



**British School
Overseas**
Inspected by Penta International

Inspection Report

Nord Anglia International School

Al Khor

Qatar

Date of inspection **12th-14th June 2022**

Inspection number **20220612**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt. The inspection and this report follow the Department for Education (DfE) schedule for the inspection of British schools overseas.

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

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

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

During the inspection visit, inspectors observed teaching across the school. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the regional director, a range of teachers, parents, and groups of pupils. Two and a half school days were monitored, but as pupils in Key Stages 4 and 5 were not attending school during the visit, a further day's lesson observations took place in September.

The lead inspector was Nicola Walsh. The team members were Samantha Cuthbert, Andrew Deighan, Alistair Downes and Nicola Matthews.

2. Compliance with regulatory requirements

As a result of this inspection, Nord Anglia International School Al Khor (NAISAK) 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

NAISAK meets the standards required for British Schools overseas. The school offers a British education that meets the needs of its pupils. The curriculum has been adapted to meet the needs of a diverse pupil population and is aligned to the school's vision 'Be challenged and inspired today, challenge and inspire tomorrow.' The provision for the youngest pupils is creative, focussed on language acquisition and very well resourced. The curriculum in the primary section has been designed to be relevant and engaging for all pupils.

Teaching is effective and most pupils make progress. Outcomes for pupils in Key Stages 4 and 5 are strong, particularly in science. Pupils speak confidently in English. Standards in attainment for international pupils are high, and the attendance and punctuality of all pupils is improving over time. The behaviour of a minority of pupils is below the school's expectations and the school are working to address this. Most pupils accept responsibility for their own behaviour and show consideration for others.

The support for pupils with special educational needs is effective due to the strong leadership of this department. A parent liaison counsellor works with parents to resolve issues, and this has helped to reduce complaints over time so that parents now report confidence in the school, particularly the primary section and the school's principal. The retention of teachers has improved significantly since the appointment of the principal. The senior leaders have an accurate understanding of the strengths of the school and are working to address areas of underperformance.

3.1 What the school does well

The school has many strengths which include:

- Creative and active learning in the primary and EYFS section
- Outcomes for specific groups of pupils in reading, writing and maths at the end of the primary phase
- Outcomes for all pupils in the secondary section
- The provision for pupils with special educational needs
- Early years provision
- Phonics teaching
- The determination of key members of the school's leadership team to improve the school further
- In Key Stage 3, the teaching of English.

3.2 Points for improvement

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

- i. Improve the consistency of good and better teaching across the school, including by further developing and embedding the use of assessment systems to track progress and attainment across the school for all groups of pupils
- ii. Ensure relationships with parents are effective and inform school planning, including by improving further the welfare and attendance of pupils
- iii. Developing an even sharper focus by the senior leaders on the school's data from a wide range of sources, to inform development planning

4. The context of the school

Full name of School	Nord Anglia International School Al Khor				
Address	Building 5 Zone 74, Al Taimiyah Street, Al Khor, Qatar				
Telephone Number/s	+974 4437 9666				
Website Address	http://www.nordangliaeducation.com/our-schools/al-khor				
Key Email Address	infoalkhor@nais.qa				
Principal	Mrs Elizabeth Lamb				
Chair of board/Proprietor	Nord Anglia Education				
Age Range	3-18 years				
Total number of pupils	1,021	Boys	581	Girls	440
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	298	
	<i>3-5 years</i>	142	<i>17-18 years</i>	49	
	<i>6-11 years</i>	530	<i>18+ years</i>	2	
Total number of part-time children	0				

Nord Anglia International School, Al Khor is an international school offering a British education in Al Khor on the outskirts of Doha. It is part of the Nord Anglia education group and has access to the support networks that the group provides.

Most pupils attending the school are in the primary and early years sections of the school. 37% of pupils are local Qatari and this is the largest single nationality on roll at the school. Almost 40% of pupils are from the countries India, Pakistan, Egypt, Malaysia, Indonesia and 2% are British. Over 40 nationalities of pupils are on roll at the school and the vast majority of these speak a language at home that is not English.

As pupils progress into the secondary section, the numbers on roll decline as many pupils choose to attend schools where they can follow a curriculum that is matched to their intended destination at the end of their schooling. For example, many Indian families choose to move to a nearby school offering an Indian curriculum. The school is also faced with other challenges where pupils are not required to study the full two years at Key Stage 5, to meet the requirements of their further education pathways. The school has very recently had pupils graduate from year 12 and year 13 to attend universities in Qatar or in their home countries.

