



**British School  
Overseas**  
Inspected by Penta International

**Inspection Report**

**Newton International  
School, West Bay**

**Doha  
Qatar**

Date **22nd–24th May 2023**  
Inspection number **20230522**

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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, nearly 70 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 proprietors, staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team members were Grant Best, Caz Jude and David Williams.

## 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 provides very well for the pupils it serves such that no group is excluded. Pupils make progress and attain well. They demonstrate excellent attitudes in their learning behaviours and are self-disciplined. Due to a high focus on reading by the end of key stage 1 most pupils are attaining at, or above the expected level. Homework systems are used very effectively to embed learning at home. This impacts on high attainment most notably in maths by the time pupils leave the school. All stakeholders are exceptionally positive about the ethos and strength of relationships across the school community. A happy confident tone pervades all that the school offers, and as a result pupils are very well prepared for the next stage of their education.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- The excellent behaviour of pupils across the school.
- Relationships across the school are happy and constructive so that everyone feels included and is proud of the school.
- The partnership with parents which supports pupils to make strong progress.
- The supportive learning environment in the EYFS.
- The quality of homework.
- The high attainment in reading and maths.
- The progress of EAL pupils and provision for pupils with significant needs.

#### 3.2 Points for improvement

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

- i. Develop the skills of middle leaders to effectively monitor the quality of learning and teaching.
- ii. Ensure the consistent implementation of the marking and feedback policy across the school through regular scrutiny of pupils' workbooks.
- iii. Teachers adopt creative and imaginative approaches that enable all pupils to be more active participants in their learning.

## 4. The context of the school

Full name of school	Newton International West Bay				
Address	Zone 66, street 930, building no 53.				
Phone number	+974 4411 0014				
Website Address	www.newtonschools.sch.qaInfo.westbay@newtonschools.sch.qa				
Key Email Address	wiidm@newtonschools.sch.qa				
Headteacher/ Principal	Ms Maria Wiid				
Chair of board/Proprietor	Mrs Afaf, Dr Jabr Arabian Establishment for Education Development				
Age Range	3 – 11 years				
<b>Total number of pupils</b>	<b>1,096</b>	<b>Boys</b>	<b>610</b>	<b>Girls</b>	<b>486</b>
Numbers by age	0-2 years	0	12-16 years	0	
	3-4 years	230	17-18 years	0	
	5-11 years	866	18+ years	0	
Total number of part-time pupils	0				

Newton International School West Bay was established in 2006. The school is privately owned and was the first school in the Newton group of nine schools that are 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. The principal, head of primary and EYFS were relatively new to their role at the time of the inspection. However, the principal had acted as vice principal previously and the head of primary had moved from another Newton school. The majority of teachers are sourced from English speaking communities such as the UK, Ireland and South Africa. Staff enjoy working at the school and the mobility of staff is low.

The pupils on roll at the school represent over 40 nationalities of which 11% are from Qatar. Most pupils are Muslim and are nationals of countries such as Egypt, Jordan, Syria and Pakistan. Almost all pupils on roll speak English as an additional language. The school is popular and oversubscribed in some year groups.

## 4.1 British nature of the school

The school has many features which show its Britishness:

- The school delivers the English National Curriculum (ENC) and the Early Years Foundation Stage (EYFS) curriculum.
- The school is organised into Key Stages and year groups.
- Assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- Alongside the Qatari flag, and school flag, the Union Jack is displayed in the entrance to 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 U.K.
- 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 2014 National Curriculum for England, along with the EYFS Framework, 2021. This is successfully combined with the Qatari curriculum requirements. A written curriculum policy for each subject is in place. The curriculum provides pupils with the opportunity to experience a breadth of subjects, with clear progression in skills.

Throughout the curriculum British values, aligned to Qatari values and Islamic values, are promoted. This is visible in the curriculum and throughout the school. Pupils can discuss these values to a high standard, and they understand their importance.

