



**British School
Overseas**
Inspected by Penta International

Inspection report

**Newton International School
Al Quatifya, Lagoon Campus**

Qatar

Date
Inspection number

**31st October – 2nd November 2021
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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social, and cultural development of students; their welfare, health, and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

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

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

The lead inspector was Colin Dyson. The team members were Mark Leppard, John Maguire and Nina Hudd.

2. Compliance with regulatory requirements

Newton International School (Al Quatifya) Lagoon Campus, Qatar meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Lagoon School is a good school that is making significant progress in further raising outcomes for all students. Recent staff developments have ensured that thoughtful leadership is ensuring the school has a sharp focus on continuous improvement. There has been a good emphasis on the quality of the students' learning experiences and outcomes. As a result of more effective planning of the curriculum and improving the quality of teaching, students are making good progress. The school provides a spacious and well utilized learning environment that provides good facilities. The school has demonstrated a desire and willingness to ensure that the school campus is a safe and stimulating environment. Parents are highly supportive of the school. Students are well cared for and nurtured, the behaviour of the majority of students is good.

3.1 What the school does well

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

- The school is effectively managed on a day today basis: the new leadership team is establishing a culture to pursue change and improvement.
- The effective and proactive involvement by the proprietors, in the strategic development of the school.
- The improving quality of teaching across the school.
- The rigorous and effective attention by the Human Resource team to ensure safe recruitment strategies are fully embedded.
- Teachers in the best lessons were actively involved in providing supportive feedback.
- Relationships between staff and students are positive.
- The commitment by the principal and key staff to further improving the school.
- The growing awareness by key stakeholders in identifying the school's strengths and implementing effective strategies to address areas in need of development.
- Parents value the school's communication systems and the efficient way any matters are dealt with.
- The positive way the whole school team has striven to ensure all students were appropriately supported during times of covid restrictions.

3.2 Points for improvement

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

- i. The school must immediately address the health and safety issues detailed in this report and during the inspection, ensuring greater vigilance at all times by all staff.
- ii. Senior and middle leaders under the direction of the principal, implement strong leadership and management that has a positive impact on:
 - a) ensuring all students adhere to the school behaviour policy
 - b) delivering engaging lessons that enhance the learning for all students.
 - c) Monitoring student progress and tracking effectively to set appropriate and challenging targets for all, through highly effective assessment, marking and feedback.
- iii. Monitoring of all standards of BSO to ensure they are compliant in all aspects at all times.

4. The context of the school

Full name of School	Newton International School (Al Quatifya) Lagoon Campus.				
Address	Postal Address: Newton International School Lagoon P.O. Box 8449, Doha, Qatar Physical address: Street 805, Zone 66, Building 33, Doha, Qatar				
Telephone Number/s	+974 4412 2254 +974 6659 4848				
Fax Number	+974 4483 4568				
Website Address	www.newtonschools.sch.qa				
Key Email Address/s	principal@nislagoon.com				
Headteacher/Principal	Simon Berry				
Chair of Board of Governors/Proprietor	Mrs Afaf Al-Ma'Adeed Dr Jabr Al-Naomi				
Age Range	3 – 18 years				
Total number of students	1,845	Boys	1,106	Girls	739
Numbers by age	0-2 years	0	12-16 years	761	
	3-5 years	271	17-18 years	68	
	6-11 years	775	18+ years	1	
Total number of part-time children	0				

Newton International School – Lagoon (NISL), opened in September 2011 due to an expanding population in Qatar. Founded by Mrs. Afaf Al-Ma'Adeed and Dr Jabr Al Noaimi, NISL is the fourth Newton school to open and is located in Al Quatifya in West Bay. There are currently nine schools in the Newton Group.

In addition to other Newton school branches located in several areas within Qatar. The school vision is: **“An international community of learners striving for excellence and celebrating success.”**

The school aims to provide the highest quality of education possible for students of all abilities. In doing so, their aim is to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

4.1 British nature of the school

The ethos, nature and appearance of Lagoon School are recognisably British, mirroring what would be found in the independent sector in the UK. The school aims to provide an education that has similar characteristics to an education in an independent school in the UK.

- The language of instruction in the school is English. There are many bright, creative displays around the school, celebrating students' achievement. There are regular whole community events, a range of interest days, class assemblies and other celebrations.
- The school follows the National Curriculum of England, as well as the Early Years and Foundation Stage (EYFS) guidance.
- Lagoon school has successfully blended its Britishness with a respect and awareness of the host countries cultural beliefs and norms.
- Texts, materials, educational equipment, software and the school's management information system are UK sourced.
- Parental interviews highlighted the value of the British nature of the curriculum with it being broad and balanced.
- The school is organised according to the structures used in English schools. Classroom management displays of work, three term year and age-related year groups contribute to a British feel of the school.
- Students continue their academic journey to GCSE and A-Level examinations.

