



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Newton International Academy**

**Doha**

**Qatar**

Date  
Inspection number

**1<sup>st</sup> -3<sup>rd</sup> October 2023  
20231001**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 <b>The quality of education provided by the school</b>	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	11
6	Standard 2 <b>The spiritual, moral, social and cultural development of pupils</b>	13
7	Standard 3 <b>The welfare, health and safety of pupils</b>	15
8	Standard 4 <b>The suitability of the proprietor and staff</b>	17
9	Standard 5 <b>The premises and accommodation</b>	18
10	Standard 6 <b>The provision of information for parents, carers and others</b>	20
11	Standard 7 <b>The school's procedures for handling complaints</b>	21
12	Standard 8 <b>Leadership and management of the school</b>	22

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

The lead inspector was Nicola Walsh. The team members were Stephen Buckland, Helen Molloy, Andrew Turner and Dr Paul Walton.

## 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

The school enjoys a high reputation in the local community and within the Newton group. The school's premises and accommodation are well designed to support the delivery of the English national curriculum and early years foundation stage. The youngest pupils benefit from a high quality of provision well matched to their needs. Older pupils gain a wide range of qualifications due to the school's broad range of options in external examinations at Key Stage (KS) 4 and 5. Loyalty from all stakeholders to the school is strong and staff mobility is low. A strong sense of support is evident across the school, such that everyone feels included. Pupils stated that they enjoy school and commented on the strong family feel.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- The inclusive and supportive ethos of the school, led by the proprietors and the senior team;
- an international community of pupils who have a broad cultural understanding of the world;
- a wide range of extracurricular activities;
- provision in science so that all pupils learn the rigours of investigation through practical applications;
- opportunities for pupil leadership;
- a wide range of option choices at KS4;
- the provision of information for parents;
- the strong sense of staff community;
- better than expected progress in KS4 and 5;
- inclusion of pupils with significant needs and their access to the curriculum.

## 3.2 Points for improvement

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

1. Further develop the culture of continuous school self-evaluation, measuring against BSO and UK benchmarks;
2. Continue to promote a culture and love of reading in Key Stage 1;
3. Consolidate the written scheme of work for PSHE to include effective progression for all pupils.

## 4. The context of the school

Full name of school	NEWTON INTERNATIONAL ACADEMY		
Address	BARWA CITY, DOHA, QATAR		
Telephone number	+974 4001 6401		
Website address	<a href="https://newtonschoools.sch.qa/schools/nia-barwa-city/">https://newtonschoools.sch.qa/schools/nia-barwa-city/</a>		
Main email address	info.Nacademy@newtonschoools.sch.qa		
Headteacher/Principal	Ms Nadia January		
Chair of board of Governors/Proprietor	Mrs Afaf Al-Ma'adeed		
Age range	3 – 18 years		
Number of pupils	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
	<b>1,856</b>	<b>1032</b>	<b>824</b>
Pupil numbers by age	<i>0-2 Years</i>	<i>3-5 Years</i>	<i>6-11 Years</i>
	<i>0</i>	<i>249</i>	<i>766</i>
	<i>12-16 Years</i>	<i>17-18 Years</i>	<i>18+ Years</i>
	<i>763</i>	<i>78</i>	<i>0</i>
Total number of part-time pupils	0		

Newton International Academy was established in 2013 as the fifth school in the Newton group of schools. There are now 9 schools in the group operational across Doha. The school retains its own identity but accesses a centralised office for HR and finance. The school offers a British education and is fully inclusive. At the time of the inspection, the principal was absent. The vice principal was supported to lead the school by the head of primary and head of secondary.

The majority of teachers -with the exception of the Qatari curriculum teachers- are sourced from English speaking communities such as South Africa and the UK. Pupils on roll at the school represent over 60 nationalities and there are more boys on roll than girls. Most pupils are Muslim and speak English as an additional language. A minority of pupils join the secondary phase after completing their primary education at other Newton Schools.

## 4.1 British nature of the school

- The school delivers the English National Curriculum (ENC) and the Early Years Foundation Stage (EYFS) curriculum
- The school is organised into KSs and year groups
- Assessments are UK sourced
- The school promotes British values through the school's vision, curriculum activities, and events
- Displays of British institutions and values are highly visible around the school
- The school is well resourced in materials that are in use in English schools
- Libraries are well stocked with British literature, reflecting the modern multicultural character of the UK
- The school has a uniform policy, like many English schools
- The school's house point, school council and rewards system reflect those used in English schools
- Recruitment of staff is through British based recruitment agencies
- The academic calendar and signage replicates that of a British school.

