



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Newton British  
Academy**

**Barwa, Qatar**

Date **24<sup>th</sup> – 26<sup>th</sup> May 2022**  
Inspection number **20220524**

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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, over 70 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Ciprian Ghisa, Philippe Poulain and Rory Galvin.

## 2. Compliance with regulatory requirements

Newton British Academy, Barwa meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

Newton British Academy (NBA) is an outstanding school due to the strong and effective leadership from the principal and his senior team. As a result, all students achieve well in all aspects of their education and personal development. Throughout the school, strong relationships are maintained based on mutual trust and the desire for students to achieve their full potential.

#### 3.1 What the school does well

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

- A very strong community feel that ensures all students and adults feel part of the Newton 'family'.
- The high levels of collaboration and collegiately demonstrated by all staff, both teaching and non-teaching.
- The hands-on approach of all leaders and managers to support and guide all staff in a highly supportive manner.
- The high-quality rapport between all sections of the school team builds confidence and a strong sense of being valued.
- The partnership with parents is strong and has a highly effective impact on educational outcomes.
- The highly positive impact of teaching philosophy for children (P4C), which encourages both enquiry and challenge.
- The inspirational support and guidance by the senior leadership has led to excellent outcomes.
- The principal, through a calm, knowledgeable and focused drive, has led the school towards excellence.
- The confident, articulate, and happy learners, who value all the support provided by their school.
- The commitment of all staff, including administrative and ancillary staff to demonstrate the pride they have in the schools' achievements.

#### 3.2 Points for improvement

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

- i. Ensure the high standards achieved by the whole school are valued and drive forward the continued development of the school.
- ii. Enhance the provision for career guidance is developed particularly as numbers of senior students increase.
- iii. Create a clear strategy to enhance the use of technology as a model of excellence.

## 4. The context of the school

Full name of School	Newton British Academy, Barwa City				
Address	PO Box 8449 Doha Qatar				
Telephone Number/s	+974 4006 1501 +974 4035 7601				
Fax Number	-				
Website Address	www.newtoninternationalschool.edu.qa				
Key Email Address/s	info.NBA@newtoninternationalschool.edu.qa				
Headteacher/Principal	Mr Liam Anthony McLoughlin				
Chair of Board of Governors/Proprietor	Mrs Afaf Al-Moadhadi				
Age Range	2.5 years to 18 years				
<b>Total number of pupils</b>	<b>1351</b>	<b>Boys</b>	<b>757</b>	<b>Girls</b>	<b>594</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	423	
	<i>3-5 years</i>	178	<i>17-18 years</i>	56	
	<i>6-11 years</i>	692	<i>18+ years</i>	2	
Total number of part-time children	0				

NBA was opened in September 2014 by Mrs. Afaf Al Moadhadi and Dr Jabr Al Noaimi. NBA is a private British international day school delivering the British National Curriculum to students from EYFS to KS5. The school serves the Barwa community and currently has 1352 students in attendance from over 70 different nationalities. NBA is one of the current nine schools in the Newton Group. The school accommodates classes for the Early Years Foundation Stage, Primary stages, and Secondary stage (KS1, 2, 3, 4, and 5). Whilst NBA follows the English National Curriculum it also incorporates Arabic language, Islamic Studies and Qatar History as stipulated and overseen by the Ministry of Education and Higher Education in Qatar.

## 4.1 British nature of the school

The leadership and middle management structure, teaching staff, lesson planning and delivery, and curriculum give NBA an inherently British outlook. Staff have recognized UK teaching qualifications and are given continuous professional development in line with recent and relevant best practice from the UK. All students follow the English National Curriculum with certification from Cambridge International Examination Board (CIE) and Edexcel (Pearson). The school works closely with these exam boards to ensure that students are prepared for IGCSE and AS examinations. Opportunities to pursue third level education pathways in the UK are facilitated.

The timetable follows a recognized British structure, with a range of subjects providing depth and breadth. This is enhanced and supplemented with Qatari Ministry of Education subject requirements. The EYFS timetables are designed to cater for a balance of all seven areas of the EYFS.