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- School leaders effectively promote equality of opportunity and diversity exceptionally well, for students and staff, so that the ethos and culture of the whole school prevent any discriminatory behaviour.
- The highly visible school ethos is based on promoting values that are aligned to British expectations and is reinforced by a mission statement and the promotion of the school's values and learning habits.
- Teachers working at Lagoon school have recognised UK qualifications. Parents value this and cite this as a reason for choosing the school.
- Policies are based on the expectations and procedures of British education, underpinned by the guidance from the Department for Education (DfE).
- Policies and procedures within the school support a clear definition of child protection, these are understood by the proprietor, staff, students, parents and volunteers.
- Students receive well-judged advice and effective support to make important choices, to prepare them well for the next stage in their lives.
- The broad curriculum supports students to become well rounded individuals who are knowledgeable about a wide range of issues and are able to develop and pursue new interests to a high level.
- Lagoon school is an inclusive community in which students report they feel safe and valued.

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

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

5.1 Curriculum

The quality of the curriculum is good.

In Key Stage (KS) 1, the National Curriculum of England is used, and a curriculum policy details the breadth of subjects covered including linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The written policy is supported by long, medium and short-term plans. In EYFS, there is a strong focus on the development of language and communication which is evident throughout all lessons. In Arabic classes, teachers support a bilingual approach by translating key vocabulary into English. Hands-on activities and a broad range of resources that meet all students' needs were evident in the mathematics and science plans.

The quality of the curriculum provided by the school across KS1 and 2 is good. It is broad, balanced and takes full account of the current English national curriculum. It caters for students with SEND. Students at all stages are very well prepared to move on to the next phase in their education. Regular and informative communication with parents ensures that all work together to meet students' needs. The long-term plans for PSHE, which is delivered through 'Philosophy for Children' (P4C), identifies values to be taught consistent with both the school ethos and British values. Short term planning gives details of differentiation by ability levels. Whilst there is not a designated space within the short-term planning for EAL/SEN provision, some individual teachers' plans added this through in-lesson annotation. A small number of students with EAL needs get three EAL 'pull out' sessions per week. Individual education plans are in place and accessible to teachers. Recent changes in delivery of the curriculum have been through the introduction of Jolly Phonics, Talk for Writing and White Rose Maths. These were seen as positive by staff, allowing for greater innovation and differentiation. Practical professional development (CPD) was identified as important for effective implementation of these new resources. Cross curricular planning, where appropriate, was identifiable on long-term plans and staff reported improved engagement and access to learning using this approach.

Across the secondary school all students follow the British National Curriculum with certification from Edexcel (Pearson) Examination Board and Cambridge International Examination Centre. The school ensures a close working partnership with Edexcel and Cambridge UK to ensure that students are suitably prepared for International GCSEs and As level examinations. The curriculum is approved and monitored by the Ministry of

Education to ensure compliance with Arabic, Islamic Studies and Qatar History requirements.

The school is working in collaboration with other schools in the Newton Group to provide effective moderation and development of the curriculum. This is seen as a positive development by many teachers and departments. The secondary curriculum provides personal, social and health education which consistently reflects the schools aims and ethos.

Prior to the Covid pandemic restrictions a range of educational trips and visits were typically offered to enhance and broaden the whole school curriculum. The restrictions placed on schools currently prevent these from taking place. However, parents reported that the school has worked hard to ensure the on-line curriculum engaged their children's interest. Evidence from surveys demonstrate that the majority of parents feel the curriculum is successful in motivating their children to achieve.

5.2 Teaching and assessment

The quality of teaching is good and assessment strategies are satisfactory; there is not consistent application across the whole school.

The quality of teaching across Early Years Foundation Stage (EYFS) is good or better and ensures many students make rapid progress. During their time in the EYFS children develop into enthusiastic learners who enjoy taking responsibility for their own learning and solving problems. They communicate their ideas effectively and collaborate very well with others. Many teachers are creative and use student-centred lessons. However, not all teachers are equally adept at promoting student-led learning approaches. Whilst many use innovative and creative teaching techniques, these are not fully consistent across the school. Many of the staff are able to use continuous provision to great effect. They plan a range of engaging activities which ensure that students enjoy their learning, and this contributes to the rich educational experience of the youngest students in the school. There is a good balance of adult directed and student-initiated activities. Nearly all lessons in EYFS are carefully planned, ensuring learning is sequenced and differentiated. Most students are appropriately challenged and make progress. Teaching assistants are effectively used to enhance students' learning.

In nearly all lessons, learning was active, and the provision of plentiful and high-quality resources enabled the teaching and learning to reach a high standard. Students engaged in building models of the planets and worked highly effectively in groups sharing paints.