A large majority of teachers have qualifications from the UK. They are supported by teaching assistants who are employed in the primary and SEN sections of the school. Senior leaders are almost all UK qualified, have experience of teaching in English schools and speak English as a first language.

4.1 British nature of the school

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

5. Standard 1

The quality of education provided by the school

The quality of education provided by Nord Anglia International School Al Khor meets the requirements of the BSO Framework and is good overall.

5.1 Curriculum

The school delivers the English National Curriculum (ENC) from Key Stage 1 through to Key Stage 3. For pupils under the age of 5 the school offers the Early years Foundation Stage (EYFS) curriculum. The curriculum is adapted to meet the requirements of the ministry of education in Qatar.

In the EYFS and Key Stage 1, an approved systematic synthetic phonics programs, is used for the teaching of phonics. Published schemes of work for English, maths and science are used in the primary school. In the secondary section the Cambridge curriculum is in use and in Key Stage 4 they follow the exam syllabus for Cambridge iGCSE, and Cambridge International A-Levels and AS levels at Key Stage 5.

In the primary school children are taught in class groupings, except for maths which is taught to pupils grouped by ability in maths in Year 6. This is continued in the secondary school. In Key Stage 3 all other subjects are taught in mixed ability classes. In Key Stage 4, English is separated into pupils with English first language and pupils English second language for iGCSE, with all other subjects taught through mixed-ability groupings. Key Stage 5 is organised through option choices. Many pupils choose to follow a course of further education in either Qatar or Canada. Both these options will accept AS qualifications. Therefore, many pupils do not continue into year 13 and the numbers of pupils remaining on roll in year 13 are significantly less.

The school offers the Arabic and Islamic curriculum as required by the ministry of education across the school. This is taught by specialist teachers. Pupils who speak Arabic as their first language must attend Arabic and Islamic lessons. All other pupils are provided with the option to take Arabic second language, French or Hindi.

In Early Years Foundation Stage, the EYFS framework is adapted for the needs of the pupils. Curriculum provision within EYFS is excellent and is creatively designed to develop all elements of the early learning goals. Curriculum plans are inspiring and ambitious. This was evident in an FS2 lesson where pupils were

learning about Greta Thunberg and climate change. The pupils created their own tie-dye T-shirt and then took part in a protest around the school to raise awareness of climate change. The teaching of phonics across both EYFS and Key Stage 1 is a strength. Pupils are grouped by ability across EYFS and Key Stage 1 for the teaching of phonics and this ensures that the curriculum provision is well matched to pupils' abilities.

Throughout Key Stage 2 and Key Stage 3, the school has designed their own curriculum based on the ENC to be better suited to meet the needs of the pupils in the school. The curriculum topics are engaging and relevant. Throughout the primary section, impressive displays evidenced the work completed by pupils in the chosen topics for each year group. Topics such as 'gaming' have now been included so that they are relevant and engaging to pupils' interests. During the inspection two year 6 students walked through the year 4 corridor and commented to the inspector that they wished they had done 'gaming' as a topic when they were in that year group.

Cross-curricular links are evident in the primary section. In one lesson, a pupil talked about their design of a Mayan sundial in a STEAM lesson and how this linked with their study of the novel "Charlie and the chocolate factory" and their topic work on chocolate. The pupil explained that through their work on chocolate they learnt that cocoa growers in Mexico receive only \$1 per day. He pupil then suggested that everyone should buy 'Fairtrade' chocolate so that workers can earn enough to support their families. This example showed how effective the cross-curricular approach was in embedding the learning and adding both context and interest for the pupils. Pupils were using CAD software system to design a chocolate box, including the insert trays, as another link to the cross curricular themed approach.

At Key Stage 3, the curriculum offers through specialist teachers, English, maths, science, humanities, languages, PE, and creative arts in line with the Juilliard curriculum offered as part of the link with Nord Anglia education. PHSE is delivered by form tutors and a bring your own device policy is in place for secondary pupils. Global campus links pupils online on projects with other pupils in Nord Anglia schools. At Key Stage 4 options are offered to include business studies, global citizenship, geography, history, art and design, ICT, PE, and triple science. At AS level, option choices include maths, biology, chemistry, physics, Arabic, English literature, business studies, ICT. Pupils choose a maximum of 4 subjects and PSHE. At advanced level, the offer is reduced to mathematics, biology, chemistry, and physics but currently there are very few pupils following the advanced courses of study.

