



British School Overseas

Inspected by Penta International

Inspection Report

Newton British School Muraikh

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; 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 and pupils' achievements.

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

During the inspection visit, the British section of the school was inspected. Inspectors observed all teachers. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents, and groups of pupils. Two and a half school days were monitored. The lead inspector was Nicola Walsh. The team members were Siobhan Brady and Jacqueline Morris.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

The school offers a British education that meets the needs of its' pupils. The curriculum is broad and balanced. Across the school teaching is effective and pupils make progress.

Pupils enjoy school and behaviour is good.

Pupils are respectful of one another and of all staff. There is a strong family ethos and relationships are supportive.

The school has been operational since 2017. The school has grown, and the school's leaders have managed this change well. As a result, Newton British School Muraikh has an established reputation within the local community.

3.1 What the school does well

The school has many strengths which include:

- The provision for girls' education in the secondary section
- The quality of teaching and learning in Arabic
- Standards in science across the school
- High standards of attainment and progress in Key Stage (KS) 4
- Friendly and family ethos based on shared values and aspirations
- Behaviour across the school
- The capacity of the principal and deputy head teacher to move this school forward.

3.2 Points for improvement

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

- Improve the accuracy of assessment in Early Years and Foundation Stage (EYFS)
- Further develop reading in KS1
- Ensure staff receive high quality training to ensure pupils' welfare is aligned to best practice in the UK

4. The context of the school

Full name of school/college	Newton British School Muraikh				
Address	Muraikh Zone 54, Street 970, Building 59, Doha				
Main Telephone number	+974 6647 7410				
Website	http://nbsmuraikh.newtonschools.sch.qa/				
Email address	info.nbsmuraikh@newtonschools.sch.qa principal.nbsmuraikh@newtonschools.sch.qa				
Head	Mr M Wilson Principal				
Chairman of Board of Governors	Mrs Afaf Al Ma'Adeed Arabian Establishment for Education Development				
Age range	3-16 years				
Total number of pupils	693	Boys	397	Girls	296
British Section					
Numbers by age	0-2 years	0	12-16 years	154	
	3-5 years	188	17-18 years	0	
	6-11 years	351	18+ years	0	
Total # of part-time children	0				

Newton British School is situated in Doha Qatar. The school is privately owned and one of nine schools in the Newton Group. The school retains its own identity but shares a centralised office of standardisation and strategic leadership by the CEO and Director, who are the group founders and owners.

The school has grown quickly since 2017 when it opened as a primary and preschool offering a British education. As the school grew, a secondary section was added and in 2021 the school had its first cohort of year 11 IGCSE pupils.

The pupils on roll at the school represent over thirty nationalities of which 35% are from Qatar. Many other pupils are nationalities of the Middle East North Africa regions such as Egypt, Sudan, and Syria. As a result, most pupils speak English as a second language. There also currently a majority of boys on roll in the school and this is most evident in the Early Years Foundation Stage and KS 4.

4.1 British nature of the school

- The school delivers the English National Curriculum and the Early Years Foundation Stage (EYFS)
- The school is organised into Key Stages and year groups
- The British school's assessments are UK sourced
- The school promotes British values through the school's vision, curriculum activities, displays and events
- The school is well resourced in materials that are in use in English curriculum schools
- The school has a uniform policy, like many English schools
- The school's house point, and rewards system reflect those used in English schools
- The school has a majority of teachers trained with UK qualifications or experience of teaching in English National curriculum schools
- The academic calendar replicates that of a British school

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

The quality of education provided by Newton British School is good and meets the requirements of the BSO Framework.

5.1 Curriculum

The school has a clear curriculum policy. The primary and secondary school follow the English National Curriculum. The Early Years Foundation Stage curriculum is in place for pupils aged 3-5. The curriculum is also adapted to fully incorporate the requirements of the Qatar Ministry of Education offering Islamic studies, Arabic and Qatari History. Both Islamic studies and Qatari history are offered in either English or Arabic. Pupils who are not required to follow Islamic studies are offered a course in citizenship. The curriculum is well placed to deliver the school's vision of being 'an international community of learners striving for excellence and celebrating success.'