The curriculum in EYFS has recently been updated to incorporate the 2021 Development Matters framework. From FS1 onwards, the nurturing curriculum enables pupils to grow in confidence, and facilitates strong progress in speaking, listening, literacy and numeracy skills. The implementation of the curiosity approach has ensured that pupils have more opportunity to explore and increase their vocabulary. The early years curriculum provides many enrichment opportunities for pupils. A variety of themed days and visitors to school such as doctors and dentists, support and enhance the curriculum. When relevant visitors are 'hard to reach' the school staff are creative in their approach. Such that an 'astronaut' visited an assembly during the inspection linked to the space theme. This inspired and engaged pupils. Role-play by a member of staff ensured that the question-and-answer session was age appropriate and very relevant to pupils' needs.

Pupils in primary work in line with British standards in all curriculum areas. The promotion of reading is evident and across the school pupils enjoy reading. Intervention for pupils not making progress, guided reading sessions that focus on comprehension tasks and weekly timetabled library visits combine to ensure that pupils are given opportunities to read. Author visits and a proactive librarian further enhance the very positive reading experience that all pupils enjoy. The pupils have access to a weekly children's newspaper based upon international and UK news. This broadens pupils' understanding of current affairs.

Pupils know and understand multiple traditional stories through embedding talk to prompt writing tasks. This follows a published UK framework and is in use across the school. Precursive handwriting is taught to pupils from Year 2, although the impact

of this has yet to be seen in pupils' workbooks in key stage 2. Phonics is taught from the foundation stage through to year 2 and follows a consistent approach.

Maths is taught through a published UK scheme. This along with pre-printed workbooks, ensures full curriculum coverage. Science is taught in line with expectations and cross-curricular links are made where appropriate. History and Geography are combined as humanities with a cross curricular approach, enhanced by theme days and events such as being visited by Egyptian mummies, Vikings and astronauts. Art is timetabled as a separate subject and links are made where relevant. Music teaching is to a high standard, pupils were observed marking bar lines onto a musical stave in year 3. Provision for music could be improved with timetabled opportunities for pupils to learn an instrument, such as a recorder. This would embed the relevance of music theory learning, which is a strong feature of the teaching. Physical education is taught weekly. However, the school's accommodation restricts certain aspects of the PE curriculum. Pupils do not yet have the opportunity to learn to swim as part of the timetabled curriculum in key stage 2. French and Arabic are taught as modern foreign languages. ICT is in the timetabled curriculum but there are too few opportunities for pupils to use information technology in other subjects. Design and technology are linked to other subjects where possible, and pupils create models as part of homework and extra-curricular projects.

Extra-curricular activities are offered weekly, and most pupils participate. In term 1 and 2 the activities focused on sports, arts and music. In term 3 they focused on boosters, interventions and academic clubs. The feedback from pupils is that this is a part of school life that they value. Sports squads compete with other schools. The excellent school choir regularly performs in assembly.

The curriculum is enriched through trips to events and attractions within Doha and opportunities to take part in beach clean-ups and the Newton student council summit. All trips are linked to the curriculum. Events such as International Week and Science Day are celebrated and bring the curriculum to life. Parents are invited into school on theme days and contribute to the success of community events. Residential trips took place before the pandemic for KS2 pupils and there are plans to reintroduce these in the future.

PSHE is delivered through a published scheme based upon teaching philosophy to pupils. Qatari history also studies aspects of social responsibility and supports the PSHE curriculum. Pupils talk about their values of the week. They can explain how these are represented throughout the school day, through assemblies, critical thinking questions and through the way pupils and staff interact with each other. There is a focus on wellbeing and pupils feel that they are well equipped to overcome challenges they may face including transition.



Homework is used very effectively to embed the learning in school at home. Online reading materials in addition to books loaned from the school's library enable parents to support reading at home. Homework workbooks state what aspect of the curriculum is to be studied at home and on which day. This again supports pupils with timetabling their learning at home and enables parents to be supportive. Teachers mark pupils' homework, and this is then returned to parents promptly. The school was responsive to a recent parent survey around improving the quality of homework provided. Homework tasks fully support the learning in school and the role of parents is exceptional.