British values are embedded in the school's curriculum and lesson planning, being highly evident in displays in classrooms and corridors. Students in Year 4 learn about the different countries that comprise Great Britain, and they are given opportunities to explore key features of each country. This learning is augmented by the impressive displays celebrating learning and utilizing the school's Qatari context to explore the geography and heritage of both countries side by side.

Fundamental British values are highlighted and on display in high profile areas of the school. Respect of all laws, faiths and different cultures are apparent in school policies, values and in the day-to-day operation of the school. Extracurricular opportunities, community outreach initiatives and the development of student leadership skills all mirror best practice from the UK.

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided is overall outstanding. The school meets the standards for BSO.

#### 5.1 Curriculum

The quality of the curriculum is outstanding.

The curriculum in the early years is based on the Early Years Foundation Stage (EYFS) guidance from the UK. Each academic year, the parents are provided with a curriculum policy and handbook that explains the seven areas that will be covered during the year. The school also provides welcome events for parents which offer the opportunity to discuss the curriculum. Teachers understand that students develop rapidly during the early years – physically, intellectually, emotionally, and socially. They ensure the planned curriculum provides each child with the opportunities to support and extend their knowledge, skills, understanding and confidence, and help them to overcome any disadvantage.

The curriculum is thoughtfully implemented to ensure that all students feel included, secure, and valued. Teachers are reflective practitioners and evaluate their weekly planning to support the next stages in learning. The Early Years timetables are designed to cater for a balance of all the seven areas of the EYFS curriculum. Literacy and mathematics are taught each day with understanding the world, expressive arts and design, communication language and personal, social and emotional development are incorporated into relevant topics and themes. Personal and social development are taught in line with the school's vision, values and mission. There is also a session for physical education that provides for the development of gross motor skills and P4C to encourage critical thinking and communication and language skills. Activities around a 'Value of the Month' that link to the whole school vision and mission are introduced in collaboration with the students.

The early years curriculum is carefully structured to ensure provision for the different starting points from which students develop their learning, building on what they can already do. Activities are relevant and appropriate to ensure they match the different levels of young students' needs. Teachers provide an excellent range of planned and purposeful activities that create opportunities for teaching and learning, both indoors and outdoors. Students explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.

The school has worked hard to build positive relationships with parents to work effectively with them and their students. This effective partnership supports all students to be encouraged and motivated by learning. Through careful planning the

curriculum successfully encourages highly positive attitudes and a strong disposition to learn.

The principal language for instruction is English. The curriculum ensures that local requirements are fully met. Arabic language is taught to native and non-native speakers. A strength of the school is the scale of inclusivity that it generates and the range of ability levels for which it provides. Meticulous planning in line with UK guidance ensures high quality planning and delivery of lessons. The curriculum is carefully designed, reviewed and updated to meet the needs and demands from parents. A comprehensive framework is provided throughout the school, to build upon the vision they have for their learners. The curriculum in both primary and secondary parts of the school provides very well for the academic, moral, physical, creative and social development of pupils. The school curriculum actively promotes tolerance and a respect for human differences. This is embedded in the culture and ethos of the school. Links are made between subjects to give relevant contexts. A framework of transferable life skills is promoted in assemblies and through lessons. The curriculum is supported by a range of extra-curricular activities and local and residential visits of increasing length and challenge.

A curriculum policy is in place for the secondary section of the school. British Values and Qatar values are part of the students' curriculum experience and mirror the school values. It is supported by short, medium and long term plans which suit local and traditional expectations from the Ministry of Education of Qatar. The school has a close relationship with the Edexcel and Cambridge, UK examination boards, supporting students in their preparation for their final exams. Schemes of learning reflect the syllabus requirements. Students' progress is monitored through rigorous midterm and end of term assessments. Success criteria trackers inform teachers about their students' progress so that they can intervene accordingly. Raising attainment plans (RAP) allow for identified actions to take place.

On average, students take 9 IGCSE/GCSE courses across Cambridge and Edexcel courses. They opt for courses across six option blocks of five weekly lessons for core subjects and three for option subjects. KS5 students can choose 3 or 4 AS level courses based on their IGCSE/GCSE results and career aspirations.

All Muslim students must take Islamic Studies which are offered in Arabic and English. Qatar History in either Arabic or English must also be studied, following the Qatar MoE regulation.