The British curriculum is innovative and enriched by a comprehensive programme of school events, initiatives, ECAs, educational trips (pandemic permitting) and academic support.

PSHE is taught weekly across the school, and the youngest pupils take part in Circle time and Show and Tell activities. Pupils' thinking and communication skills are enhanced by a school wide philosophy program; Philosophy for Children (P4C) which promotes critical thinking and communication skills. Subject specialist teachers deliver the secondary curriculum and specialist teachers for French, Arabic, Music and Physical Education deliver lessons matched to the age and stage of pupils across the school. The curriculum allows for the pupils to re-enter the UK education system by following schemes of work and assessments in use in UK schools. Pupils study aspects of British life and culture, in Foundation Stage classes pupils enjoyed learning about Goldilocks and the three bears. History topics cover aspects of British History such as World War 2.

In the Early Years Foundation Stage, teachers are beginning to secure pupils' curiosity and independence through a balance of teacher led, high-quality continuous provision, and child-initiated learning. Phonics is delivered effectively, following the UK DfE letters and sounds to whole class or groups of pupils. However, the focus on English language development in the curriculum could be further developed so that no opportunities are missed. The EYFS area is well resourced, and teachers plan topics that expand pupils' knowledge and understanding of the world. In FS2 pupils were enjoying learning about penguins

and animals in cold climates. Teaching assistants and specialist teachers for PE, music, and Arabic work alongside teachers to deliver the curriculum.

In the Primary School the lessons are planned with emphasis on the acquisition of skills and knowledge equally. The children enjoy the half termly topics, many of which cover British themes that are studied in UK schools, such as the Stone age in History. This was evident in displays and pupils' workbooks. Teachers read a class novel to engage pupils in the termly topic and this helps to set the scene of the area of study. A range of commercial schemes ensure coverage and progression, particularly in science and maths. Teachers planning ensures that the materials are well matched to the needs of their pupils. A music lesson enabled Year 5 pupils to identify a rest in music, read and write the symbol and then perform together. The teacher helped to embed the concept by making links to learning in literacy and built upon previous learning.

In KSs 3 and 4 the curriculum is broad and interesting and provides a strong foundation for further learning. Pupils have a wide choice of iGCSE courses and are well prepared to move to A-Level courses because of the strong links to other schools in the Newton School family. The school's strategy to offer iGCSE English as a second language broadens opportunities for KS 4 pupils.

There is good transition within the school between key stages and at post -16. Pupils may choose to transfer within the Newton Family of schools. The pupils say they receive good career's advice via the school to help them prepare for the future. Pupils also talked about the strong links they have with universities that help them to make choices regarding subjects at Advanced level.

The provision for and identification of SEND pupils is very good. Teachers ensure there is access to the curriculum through a range of resources adapted for pupils requiring support. The school deploys support staff and shadow teachers effectively both within classes and as intervention. This secures high levels of inclusivity and curriculum access for all. Provision is made for pupils who are not making expected progress, to catch up. This is either through support in school or additional lessons after school for those who choose to attend.

Creative planning and cross curricular links enable the curriculum to be relevant and meaningful to pupils. Teachers are creative and plan tasks that link life in Qatar with life in the UK. In a Year 5 humanities lesson the teacher made specific links between urban and rural areas in the UK and compared this with Qatar.

British values such as democracy, the rule of law, freedom and respect are delivered through curriculum plans, schemes of work and extra-curricular activities. Theme days, competitions, cultural events are celebrated throughout the year. Although due to the recent pandemic most extra-curricular activities stopped in

line with government guidance. However, pupils spoke enthusiastically about trips to museums, off site trips and a library visit which they particularly enjoyed. The school has in the past delivered themed weeks in science, maths and reading days and received a visit from a British author, Robin Price. The school employs external providers for activities such as chess, ballet, karate, and gymnastics to further enhance the after-school activities and ensure a good standard of provision from qualified instructors.

5.2 Teaching and assessment

The school meets the standard.

Teaching is good across the school with some excellent teaching in specific subjects and key stages. Assessment is used very effectively in KSs 3 and 4.