The children's academic, social and emotional and physical needs were well met and well supported. Teaching promotes those fundamental values which can be characterised as 'British', including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There is no discrimination against students because of their individual differences and/or specific needs. Questioning by teachers was highly effective, promoting higher level thinking and critical responses. Students began using a good range of technical language as they guessed and named a shape in the bag. Dialogue engages students in thoughtful discussions and reflection. Students readily discussed why a T Rex could not live in the sea or sky. Teachers check students' understanding using a variety of different strategies.

The provision of care ensure that the children felt safe in their learning environments and were able to take appropriate risks with their learning. Behaviour was exemplary, with any issues being dealt with as they arose. The relationships between adults and students are very strong. Behaviour management is good, with staff utilising effective strategies for managing behaviour and encouraging all to act responsibly. Poor behaviour is rare.

In KS1, the teaching was mostly of a good standard with some outstanding lessons observed. Teachers showed sound subject knowledge and most lessons recapped previous learning, linking it to the current lesson. In phonics and EAL classes, teachers had a strong understanding of synthetic phonic pedagogy which was implemented well to allow progress. In mathematics, teachers modelled addition strategies and some visual support aids were used as needed.

In science classes, the principal focus of teaching in KS1 which is 'to enable students to experience and observe phenomena' was not observed. Information was given rather than discovered. Cross-curricular links were identified in planning. Teachers were active in circulating through the classroom, giving support and guidance where needed and correcting misconceptions. In some lessons, teachers encouraged excellence through constantly challenging misconceptions and progressing their thoughts and understanding of concepts.

Teachers maintained high expectations for participation in most lessons. All teachers observed, detailed and explained the learning objective for the lesson. Students were usually motivated and engaged by class learning and activities. They were able to share their learning and understanding with others. Students were actively involved in discussion in small groups in many lessons which allowed for more students to be contributing. Open questioning which promoted critical thinking was observed in some lessons. Students were encouraged to try their best and successes were celebrated in the class, modelling good examples of work.

Relationships between teachers and students were usually warm and friendly with a secure environment established in KS1. Behaviour was mostly well managed with a variety of techniques engaged to focus students and allow for a productive learning environment. Students were respectful of each other and were observed clapping each other's successes. Misbehaviour was dealt with swiftly and usually in a positive manner. Staff feel that the leadership are supportive, and a clear behaviour protocol is followed by most teachers.

Some evidence of differentiation was evident in lessons. This included techniques such as: targeted questioning, giving choices for responses and asking a friend. In students' books, some differentiation was evident through challenges and extension work provided. The level of challenge for some students was too high, with work left incomplete and inadequate scaffolding provided. Most lessons were well paced with time and resources used effectively. Most books were marked using pink and green highlighters. Some evidence of formative feedback and target setting was seen in books. Some evidence was seen of students responding to feedback to improve their understanding. All students used self-assessment in Literacy and Maths.

The quality of teaching in Key Stage 2 is predominantly Good with a number of examples that were satisfactory and some outstanding.

In the majority of lessons there was a recap on prior learning and in the best delivered lessons this was undertaken swiftly ensuring all students were able to explain prior learning in preparation for the lesson ahead. In some cases, this part of the lesson took too long resulting in not enough time to deliver the main part of the lesson effectively or students beginning to disengage. The majority of students in Key Stage 2 were engaged and keen to learn. The teacher's knowledge of the subject area supported this engagement most of the time, but the pace of lessons in a significant number of classes could have been better to remove the chance of disengagement. There were clear objectives to the teaching but frequently the teacher would gain reassurance of understanding from those students who could answer the questions and not check in on the quieter students to establish if they had fully understood. This meant some students were unclear, which impacted progress. Students were keen to contribute to the lesson and the large majority wanted to answer questions. In the best lessons the teacher engaged all of the students in questioning and used this to effectively assess learning.

There was evidence of planning in all of the lessons, but the most successful lessons offered more imaginative tasks to encourage and retain student engagement. IT resources and the science Lab were used well to support the teaching. In the best lessons, group and partner work were very effective and were well received and contributed to by students. The discussions developed good ideas and the teachers shared these with the class to stimulate further discussions. Differentiation was shown in the planning but was not evident in all the lesson delivery. Frequently there was a lack of evidence of higher order questioning for the more able students.

The majority of lessons used the time effectively and ensured that students were on task and challenged. In the satisfactory lessons, the pace was too slow.

Assessment through feedback and marking was sparse in a number of year groups and there was no consistency across Key Stage 2. Questioning took place as a form of assessment, and where this was used effectively, the teacher could establish the next steps for students. Good practice such as this was not consistently used which meant some older Key Stage 2 students started to become disengaged. In Philosophy for Children (P4C) lessons, debate and questioning were used as well as voting for democratic decision making. This not only supported the students gain a deeper understanding of what was being discussed, but also gave them a chance to hear opposing ideas and to realise that other opinions are important. These lessons were all well delivered.