The curriculum has been reviewed to reduce the identified differences in outcomes for groups of pupils. There has been an accelerated rigorous approach to phonics and timetabled reading and writing sessions. This is to address the needs of the lowest attaining pupils, particularly those with limited English language. Teachers have benefited from training sessions and the expectation that ‘every teacher is a teacher of English.’ This is now evident in curriculum plans. Reading tests are regular and guided reading sessions are a feature of the curriculum in both primary and secondary. An English as an Additional Language (EAL) teacher has been recruited to support pupils whose poor levels of spoken English impacts on achievement. Two teachers have a EAL qualification, but this has not yet had time to show an impact. Mathematics is now taught from year 6 to pupils in streamed ability groups. In secondary, the head of maths now teaches the lowest attaining pupils and is working to ensure these pupils catch up. The science technicians also support low attaining pupils in science lessons, so that there is a strong focus on ensuring low attainers meet age related expectations, through targeted support.

High achieving pupils are supported individually and can follow courses on the Nord Anglia Global campus programme. Pupils attend local events at local schools and museums. Events such as debating and public speaking are offered. Pupils also participate in the science and mathematical Olympiads which provide a friendly level of challenge and engagement with other pupils globally.

Transition support is offered to pupils moving from primary to year 7, with the opportunity to try out a day in the secondary school. University and careers guidance begins in year 9 when pupils start to look at option choices. The school are part of the BSME career counsellor network and BridgeU platform. PSHE for Key Stage 4&5 pupils is based around career guidance and supporting pupils to be prepared for life beyond school. Option evenings are arranged for pupils and parents to attend.

Extracurricular provision was extensive before the pandemic. During the lengthy period of online learning much of the extra-curricular activities ceased due to the regulations requiring social distancing and working online. After school activities such as Model United Nations, sports clubs, drama, yoga, are currently being re-established. Pre pandemic off site trips took place to visit countries overseas such as Tanzania and Thailand. Pupils took part in activities to achieve the Duke of Edinburgh award, and these are now underway. Off-site trips to Qatari museums and literacy workshops have also recently enhanced the curriculum offer. Visits to Qatar AgriteQ exhibition at Doha Exhibition and convention centre to explore a fully functional greenhouse running on hydroponics technology took place along with off-site trips to Al Thaqab farm

powered by solar energy, and the desert group nursery in Al Khor to further increase their environmental awareness.

The school provides provision for SEND pupils across the primary section. Pupils with an identified SEND are admitted into the school where it is determined that the school can meet the needs of the pupil. Provision is provided for social and emotional needs as well as academic. The SEND coordinator is a qualified and experienced practitioner. There is a structured approach to provision, supported by designated members of staff. Thorough procedures and detailed records monitor progression of SEND pupils. In the primary school, students are provided with daily group sessions to support social and emotional needs. These sessions use a variety of different teaching methods to engage pupils in discussion and practice, to develop identified skills. Pupils said that they enjoyed the sessions, and their teacher was very kind to them. SEN staff work alongside pupils in mainstream classes where this is identified as purposeful. In a year 10 biology lesson an adult supported a pupil with reading, organisation of the task and staying focussed.

5.2 Teaching and assessment

Across the school a very large majority of teaching observed during the inspection visit was good or better. However, in a few lessons teaching was inadequate. It is recommended that where teachers are identified as requiring support, they receive targeted and close monitoring to ensure they improve quickly. Pupils also commented that where the teaching was strong pupils behaved well.

In EYFS and Key Stage 1, teachers planned tasks that were engaging and achievable. Tasks were often differentiated, and pupils were supported by a teaching assistant or the teacher, either individually or in small groups. In early years classes the teachers planned a variety of tasks that engaged pupils and encouraged communication and collaboration. An appropriate balance of support and allowing pupils to be independent was evident in teachers planning and in observations.

The EYFS area is very well resourced so that pupils can choose a wide range of continuous provision, both indoors and outdoors. Teachers use strategies such as rhyming songs with actions, this enabled less able pupils to join in with the manipulation of dough. Clear modelling by the teacher and teaching assistants ensures expectations are clear. 'My turn/your turn' is another strategy employed very effectively so that the teacher or teaching assistant can quickly assess pupils' understanding of the learning intention. Strong relationships and high expectations are evident across both FS1 and FS2 classes. Established routines are embedded and as a result pupils know what to do, when they are required to act collectively, such as tidying up. 'It's clean up time' stated one pupil.