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

The quality of education provided meets the standard required for BSO and is good.

### 5.1 Curriculum

The school follows the English national curriculum and early years foundation stage adapted to meet the requirements of the Qatari ministry. A separate curriculum policy for each phase of the school is in place and published on the school's website. In KS4 and KS5 pupils follow IGCSEs and A-Level examinations. Curriculum planning is strong, with long term plans in place in each phase of the school. These highlight the progress of skills and knowledge across each subject and include philosophy for children from foundation stage to year 13. Although PHSE is delivered throughout the school it could be further improved to provide an appropriate level of relevance matched to the age and abilities of pupils.

In EYFS the curriculum is stimulating, engaging and promotes an inquiry approach. A wide range of resources and careful planning ensure a broad balance of each of the seven areas of the early years' foundation stage. A published UK phonics scheme provides clear structure for pupils to learn letters and sounds. Pupils were observed in FS1 learning to listen carefully and talk about sounds using a tambourine and shaker. Reading is promoted through the use of an established scheme. Extracurricular activities are offered to pupils where they can take part in football, ballet, gymnastics, cooking and yoga. At the end of early years foundation stage pupils are supported in transition to year 1. This includes a 'look book' to take home and in term 3 orientation sessions. It is a significant transition for pupils as they move into year 1 classrooms, situated in the main school.

In primary the curriculum is broad, although there is a focus on English, including guided reading sessions, spelling, punctuation and grammar. Talk for Writing is also used to embed language skills. Lessons in English, and mathematics are delivered daily. Phonics and maths planning follows a published UK scheme which is enabling clear progression between year groups. In maths, pupils were enjoying completing practical tasks and applying their learning. In year 6 pupils were using fraction dominoes to match improper fractions and in year 5 playing a board game in teams to subtract. Science lessons are enhanced by the weekly practical sessions in the well-equipped primary science laboratory. Specialist teacher's deliver lessons in ICT, P.E., music, and Qatari curriculum subjects which enhances the mastery of the subject; pupils in year 5 were observed using the pentatonic scale to create a short piece of music. French is also introduced in KS2. Almost all year 6 pupils transfer to the secondary phase and into year 7. Transition is eased by year 6 pupils joining



secondary themed weeks and the application of a consistent system for rewards and sanctions across KS2 and 3.

Pupils in KS3 follow a broad timetable of 13 subjects, each delivered by a subject specialist and in classes separated by gender. Pupils are set by ability for English, maths, Arabic and French. Pupils who require additional support are provided with extra help after school and are supported in lessons, so that all pupils have equal access and are included. Qatari curriculum subjects, PE, maths and English are compulsory throughout KSs 3 and 4. Pupils in year 10 are given a wide choice of options from which they select 9 subjects at iGCSE level. However, most pupils select to take English as a second language at iGCSE, and Arabic as a first language. In KS5 pupils choose 4 subjects at AS-Level which reduces at A2, again with a broad offer of 16 subjects. Option evenings, and options booklets guide year 9 and year 11 pupils in their choices.

A homework policy is in place in both primary and secondary phases, both of which are shared in the relevant phase's handbook. Homework is recorded weekly in the student planners, although evidence of this was rare in the planners scrutinised during the visit, particularly in secondary.

Reading across the school is promoted through a published UK scheme and phonics programme in early years and primary. Dedicated guided reading lessons and weekly library visits provide reading experiences for primary pupils. Virtual author visits enhance the curriculum and promote literacy. The primary school has recently reviewed its curriculum for reading and implemented a greater focus, particularly in KS1. Themed weeks across the school further enhance the curriculum and promote a love of learning amongst pupils.

The provision for pupils identified as having special educational needs (SEN) is a strength of the school. A SENCo is in position in both primary and secondary phases. Each SEN pupil registered has an individual learning plan (IEP) which enables access to the curriculum at a level relevant to need. Pupils identified as gifted and/or talented are identified through the use of assessment data, and through classroom observation. The identification of gifted and talented pupils facilitates participation in external competitions and events.