In KS 4 teachers' strong subject knowledge and highly motivated pupils resulted in high levels of attainment and progress. Teaching here is delivered to small class groups, separated by gender. In the best lessons observed, teachers challenged pupils and gave pupils personalised feedback. Such feedback made a significant impact on pupils' progress, and this was also evident in pupils' workbooks. As a result of high-quality teaching, current assessment data indicates pupils are on track to do well in year 11.

In KS3 teachers used questioning techniques to move the learning forward. Teachers were supportive and encouraged pupils to problem solve before intervening. In the best lessons observed pupils communicated with each other and collaborated on their learning. However, there was little evidence of teachers planning tasks that enabled pupils to be creative or innovative. Overall pupils were enthusiastic to learn and offered their own ideas and opinions. In the girls' section, where learning behaviours and attitudes were excellent, progress was rapid. Lessons that incorporated high levels of literacy support were outstanding.

There is a strong focus on the use of assessment in KSs 3 and 4. Assessments were used to baseline pupils in all subjects in the secondary school, assessments take place termly and pupils progress is monitored through assessment trackers. The outcomes of these are shared with the senior leadership team and CEO.

Teaching in the primary section is well planned and delivered effectively. Teachers make good use of the time available and use teaching assistants well to support where it is required in class. Teachers plan collaboratively drawing upon established approaches used in UK schools. Mathematical methods are modelled by teachers and then teachers check pupils understanding through questioning and asking pupils to demonstrate the method. This is effective and ensures pupils make progress. This was observed in a Year 5 class on division, and place value with Year 4. In KS 2 teachers ensure pupils have a secure understanding and build upon previous learning, lessons are active and engaging. A year 5 science lesson explored the difference between mass and weight and pupils worked quickly to gather the data for interpretation.

Teachers plan lessons in EYFS that enable pupils to enjoy school. A wide range of resources and activities are used to deliver interesting lessons that help pupils learn. In the best lessons observed teachers planned tasks to encourage interaction

and actively encouraged pupils to speak. In an excellent Arabic lesson, the teacher used a puppet to engage pupils. As a result, pupils very quickly learnt the word for tiger and its initial letter sound and grapheme. The teacher's use of questioning checked the understanding of pupils. Throughout the EYFS teachers employed behaviour management strategies to ensure pupils were attentive and on task. However, these strategies need to be further developed to allow pupils to become independent and curious learners. Phonics teaching in FS2 is beginning to develop pupils' awareness of sounds and letters. Pupils working on differentiated tasks in FS2 were able to recall the G sound and trace the letter.

Assessment of pupil's developmental outcomes against the EYFS framework is beginning to be embedded across EYFS. Assessment methods within EYFS have recently been updated. Currently teachers assess pupils as they enter the school against the areas of number, shape, space and measures, communication, language, and colour. At FS2 pupils' understanding of phonics and high frequency words are also assessed and these are recorded to inform planning. Assessment across the seven areas is yet to be developed at baseline and throughout EYFS so that teachers can plan tasks and deliver a curriculum that is very well matched to the specific needs of pupils.

Teaching and the use of assessment to inform planning was employed most effectively across the school by the Arabic specialist teachers. Carefully planned tasks, high expectations and daily homework sheets set by the Arabic department further embedded the learning at home. Arabic teaching in foundation stage and KS 1 was pacy and well matched to the needs of the youngest pupils. Year 6 pupils learning about vowels and nouns in Arabic could relate this to the learning of English and talked confidently about what they were learning to do. During the inspection pupils from the school received awards related to an Arabic reading competition. The strengths pupils acquire in Arabic literacy in the primary section enable pupils to do well in English language and literacy as they progress through the school.

5.3 Standards achieved by pupils

Although pupils enjoy school, attendance over the past three years has remained below what is expected in schools in the UK. The pandemic has contributed to this low level of attendance and the school is actively seeking to increase pupils' attendance in school. Punctuality is good and rarely do pupils arrive late to lessons. The school gate is closed promptly at the start of the school day to signal to pupils to arrive on time.

Standards in behaviour are good across the school. Pupils show respect for one another, the equipment that they use and to all the adults in the school.

On entry to FS1 the coordinator reported that standards are low across the seven areas. Pupils are reluctant to speak and lack confidence to work independently of the teacher or teaching assistant. Pupils were observed sitting quietly and did not take part until an adult initiated the activity. For example, pupils sat waiting for instructions from a teaching assistant before picking up small plastic items with a tweezer.