The curriculum provided for pupils with special educational needs and disabilities (SEND) and where acquisition of English is limiting progress, is very strong. The leaders of pupils with SEND and pupils with English as an additional language (EAL) very quickly identify pupils' attainment in key areas of their learning through testing. This close analysis and monitoring of pupils' attainment data ensures that the curriculum provided, and individual education plans are very closely matched to the needs of these pupils. Pupils are withdrawn or supported in class appropriate to their need, so that pupils have access to a curriculum that meets their specific needs. However, the leaders reported that the focus of support is on literacy and language. Other specific areas of need are managed through in class support and supporting the class teacher.

Transition between key stages is smooth between key stage 1 and 2. However the school is developing a closer approach to improve the transition from EYFS to key stage 1. The transition from a play based themed curriculum in EYFS to the rigours of whole class teaching in key stage 1 is challenging for most pupils. The school has identified this as a priority area. Further there were limited opportunities for year 6 pupils as they leave the school to transfer to other Newton schools. Year 6 pupils choose to join different schools within the group and talked about their choices.

## 5.2 Teaching and assessment

Teachers plan tasks that equip pupils with skills comparable to those of pupils in the UK. Questioning by teachers is used to check on understanding. The use of bespoke pre-printed pupils' workbooks in the primary section ensures teachers follow the curriculum objectives and can check progress against these. Teachers feedback to pupils is mainly verbal in class and marking notes are an acknowledgement of the work completed. The quality of annotation and moderation of pupils' work is strongest in EYFS.

Teachers in EYFS work together and ensure formative assessment informs day-to-day plans. Close relationships at all levels ensure that pupils are happy, confident learners and make good progress. Teachers plan together so the learning experiences are imaginative and promote learning through play. A themed approach is shared across EYFS which increases opportunities for the development of collaborative skills. Assessment is thorough, with an on-entry baseline for each child. Data is analysed to inform planning. An UK online assessment tool is used to capture the learning and progress of pupils throughout the day. Pupils' learning journeys are in place for each child and clearly evidence progress over time. They are a precious record of a child's progress in key areas and are shared with parents and pupils regularly. Moderation of judgements on pupils' attainment of the early learning goals is in place. Staff are fully supported so that the reliability of judgements is accurate and informs planning. Phonics is delivered through a bespoke scheme which underpins the strength of the standards in the EYFS.

In key stage 1 teachers plan tasks which enable most pupils to make progress. In the best lessons pupils can talk confidently about what they are learning to do and are proud of their work. Overall teachers in key stage 1 use a whole class teaching approach which fails to fully engage all pupils. Such that, teacher talk dominates and there are insufficient opportunities for the youngest primary pupils to be active and learn through investigation.

In lower key stage 2 teachers deliver lessons that ensure pupils understand what they are learning to do. The use of pre-printed bespoke workbooks enables pupils to complete tasks set in the time allowed, following curriculum objectives. Pupils enjoy homework tasks that further embed the learning at home. Teachers make good use of time, in a year 3 class pupils corrected errors in homework tasks as the teacher completed the morning register. In the majority of classes teachers use PowerPoint presentations and whole class teaching techniques. These restrict the pace of learning and limit progress overall. Where pupils were able to work independently such as in guided reading lessons progress was stronger. Teachers make effective use of working walls and apparatus to embed methods, particularly evident in maths. Pupils were observed using hand held teaching clocks to calculate the minutes to the hour. They were taught clear strategies to do this once they had understood the

practical element of the task. However, the use of real objects or apparatus was not employed consistently throughout and frequently tasks set by all teachers lacked imagination, creativity or inspiration.

In upper key stage 2, pupils' attitude to learning is excellent and they are able to articulate their pride and enthusiasm for their school. They respond well to whole class teaching approaches and are supportive of one another. Pupils can confidently explain the intent and impact of their learning as a result of teaching which guides pupils through the tasks set. Standards in lessons are in line with age related expectations, and books show evidence of progression. Reading is a strong focus of the phase and timetabled sessions in the library are impacting positively on progress. Pupils readily accept opportunities to demonstrate and develop their leadership skills.

The teaching of pupils with SEND and EAL is very effective due to the teachers' close tracking of pupils' performance data. As a result, the teaching is very closely matched to each pupil's individual needs and as a result make rapid and sustained progress.