A wide range of further educational opportunities, such as inter-school academic and sporting competitions, local and international trips and competitions are offered within the region. These enhance the curriculum offered and further contribute to the breadth of pupils' experiences in school. A guidance counsellor provides guidance for careers choices and supports the university application process for pupils in KS5. Formal links with past pupils was created last year and a separate alumni area is now hosted on the school's website.

## 5.2 Teaching and assessment

Teaching across the school is strongest in early years and KSs 4 and 5 where teachers plan tasks and use approaches that are well matched such that pupils make consistently strong progress. Across the school teachers use questioning effectively as a check on understanding and recall previous learning. Plans are in place that list success criteria so that teachers know the steps pupils need to make.

Teachers in early years have high expectations of pupils so that the tasks planned offer appropriate challenges, and behaviour is managed very effectively. Language is embedded quickly through the use of well-established routines, using rhymes and questioning. Teachers and teaching assistants encourage pupils to learn through play and work well collaboratively and independently. A wide range of resources engenders an infectious enthusiasm amongst pupils about their learning such that pupils thrive. In well-resourced outdoor area pupils were observed playing with blocks of ice and talking about it melting.

In KS1 teacher-pupil relationships are positive and there is a supportive culture of care and respect. Supervision of pupils is supported by teaching assistants assigned to each class, and individuals with identified needs are supported by personal learning assistants. Classroom routines are established. Where there were opportunities for pupils to be active in their learning, progress was clear. This was observed in a year 2 maths class where pupils worked in pairs to generate random numbers by shaking dice. When pupils were given 'thinking time' before responding to open-ended questions on their white boards, teachers addressed misconceptions. However, active approaches to learning were not employed consistently across KS1 and teacher led activities dominated.

Across KS2 teachers demonstrated strong subject knowledge and in the best lessons, planned tasks that engaged pupils. In most lessons observed whole class teaching approaches enabled most pupils to make progress. A year 3 English lesson provided pupils the opportunity to use role play as a person from the stone age, before writing an information text about prehistoric life. Practical science lessons are supported by a specialist teacher acting as laboratory technician. Year 6 pupils created electrical circuits and recorded these in their science notebooks using diagrams and symbols associated with electrical circuits. Classroom management is effective and lesson planning detailed. However, plans were not always based upon the teacher's accurate knowledge of what the pupils could do. There was limited evidence of more able pupils being challenged in lessons. Where plans were annotated there was evidence that teachers had considered the needs of their pupils, and the success criteria was employed effectively. In most pupils' books sampled presentation is neat, but there is a heavy reliance on worksheets which are pasted into books.

In KS3 teachers' model and explain the tasks supported by detailed lesson plans and by reference to pupils' text books. Teachers use questioning to check for understanding. Many lessons in KS3 have small numbers of pupils and this facilitates a discussion approach where all pupils are actively involved. In a year 8 boys French lesson all pupils were very keen to use the interactive whiteboard and match pictures to vocabulary. The teaching facilitated a positive learning environment where pupils were not afraid to learn through making mistakes, and there was a strong culture of peer-to-peer support. In KS4, stronger teaching in core subjects was evident. PowerPoint presentations were often used to structure lesson content and engage pupils' interest. In a year 11 environmental management lesson on atmospheric pollution, the teacher's carefully crafted presentation demonstrated how pupils could achieve the higher mark bands in their iGCSE.

In KS5, teachers routinely built upon what pupils knew, and provided a higher level of stretch and challenge through targeted questioning. The best lessons included different activities matched to pupils' abilities and opportunities for pupils to lead their learning. In a year 13 English lesson covering language change, and in an economics class there were many examples of enthusiastic group discussions which prompted considered responses from pupils. However, numbers of pupils in KS5 classes are smaller. Here pupils benefit from learning in groups where relationships with teachers are strong and are highly motivated to be successful.

Regular assessments, using standardised frameworks ensure that senior leaders monitor the impact of teaching and know where pupils are making good progress. In early years baseline tasks ensure the teachers know where pupils are on their learning journey and use this information to plan teaching. At the end of KS1 and 2, the school carries out several standardised international benchmarking assessments in reading, maths, spelling, punctuation and grammar, and teachers assess writing. While moderation is in place to check teacher judgements, currently internal teacher assessment grades do not correlate with external measures. In primary, an appropriate marking policy is in place and followed. However, the quality of constructive feedback from teachers is variable and thus also in terms of impact on pupils' progress. In secondary, the use of the acronym's *www* (what went well) and *EBI* (even better if) stickers were used to provide praise and next steps for individual learning. Self-assessment was used frequently across secondary. The use of strategies such as using mini whiteboards, red/amber/green cards and the use of 'thumbs up' was most evident in secondary and upper KS2.

