get students to respond in depth and to foster their understanding. Students in year 5 and 6 are well behaved and ready to learn. Opportunities for higher ability students to be stretched in their learning are missed in some lessons. Students are used to writing down lesson objectives and to copy notes from the whiteboard. Exercise books are checked regularly by teachers with a majority of the feedback consisting of ticks and praising stamps. In some of the students’ books, teacher comments inform students on their performance and what remains to be completed. There are also student self-assessment sheets to help them reflect on their learning.

With post-Covid regulations, teachers extend class learning to outdoor discovery: a year 6 lesson on “living things and their habitat” required students to collect some samples from plants around the school in order to classify them in different categories once they returned to class.

Teaching assistants carry out tasks such as display work, the distribution of stationery and exercise books during lessons. Weekly meetings take place between teaching assistants and class teachers to organise the scheduling of student individual support. This has a noticeable impact on keeping students on task and reinforcing the learning objectives. The visible extended activities for the more able students are predominantly providing extra tasks which do not necessarily require higher level thinking skills to complete.

## 5.3 Standards achieved by students

Standards achieved by the students across the school are good.

Students across all year groups make good progress, which is illustrated by the results of the school's regular system of assessments. The students' behaviour and attitude towards learning are very good. They are responsive to teachers' requests and generally engaged in the lessons, developing a wide range of skills across all subjects. Most of the students throughout the school display a good level of English, being confident in their communication abilities.

Students' progress is rigorously monitored in all key-stages. The school has implemented GL progress tests assessing students' progress at the end of each year. Since 2015 the school has also used standardised 'Rising Stars' assessments to measure students' progress each term. In 2021, the school introduced PIRA and PUMA assessments from F2 to Year 6, which are completed at the end of each term, to replace the GL assessments. The school also tracks phonics progress and will be completing the "phonics screen" at the end of the 2021-2022 academic year for Years 1 and 2.

The external standardized tests are supported by formative assessment evidenced in many lessons. The external assessments illustrate the progress of the majority of the students since the return of the students in the school. For instance, at the end of term 2 of the 2021-2022 academic year 71% of students in Year 2 were working at or above the expected level in reading compared to 56% at the end of term 1; 80% of students in Year 5 were working at or above the expected level in writing compared to 45% at the end of term 1; 81% of students in Year 4 were working at or above the expected level in mathematics compared to 51% at the end of term 1; or 74% of students in Year 5 were working at or above the expected level in Science compared to 52% at the end of term 1.

The students' books are regularly marked, and constructive feedback is given. "Next steps" are identified, supporting the students to improve their learning. Consistent self-assessment is evidenced at the end of many lessons and self-assessment sheets are filled in by the students in their exercise books.

The standards of attainment on entry into the Early Years and KS1 are frequently below UK national levels. During the early years at the school, students make good progress and by the end of the primary years nearly all students achieve at or above UK national averages. Students entering the school come from a diverse range of educational

backgrounds. The school understands the importance to further develop the focus on EAL, as well as of differentiated and individualized support interventions, taking into consideration the results of the baseline assessments.

The teachers are also making a consistent effort to cover the gaps in knowledge and skills caused by the long periods of non-contact with the school determined by the Covid-19 pandemic. The school is successful in helping students to develop their personal skills and qualities: they are polite, well behaved, and motivated as learners. By the end of Year 6, they have the personal and social skills needed to move successfully to the next stage in their life. They are ready for the challenges of the secondary school.

The school is also focusing on constantly improving the attendance figures and is focused with raising the awareness of the parents on the important impact that punctuality has on students' progress. On the days of the inspection, the attendance in KS2 was over 91%, which is in line with the level achieved just before the Covid-19 pandemic.

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

The spiritual, moral, social and cultural development of students at Al Waab is outstanding. The Newton vision, mission, objectives and values are visible all around the school and on its website. British values are an inherent part of the curriculum and clearly displayed around the school's display boards. Al Waab students are happy, confident and inquisitive.

Within the local context, the school respond to students' queries about religion. During the celebration of Ramadan, non-Muslim students show great respect and understanding for their Muslim peers' religious belief and practice.

Students reflect on their life experiences through an EYFS new framework which encourages the use of open ending questions. The P4C program rolled out across the school provides students with increased confidence and a safe environment for them to express their views. There are plans to develop the focus on P4C in the school, through a "value of the month" which will be focussing on the school aims as well as British values.