The quality of teaching and learning in Key Stage 3 is predominantly good, with several examples of satisfactory and some examples of outstanding. In all observed lessons, students acquire new knowledge and most make progress according to their ability so that they increase their understanding and develop their skills in the subject.

All lessons were clearly planned using a school template for planning. These lesson plans demonstrate that teachers understand the varying aptitudes of students within each class. In the very best lessons, differentiation strategies are evident, which ensure that all students are able to make rapid progress. Teachers employ a variety of strategies in order to promote positive behaviour in classrooms; however, the effectiveness of these strategies is variable. Teachers have established safe learning environments in which students are confident to answer and ask questions. On occasions, the lack of classroom discipline does impede quieter students from being able to answer questions. A controlled environment, in which all students could participate equally, was observed in the lessons where students made the most progress.

The feedback evident within students' books is of varying quality. In some subjects, formative feedback on students' work is not seen. In the very best lessons, students were given insightful comments about how they may improve further and provided with opportunities to reflect on this advice. All teachers demonstrated good subject knowledge and understanding. The very best teachers were observed to generate enthusiasm within their students and motivate them to be passionate about their subject. In lessons, where students are set challenging tasks that encourage them to think for themselves, it was observed that they made the most progress with their learning.

The quality of teaching and learning in Key Stage 4 is predominantly good, with some examples of satisfactory and some examples of outstanding. In all observed lessons, students acquire new knowledge and most make progress according to their ability so that they increase their understanding and develop their skills in the subject. Small class sizes in Key Stage 4 allow individual attention to be given to every student.

All lessons were clearly planned, demonstrating that teachers understand the varying aptitudes of students within each class. In the very best lessons, differentiation strategies are clearly evident through means other than by outcome. When present, these approaches ensure that all students are able to make rapid progress. Lessons that pitched the learning material towards the most able within each class, were able to stretch all students. The behaviour of students, in particular some of the boys, was observed to hinder the progress of learning within some lessons. Teachers employ a variety of strategies in order to promote positive behaviour in classrooms; however, the effectiveness of these strategies is variable between teachers. The feedback evident within students' books is of varying quality. In some subjects, formative feedback on students' work was not always present. In the very best lessons, students were given insightful comments about how they may improve further and provided with opportunities to reflect on this advice. The feedback evident within students' books is of variable quality, with formative feedback not always present in several subjects. There is challenge and pace in the best lessons observed, but this is not consistent across Key Stage 4, which led to the disengagement of some students.

Key Stage 5 (KS5) could only be observed on one day of the inspection as the students were having mock exams the other days. This limited the number of lessons that could be seen. KS5 lessons were well planned. The lessons were engaging and used resources such as information technology effectively. The materials, drawing from real life case studies or examples, brought the subjects to life where this was used. Students engaged particularly well when this approach was used. The teacher's subject knowledge was strong in all lessons observed in KS5 and there was a confidence to move beyond the curriculum and bring the lesson back, should student discussions determine this. Questioning by the teacher was strong and ensured the students were engaged throughout. Achievement was more difficult to establish as feedback and marking was very limited. There were subjects where students had not received any written feedback for an extended period and inconsistency within the class as to which books were marked and included feedback.

5.3 Standards achieved by students

The standards achieved by students at the Lagoon School are good.

Most students start school using English as an additional language. Throughout the Early Years Foundation Stage, they make good progress in literacy and mathematical understanding. Successful ongoing assessments effectively monitor children's progress, and this is tracked.

Learning is organised by topics and teachers successfully deliver a wide range of related activities. The early years facilities enable effective use of free flow learning which benefits many of the youngest children, providing an opportunity for them to learn about the world whilst acquiring many different skills. Standards of social and personal development are good: children are respectful of each other and their teachers and enjoy learning.

Across Primary, whole school assessment data showed 'at or above' termly attainment increased across the academic year 2020-2021 in writing and science. Maths' attainment showed a slight drop in term three, whilst Reading made a bigger drop from 53% in term two to 43% in term three. It was reported that the reading assessment for term 3 changed to being online and there were technical issues. Writing attainment increased the most in Year 1 from 33% to 61%, whilst Science showed the strongest gains in Year 5 from 61% to 79%.

Girls outperformed boys in reading, writing and science across KS1 and KS2. In maths, girls outperformed boys in KS1, but this became more balanced in KS2.