Summative assessment is in place. Pupils complete UK published tests in reading, spelling punctuation and grammar, and maths annually. Pupils in year 1 and later in year 2 complete the UK year 1 phonics tests and by the end of year 2 most pupils have attained the expected standard. The school's internal data is not yet dependable as teacher judgements, particularly in writing, are generous and misguide the overall analysis of data. It is not clear how the information from summative assessments impact on the day-to-day planning of tasks. In primary tasks are planned for the whole class in almost all cases, with little or no differentiation.

Despite the clarity of the school's marking and feedback policy there is a lack of consistent implementation. In many pupils' work books sampled, teachers had missed opportunities to guide pupils on the next steps or highlight common errors. A greater focus by teachers on the detail and feedback, in their marking would impact significantly on presentation and attainment.

## 5.3 Standards achieved by pupils.

Standards in pupils' behaviour are outstanding. Pupils are courteous, polite and respectful of each other and the school's equipment. They interact appropriately at all times and understand that they may each have different needs. They are supportive of one another. At the start of the day pupils line up in silence and enter school calmly, with a clear sense of purpose and ready to learn. Established routines and high expectations around pupils' behaviour in shared areas are in part due to the requirements of the limited space around the school. Playtimes are purposeful. Despite the lack of play areas pupils interact and use the provided equipment to entertain themselves. A group of boys were observed playing tennis ball games that only incur low level throwing and catching. Pupils entertain themselves with board games and the benches and tables. They interact socially at a high level and know what to do when someone is hurt or there is a disagreement.

Although pupils enjoy school and talk about strong relationships with each other and their teachers, attendance and punctuality could be improved. The school's attendance target is set at 97% but at almost the end of the school year the school's attendance data is not yet reaching the expected standard of 95%. The school is working hard to promote attendance with parents and ensure all pupils attend well and arrive on time.

The baseline data indicates that pupils enter EYFS slightly below age related expectations. Pupils grow in confidence and by the end of FS2 are in line with UK standards. This is evident in the work on display in the classrooms and in the pupils' individual learning journals. This is because staff have created a warm and inviting atmosphere, and pupils quickly grow in confidence.

By the end of KS1 most pupils attain at or above curriculum standards in reading and maths. Pupils' attainment in writing is in line with expectations. In lessons pupils work at expected levels, reading is good, and pupils are confident and articulate. Pupils writing folders indicate most pupils are writing at the expected level by the end of the year. Writing samples indicate pupils can write at length with support for key vocabulary. Pupils write in sentences and ideas are often repeated. Pupils attain broadly in line with UK standards in phonics and by the end of year 2 they are in line with expectations for the year 1 phonics screening test pass rate. At the end of Y1 68% of pupils pass the phonics screening test and this is increased to 75% by the end of Y2.

Standards in pupils' workbooks in lower key stage 2 indicate that pupils are working in line with standards in the UK. The standards in summative tests at the end of the year, and in listening to pupils read indicates that pupils attain well and that standards are higher in reading and maths. In pupils' and workbooks there were

limited examples of pupils writing independently. Standards in handwriting were low and in a few books' pupils' writing was difficult to read.

The school's assessment data indicated that standards of attainment exceed UK expectations across reading, writing and maths at the end of year 6. However, the evidence in pupils writing portfolios and workbooks indicated that pupils were working at the level expected and not above in writing. Presentation in pupils' workbooks is varied. The level at which pupils worked in class and analysing the school's attainment data indicates that most pupils at the end of year 6 were above UK standards in reading and maths, and meeting expectations in writing.

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

The spiritual, moral, social and cultural development of pupils meets the standard and is good.

A diverse pupil population of over 40 nationalities ensures there is a broad range of cultural diversity celebrated by the school. Pupils participate in International Day, where they can learn about different cultures and countries. Qatari history and culture are celebrated through National Day celebrations and the curriculum. The school community assembles daily to sing the Qatari National Anthem.