Moral development is an intrinsic part of the students' learning experience. The principles of right and wrong are embedded daily, these are also the foundations of Islamic studies and the Quran for Muslim students. In a year 5 English lesson, students were asked to consider what a bad lion would do if compared with a good one. As students studied the poem "The Lion and Albert" students were exposed to British culture and concepts.

Students are encouraged throughout their school journey to strive towards community spirit, honesty, self-confidence, respect and inquisitiveness. These features of personal development are prominently displayed throughout the school, while the house system promotes this individual learning through rewards such as the "student and teacher/teaching assistant star of the week" in the EYFS and house points across school year groups. The reward system creates an opportunity for students and teachers alike to celebrate success. Students are also encouraged to be supportive of other students in their success. Students' achievement is communicated to parents through ClassDojo and certificates sent home.

There is a school policy for positive behaviour. Misbehavioural issues are rare at Al Waab and consist of low-level class disruptions which are usually dealt with by the class teacher. In the EYFS for example, students are involved in making their own class rules, have dedicated "tidying up songs" which encourages helping others to keep the classroom in an orderly fashion. "Golden Rules" are visible on classroom walls across the school. In addition, Citizenship lessons facilitate student cooperation

The student council at Al Waab is very active and effective. Members of the student council are elected in year 5 and 6 after a series of speeches and debates. Leadership opportunities include house captains, class prefects as well as a head boy and girl with deputies. The student involved in the student council feel their weekly council meetings are productive. The head boy, for example, recently initiated the process of organising a school book fair which was well attended by the community. Another student's request for specific end of term local school trips to take place was made concrete at the end of term 3.

Although volunteering and community service was not possible to organise during the Covid-19 pandemic, the school managed to organise a recent fund-raising event for the Red Crescent. Student attitudes to school life and the rich variety of learning opportunities that the school offers both in the curriculum and in extra-curricular activities are very positive. In the last term of this academic year, Al Waab was able to dedicate the planning of weekly foci on themes such as Science, Maths, Arabic, Reading and Sports. In addition to these, the school hopes to continue to celebrate Qatar National Day, International Day, Anti-Bullying Day and Road Safety Day to name a few. British author Robin Price also visited the school, and the well-established school choir has resumed with KS1 and KS2 students.

The library has a good selection of British literature offering valuable insights into British cultural traditions. However, the students would benefit from having wider access to English translations of Qatari and other Arabic literature for wider cultural learning about the society around the school. This would supplement the teaching of Qatari history in the curriculum. There is a good selection of dictionaries and a small section of French books for students to choose from. Currently, students can borrow one book weekly, but it should resume to 2 per week when Covid-19 restrictions are fully lifted.

Through the study of geography and history, students are able to make comparisons between local traditions and customs with British ones as well as other international communities. For example, Year 2 students are exposed to the Great Fire of London, Year 5 students become more familiar with the Anglo Saxons through the study of Sutton Hoo. Year 6 students study World War 2 in History lessons with a particular focus on the Battle of Britain. Likewise, the study of geography provides students with opportunities to compare and contrast local surroundings to the wider world.



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

Provision for the welfare, health and safety of students is good.

The health and safety committee has the overall remit of keeping the students safe in school. This is underpinned by policies on safeguarding and child protection, anti-bullying, and emergency procedures for fire and evacuation. The committee promotes an overall culture of health and safety for the students through the reaffirmation of safety advice such as the wearing of seatbelts and ensuring students drink water regularly. There is inside provision for students during hotter months.

There are clear arrangements for safeguarding and child protection. Staff were given online training via Educare and briefed during induction. Procedures for reporting child protection issues are clear and understood by staff with the principal and deputy principal holding the DSL roles and trained to Level 2.

Students are respectful to visitors, staff, and peers alike and exhibit empathy for each other. Behaviour in classes is very good because of the strong relationships between students and teachers. Positive behaviour is reinforced. Students' attitudes to learning are very positive resulting in high levels of motivation. There is an extensive anti-bullying policy and regular school wide initiatives such as Anti-Bullying Week underpin the school's commitment to safety for all. The school is highly responsive to the very rare occasions when there is a bullying complaint.