In KS3 the standard of achievement was satisfactory. In some of the books there was insufficient evidence to demonstrate that some of the students were progressing as they should be and the need for more evidence of formative marking. There is a policy and expectation by the SLT for book scrutiny, however, Middle Leaders do not all do enough to ensure that this is adhered to. There were examples of excellent assessment and feedback in books in MFL, but this was not consistent across all subjects. Most KS3 students could not explain previous learning and this was not drawn upon in lessons by the teacher. Some students were making expected progress, and this was reflected in their engagement during lessons. The best lessons had the most engaged students.

In KS4, only Year 10 lessons could be seen as the Year 11 students were sitting mock examinations. The standard of progress made in Year 10 was satisfactory. There appeared to be more progress made by girls than boys and this correlated with their engagement in lessons. Similarly, to KS3, in KS4 there was little evidence of formal assessment through marking and written feedback. Students could not talk about teacher feedback and at times, did not know when their books were last marked.

School data highlights a positive trajectory of improvement in IGCSE outcomes demonstrating improved attainment for all students studying the British Curriculum and completing examinations within an international framework.

IGCSE	2019	2020	2021
A*-C / 9-4	48%	77%	84%

Key Stage 5 lessons could only be observed on 1 day of the inspection due to mock exams. Key Stage 5 teaching was good. The lessons were well planned, and appropriate resources were being used to ensure students were engaged. Through lessons and the careers guidance programme, students in KS5 received good advice regarding career choices. The teaching used questioning techniques to gauge understanding but to also challenge students. The pace was good and the level the lesson was pitched at supported student learning.

A steep positive trajectory of Improvement in AS outcomes was also evident in the school's data, highlighting improved attainment for all students studying the British Curriculum and completing examinations within an international framework.

AS Level	2019	2020	2021
A-C	12%	51%	76%
A-E	27%	65%	93%

- Top Achieving Subjects A – C: 100% Pass were Art, Computer Science and Information Communication
- With A*-A: 28%, A-C: 76%, A-E: 93% AS Level
- 33 students achieved Grade A in one AS, 13 students achieved Grade A in two AS and 2 students achieved Grade A in three AS-Levels.

Achievement by students as they move closer to their exams, both GCSE and As Level improves on that of students in Years 7 and 10. This is reflected in the results achieved in examinations. The school identified that many of their most effective teachers were in the examination years, and this correlated with the progress of students in these year groups. The school now needs to extend the most effective teaching consistently throughout the secondary school to ensure high levels of progress and student behaviour in all year groups.

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

The spiritual, moral, social and cultural development of students is good: it is a key strength of the school.

Upon entering the school, it is clear through displays and activities in lessons and pastoral activities, there is a promotion of British values. The school values and British values are displayed throughout both Primary and Secondary. The Student Council in both Primary and Secondary is democratically elected and other voting style activities take place in a number of lessons. The students were able to speak eloquently with pride and honestly about their school. They understood the strengths, the positive developments that have recently taken place, including the Senior Leadership Team (SLT) listening to their opinions and also knew some of the challenges. The Student Council had organised bake sales and other community events. The 1-week Breast Cancer Awareness campaign was very impressive, made even more so with how proud the students could speak about it and the impact it had made.

Throughout the EYFS staff encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings. Children were confident to ask for help and to help others. In group activities teachers supported the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Most activities involved group activities and the children were happy to be involved with others, valuing the contributions each made. Teachers and support staff effectively collaborate with the children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. Many of the planned teaching activities provided opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. The calm pleasant snack times highlighted that the children understood the importance of tolerant behaviours such as sharing and respecting other's opinions. Effective story sharing provided good opportunities for teachers to use materials that reflected and valued the diversity of children's experiences

In KS1, relationships between teachers and staff were warm and friendly, with an environment of encouragement and celebration of success created. Critical thinking was encouraged in a KS1 Philosophy for Children (P4C) lesson, with students' conceptions challenged and a deeper awareness raised. Values of respect were referenced in KS1 lessons and students were respectful of each other's attempts. KS1 displays celebrated students' work. In KS1, behaviour was mostly well managed with a variety of techniques engaged to focus students and allow for a productive learning environment. Students were respectful of each other and were observed clapping each other's successes. Misbehaviour was dealt with swiftly and usually in a positive manner.

In Primary relationships between teachers and staff were warm and friendly, with a supportive environment created through encouragement and celebration of successes. In KS1 behaviour

was mostly well managed with a variety of techniques engaged to focus students and allow for a productive learning environment. This continued into KS2 in the large part, but there was evidence of some boys becoming disengaged, which has started to show some low-level disruptive behaviour or apathy towards the learning. Behaviour was raised as a concern for KS2 students. The main issues mentioned were the behaviour of boys in the classes in terms of disruption due to off task behaviour and aggressive/bullying behaviour. Critical thinking in Primary was encouraged in Philosophy for Kids (P4C) lessons on protecting the environment, with students' conceptions challenged and deeper awareness raised. There were also debates and voting to see what environmental actions should be undertaken to support Qatar. This was delivered in conjunction with the impact of the FIFA World Cup being hosted, enabling students to understand what is happening around them.