With regards to more able and gifted and talented learners across the school, specific people have the responsibility to ensure the school's policy is applied in lesson planning and delivery. These students are identified and tracked at an early stage. The mission, vision and values of the Newton Group are clearly and actively promoted in lesson plans. The short term plans also include opportunities for links to be made

with British and Qatari cultures. For example, a humanities lesson encouraged students to think critically about water usage in the country. There are plans to further develop an accelerated learning programme.

Students with special educational needs are well considered in lesson planning. Teachers support their students individually in class either by helping them accordingly or providing them with materials suited to their ability.

## 5.2 Teaching and assessment

The quality of teaching and assessment across the school is outstanding.

Leaders of the EYFS have guided and supported the creation of a highly effective learning climate for the youngest students. The teaching across Foundation Stage (FS) is characterised by high levels of learner focus, curiosity and engagement. Teachers ensure they support as needed but are also willing to let students direct the learning. Lessons are characterised by a deep understanding of early years learning and teachers plan to build on evidenced based observations for the next steps in learning and drive thinking towards challenging objectives. Lessons are characterised by a high level of subject expertise and confidence from both teacher and students. They know that their role in every lesson is to create the conditions for students to think, understand and develop mastery and they consistently plan and deliver lessons with this goal in mind. Questioning challenges students and deepens their thinking so that all students engage in frequent memorable conversations. Students understand they can direct their own learning and express their aims and intentions in a mature manner. Most students have high levels of independence and enjoy academic rigour and challenge. The teacher's relationships and actions ensure students believe they can be successful. Teachers support students through focused questions ensuring activities have a high level of speaking and listening. Students engage happily in collaborative learning and willingly share ideas and thoughts with their peers.

Disruption and challenging behaviour are highly unusual because the teacher knows their classes extremely well and sets high expectations for every learner. The students respond positively to this encouragement and display high levels of motivation. Highly effective planning by teacher's starts with a clear understanding of the wider goals of the subject. They construct purposeful sequences of lessons which make clear connections between the curriculum and the students' needs, this enable all to make good or better rates of progress.

Teaching assistants are an integral part of the planning and delivery of lessons, and they are empowered to develop and use their expertise to respond to the needs of each learner. The partnership between teachers and assistance is highly effective in contributing to assessment over time which enables them to gain an insight into the impact of their teaching.

Through a secure understanding of learning outcomes, staff use formal assessment and data to confirm their hypotheses developed through the review of students' learning over time. This ensures that the teacher has an accurate understanding of how well students have learnt based on their analysis of assessments, ensuring that individual support can be effectively provided.

Across the primary years the quality of teaching and assessment was consistently very good with many examples of outstanding practice. The lessons are characterised by strong planning and delivery against National Curriculum Standards, with teachers skilfully adapting lessons to personalise learning and motivate students. Almost all students make very good or better progress against learning objectives. High challenge and engaging activities are features of almost all lessons, with outstanding practice seen in the Talk for Writing lessons in years 3 and 4.

Consistent and highly effective use of modelling as a teaching strategy frequently led to outstanding practice for almost all students. Effective and personalised provision for SEN students was observed; one of the best examples included giving a student a timed break in the middle of class to reset before moving onto a complex task. Assessment for learning techniques were applied skilfully and consistently across both key stages. Marking and feedback was evident in books following a standardised format. The quality of bookwork was good overall and exceptional in some years indicating high levels of attainment. Attitudes to learning and learning skills are excellent with students organising themselves and collaborating to communicate their ideas. They are given time to enquire, make mistakes and self-correct during well planned and engaging activities. In year one, the students were taken on a “hunt” to search for clues during a maths lesson on money, this inspired them to work collaboratively and achieve high level outcomes.

The quality of teaching and learning in the secondary year is outstanding. Years 11 and 12 were not in normal lessons at the time of the inspection: therefore no lessons were observed for these levels.

All of the lessons observed showed evidence of excellent short, medium and long term planning. The activities organised were engaging and invited students to be critical thinkers. Students of all abilities are systematically offered opportunities to stretch their learning through visible and achievable differentiated tasks. Students can opt to complete either a bronze, silver or gold activity of their choice. In an English as a second language lesson for example, the teacher had distinct tasks or outcomes planned: higher level learners would lead and support others and middle level students would be provided with key vocabulary to use. Lower level students would either be provided with visual aids or a worksheet giving them extra support to develop their ideas.