Senior leadership and security staff work diligently to ensure that students are kept safe at drop off and pick up timings, despite the location of the school impeding the implementation of effective safety measures immediately outside the school premises. Regular fire and evacuation drills are carried out and timed and equipment is maintained. Qatar Civil Defence visits ensure compliance to local fire regulations.

The school undertakes risk assessments prior to students embarking on trips. Risk assessments are carried out regularly in the Early Years and are also in evidence in the gym and science lab.

The facilities team looks after the maintenance needs through the online reporting portal and health and safety concerns regarding the facilities are generally reacted to appropriately, although proactive steps to mitigate site risks are needed. Access to the swimming pool is not properly secure and storerooms are left unlocked. Staff have a very clear understanding of

their roles and responsibilities to supervise students during breaktimes. The school ensures students are marshalled safely by staff to their specialist lessons such as PE and library.

Procedures for visitors coming onto campus are appropriate. Badges must be displayed and visitors are guided to the main reception. The nature of the campus means that parents can openly access it at drop off and pickup time. There are no means of identifying visitors to campus at pickup and drop off. A password system is in operation to verify identity if students are collected by an adult other than their parent or guardians. Parents and leaders have reported that this system is effective.

Attendance and punctuality are monitored at all levels. Teachers immediately communicate to parents via Class Dojo in cases of absences and vice versa. Attendance is 90% with active measures taken by the senior leadership to ensure that desired attendance targets are hit. This is an ongoing area of development and focus.

The clinic is well resourced, and the full-time nurse maintains registers of first aid trained teachers and students with underlying medical conditions. Medical records are filed meticulously, and clinic procedures are in line with Qatar Ministry of Health requirements. The school promotes healthy eating and sees it as an important part of the school's provision. Healthy food and snacks were observed in EYFS lunchboxes at snack time. The curriculum refers to the importance of healthy lifestyles and these messages are reaffirmed by teachers. Shading provides protection from the sun and students are constantly encouraged to drink water.

Standards of behaviour are very good. Students report they feel safe and looked after at school. As a result, a warm learning environment based on respect and healthy relationships ensues.

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

The suitability of the proprietor and staff fully meets the BSO requirements.

A single central register is in place to report and record all relevant pre-employment checks. This is a comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection. The school has an effective pre-employment checklist that is worked through diligently before an offer of employment is made. This is an integral part of the 'safer recruitment' procedures.

No visa is issued by Ministry of Education, Qatar without security checks being met. All staff appointed must have appropriate qualifications as per Newton Group criteria, including two references and security checks in place before appointment.

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

The quality of premises and accommodation meets the requirements of the BSO standards with some good features.

The school campus is a converted villa compound. All buildings are on the ground floor and provide a wide range of spaces and facilities, all of which meet Qatari Civil Defence health and safety regulations.

The overall quality of the premises, staffing levels and resources are good. The school accommodation is appropriate to the curriculum currently taught. Most teaching areas are appropriately resourced and specialist teaching areas enhance the educational provision. The library is well equipped with a range of books supporting the teaching and learning process in the school, and new orders are placed for the beginning of each academic year. The students have access to specialist rooms for music, ICT and science which are appropriately resourced. The gym and the two multipurpose pitches are used for a range of sports.

All classrooms have access to IT resources, smartboards and internet access. In all classrooms, high quality display materials are visible, including evidence of students' work, celebrating their achievements and informing their learning. Relevant displays are also visible on the alleys between the villas. All classrooms have age-appropriate furniture. Classroom size is appropriate for the current number of students on register, allowing interactive and differentiated learning activities and students' group work. Lighting and ventilation are adequate throughout the school. Toilets are clean, well maintained and age appropriate.

The school nurse is on duty during the school day. The medical room is well equipped. Adequate facilities are provided for the medical examination and treatment of students and for the short-term care of sick and injured students. Proper arrangements have also been made to meet all the requirements asked by the authorities since the start of the Covid 19 pandemic.

Outside areas are pleasant. The campus structure represents the image of a community, where values, respect, family and tradition can be easily promoted. Site security is good and the school ensures the campus provides a safe environment for the students and staff. The school makes efforts to monitor the arrival and the departure of students at the start and at the end of the day, and to make sure that only authorised persons and students' parents and carers have access inside the school area.

## 10. Standard 6

### The provision of information for parents, carers and others

The quality of provision of information to parents, carers and other guardians is outstanding and fully meet the requirements.