Dedicated outdoor spaces provide opportunities for quiet contemplation, reading or talking with friends. Buddy benches and time out benches give time for pupils to reflect and learn from one another. Spiritual experiences are promoted through the teaching of Islam, the provision of prayer rooms and awe and wonder in the curriculum. Stories read by the school librarian also support a spiritual dimension to pupil's experiences in school. Pupils in year 3 had chosen to borrow from the school library colourful, illustrated age-appropriate stories from The Holy Quran.

Pupils value the opportunities to take on responsibilities in the school and represent one another. Pupils are very proud to be elected to the school council and take their roles very seriously. They are proactive and have organised several special days such as, pyjama day, planting day and supporting the school fair. Pupils in EYFS and key stage 2 are elected to the school council. They commented that any inappropriate behaviour is dealt with immediately and effectively by school staff. They like the teachers and would like the extracurricular activities to be established as they were in term 1. Pupils are confident, articulate and willing to voice their opinions. A pupil survey collates the views of pupils and is used by staff to inform school improvement planning. In FS2 the school council has planted gardens to create a more attractive outdoor learning environment. A head girl and head boy are in place elected by staff. Pupils in these roles see themselves as role models and support for others who might be finding certain aspects of school life hard. All pupils from year 1 upwards belong to a house and there are house captains, and this gives pupils a sense of belonging. Pupils work together to earn house points, and these are celebrated termly.

The school uses positive rewards to celebrate good achievement. A social media app informs parents immediately when a pupil has achieved well. This is also used to celebrate whole class achievements and awards. Assemblies are used to enrich and celebrate the curriculum. Pupils take part in presentations linked to topics and themes they have learnt that week. Certificates are presented to pupils which represent different aspects of the curriculum e.g., Arabic Star of the week, Bug Club of the week, Scientist of the week.

The school has displays around the building that celebrate British values. Monthly values such as respect, are promoted in the newsletter to parents. Pupils receive rewards on the social

media app for showing good citizenship qualities such as acts of kindness, courtesy, and respect. The British values are linked to the Qatari values and to the school values. The school values underpin life across the school. In primary the librarian has set up voting booths so that pupils can elect their favourite genre, in a confidential vote.

This year pupils have had the opportunity to participate in a variety of themed weeks such as science week, space week, book week, pirate week and maths week to encourage pupils to develop a love of learning. There are trips and visits planned for the pupils to enhance their learning. All pupils have the opportunity to participate in extracurricular activities and projects.

Philosophy for pupils is in place across the school. In early years pupils are learning to ask questions and values through stories such as Goldilocks and the Three Bears. Every week pupils have a bespoke philosophy lesson following a framework. This introduces the skills needed to embed philosophy into their thinking. Pupils across the school are learning to see things from different points of view and ask thoughtful questions.

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

The welfare, health and safety of the pupils meet the standard and are good.

The welfare, health and safety of the pupils is compliant with Qatari law and receives regular audit visits from the Qatar civil defence. They ensure the required checks are in place. The school demonstrates a strong commitment to providing excellent pastoral care and support for its pupils. Teachers are proactive in nurturing pupils' social, emotional, and personal development. They are highly visible on the playground at the start of the school day and at break times. The school has well-established systems in place, including designated staff members responsible for well-being. Effective anti-bullying policies, annual events and procedures contribute to creating a safe and inclusive environment. The school's counselling and mentoring programs effectively support pupil well-being. The school is responsive to feedback from stakeholders and continually reviews the effectiveness of its pastoral care.

The school places a high emphasis on the health and hygiene of its students. Adequate facilities, including clean washrooms, are provided throughout the premises. The school maintains high standards of cleanliness and maintenance through regular inspections. Health promotion programs, led by the school nurse such as campaigns on personal hygiene, healthy eating, and physical fitness, are implemented effectively.

Policies and procedures for fire safety, including fire drills, are in place. Adequate safety measures, such as fire extinguishers, emergency exits, and clear signage, are in place throughout the premises. Fire safety equipment is regularly serviced. Evacuation processes need further consideration. Currently the exit points are padlocked when not in use which could delay an evacuation to areas off site. Further the school could consider rehearsing with pupils and staff other emergency drills such as lockdown.