Behaviour is excellent and down to a rigorous policy which has been developed since the last inspection. Teachers use much verbal praise and constructive feedback in the students’ exercise books. It is evident that the continuous professional development (CPD) which was delivered across the school in recent years has had an impact on this. Peer and self-assessment are embedded during lesson time. Students have an excellent attitude to learning and recognised this as a key element of their success

Assessment for learning is a teacher's strength at NBA. Many teachers, use the traffic light system whereby students indicate their understanding of the concepts studied: green for great understanding, yellow for some understanding and red for a need to be supported further with the objectives set. Lesson plans and delivery include "think, pair and share" moments which enhance the learning. Students' books are marked frequently and regularly. Teachers routinely comment on the work using constructive feedback and targets for further enhancement. Teachers clearly label their marking with "what went well" and "even better if" annotations. Students respond to comments using a "yellow box". Self-assessment sheets also help them reflect on their learning.

NBA does not have a full time person to assist students for career guidance. Instead it is currently managed by a full time teacher with an additional responsibility. The students at the school would benefit from a more extensive careers programme, starting at the end of KS3. Since the last inspection in 2018, year 10 to 12 students were offered to attend more than twenty workshops, conferences, university fairs or expos, at NBA or in various venues in Qatar. Additionally, NBA assemblies were organised on the theme of "goal setting and motivation". According to the records provided by the school, 2021-2022 leavers opted predominantly for further studies at the Qatar university or in the UK.

## 5.3 Standards achieved by pupils

Standards achieved across the school are outstanding.

Pupils across all year groups make consistently excellent progress, which is illustrated in the regular standardised progress tests and IGCSE and A-Level exams results. Their very good behaviour allows them to make constant progress during lessons and develop a wide range of academic as well as personal skills and qualities. The pupils' attitude towards learning is very positive, and they constantly support each other. The celebration of success has become a natural routine during all lessons and across the school.

Pupils' progress is very rigorously monitored across all academic departments and in all key-stages. The school implemented GL progress tests and has introduced PUMA and PIRA tests since 2021. Teachers are provided with comprehensive data that allows them to track the individual pupil academic flight paths, making sure that all students reach their full potential. Effective attainment reports are done for all key-stages and for all individual subjects.

Consistent formative assessment is evidenced in the majority of lessons. Pupils are provided with consistent constructive feed-back, targets are set, and they are well supported on their educational journey. The vast majority of pupils' books are marked according to the school's policy, and innovative practices, such as the QR code feed-back, are put in place.

During their early years at the school, the pupils make constant good progress, and by the end of the primary years, nearly all students achieve at or above UK national averages.

In Early Years FS2, 80% of pupils were at or above expected level in Reading, at the end of the 2020-2021 academic year, compared to 71% at the end of 2019-2020 academic year; 82% in Writing, in 2021, compared to 76% in 2020; 82% in Maths, in 2021, compared to 73% in 2020. In Year 6, at the end of KS2, 87% of pupils are at or above the expected level in Reading, 95% in Writing, 83% in Maths and 97% in Science.

Students continue to make excellent progress across the secondary school. The results have improved constantly since the last inspection, in spite of the difficulties and challenges raised by the COVID 19 pandemic:

In June 2021, the school registered a 97% pass rate at the IGCSE exams; 85% of all entries pass with 5 or more A\* to C or 9 to 4 across all subjects. At the same time, the school registered 74% A to C grades in AS exams, compared to 68% in June 2020 and 31% in June 2019.

Equally the 2022 January KS5 Year 12 results, show that students at NBA are capable of sitting external results and gaining high grades: 74% A; 87% A – B; 92% A – C.

External examination results have steadily improved since 2017 for KS4 and KS5 students and have consistently been above UK National average. For the 2021 IGCSE level, 96% girls achieved 5 or more A\* to C and/or 9 to 4. 77% of boys achieved 5 or more A\* to C and/or 9 to 4, or 82% combined. This is a substantial improvement compared with the figure of 68% in the last 2018 inspection. At AS level, 67% of Girls Achieved 3 or more A to C and 50% of Boys achieved 3 or more A to C, or 74% combined. This represents more than double the figure achieved in 2018.