Phonics teaching is delivered daily by teachers and teaching assistants across EYFS and Key Stage 1 to groups of pupils set by ability. This enables teachers to plan tasks at appropriate level. Active learning, the use of repetition and blending of sounds enables the pupils to make rapid progress. In the best lessons teachers articulated the phonemes accurately and encouraged pupils to match phonemes to graphemes, segment, and blend. However, in a few lessons where teaching assistants were delivering phonics sessions there needs to be a closer monitoring on the standard of articulation. This will ensure all groups of pupils have equal access to high quality phonics teaching and clear pronunciation.

In the best lessons in Key Stage 1, teachers used modelling very effectively with the pupils repeating back methods or vocabulary until they were secure. Teachers modelled methods in maths, and embedded language in English, so

that pupils were clear in what they had to do. Whilst teachers used questioning to check pupils' understanding routinely, they did not always have the confidence to adapt their plans when pupils did not understand. For example, where pupils were using whiteboards to record responses to questions, these were not always monitored by the teacher and then used to adapt their lesson planning. As such, occasions were missed to adapt planning to better suit the needs of the pupils.

In Key Stage 2 lessons were interactive and engaging. Often group or paired work was used to develop pupils' skills in collaboration and communication. Teachers provided accurate support and challenge for pupils in maths through teaching pupils grouped by ability. The use of questioning prompted deeper thinking such as in a year 5 science lesson on gravity where in the introduction to the topic, the teacher asked pupils about aeroplanes. Structures to support reading including the use of several different reading schemes are in place and classes in primary enjoy a shared class novel. However, in a few lessons observed there were instances of low-level misbehaviour that was not addressed by the teacher, and individual pupils not fully engaged with the planned task.

In Key Stage 1 and Key Stage 2, assessment and moderation procedures include use of rubrics, based on the school's own assessment system. Levels are a progressive system where pupils start at level 1 and move through to level 5 at their own pace of learning. Teachers assess pupils' attainment of the learning intentions, and this is assessed through daily marking of pupil's workbooks, verbal questioning, and feedback in class. The system is new and has not yet had time to be fully embedded. It was used effectively in a small number of classes. Teachers marking of pupils' workbooks and the feedback given in workbooks was inconsistent. In the sample's scrutinised teachers were not yet routinely following the school's marking and assessment policy. Baseline assessments are completed using published assessments and followed up with end of term assessments in reading, writing and maths.

In EYFS teachers assess pupils' development against the early learning goals and closely track pupils' phonic knowledge. The monitoring of pupils' development using the early learning goals is in place but relies totally on teacher judgement and there was little evidence available to support the judgments the teachers made over time. The lack of moderation of teacher's judgements further indicated that the reliability of the data, was not secure.

In Key Stage 3, lessons were engaging and offered a suitable challenge to all pupils. Teachers have strong subject knowledge, and this is imparted effectively. Pupils often ask questions of the teachers to ensure they fully understand. Frequently there were differentiated tasks which allowed all pupils to access the

lesson and make progress. Most pupils spoke enthusiastically about the lessons they received at NAISAK, and the work in their learning books was of a good standard. There is a strong focus on the use of vocabulary, and this is referenced on teachers planning so that technical vocabulary is embedded and articulated. However, learning environments were rarely used to support learning in lessons. Wall displays of pupils work or information were rarely in place and of a poor quality. This is a missed opportunity by teachers to further embed key learning points and language.

Teaching in English was of a high quality and the pupils enjoyed good relationships with their teachers, the use of paired talk, and good use of time. This enabled pupils to make strong progress in the lessons observed. Teachers planned opportunities for pupils to work in groups, with clear tasks explained at the start of the lesson. In a year 7 English lesson the pupils were encouraged to write their own success criteria based on an exploration of the opening scene in Hansel and Gretel. In a year 7 English lesson pupils learnt to upgrade work and self-edit, pupils were very keen to improve and note taking was very evident. The marking of English books indicated teachers were supporting pupils with frequent and meaningful marking comments.

Teaching of Year 12 and 13 classes was of a consistently high standard. Lessons were well planned and prepared which contributed to the good pace evident in the majority of lessons. Where outstanding teaching was observed delivery was dynamic and learning took place with enthusiasm. Students were extended through careful questioning, for example in Year 13 chemistry and Year 11 physics lessons where the teachers continually challenged students to help develop their understanding further.

In the best lessons the high expectations teachers had of their students supported learning. Student behaviour was good, both in and out of the classroom, and almost all students were highly complicit in their learning. They responded to any practical, creative activities with enthusiasm and enjoyment, suggesting that students may benefit from more hands-on engaging learning activities.