## 5.3 Standards achieved by pupils

Across the school pupils are well behaved and confident. They interact appropriately with one another and are respectful of teachers. Attendance is in line with the school's expectations although this is lower than that expected in British schools and could be improved. Most pupils use English and Arabic articulately and enjoy school.

In early years standards are high. Pupils of which all in FS1 were new to school, behave exceptionally well and are curious to learn. They ask questions of the adults in the classroom and most speak English accurately. By the end of early years, the school's internal data indicates that pupils are attaining age-related expectations against the early learning goals and working at, and above age-related expectations in phonics. Pupils' learning journeys are used to closely monitor progress over time and these evidenced that pupils were making strong progress.

In KS1 pupils work in lessons indicate that pupils are working at curriculum standards. The standard of presentation in books is high as a result of work being pasted into pupils' notebooks. However, there was limited evidence of independent or unstructured work. Photographs taken by teachers during lessons are used extensively as a record of pupil's practical tasks, but with limited impact on next steps. The school's summative assessment data indicates that by the end of KS1 pupils are attaining age related expectations in English and maths. However, the results varied between different standardised tests, and did not correlate closely to teacher judgements. School leaders believe this discrepancy may be due to pupils taking the tests online.

By the end of KS2 attainment is broadly in line with UK age related expectations and strongest in maths. End of KS assessments in 2023, indicate that 82% of pupil's attained in line or above age-related expectations in maths which exceeds UK national averages. Reading progress data indicates that 76% of students achieved at, or above age expectations. This is slightly above the UK average of 73%. However other standardised tests in reading indicated that 62% of pupils achieved between stanine 5-9, which falls below expected levels. Moderation also takes place between the Newton group schools, particularly for science where this is based on a bespoke assessment rubric.

In KS3 pupils work in line with curriculum standards and the school's internal assessments are used to track students' progress. In KS4, where there is a sharp focus on success in external examinations, outcomes for pupils are high. At the end of 2023 many pupils met or exceeded their CAT 4 baseline predicted grades and the value-added indicator is high. 32% of all grades awarded to pupils were A\*-A, with 74% of grades at C or above. Of all grades C and above science were highest, with 85% in biology, 90% in chemistry and 89% in physics. In 2022, 22 pupils attained 5

or more A\* grades in IGCSE exams and were recognised as high achievers by the examining board.

In KS5, pupils continue to make good progress. 55% of all grades at the end of year 13, were a C grade or higher with 15% of all grades A\*-A. In 2022, there were 9 pupils that attained 3 A/A\* grades in A level examination as high achievers. Pupils who study in KS5 are well prepared for the next stage of their education and many are offered places at high-ranking universities around the world.

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

The spiritual, moral, social and cultural development of pupils meets the standards is good and has elements that are excellent.

A wide range of opportunities positively impact on pupils' personal development. Pupils feel very supported and encouraged in school, and one senior pupil commented *"I feel like it's my second home."* One of the greatest assets of Newton International Academy is its' diversity and international dimension. The school's vision 'an international community of learners striving for excellence and celebrating success' is well served by the promotion of pupils' spiritual, moral, social and cultural development. Pupils at the school are from a wide variety of different cultural backgrounds, with almost 30% of pupils from Qatar, and others from countries such as India, Pakistan, Jordan, South Africa and Egypt. Pupils talked about having friends that come from all over the world. As a result, they express strong moral values of tolerance, respect for each other and celebrate where people may be different. British values are evidenced strongly throughout the school, particularly through classroom and corridor displays. Pupils also learn about modern Britain throughout the curriculum. In a year 10 global citizenship class pupils discussed the concept of democracy in different countries around the world.