Attendance figures on the days of the inspection were 91%. This indicates an improvement from the period before the pandemic. The school is making a consistent effort to constantly raise parents and students' awareness on the importance of very high attendance on the students' progress and sets high expectations on punctuality as well.

The school has a consistent focus on improving standards. The progress is constantly monitored and shared with all teachers. Pupils' attainment is one of the main whole school targets and therefore, consistent procedures and systems have been put in place in order to support it effectively. The "school on a page" practice is an illustration of the excellent ability of the school's leaders to keep everyone's focus on raising pupils' attainment.

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

The spiritual, moral, social and cultural development (SMSC) of students is outstanding.

Students' attitudes and behaviours towards learning and each other are exemplary. Their behaviour in lessons and at breaktimes is excellent and this is underpinned by the strong values and high expectations that the school has for the students in its care. A focus on positive behaviour in lessons from the EYFS to secondary, allied with highly engaging and challenging activities inspires and motivates students.

High levels of motivation and eagerness to learn are obvious features in nearly all lessons. Success is recognized at every opportunity in line with the school's vision "An international community of learners striving for excellence and celebrating success". Initiatives such as the Positive Postcards; Star of the Week; and Achiever of the Month are all tangible ways in which this vision is realised. Students report that they feel happy and inspired to do their best.

The school has implemented a comprehensive student leadership structure across the school through the student council. Positions of responsibility within the council such as ambassadors, prefects and council members provide students with different pathways to hone their leadership skills, particularly through participation in the organisation of school events such as International Day. However, students felt there is a lack of student-initiated opportunities especially in the secondary student council.

Students report that there are adults they can turn to in school if they have any issues to discuss. Strategies are used to resolve conflict such as restorative meetings facilitated by the counsellor. They feel safe and are thoughtful and respectful of each other. Links to the citizenship lessons are made to support pastoral care and wellbeing. Students report that they can use their learning and apply it in real life situations, such as staying safe online. Emotional, Social, Welfare Plans (EWSPs) are created for students who may need additional support in EYFS. Survey responses indicate that all students feel safe at school and 98% of students feel that behaviour is well dealt with. Parents survey responses corroborate this.

There is a well-developed understanding of the importance of healthy lifestyles. This is embedded in the curriculum and multiple opportunities are exploited to discuss healthy eating and the benefits of exercise. The importance of mental health is promoted through citizenship classes.

The principles of right and wrong are actively promoted through the school's vision and values, policies, classroom expectations, citizenship and in Islamic lessons. They are knowledgeable and appreciative of the heritage and culture of Qatar. This understanding of, and respect for the host country is highlighted and celebrated in the curriculum through the teaching of Qatar history and embedded cross curricular links in P4C lessons, and in whole school celebrations such as Qatar National Day. The school is highly adept at promoting Islamic values rooted in

Qatari culture. Students are given opportunities to celebrate Islamic holidays through leading assemblies on the importance of The Holy Month of Ramadan.

Extracurricular activities and trips provide students with ample opportunities to pursue their interests and talents outside of the conventional classroom environment. The Newton News contains well written articles on developments in Qatar by students with an interest in journalism. The library staff are dedicated and passionate about getting students involved in the life of the library. For example, students are offered the opportunity to become librarians as part of the global citizenship programme. Community outreach and participation initiatives such as fundraising; charity work; involvement with the Doha Film Institute and guest speakers invited to school from Qatar Airways ensures exposure to opportunities in the wider community and beyond.

The school actively promotes cultural awareness and tolerance through its strong vision, shared values and comprehensive curriculum.

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

The provision for welfare, health and safety is outstanding.

Arrangements for welfare, health and safety are outstanding and ensure that all students, staff and visitors are exceptionally well cared for. The students know that adults will listen to their concerns and do everything possible to promote their welfare and safety. The school's core values give great importance to these matters.