The school's security systems are robust. The school has implemented effective access control measures. This includes vigilant security personnel at all entrance points, the wearing of lanyards by all staff and visitors to the school, and CCTV surveillance systems. This contributes to pupils' overall safety. Pick up and drop off times are carefully monitored, and traffic very carefully managed by school staff at busy times. Although this may not be Qatari law it is good practice to promote the rationale and importance of the use of seatbelts with the whole school community, including pupils who travel to the school on buses.

Health and safety training, including safeguarding, is provided to all staff, teaching and administration. Staff training for safeguarding, includes all staff, is comprehensive and regularly reviewed. The procedure for safeguarding is clear. The details of the school's designated safeguarding lead and deputy are displayed in the school's reception area. Pupils and staff knew who to contact should they have a concern. Contracted cleaning staff who are not safeguard trained only access the site after hours and have no contact with pupils.



The school has documented health and safety policies and procedures accessible to staff, pupils, and parents. These policies cover various areas, including risk assessments, first aid provisions, medication management, and child protection guidelines. The school must ensure that regular training sessions and refresher courses ensure staff members' familiarity with the policies and their ability to implement them effectively. The school maintains appropriate records related to health and safety, demonstrating its commitment to compliance and accountability.

A designated group of staff meet regularly as the health and safety committee. Class teachers have access to a maintenance portal where technical and maintenance issues are raised. A maintenance team complete daily check. Selected staff are appointed to a risk assessment committee and their training is maintained. First aid training is provided to the majority of staff and a qualified nurse is available at both sites.

The school has implemented appropriate safety and security measures to consider the unique aspect of the school's premises and accommodation. Steps are marked with high-visibility paint or tape, but the colour is inconsistent and does not always effectively highlight the risk. The school could ensure that high risk steps are highlighted more effectively to reduce the risk of slips and trips. Areas of the playground are sufficiently shaded and covered with matted Astro turf. However, the flooring under the matting is not level in all places and in a few places can present a trip hazard. Posts are protected with padded matting to avoid collision damage to students.

Anti Bullying policies, posters, annual events and assemblies promote the anti-bullying message. Cyber bullying and safe use of the internet is promoted by computer studies teachers through the IT curriculum. Internet access is highly controlled. Access to the internet is limited due to IT infrastructure and limited access in ICT lessons.

Pupils have easy access to drinking water. Almost all pupils keep their own reusable water containers. Healthy eating choices and lifestyles are promoted in assembly, at registration and through curricula areas in line with UK standards. The school works closely with parents to inform and improve the choices contained in pupil lunch boxes. To further promote healthy eating, the school may consider using the school nurse and offering parent workshops to influence pupil attitudes around food and keeping healthy.

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

The suitability of the proprietor and staff meets the standard 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 schools' proprietors 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 all 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 recorded on a single central record held centrally by the HR manager in the school. Information regarding staff who have left the school 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 completes 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 does not use supply staff. A teacher at the school is appointed as cover teacher. 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. Senior leaders are trained in safer recruitment practices and the head of HR ensures these are implemented at interview.

Induction processes take new staff through the policies and procedures related to keeping children safe and include guidance around all the expectations of the school. New teaching staff undergo an interim probationary review to ensure their suitability to the role. They talked about how supportive the school was in ensuring they settled quickly and understood the procedures and policies of the school. The buddy system further enables staff to be closely supported and ensure suitability for role.

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

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

The school's accommodation is provided across two sites within the same neighbourhood. The main site accommodates primary pupils in six separate villas. A separate site accommodates EYFS pupils in two villas. While the six villas and EYFS two villas provide a unique setting, the school has creatively adapted the sites to effectively meet the learning needs of pupils. The sites are secure, and each has a perimeter wall and gates that are rigorously monitored by security staff. CCTV is in use across both sites. The school's learning environments, although very different from purpose-built school buildings, are adequately modified and equipped.