Standards in KS 1 workbooks evidence that pupils have limited strategies to work independently in year 1. However, pupils' workbooks in English in year 2 evidenced many opportunities for independent writing and pupils used phonic strategies to attempt to write interesting texts. This results in rapid progress in year 2 and prepares pupils well for year 3. Pupils confidently reported that they enjoy school and the activities that they take part in.

At KS 2 pupils are attaining levels of achievement in line with UK standards. Pupils work and summative test data indicates pupils are making progress in all areas, particularly science and maths. Pupils enjoyed reading and could talk about their work. Displays of pupils work in corridors and classrooms, also evidenced pupils working in line with UK standards of attainment. The schools end of year data for 2021 indicated that 70% of pupils in year 6 in reading, writing and maths are at or above the level expected. This is above the UK national average of 65% in 2019 (The latest available data due to the pandemic)

At KS 3, over the past three years, the school's internal end of year data states that in years 7, 8 and 9, 89.7% of pupils attained a level equivalent to grades 4-9 or A*-C in English, 73% in maths and 83.5% in science. Overall, there has been an increase pupil's attainment since 2019 and attainment in English is high.

In KS 4 the assessment data from the end of 2021 for year 11 pupils shows that 89% of pupils attained grades 5+ in English, 78% in maths and 100% in all three sciences. 99% of pupils attained grades 9-4 in their subjects at IGCSE.

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

The quality of the pupils' spiritual, moral, social, and cultural development meets the standard for BSO. It is good across the school.

The teachers ensure pupils are respectful to others and always show care and compassion to each other. Pupils arrive to school promptly and have a positive attitude to their learning. They are enthusiastic in lessons and collaborate and contribute to lessons in a polite and confident manner. The pupils enjoy school and say they like their lessons and their teachers. Pupils feel valued and especially like it when their teachers contact their parents to congratulate pupils about their hard work. The pupils have a very clear understanding of the school's rewards system and enjoy the competitive house points system and getting points on a mobile app.

Pupils are respectful of other cultures and traditions, which they explore through aspects of the curriculum, school concerts and events. Visits to places of interest deepen cultural understanding. Leaders ensure pupils are attuned to the history and culture of both the host country, the United Kingdom, and other places around the world. For example, classes in KS2 follow themes linked to countries and the pupils talked confidently about a cross curricular display about Portugal which included artwork, humanities, and writing. Qatari National day and flag day is celebrated, and the flag raised in assembly.

Pupils have a strong sense of moral obligation and show initiative when contributing to the locality and wider society. For example, children are encouraged to use school wide recycling bins and the pupil council worked on a project to tackle traffic congestion at the school gates. The school also participated in Cancer Awareness Week, raising understanding of those in less fortunate situations in a global context.

Pupils demonstrate a high level of respect for all others in their school community. They move around the school in a calm manner, politely greet visitors and show respect for their peers during collaborative group work by listening to and supporting each other. Pupils in a science lesson worked well as a team weighing items and respectfully discussing their findings and taking it in turns to use the apparatus.

There is high priority placed on nurturing pupils' personal development. Pupils in roles of responsibility have strong leadership skills and speak with confidence and clarity about their work. Roles such as head boy and girl are voted in democratically by both staff and pupils. An elected and active student council has made school improvements to food standards, the rewards systems, online learning, school locker provision, outdoor seating areas and organised a Ramadan donation drive for the hungry. The school council meets regularly, and minutes are taken at each meeting. These minutes are shared with the school's leaders and CEO.

Pupils feel they make a genuine contribution to school development. They are given frequent opportunities to express their ideas and feel listened to, either through the student council or by class teachers. For example, pupils are keen to further develop a pupil garden and have great plans to do so. Younger children in EYFS also experience democracy as they vote with bricks to determine the story book for the week.

7. *Standard 3*

The welfare, health, and safety of the pupils.

The school meets the standard: provision for welfare, health and safety is good.

The school is held to account by the Ministry of Health, Ministry of Education and Civil Defence with regards to Health and Safety of pupils. The school receives frequent unannounced inspections to ensure compliance. The ministries inspect policies including the Critical Incident Policy which is written in both English and Arabic. The ministries are thorough and highlight potential hazards and potential 'near misses' that may occur.