Pupils appreciate the wide range of extra-curricular activities that the school offers such as chess, volleyball, choir, yoga, book club, and philosophy for children. These are offered for all pupils from FS1 to year 13 and are inclusive. Many activities are led by teachers where they have a talent or interest to share such as Irish dancing. The school also offers other specialist activities led by external coaches such as gymnastics, ballet, karate, music and swimming, making good use of the school's accommodation. Participation by pupils is high and the quality of provision is excellent.

There are many opportunities for pupils to take on leadership roles. These include the head and deputy head of school, house captains, student council representatives' prefects (subject-specific and general) and sports leaders. Pupils feel represented through the school's many pupil leaders and talk about suggested initiatives being acted upon.

Pupils are proud of their contributions to school and to the wider community. Many pupils take on roles, volunteering, student-led activities for anti-bullying week, health week, TED-Ex talks, model united nations (MUN), the Qatari student leadership conference. Pupils also have opportunities to represent the school and at an individual level in sporting clubs and events. Pupils' achievements are celebrated when they compete at a local, national and international level. Displays in the entrance hall show photographs of pupils who have excelled in sport at national levels. Prefects in KS5 organise the buddies programme and are confident in their role supporting younger pupils and involvement in themed weeks across the school.

Pupils feel safe, happy and supported in school and senior pupils in particular know who to turn to if they have a concern. Teachers stay with their tutor group from year 7 until they leave the school, and this results in strong relationships at individual levels. Pupils' spiritual development is promoted through philosophy for children lessons which present opportunities for reflection and contemplation. Muslim students attend Islamic studies which prompts a deeper understanding of spirituality. All pupils have opportunities to take part in extracurricular activities such as yoga which promote a greater awareness of self and inner reflection. Opportunities for awe and wonder are often created in practical science lessons and also in reflective moments in assemblies.

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

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

The school site is secure, with a perimeter wall and gates that have well-established entry and exit procedures. Drop off and pick up arrangements are safe and well monitored by vigilant security staff. Although continual review and oversight by senior school leaders is required to ensure pupils movements at busy times are managed well. All adults on site are issued with coloured lanyards which are collected upon entry at security and handed in on departure. Security personnel are on site permanently and security logs are maintained for all visitors. CCTV cameras ensure full visibility and monitoring of the school site.

The school fully complies with local regulatory requirements of the ministry and civil defence. The school is subject to routine inspections by external agencies. Contractors are employed by the school to manage the safe provision of utilities, clinical waste, staff and student transport, pest control as well as security and CCTV. Storage of hazardous substances including chemicals in science laboratories is secure.

A designated fire marshal and fire warden are on site. Fire extinguishers, fire alarms and other fire safety equipment are serviced regularly. Fire exits are clearly signposted, evacuation plans are displayed clearly in classrooms and key areas. The school undertakes regular fire drills to ensure that the students and staff are aware of the procedures, and these are timed and recorded on an evaluation form. A critical incident policy includes plans, communications, a plan of action and post-traumatic support in the event of an unplanned emergency at the school.

The school has designated safeguarding leaders for each site, who are qualified and a safeguarding team. They are identified on posters displayed around the school. Training in keeping children safe and child protection procedures are provided for all staff, and to new staff when they join the school.

A first aid and school clinic policy are implemented effectively. There is a school nurse on each site who operates from a well-equipped clinic. Most staff have completed first aid training and are qualified to deal with first aid emergencies. The school's nurse maintains confidential medical records of pupils and liaises with parents where required. Healthy eating is promoted around the school on posters. The school canteen is operated by an external catering contractor. They offer a range of balanced options for pupils, although most pupils bring in food from home.

The school has a detailed positive behaviour for learning policy which ensures that support is appropriate. There are many examples of rewards being used throughout the school. These are in the form of certificates, a recognition board, house points, classroom rewards



and through assemblies. A school counsellor is employed to work further with students on a one-to-one basis and supports pupils with mental health, and behavioural issues. At the end of the primary phase pupils complete a pupil attitude survey. This is helpful in easing transition into year 7 and informs the counsellor where there may be concerns.

A school anti-bullying policy is in place which is implemented across the school. Posters created by pupils on the topic of anti-bullying are visible around school. The student council have led initiatives such as an anti-bullying pledge, cyberbullying week and have completed a student survey. The survey states that almost all pupils feel safe at school. Events such as 'odd socks day' have raised awareness amongst the KSs. The philosophy for children initiative has created opportunities to explore conversations on behaviours through classroom activities, homework, and a daily challenge.