At the main site, each villa contains classrooms of varying size and shape. Classroom dimensions vary widely, and in a few classrooms, pillars restrict pupils' views of the teacher or whiteboard. Overall teachers are creative with their organisation of the classroom accommodation. Year groups are assigned to each villa which creates a strong community, and family feel. Age specific resources, furniture and themed displays enhance each villa. Within each, small areas are adapted as staff rooms, and these create shared working spaces and communal areas for teachers. Corridor and landing areas are used as shared areas and support the learning in class. Specialist areas such as a library, year 6 classes, a science laboratory and gymnasium have been built between the villas in single storey buildings.

Displays throughout the school, both indoors and outdoors, are of a good standard. They provide a balance of information and pupils' work. Interactive whiteboards are provided in classrooms and enhance student learning opportunities. The school's library is well equipped, well used and positively supports reading and general knowledge. Outdoor space, although limited, is used to maximum effect and supports pupils' learning and well-being.

Where there are limitations to curriculum implementation the school is trying to overcome these. Such as the lack of a large outdoor area and swimming pool for the delivery of the PE curriculum. The lack of a whole school auditorium is met by using an off-site location, but this is not ideal. Although the quality of music teaching is high there is not, yet a music room provided.

The provision for EYFS is located close to the main site in two adjacent villas. They are very creatively adapted to provide good provision for the EYFS curriculum using the ground floor of each villa. Outdoor areas can be accessed via ramps and steps. A wide range of adventurous, creative, and imaginative areas are provided so that pupils can learn through investigation and play. Shading is appropriate.

To promote the family ethos for the EYFS accommodation, doormats are placed outside classrooms. There has been a recent shift to ensuring a calm, sustainable and purposeful environment. Display boards are backed in neutral colours. Natural materials and resources are used whenever possible, and recycling is promoted. Despite the limitations of the villa in its original design, the EYFS team have made very effective use of every available space to create learning environments that inspire and engage.

The school strives to ensure that the premises are accessible and inclusive. Specific areas of the school are accessible to people with disabilities, but not all. A continual review of this is required to ensure all areas that are accessible to people with reduced mobility are safe and meet individual needs.

## 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 meets the standard for BSO.

The school values parents as important partners in their child's learning. Parents feel that they are regularly informed on what is happening in their child's class. Initiatives such as the weekly newsletter, school reports and online communication through school apps ensure parents are fully informed.

The school's website includes key contact information including the leadership team, teachers, administration staff and governors. Key policies are available and can be easily located. The school address, phone numbers and details are on the website. A dedicated parent and student affairs officer are available onsite throughout the school day. The officer ensures parents have the information they need quickly and supports new families as they join the school.

Parents know who to contact in the school. They appreciate the approachability of staff. The principal and senior leadership team are visible at the start and end of every school day. Parents can speak to class teachers when they collect their child. Parents commented that the whole school team always makes time to talk to them and this leads to a feeling of community within the school. Parents feel listened to and are encouraged by the school to take part in the termly surveys. It was noted that the procedures to inform parents varied, with different members of staff in different areas of the school adopting different methods of making contact. Parents can use email or a social media app to contact teachers. They reported that response times are typically within 24 hours.

Parent workshops take place regularly and attendance is high. Recently workshops in the EYFS phase have been offered on the curriculum and assessment. Regular updates and information regarding health and safety practices are provided to parents. Parents responded very positively to the school's efforts in keeping them informed and involved in matters pertaining to their child's well-being. Parents are invited into the school regularly and have taken part in events such as International Day, Science week and the world cup celebration. World book day, hat day and science projects have all been highlighted by parents as opportunities that they have enjoyed.

The parent council meets regularly with the senior leadership team. They feel that issues discussed during these meetings are addressed appropriately and have led to positive change. An example of this is the recent refining of homework expectations within the school. Parents are happy with the quality of the homework sent home and they are clear on how to support their child. The parent council is a new initiative and they have plans to increase their support through events and regular meetings.

## 11. Standard 7

### The school's procedure for handling complaints

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

There is an appropriate complaint policy in place, which includes a clear flow chart and timescales. The policy is emailed to parents at the start of the academic year and a copy is available on the school website and in the parent handbook. Parents are also made aware of the policy in parent meetings. Complaint procedures are displayed in the school.