The school's Health and Safety committee consists of the Principal, Head of Security, Nurse, School Counsellor, Lab Technician, and a representative from each Key Stage. The committee meet every half term. Staff report any issues or concerns, and these are recorded in the maintenance logbook. The meeting minutes clearly show the actions that have been taken and matters that are raised are dealt with.

Throughout the school there are fire extinguishers with clear signage. Additional fire extinguishers are placed in areas of high risk, such as science laboratories. There is a clear record of maintenance on each unit. Fire blankets are also placed in high-risk areas. The exit and evacuation points are clearly labelled throughout the schools. Elevators clearly redirect users to use another exit during an evacuation. Fire marshals are allocated in each area of the school and there is a process in place should a person be absent. The school has a Fire Certificate issued by Civil Defence to show their compliance. The school holds regular fire drills.

At the start and end of the day security staff ensure the safety of all pupils outside the school grounds. Vehicles are not allowed to stop at the school entrance. There is a clear parking, drop off and pick up system in place. There are two school buses which are hired from an external company. There is a checklist and monitoring records to ensure the buses are safe. The buses are checked after every drop off and end of day to ensure there are no pupils still on the bus. There are bus attendants to ensure the safety of pupils when travelling. The buses are parked outside the school entrance and pupils are monitored as they exit the gates and onto the buses, and as they arrive at school.

The good level of hygiene and cleaning routines is evident across the school. Cleaners record hourly the cleanliness of the bathrooms. Corridors, classrooms, and shared areas are free from litter and tidy. There are sufficient toilets and washrooms across the school. Although the toilets in EYFS are not age appropriate, they are adapted to enable independent access by pupils. Attendants are available to support if required.

The school keeps the chemicals used in science locked securely. There are clear procedures to ensure there is a safe amount of stock, that resources are monitored and

that all lessons are risk assessed using an online app. There is a contract with an external waste removal company to dispose of waste chemicals safely and responsibly. The laboratory technician has received the relevant training and understands the importance of keeping pupils safe during practical experiments. The science laboratories all have an emergency shower and an eyewash station. There are clear signs of safe practice within the classrooms and there is evident in science books to reinforce pupils understanding of safety. The school is also compliant with CLEAPSS.

The only access door to the swimming pool is locked when not in use and there are qualified staff to coach swimming. Storage rooms are kept locked. The exams papers are kept secured within a secure safe. There is CCTV and 24/7 security. There is only one gated entrance to the school and there is a secure perimeter wall.

A qualified nurse is on site in the school's clinic. This is accessible throughout the school day. There are two beds. Medication is stored securely. The nurse is also responsible for checking the weight, height and sight of pupils are per the local regulations. Further, additional staff have been trained to administer an EpiPen should this be required. The EpiPen is accessible but kept safe in a high-level cabinet. There are First Aid kits positioned throughout the school.

Packed lunches are monitored by the teachers and healthy eating is encouraged. Teachers pay particular attention to pupils' happiness and wellbeing through the "Philosophy for Education Programme." Pupils have good relationships with staff and friends and said, "I love my school." Older pupils said that they feel looked after by staff because "they care about my health."

Pupils report that they feel safe in school and know who they can talk to. Bullying is very rare and behaviour logs recorded very few incidents of disruptive behaviour. Parents reported that they felt their children were safe in school and concerns are dealt with quickly. The school makes contact promptly about their child's welfare when there are concerns regarding illnesses or accidents in school. This is either during the school day via a phone call or at the end of the school day. Attendance registers are maintained and the school calls parents when there are no reasons to explain a pupil's absence.

All staff understood the importance of keeping pupils safe and were vigilant. However, local staff require further training to ensure that they are compliant with the highest professional standards around safeguarding and mirror the high standards of policy and practice embedded in UK schools.

The principal has received training in the UK Prevent initiative to eradicate in society the promotion of extremist views and radicalisation. The principal has cascaded this training to the Head of Arabic, Deputy Designated Safeguarding Leader, and all Arabic speaking staff. They monitor and report any concerns where pupils are at risk, with the Principal and CEO.