Assemblies throughout the school are engaging and offer challenges to students. Due to COVID they are all delivered remotely, but this has not had a negative effect in terms of the impact of the message due to the strong and consistent planning. Students in Secondary clearly understand right from wrong and largely follow the rules of the school. The school has identified that there are some behaviour challenges in Secondary and a high staff presence is seen during lesson change overs by the SLT, SMT and Heads of Year.

There are clear expectations for behaviour, and these are reinforced, but this is also an area that does need attention, particularly with some Secondary boys. Part of this may be due to the school returning only recently from the pandemic, but from discussions with staff and students there is still a concern that there are behaviour issues around school. Students transitioning from Primary were apprehensive about the change in school environment, as well as behaviours in Secondary. There appeared to be a correlation between the level of challenge in the class and the level of engagement and the resulting poor behaviour of a few students.

The school is predominantly populated with Qatari students but there are other nationalities, and the staff are very multicultural. This diversity is celebrated and discussed. This is a real strength that students acknowledge and appreciate.

The careers advice offered in the Secondary school is very strong and informative. There are programmes that support student academic and career choice in KS3 and throughout KS4 and 5. There are 2 school counsellors who work between Primary and Secondary. The areas they have to deal with are not uncommon in schools. There is a strong network for the counsellors between the Newton Schools group that allows the counsellors to be supported in a safe and confidential space. The service offers proactive programmes as well as individual support for students.

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

The provision for welfare, health and safety is satisfactory.

The welfare, health and safety of students through the school is satisfactory. During the inspection several safety issues were identified. The concerns were immediately addressed to ensure safety. The school must now ensure its safety routines are more rigorously monitored.

Children in the EYFS area operate within a safe environment. Resources are plentiful and monitored to ensure high standards are maintained. Routines are well established and understood by all staff. Supervision of the young children is vigilant. Children displayed that they are happy young children, proud of their school and thriving on the rich variety of learning activities. Teachers in EYFS have an appropriate and rigorously implemented approach to the safeguarding of all children.

In KS1, a PSHE lesson encouraged students to think more deeply about their environment and how they could make a positive impact. Student peer relationships were respectful. Teachers upheld a high standard of ethical behaviour, being a positive role model to students in KS1. Behaviour expectations were clearly explained to students in KS1. A pegged superhero behaviour management system was evident across the key stage and used by most teachers. Positive behaviour strategies were used to award effort and encourage participation. Misbehaviour was mostly due to students being off task and teachers quickly refocused them.

The school has a written behaviour policy which is made available on the school's website to all parents and students. The implementation of the policy is seeing behaviour improve, however, at this time the poor behaviour of a minority of students within the school continues to be a significant concern for students, staff and the school's leadership team.

All sanctions for students are logged into the school's management information system (SIMS). From this system, reports are extracted which are regularly discussed with Heads of Year and other pastoral staff. The primary school runs a parallel system where all categories of sanctions are logged, and patterns can be proactively identified. This data shows a consistent decline in the number of sanctions for behaviour over recent years. The secondary school would benefit from a similar approach to monitoring sanctions. The effectiveness of the school's behaviour policy is improving. Students and staff report that there has been a rapid and sustained improvement in behaviour during this academic year. The standards of behaviour within classrooms and around the school campus still need to be improved further and this is a focus of development for the school's leadership teams.

Students within the secondary school have confidence in the school's approach to preventing bullying. An anti-bullying policy is published on the school's website and is effectively implemented within the secondary school. All instances of bullying are logged within the

school's management information system. Victims of bullying are well supported by the school's pastoral team including each school's counsellor. Following completion of an appropriate sanction, perpetrators of bullying are provided support to prevent repeat offences. Students reported that the school's handling of bullying resolved situations favourably.

Fire standards are adhered to throughout the school. The school's fire evacuation policy is displayed on the school's website and appropriate evacuation plans are posted throughout the school. The school has successfully conducted fire evacuation drills this academic year. Further drills are planned once all students have returned from COVID induced remote learning. The school's fire alarm system and evacuation signage are well maintained by an external company with annual inspections. Fire extinguishers are regularly tested and maintained to good effect. The school would benefit from a further focus on high-risk areas to ensure the safety of all students and staff is maintained. In particular, the provision of fire extinguishers in IT rooms, Laboratories and the Design and Technology workshop need to be addressed.