Policies regarding the use of technology are in place and pupils talked about staying safe online. However, the school's approach to the use of mobile phones by older pupils in school requires careful review to ensure the safety of all pupils and staff.

Around the school, there is a focus on recycling in specific areas. There are bins labelled and pupils are encouraged to keep the buildings tidy. The cleaning staff maintain cleanliness and are visibly active particularly after break times, and where pupils have been active in shared areas of the school. Staff report any minor maintenance requests on a central staff portal such that maintenance issues are resolved swiftly by the team. The safety of the site is reviewed on a regular basis. A written risk assessment policy is in place which ensures areas of increased risk are regularly reviewed.

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

The suitability of the proprietor and staff meets the standard for BSO.

The school's human resources department is supported in its duties by the central office of administration. It is further supported by the rigorous procedures in place by the ministry regarding employment of all staff who work at the school. The school's CEO and Director are well established in Qatar as leaders of the biggest chain of private schools in Doha and are known by the ministry. There are robust systems in place to ensure staff at the school meet the ministry's requirements.

All required checks were in place for staff who work at the school, and this is recorded on a single register. Identity, medical, qualifications and police check, or DBS/ICPC 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 record held centrally and by the HR manager in the school. This included contractors such as bus drivers and cleaning staff. 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 completes social media searches to ensure that all staff appointed 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.

Recruitment and induction procedures ensure staff are fully supported when they join the school. The school's safeguarding expectations are clearly shared throughout the whole process from the initial advertising of a vacancy to the appointment letter. Staff involved in recruitment have received safer recruitment training so know what is expected. They are vigilant in their duties to ensure staff employed by the school are safe to work with children.

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

The premises and accommodation of the school meets the standards for BSO and are good.

The premises and accommodation of the school are situated on three separate adjacent locations. The main building hosts primary and secondary pupils, and there are two separate early years buildings for pupils aged 3-5 years old. They are all well maintained, purpose built and make a very good contribution to pupils' enjoyment of their education.

Across all three sites, corridors and shared areas are spacious and contain attractive displays of pupil's work, both past and present. Classroom furniture and fixtures are appropriate to age groups of pupils. Classrooms are all well-equipped with interactive whiteboards and resourced appropriately.

In the main building large, central shared areas with stepped seating are used for assemblies and whole school events. However, these require considered use by staff to ensure distractions to other areas are minimised. Specialist facilities enhance learning such as a large central library and well-equipped science, art, music and technology rooms. A purpose-built school canteen is provided, although at busy times primary pupils eat in their classrooms. It was noted that visibility into classrooms is restricted in the main building, but this is overcome by ensuring classroom doors are open at all times.

Facilities for sports are well used and provide a good quality of indoor accommodation. A large central gymnasium is well equipped and offers gymnastic equipment which is used by an external contractor. Sports areas provide adequate showers and changing facilities. An indoor heated swimming pool is available, although was not in use during the inspection. Pool side spectator seating has been installed since the last inspection. Maintenance of pool cleanliness and hygiene is the responsibility of an external pool contractor.

The two separate early years buildings offer attractive and appropriately resourced indoor and outdoor areas. Both sites are secure, well maintained and host a school nurse and well-equipped clinic. Opportunities for sand, water, role play, physical and construction activities are in place. Each site hosts a central area that can be used for assemblies, PE and whole phase events. An attractive library space is provided in each, to promote a love of books.

Toilet and washing facilities are provided for each KS. Vigilance by staff and improved signage is required to ensure staff and pupils do not share toilet facilities. Medical rooms are adequately staffed and equipped. Pupil water drinking stations are available across the school but appear to have decreased in number since the last inspection, as noted by students.

The premises cater effectively for anyone presenting with a physical disability. Lifts, ramps and wide corridors for ease of movement are in place across each site. External lighting is in place across the school to ensure safety at entry and exit gates.

## 10. *Standard 6* The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others.

All aspects of this BSO standard are met. Parents feel that their children are safe and happy in school and make good progress both academically and holistically. Parents referred to the school vision and stated that the school is continually striving to improve and considers the views of parents.