Across both Early Years settings and the main school students and students say that they feel safe and value the care they are given. Students and parents value how this is achieved without compromising the warm, friendly atmosphere and the positive, supportive, nurturing learning environment. Leaders ensure that staff well-being is equally as important as that of students, adding to the school's harmonious atmosphere. The school has a clear focus on ensuring students wellbeing is at the heart of all actions and activities.

Through CPD and school meetings the welfare health and safety of students is promoted ensuring a consistent high provision for the safeguarding of all students. Students are inspiring ambassadors for their school and have excellent relationships with their peers, teachers and with external visitors. The whole school approach to promoting the emotional well-being of students is evident in everyone's practice, whatever their role. The nurturing ethos, supported by structured teaching and the learning environments, ensures students feel safe, listened to, cared for and valued in their school. Robust policies and procedures have been established to promote the welfare, health and safety of all students at all times and are rigorously and consistently implemented and regularly monitored.

Staff have a clear understanding of their responsibilities and commonly undertake a broad range of training to keep up to date. Posters listing the designated safeguarding leaders (DSLs) are clearly displayed around the school and in every classroom. The staff also have access to online Educare CPD, which they are required to complete. Systems in place for pastoral care are enhanced by strong teamwork and communication between staff. There is a strong culture of vigilance where students' welfare is actively promoted, and they feel safe at all times. The students routinely enjoy healthy lifestyles and confidently adopt practices that ensure their own safety.

The school is an inclusive community in which they all feel safe and valued. Procedures for the identification of students with ASEN. EAL and those who have gifts or talents are excellent. The highly dedicated, well qualified inclusion team ensures that identification procedures are very secure and that teachers are well supported and suitably trained, no child is isolated or left out. Students learn how to recognise emotions in themselves and others. They regularly have opportunities to discuss their feelings. Parents have confidence in the school's procedures for welfare, health and safety. Healthy lifestyles are encouraged through special

days, focus events and structured teaching. Students interviewed agreed that they felt valued and safe at school. Students also felt that their teachers cared well for them.

Behaviour seen during the inspection was exemplary inside lessons, at transition times, at social times and whilst entering and leaving school. From young students in the Early Years facilities to students across all the key stages behaviour was outstanding. An effective behaviour policy is in place, including guidance on sanctions and rewards. Expectations are reinforced in the classrooms with visual reminders and explicit teaching. For example, early years staff modelled how to share and co-operate with each other and then praised the students for their efforts. Students have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. This includes awareness of radicalisation and extremism. The students are appropriately resilient to negative influences.

Staff ensure that students leave calmly at the end of the day and all younger students are collected. When boarding buses staff are highly vigilant and ensure rules are consistently applied.

A dedicated counsellor is based in the school and has a team to support pastoral needs. The counsellors also deliver wellbeing sessions to the staff and a wellbeing hub is available for the students, staff and parents. The pastoral support for students is exemplary with children being equipped for life beyond their school years. A medical clinic is open during the school day and parents are appropriately updated on any students visiting.

The school has embedded secure fire safety routines across all sites. Ministry visits to the school take place and fire extinguishers are regularly checked. During the school day, gates are locked, and security staff document every visitor as they enter and exit the school. The security team have signing in procedures and issue lanyards to visitors. The cleanliness of the site is exemplary with maintenance staff visible throughout the day. The toilets for students and students are clean and hygiene rules are established to encouraged washing their hands before they eat.

The school has highly effective, phase-based, pastoral tracking systems in place, monitoring areas such as safeguarding, behaviour and bullying incidents as well as students with additional needs. The school takes steps to encourage full attendance in school.

Every care and attention have been given to promoting students' welfare, health and safety in school and on trips. Risk assessments identify clearly and precisely any issues which might prove hazardous and prompt highly effective action to minimise risks to students. Students are very well supervised as befits their age and stage of development.

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

The suitability of the proprietor and staff is fully met.

The suitability of the proprietors and staff is of a high order. The proprietors are not barred from regulated activity relating to students in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006. They do not carry out work in contravention with section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002. The proprietors ensure the school meets the safety, care and guidance requirements for all pupils.

Teachers are mainly recruited through the Times Educational Supplement or staff referrals. More than 90% are British trained with experience of delivering the British national curriculum. Teachers with other qualifications are encouraged to train up for a PGCEi for example.