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

The suitability of the proprietor and staff meets the standards required for BSO.

All members of staff undergo appropriate checks by the ministry of education to ensure their suitability for the role when they are appointed to the school. The school's CEO and director are well established in Qatar as leaders of the biggest chain of private schools in Doha. They are known by the ministry. There are robust systems in place to ensure staff at the school meet the ministry's requirements.

Identity, medical, qualifications and police check, or DBS checks and references were in place for all staff appointed to the school. This includes teachers, administration staff and teaching assistants. These are held in individual files and on a single central record held centrally and by the HR manager in the school. Information regarding staff who have resigned since 2012, was also detailed on this record. All information is stored securely and confidentially.

Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references. A disclaimer letter for local staff is sought from the previous place of work in line with ministry requirements.

Qualifications are checked by the ministry and attested for overseas staff. Two references, one from the most recent place of work, are sought which are followed up by the school. VISA details are stored centrally on the single central record for all staff. The school also complete social media searches to ensure that all staff are suited to work with children. If there are any concerns, then these are resolved before appointment to ensure that the person appointed is suitable.

The school rarely uses supply staff and when they are required, they are sought from other schools within the group. Volunteers are not used in the school on a regular basis. Staff that are outsourced, such as cleaners are checked by the company and this detail is shared with the school's central office and the ministry. Advertisements to recruit staff to the school promote safer recruitment practices. This is yet to be embedded into interview procedures to ensure tight monitoring around recruitment.

Induction processes take new staff through the policies and procedures related to keeping children safe that are stored on the school's computer systems. Induction for teaching staff includes guidance around the expectations of the school for activities such as lesson planning, lesson delivery, homework, marking, health safety, welfare, and hygiene issues. New teaching staff undergo an interim probationary review to ensure their suitability to the role.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet BSO standards

Newton British School provides a safe and well-maintained learning environment for pupils aged 3-16 years. The school's buildings and premises including facilities for outdoor physical activity and indoor practical activities are good. Based on the grounds of a previously occupied palace the school has three separate buildings and a gymnasium. The newest building is for the EYFS, with individual classrooms with outdoor provision accessed through classroom doors onto a shaded veranda. The largest building hosts primary and secondary classrooms on three floors. The primary KS 1&2 classes occupy the ground floor and part of the second floor. The second and third floor are divided to allow for the girls and boys from year 7 to be taught separately. Facilities such as the science labs and ICT suites are shared but their use is timetabled separately. The third central and oldest building referred to as 'The Palace' is used for administration, primary library, a small indoor swimming pool for KS 1 and an ICT suite.

The buildings offer the opportunity for learning and are appropriately resourced. There are sufficient specialist areas and communal areas to enable all aspects of curriculum delivery. Buildings are adjacent but there is sufficient space in-between for outdoor learning and play. Pupils have access to the gymnasium, shaded outdoor play areas and a swimming pool for KS 1 children. The ICT suites, science laboratories and library are well equipped and serve the different needs of all pupils. EYFS have access to outdoor learning in each classroom on a veranda and access to a large shaded designated play area.

Premises and accommodation are maintained to a good standard ensuring the health, safety and welfare of pupils is a priority. The school is routinely checked and monitored by Qatari authorities including Civil Defence, the Ministry for Education, and the Ministry of Health. The school was extremely vigilant in abiding by the Ministry's regulations during the pandemic.

Classrooms are of an appropriate size for the number of pupils, and they have access to sufficient resources. Chairs and tables within classrooms are age appropriate throughout. The classroom and corridor displays are well presented and tidy. There are adequate toilets and bathrooms across the school with hot and cold water. The hot water provided presents no risk of scalding. There is sufficient shading in the outdoor areas. There are recycling points across the school site. Signage is clear and appropriate.

Buildings accommodate pupils and visitors including those with physical needs and disabilities. There are ramps and lifts throughout the buildings allowing for ease of access. The play areas are on one level allowing for inclusive opportunities during break times.

All areas, both internally and externally, are well lit and very close attention is paid to cleaning and hygiene. Hand sanitizers are in central locations. Air-conditioning is fitted throughout the school although remote controls are shared across classrooms There is only one entrance and exit gate and a secure perimeter wall surrounds the site.