The policy clearly outlines the procedures in place to be taken to resolve any complaint raised. The school aims to resolve any concerns brought by parents at an informal level. An informal complaint is raised with the teacher concerned and is responded to within two working days. When a formal complaint is made, these are responded to within five working days. Although the school states that this is extremely rare.

The school has a dedicated parent and student affairs officer who oversees the implementation of the policy. She consults with staff and parents to resolve complaints quickly and effectively and maintains a log of complaints. Parents are encouraged to initially contact the teacher concerned about their complaint. Then if the complaint is not resolved, middle leaders and then senior leaders will be involved. When a complaint is escalated to a formal level then a complaint form is completed. This is available in school and in the parent handbook which is on the website. The parent and student affairs officer keeps a record of all complaints and the original complaints forms completed by parents, as well as all the paperwork including emails.

Parents are also able to raise a complaint directly to the Newton central management of parent complaints at the office of standardisation. This department supports the school in the effective management of complaints. The proprietors of the school are also actively involved in advising and guiding the principal and senior leaders when complaints are raised. The added layer of support for the school ensures that there is a fair and reasonable approach and parents appreciated this.

Staff commented that the school's leaders are approachable and will listen to concerns they raise. A staff grievance policy is in place. Overall complaints raised at this school are very low and managed effectively.

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

The leadership and management of the school are good.

The school's leaders and managers have an accurate understanding of the school's strengths and areas for development. This is articulated through strategic plans, action plans and the professional development opportunities offered to staff.

A strong close working relationship between the proprietors and the school's principal ensures that support is in place and decisions made are shared. The school's proprietors act as a critical friend and are fully committed to providing a good quality education for the pupils in the Newton schools. They are actively involved and have a very good grasp of this school and its overall performance within the group. The school's vision and values are shared across the Newton group, are clearly visible and demonstrated by the pupils and staff in the school.

The school's strategic plans include a 3-year plan and annual action plan. This is aligned to the Qatari inspection framework. Although these details the school's priorities, the senior leaders do not yet consistently draw upon the many sources of evidence available to them to inform strategic plans. Such as a wealth of information sourced from surveys of stakeholders, data on punctuality, behaviour, complaints and performance of both pupils and staff. This needs to be referenced in action plans and ensure that targets set are measurable. This will ensure a greater level of accountability and closer attention is paid to achieving the desired outcome.

Leaders ensure that curriculum planning is collaborative and consistent across year groups. Long term plans are given to year groups to ensure a consistency in topics being taught throughout the school. Teachers then plot the curriculum expectations in the medium-term planning and this alongside pupil data and raising attainment plans (RAP) informs the delivery of weekly lesson plans. Planning is reviewed and monitored by the middle leadership team and moderated by the head of primary. There are more opportunities for senior leaders to review, evaluate and modify plans to ensure planned tasks are creative, and collaborative where relevant.

Middle leaders collaborate effectively with their teams and build strong positive relationships. However, in primary there is overall a lack of experience and skills to ensure standards are consistent and continually improved. The next step for middle leaders is to have a clear detailed vision of good learning and teaching, aligned to best practice and to monitor this closely. Where all learners are engaged and make progress, outcomes are strong and evident. The good practice in the use of data and creative approaches that exist with the leadership of SEND, EAL and EYFS needs to be developed across the primary school. The school draws upon the support of external trainers and organisations to lead on new initiatives, such as in philosophy for children and talk for writing.

Staff well-being is promoted. Induction processes support staff in adjusting to the local culture and school expectations. Recruitment systems are robust and compliant with local regulations. Staff are provided with accommodation and a good support network. Senior leaders regularly check on staff well-being and understand the impact that this has on pupil progress. Systems are in place to monitor staff well-being. All staff are actively engaged in supporting each other and staff have easy access to leadership teams in an emergency. The sunshine committee creates opportunities for staff to meet socially and this promotes strong working relationships.

The day-to-day management of the school is very effective. Systems ensure staff understand what is expected of them. All staff at all levels are committed to ensuring the school's success, improving pupils' outcomes and well-being.