It is common practice to only recruit teachers who have undergone thorough police checks and comply with the safeguarding procedures in place at NBA. Directives from the ministry of education as well as the ministry of interior are followed in this respect. 100% of teachers and staff have undergone safeguarding training of some sort. Access to the premises required staff to do a visual recognition check on entry.

Teachers are recruited in accordance with the number of students enrolled. All new teachers have to complete an induction programme at the start of their employment. A “buddy” system is also in place to support them.

The senior and leadership teams provide specific training to newly qualified teachers. Regular surveys are sent out to all teachers in order to plan for further training needs. This enables the school to retain experienced teachers in their posts and to further develop themselves professionally. Teachers are able to access the school counselling system if required.

NBA recognises that discrimination is unacceptable. The Newton group has a formal policy to ensure no job applicant, employee or worker is discriminated against either directly or indirectly on the grounds of race, colour, ethnic or national origin or religious belief. Procedures are in place to ensure compliance with the UK Equality Act (2010).

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

The premises and accommodation at the school are outstanding.

NBA is a modern purpose-built educational campus, the school itself is divided into three sections on three different sites. The two Early Years buildings Oryx and Pearl are standalone, fully resourced and staffed educational facilities within a short drive or walk from the main campus. These facilities provide an excellent learning environment for the youngest students. The provision is clean, bright and airy and provides excellent opportunities for imaginative play and exploration.

The main school building houses the Secondary and Primary Departments of the school. All students are educated within modern buildings that are well resourced and designed to meet the needs of our learners. The school buildings and premises including facilities for outdoor physical activity and specialist learning are excellent. The exceptional facilities provided at the academy include, but are not limited to: swimming pools, large gymnasiums, libraries that are very well stocked and smart-board installed classrooms. The curriculum provision is enhanced by specialist teaching rooms such as science labs, ICT labs, art studios, design and technology workshops and music rooms. Students' needs are supported with cafeterias, large shaded outdoor play areas, medical rooms and Prayer rooms and Majlis area. Resources, fixtures, fittings and furniture match educational needs, are of high quality and are in good condition. All washroom and changing areas have cold and hot running water. The temperature of water in these facilities does not pose a risk of scalding to users.

There is more than adequate natural light and, where appropriate, good artificial lighting. The school is well ventilated, and the temperature is controlled by air-conditioning throughout the building. Adequate sources of drinking water are available and in compliance with local regulations. Effective timetabling ensures that the use of available outdoor spaces is maximised for learning and play. Suitable indoor and outdoor space ensures physical education is delivered in accordance with the school curriculum. Corridor displays are reflective of the school's goals. The school makes highly effective use of the space available to it.

The buildings, both exterior and interior, are in excellent condition and well maintained with good lighting and cooling. Each of the campuses are well maintained by an inhouse maintenance team and meet health and safety protocols for international standards, the Government of Qatar and the Department of Education in the UK and local Civil Defence guidelines. All external companies who are contracted in are vetted and attend the school after school hours. All maintenance is tracked and monitored. Corridors and classroom displays are a good balance of pupil displays and information Displays are a balance of pupils' work and information and support for pupils. Displays are of a good quality, pupils' work is named, the displays have a clear title and are attractively presented.

The school provides a well maintained and safe place for pupils. The site is secure with all visitors channelled through the reception area. Systems are in place to check visitors and access to different areas of the school is controlled. Staff are vigilant at ensuring external doors are kept closed. Staff and visitors are issued with identity badges.

## 10. Standard 6

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

The quality of information provided by NBA for parents, prospective parents, and others is outstanding.

The ethos and aims of the school are clearly stated on the website. The school's vision "An international community of learners striving for excellence and celebrating success" is highly visible throughout the school and on key documentation. The school's contact details, the name of the principal as well as those in the Newton group can be easily found on the school's website. Admission also advertises to prospective parents using this medium. In addition, parents have access to "ClassDojo and Fusion" education platforms to keep informed of their child's progress as well as any other information.

Details relating to policies on attendance, behaviour, health and safety as well as first aid are available for parents and prospective parents. On admission, parents and prospective parents are well-informed about the school's provision for pupils with special educational needs and the support given to pupils whose English is an additional language.