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

The provision of information for parents, carers and others is good and meets the standard.

There is a wealth of information on the school's website and in a parent handbook. Parents feel well informed and like the range of information. They reported that the communications from school are timely and appropriate.

Parents receive messages from teachers via email or using an online app. They also receive a half termly newsletter from school leaders informing them of school events, key events, and curriculum plans. Homework is set weekly, and parents stated that the homework helps them to know what children are learning in school. They felt that the amount of homework was just right. Parents of primary pupils particularly liked the online reading platform that presented children with a range of texts well suited to the child's ability with follow up questions to check understanding.

The school's website contains a range of useful information around school policies, admissions, school fees, and school uniforms. It is up to date. The school's parent teacher association can be contacted through the website, and they invite all parents at the school to join their half termly meetings.

Pupils' end of term reports are informative. They contain detail which parents find easy to understand about their child's learning in school and actions to take to help them learn further. Termly parent consultation evenings take place and are valued by parents as an opportunity to meet with the teacher.

The school offers parent information events at the start of the year to inform parents around school procedures and routines. Parents liked the Parents Breakfast Day where they were invited into school to share books with their child.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

The school has a written complaints policy that clearly defines the difference between a complaint and an informal concern. The steps taken to resolve complaints are detailed within the policy and followed through if required. There is a clear timescale of two days for the school to respond to a complaint raised by a parent. Regular policy review is advised in line with UK practise. However, parents also have the option to raise a complaint to the ministry of education. The school shares this information with parents alongside the policy which is on the school's website. Complaints raised by staff are dealt with in a separate staff grievances policy and have agreed steps to follow. In the event of the school requiring further support the Newton Group of schools have legal representatives who can offer guidance.

The school and parents reported that complaints are rare and resolved quickly. They like the 'open door' policy at the beginning and end of the school day where class teachers are available to speak to parents if required. Bilingual staff assist with translations if required. The school principal welcomes pupils at the start of the day and monitors pupils at the school gate, as they exit school at the end of the day. Parents reported that the principal is easily approachable and listens to their concerns. Complaints and concerns are managed effectively and meet the needs of the parents and pupils at the school.

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

The quality of leadership and management of the school is good and meets the standard.

The director and CEO of the school know the school well: they receive a weekly report from the principal which keeps them well informed of the day-to-day business of the school. The principal, deputy headteacher, key stage coordinators and the Arabic coordinator meet weekly to agree actions. These are then implemented by the key stage coordinators. Weekly reports are written by key stage coordinators, and these are shared weekly with the principal. These lines of communication allow actions to be embedded quickly and senior leaders to remain well informed.

The school's self evaluation is accurate, and the action plan has three clear priorities related to promoting Qatar's national identity, academic challenge, and the vision of the school. The school's leaders, including the CEO and director have identified raising the standard of teaching and learning as an area of focus. Action plan targets are focused on outcomes for KSs 3 and 4, and Arabic teaching. Regular questionnaires seek the views of stakeholders and these feed into the school's action plans and self-evaluations.

Details of the school's performance is held centrally. Both the principal and the deputy head teacher have a clear view of what the school needs to do to develop and grow. The delegation of tasks to middle leaders around monitoring and evaluating provision within Key Stages is yet to be developed across the school. Collaboration across the network of Newton schools is used to share resources, and collaborate on new ideas, such as philosophy for children. EYFS teachers and teaching assistants recently received training in phonics from a lead teacher from another Newton School.

The school offers to support teachers' professional development by contributing to the cost of professional development courses such as NPQH. There are opportunities for mentor and peer support within the group of schools, alongside opportunities for promotions. Most teachers are expatriate and have limited experience of working in the UK. Therefore, there are clear performance management systems and appraisals in place to support teachers' professional development. The professional development of staff and staff welfare is given a high priority. All teaching staff have a target to work towards achieving over the school year aligned to the school's priorities. Teachers reported feeling valued within the school and are regularly recognised for extra achievements, receiving awards along with the pupils in the school assembly.

The day-to-day management of the school is effective: it operates smoothly, with strong lines of communication. The number of students on roll has grown considerably since 2017 and the changes that this has required have been managed successfully. All stakeholders questioned were overwhelmingly supportive of the school and its leaders.