Parents are highly supportive of the school and the leadership. They expressed their satisfaction with the manner in which the school adapted to online learning. The school leadership is approachable and highly responsive to parental concerns and queries. Application processes are smooth as are transition procedures with information and support provided on pathways to secondary school.

Parents receive regular communication regarding their child's learning journey at the school. The Class Dojo platform is used effectively by teachers and parents as a two-way communication tool. The Fusion platform allows parents to access their child's targets and consequently parents are kept fully up to date on their child's progress and attainment. Parents are also provided with regular support and resources to aid learning. Detailed reports are sent out to parents and there are formal and informal channels for parents to discuss these reports with teachers such as parent teacher meetings and informal drop-ins. There is strong emphasis on effective school and parent partnerships that supports each students' development.

Parents feel that they are listened to. They are very satisfied with the opportunities they have to make suggestions and to contribute to the wider school community, such as involvement in the PTA and celebrations such as Qatar National Day. There is a commitment to bilingual communication with information being sent out in both English and Arabic.

The school's vision and values; "An international community of learners striving for excellence and celebrating success" is exhibited in classrooms, offices, and outdoor areas. Parents feel that the Newton values, behaviours, and ethics are evident in their student. They report that teachers manage behaviour in the school very effectively and are responsive and accessible when contacted. Complaints are handled effectively with feedback on concerns and action taken noted and logged. There is a suggestion box in the administration office for parents to provide their views and suggestions.

## 11. Standard 7

### The school's procedure for handling complaints

The school fully meets the BSO standard.

The school has a detailed written policy and appropriate procedures in place. These reflect good practice from the UK. Complaints received are acknowledged upon receipt if received during term time and as soon as possible during holiday periods. Wherever possible complaints are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective parents. The school aims to treat all complaints seriously and sensitively. There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher on an informal basis. Parents have easy access to senior leaders at the start and end of the school day.

Following resolution of a complaint, the school keeps a written record of the complaint and whether they are resolved. If a complaint pertains to child protection or safeguarding issues, it will be immediately referred to the school's designated safeguarding lead for urgent review. If a complaint is received about a member of the senior leadership, it is hoped that the matter is resolved informally. If a complainant believes this would not be possible, the complaint should be sent to the Parent Liaison Officer who will contact the CEO.

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

The leadership and management of the school are good with the potential to further develop the outcomes for the school.

The school has moved forward significantly since the last inspection. The leadership and management across the school is now aligned and focussed on achieving the school's vision and mission. The headteacher and his senior team have developed a highly successful model of school leadership and management which permeates management at all levels. The approach is positive, flexible and pragmatic. It encourages staff to take responsibility while promoting a healthy 'no blame culture'. Its prime purpose is to enable staff to motivate students and to promote excellent personal development, achievement and progress. The focus is always on the students. Teachers are professional in their conduct and know what is expected of them. A clear lesson observation monitoring system is being embedded at the school so that teachers have clearer understanding of the expectations around teaching and learning. Students' attainment particularly that of students who are not making progress, is more thoroughly tracked to ensure students are working at the level expected.

Led purposefully and sensitively by the principal and the deputy headteacher, the senior leadership team (SLT) is having a positive impact on the effectiveness of the whole school community. The SLT work effectively on school improvement with a focus on providing a high quality education, high student achievement and meaningful well-being. The school's improvement planning is based on the outcomes of monitoring, and it correctly targets the most important issues. Teaching and learning leaders ensure that any training, intervention or support is carefully monitored so that its impact can be assessed and evaluated. Evidence seen during the inspection indicates that the effective leadership of teaching and learning has played a major part in the school's improvement in recent years. The SLT is supported by a team of middle leaders who are becoming effective in a shared awareness of their roles and of the school priorities. Across all areas of the school, there is clear evidence of a solid framework for the identification, induction and continued growth of practitioners. The sharing of expectations is a key strength and contributes to the community feel of the school.

Relationships within the school are excellent, and reflect the example set by senior leaders of positive attitudes and an emphasis on good social skills. The high quality of personal development and the strong focus on safeguarding, vigilance and care are indicators of the relentless focus on meeting students' needs.

The school's self-evaluation draws upon a range of evidence to develop an increasingly accurate understanding of the school and the journey it is on. Use of data on student progress is not yet accurately evaluated or used to inform future planning.