Parents and carers believe that the school communicates very effectively through a variety of communication channels, including online applications and social media. Class newsletters, termly bulletins, reports and events and activities shared on social media contain relevant and timely information. The school has a media manager in place to promote school activities in the community. Parents also reported that staff are approachable and can be contacted through email or telephone conversations. Information notice boards are also clearly visible in the school's reception area, and the clinic provides a school medical procedures booklet. However, although a website is in place aspects were out of date at the time of the inspection.

The school offers a wide range of online applications and websites that promote reading, maths and science skills. Parents reported that this enables them to be involved in the work that their children are learning to do at home and is an appropriate extension of work in lessons. Pupil's planners are an effective link between home and school and parents of secondary pupils appreciate the teachers' regular use of planners.

Termly reports include pupil attainment and progress information, as well as social development information. These are supported by the parent teacher meetings which are regular and well attended.

Parents stated that a strength of the school is the multi-cultural environment and the wide range of extra-curricular opportunities offered, such as the duke of Edinburgh award. They also identified the unique opportunity that their children have had at school to attend international sporting events in Qatar, such as being mascots in the FIFA World Cup and attending the Formula 1. They believe that the extracurricular activities offer a huge advantage, especially when it comes to competing in sport.

## 11. *Standard 7* The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school effectively implements a clear policy for handling complaints, which meets host country requirements and reflects best practices from the UK. It is made available for the parents and sets out clear time scales for the management of a complaint.

Complaints are initially dealt with informally, with clear information provided to parents about who they should address specific issues to directly. If parents are unhappy with the outcome from the informal stage, the complaint can be formalised through writing to a member of the senior management team. If parents are unsatisfied with the outcome of the formal complaint, they can request a panel hearing. The CEO will appoint a panel, one member of which will be independent to the management and running of the school. The parent is permitted to attend the panel hearing and be accompanied if they wish. After the hearing, the panel will make findings and recommendations which are made available to the parent and where relevant the person complained about.

A parent liaison officer offers support to parents and deals with parents concerns at an informal stage. The officer oversees the confidential log of complaints and ensures that complaints are recorded and resolved promptly. The school's office of central administration is also supportive in dealing with complaints raised by parents. The central office will support the school to deal with complaints in a fair and reasonable manner where an external view is required. The school has recently introduced a parent complaint hotline, this has yet to be added into the existing complaints policy.

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

The leadership and management of the school are good.

The school's vision and mission are clearly shared throughout the school and are well known to parents, pupils and staff. The director and CEO of the school know the school very well. They are very well informed of the day-to-day business of the school and the school's long term strategic direction. Such that in the unplanned absence of the principal, the school ran effectively under the leadership of the vice principal, supported by the heads of secondary and primary.

Regular meetings across the school between heads of school and heads of year ensure that lines of communication are strong. The whole school strategic plan informs actions on separate primary and secondary action plans, and these in turn feed into priority and action plans. Improvement areas are taken from the recommendations of the previous QNSA inspection 2022 and the BSO inspections 2018 and NIA SMT suggestions. The school is rich in data regarding pupil and staff performance, and this is gradually informing whole school strategic plans and self-evaluation to direct the school's priorities. Surveys are used to gather information on the views of all stakeholders and these feed into the school's plans. An extremely detailed self-evaluation was in place, but this lacked evaluation against the standards and was not linked to the school's strategic plan.

High staff retention rates are indicative of a strong culture of support and development for all teaching staff. Job descriptions are clear, and a staff handbook ensures that staff understand their responsibilities. Staff commented that they always feel supported to explore both internal and external professional development opportunities. Opportunities to link up with other Newton schools to share best practice are in place. Although the current senior leaders demonstrate a long tenure and know the school well, recent changes within existing staff meant that head of EYFS, head of academic were both new to role.

Administration and maintenance and security teams are active and responsive. Systems of appraisals are in place and ensure staff receive regular feedback on their performances. Regular observations of teaching staff ensure that the head of primary and head of secondary are very aware of where the strengths are, in monitoring the quality of teaching. Staff strengths are utilised effectively and support the extracurricular activities. There is a strong culture of support between staff both socially and professionally. Regular professional development opportunities, both online and face-to-face have been provided to teaching staff such that they felt well equipped and up to date.

The day-to-day management of the school is effective. Policies inform procedures so that the school is calm, and pupils and staff are active and purposeful during the school day. The

whole staff team works together effectively to ensure that the school is a safe and purposeful learning environment for all pupils.