The parents are highly supportive of the school. They value the nature of the British education provided and they felt they were a valued part of the school community. They are also full of praise for the admission process and appreciate the ability to approach teachers, managers and the administrative team with ease. A series of parent information events are organised at the start of each academic year. Typically, parents receive a comprehensive handbook with information specifically tailored to their child's study level. Parents are kept well informed about the life of the school on an ongoing basis. This is more commonly done effectively through email and newsletters sent online.

The school has a Parent Teacher Association (PTA) which aims at encouraging cooperation between parents and the school for the well-being of the students. It strives to develop links with the community. It aspires to engage in a range of activities and events to further enhance the life of the school. The PTA is hoping to see a revival of events with the gradual lifting of pandemic restrictions. These include International Day, scheduled in June. Before the pandemic, parents would get involved in giving talks or supporting students in science week for example.

The school's reception is situated at the very core of the campus. It is well lit, vibrant with displays and inviting. There are many examples of student works on exhibition around the main entrance. The reception offers a wide variety of information in pamphlet form including emergency plans, extra-curricular activities, school core values and vision, child protection, bus users' policy, internet safety, parents' handbook and fee structures.

Parent voice surveys are sent out each term and analysed so that changes can be made to improve the wellbeing of the parents and students. A survey in term 1 for example asked

parents 14 questions about their views on a variety of aspects including curriculum, learning, communication, complaints. The school ensures a written report goes home once at the end of each term to inform parents of their child's progress. Parents feel the reports are well written and give sufficient information on their child's attainment across subjects. Parents also receive information about areas for improvement.

## 11. *Standard 7*

### The school's procedure for handling complaints

NBA has an effective and transparent procedure for handling parental complaints. It is detailed, clear and takes into account local laws and regulations. Clear steps and timescales for dealing with complaints are stipulated.

The first person to deal with a reported matter is usually the class teacher or tutor for an informal handling of the issue. Parents are also able to contact senior leaders in the school if they deem it necessary. If they wish to pursue the issue further, parents can contact the CEO or, with approval, request it to be referred to an appeal panel, for a panel hearing.

The number of formal complaints registered during the current school year is very low, with a majority of issues related to connection problems with online platforms. When more serious matters are raised by parents, concerned parties respond in a timely manner and with an effective solution. All communications between parents and the school are logged and stored.

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

Leadership and management at NBA are outstanding.

The leadership and management by the Newton Group, the Board, Senior Management Teams and Middle Leaders combine to be highly effective. Very positive relationships have been developed between the senior leaders and the middle managers. The school is also effectively supported by the Board and plays an active and constructive role in the Newton Group.

The principal gives leadership that provides clear educational direction, reflected in the high quality of education, the care of students and the fulfilment of the school's aims.

The senior leadership team's focus on five whole school targets has had an outstanding impact on aligning all school systems to the vision and the mission, on raising attainment, on the wellbeing of pupils and staff and on strengthening the school's ethos built on Qatari and British values and on the principles of global citizenship. Effective systems of continuous self-evaluation have been implemented. They offer the school managers an objective and accurate perspective over the evolution of the school and help them formulate the directions for further development.

The leadership team has created a climate in which teachers feel valued and well supported. This has resulted in a strong sense of cohesion between all staff, who feel as being part of a real family. The teachers are trusted to respond effectively to the needs of all students, which is possible in an educational environment where procedures and policies are clear for all and applied with consistency.

An extensive range of whole school policies are in place, which are reviewed regularly by the senior management team. They are very effective in guiding the teachers and the administration teams in taking care of all pupils in their academic activity, in a safe, calm and clean environment where positive relationships are developed and where all members of the community can thrive. The excellent quality of the teaching and learning process is supported by very effective systems of attainment data collection, of progress tracking, feed-back and of support intervention. The school ethos promotes positive behaviour and excellent personal development for pupils, including all aspects of their spiritual, moral, social and cultural development. Provision for the health, welfare and safety of pupils is a strength of the school.

Regular staff appraisal at all levels is evident and targets are set in relation to the school's priorities and the school development process. The teachers benefit from excellent professional development programmes that are designed to support them achieve their goals.

The school runs very well on a day-to-day basis, supported effectively by teachers and administrators.