The school employs three trained medical staff who are available throughout the school day within two dedicated medical facilities. The secondary and EYFS schools' medical facilities fully comply with the expected standards and medical staff provide an excellent service. At the time of inspection, the primary school's nurse's room was relocated to ensure that it would meet BSO standards. Students speak favourably about the quality of care given by the school's medical staff and readily approach them for any concerns they may have.

The school ensures that an admission and attendance register is maintained which conforms to the local regulatory requirements.

A written health and safety policy is available on the school's website. Risk assessments are conducted for all classrooms and communal areas at the start of each academic year. At the time of inspection, several concerns were raised about the health and safety of high-risk areas within the school. The school sought to immediately resolve these concerns and a plan for further work was devised for immediate action. Most notably the security of chemicals and cleaning products in laboratories was a high priority, alongside the effectiveness of safety equipment. Establishing a culture of vigilance for health and safety is important to ensure that a safe working and learning environment is maintained.

The school has a suitable policy to maintain that all students are safeguarded. The school has several Designated Safeguarding Leads who have varying responsibilities. It is important that all personnel who are responsible for safeguarding maintain the appropriate training for their role. All staff complete necessary safeguarding training through the school's use of Educare. Further training is delivered at the start of each academic year. All safeguarding cases are well handled by each school's Designated Safeguarding Lead, who works in conjunction with the school's counsellors and medical team. All records are maintained securely and confidentially.

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

The suitability of the proprietors of the school and the staff appointed is excellent.

Lagoon School is a part of a group of schools owned and managed by Newton Schools. The group proprietors plan well for the school's strategic development and oversee its financial management. They ensure a good level of investment in the development of the building facilities and resources in support of agreed priorities. Safeguarding and child protection are embedded throughout the school and a highly effective Human Resource team ensures all records and policies are maintained and implemented in line with agreed protocols. The staff appointment process followed by the school proprietor requires original proof of identity, original police clearance certificate, detailed original proof of qualifications and employment history. If a candidate is being appointed from the UK or has recent UK-based employment history, a certificate from the Disclosure and Barring Service is required. The Ministry of Education in Qatar supports the school by ensuring all legal requirements are met.

Teachers at Lagoon School are fully qualified and there is a good teaching staff: student ratio. The school has recently increased the number of teachers in FS2 to ensure class sizes are appropriate for the younger children. The number of qualified teaching staff matches the curriculum provided. Teaching staff are experienced in the provision of age-appropriate education and support, and recruitment is planned in advance with due diligence. The school employs a suitable range of non-teaching staff who contribute significantly to the smooth operation of the school and the care of all students.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been put in place to monitor policies and implementation. The school does not currently ensure regular checks are made to guarantee continuing compliance.

9. *Standard 5* The premises and accommodation

The premises and accommodation at the school are good.

The school is divided into three sections. The Early Years building is situated on the northwest side of the campus. The secondary and primary schools are accommodated in adjacent buildings with the same facilities. The school's external spaces are well maintained and have covered areas to provide shade in the hotter months.

Suitable toilet facilities are provided for the sole use of students, including those with disabilities. Separate toilet facilities are available for boys and girls above the age of eight. All toilet facilities are well maintained with a dedicated cleaner assigned to each toilet block. Toilets can be secured from the inside and are only used by individual students. There is an adequate supply of cold water to these facilities, and hot water is turned off to prevent a scalding risk to users.

The school has three dedicated medical facilities, which are sufficient for the needs of all students. The EYFS and secondary schools' medical facilities are fully compliant with BSO standards. At the time of the inspection, the primary school's medical facility was moved to a new location in order to comply with the BSO standards.

Classroom environments are suitable for learning. Each classroom has sufficient artificial and natural light, and all classrooms are provided with air conditioning. Windows into the classroom within doors would further benefit safeguarding. The school has dedicated science laboratories, IT suites and Design Technology workshops. These facilities support the successful delivery of these subjects. Maintaining these high-risk environments is crucial to the safety of students and staff.

The school has sufficient outdoor space to support the curriculum. Separate outdoor spaces are provided for different aged students to support learning and play. New playground equipment has been installed into playgrounds to support student play.

The school has good security arrangements in place. On site security ensures that access to school premises is restricted during school hours. Staff have been vigilant to check and enforce all Covid checks. The building and playground areas are secured by boundary walls, with access to the school only through monitored gateways.

There is no reason to believe that the water supply does not meet local regulatory requirements. Drainage is appropriate for hygienic purposes, for the disposal of wastewater and occasional surface water – when it does rain, any excess water is quickly dealt with.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is good.

The school's vision and mission are displayed prominently on the school website, in parent handbooks and throughout the school building. The school principal and founder are both named on the website and the school's address and telephone number are accessible. The owner of the school can be contacted by parents through the school principal or administration. The school has a separate section on their website for school admissions which includes the procedure, fee structure and application form.

The curriculum policy is available through the policy page on the school website. This gives details of subjects for each key stage and a brief summary of the content covered. More detailed termly information on the curriculum by year level is sent to parents directly. Information events for IGCSE and AS level subject options are held in term two. Teachers hold parent information meetings at the beginning of the year. Parent information boards displaying the weekly planning, timetable and more are outside each classroom. Newsletters home provide information and pictures of students at school activities. Parents reported feeling very satisfied with the communication with their class teacher through emails and SMS. Class Dojo was seen as a positive way of sharing updates about their child in the primary school.

Parents of students with Special Educational Needs (SEN) are met with and an Individual Education Plan (IEP) is discussed, including the role of the parent/carer. Parents of students identified as EAL also meet with teachers and detailed meeting records with next steps and follow up are kept. A safeguarding children and child protection policy is available through the policy page on the school website. Information about the school counsellor and a wellbeing policy is also available. Parents reported warmly on the development of student's character and mental wellbeing. Parents are informed of their child's progress termly through written reports and parent teacher conferences. Parents reported being aware of their child's level through teacher communication, including targets set and how they can support their child's learning. The parent handbook contains information about how to help your child succeed at school and homework support.

A written behaviour policy is available on the school website. Behaviour tracking documents are well kept and include major bullying and racism incidents which are communicated to parents. Behaviour is focused upon strongly in the parent's handbooks, detailing the use of Positive Behaviour Intervention Support (PBIS). This documents both incentives and sanctions should misbehaviour occur. A student behaviour management flow chart allows parents to be aware of how behaviour is dealt with. A zero tolerance on bullying is adopted by the school and communicated both in the anti-bullying policy on the website and through the parent's handbook.

Policies relating to Health and Safety, including COVID-19 guidance and a First Aid Policy are on the school website.

School's academic performance results for the previous year are made available to parents via the school's social media platforms. Primary whole school results are available on request.

Parent voice is somewhat impacted due to COVID regulations which limits their access to the school building and events that can take place. There is a Parent Teacher Association (PTA) noticeboard in the Primary Section. Parents spoken to were aware of the PTA but did not know how they were involved within the school. Surveys are sent out to parents but those spoken to did not complete them. Results of the survey are posted on the PTA noticeboard. A procedure for complaints is available on the website and in the parent's handbooks. Parents are met with, and detailed notes are taken, including appropriate follow up. Parents are then usually contacted within twenty-four hours to feedback.

11. Standard 7

The school's procedure for handling complaints

The school has a clear policy and procedures in place to address complaints, which reflect good practice from the UK and meet BSO standards.

Parents are informed of the process through the website and prospectus. This information is updated, as required.

The policy lays out the:

- expectations and responsibilities of those involved
- informal and formal procedures to be followed
- procedures for appealing against decisions
- involvement of Newton Group to resolve any appeals

The procedures set out timescales for the management of any complaint. Written records detail the process regarding individual complaints and an appropriate level of confidentiality is observed. Records are maintained relating to individual complaints and these are kept confidential except where local legal requirements permit access.

Parents interviewed, understood the complaints procedures and felt confident with the way the school would deal with any concerns.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good.

The SLT are relatively new to the school, but it is clear from the school's self-evaluation and from discussions with staff, parents and students that they have the skills to lead and improve the school. The principal has had a positive impact since his arrival at the school and with his guidance along with the strong leadership structure he has put in place, the school is making progress. The SLT and SMT support the direction and approach of the principal and this common understanding is developing with the Heads of Year and needs to be consistently applied by all managers.

The SLT know their responsibilities and actively promotes the wellbeing of students, although the principal needs greater support to ensure all Health and Safety requirements are met. The development of middle leaders has provided a further opportunity to involve staff in ensuring the quality of provision at the school continues to improve. More could be done to ensure that all aspiring middle and senior leaders are closely involved in this process. A good range of effective policies and guidance documents are being implemented. Senior and Middle leaders need to take a full role in monitoring to ensure a high level of consistent, high-quality practice is embedded across the school.

Staff appraisal by senior managers is being implemented and targets are developed based on monitoring evidence. There is limited evidence to indicate that the outcomes of the appraisal process are being applied systematically. Clear priorities would enable staff to develop consistent approaches and enable professional development to be closely matched to school needs.

The CEO and Chair have a good knowledge of the current status of the school and actively support the principal and his team to move the school forward. They receive weekly reports as to the school's progress and also meet regularly to understand any challenges or initiatives that the principal feels will support the school. They need to develop the 'critical friend' role to ensure high levels of accountability.

Parents and teachers believe that the school is well led, and also that school leaders and staff are approachable and open to discussions and solutions. School surveys indicate that parents are appreciative of the school's sound leadership.