Teachers demonstrated a high level of relevant subject knowledge and links were often made to prior learning. In the best lessons, students were provided opportunities to collaborate and discuss ideas with their peers and teachers. Individual and group feedback was regularly provided to students.

In almost all lessons teachers displayed an excellent rapport with their students, as highlighted in a Year 9 music lesson where students were learning the ukulele,

and a Year 7 English lesson introducing gothic fiction. Positive praise was used effectively throughout all lessons.

5.3 Standards achieved by pupils

Across the school pupils speak confidently in English. This was observed in the FS1 class where a pupil talked about making a paper mask and how the glue would not stick. Then explained how to mend it with a stapler. Pupils engaged in soft dough play **talked** confidently with their peers in English. Pupils in and around school spoke in English and in a year 10 science lesson pupils conversed enthusiastically about wanting to be doctors.

During the inspection visit pupils behaved well and were responsive to teachers' commands. Pupils and teachers talked about the behaviour improving over time and that since the curriculum has been changed, that there are fewer incidents of low-level disruption in lessons.

Standards in attendance are low overall, although showing an improving trend over time. Over the past three years the attendance has increased from 87% at the end of 2019/2020 to 91% at the end of 2021/2022. The school has been through a difficult time with blended learning, full-time online learning and most recently pupils returning face-to-face. This impacted on punctuality and in 2021-2022 almost 8% of pupils arrived at school after registration had closed. Parents talked about long queues at drop off so that some parents deliberately arrived late to avoid the queues.

The school's internal data has accurately identified that different groups of pupils have marked differences in levels of attainment and progress, and this is something the school is working to address. The school's internal data indicates that at the end of Key Stage 2, 63% of pupils are attaining age related expectations in English, maths, and science. This data is gathered from summative tests using published UK assessments and teachers' judgements. Pupils who are not following the adapted ministry curriculum '(international pupils)' consistently outperform those pupils who follow the ministry curriculum ('MoE pupils'). The school has identified that these different groups of pupils have significantly different levels of attainment and are working to reduce the gap. One issue that has been identified is that due to timetabling restrictions, the MoE pupils receive fewer lessons where the language of instruction is English and this impacts on attainment in English at the end of Key Stage 2. At the end of year 6, 85% of international pupils attain or exceed age related expectations in reading, maths, and writing. In comparison 46% of MoE pupils meet or exceed the expectations in reading, and this is lower in writing. Less than half of MoE pupils meet the expectations in maths. However, progress is high across both

groups. The percentage of pupil's meeting expected levels of progress are above 80%.

In Key Stage 3 a large majority of pupils are making at least expected progress in English, maths, and science. At Key Stage 4 value added scores in iGCSE is of a high standard and consistently above the baseline across all subjects. At Key Stage 5 externally validated data indicates that pupils outperformed their peers in England and 100% of pupils attained A*-C at Advanced Level. Where pupils are focused on the external exam syllabus the outcomes are high. Secondary science is a strength and a very popular subject with strong outcomes. Triple science has been the most popular option choice for past 4 years.

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

The spiritual, moral, social, and cultural development of pupils meets the standards required for BSO. The standard is satisfactory but improving. The period of online learning significantly reduced the school's provision in this area. The school is now beginning to re-establish what was in place pre-pandemic.

There is a bespoke PSHE curriculum throughout the school, although the school has acknowledged the need for a more standard approach and has sourced a new curriculum for the next academic year. Pupils felt able to freely express their opinions and this was evident in lessons. A new pupil survey is to be introduced which will help the school to monitor formally the views of pupils at regular times of the year. The PHSE curriculum in secondary is well developed and supports pupils to deal with emotional and social issues through timetabled sessions in tutor time.

Pupils develop an understanding of democracy and human rights. This they learn through the curriculum in subjects such as English, history and through the Qatari history curriculum which is taught in both Arabic and English. The school council meets with the principal twice a term. The school council members are elected to their positions by their peers in a class vote and are encouraged demonstrate their strengths through a PowerPoint presentation, before an election takes place. The school council can influence decisions through the regular meetings with the principal and represent the views of their peers.

The school promotes British values through its application of rewards and praise for good behaviours and academic achievement. The school's *Hi5* approaches for positive behaviours to 'show respect, work hard, aim high, be nice and accept responsibility' are displayed around the school. Pupils were able to talk about the 5 values and what they looked like. One pupil in the year 6 graduation recalled the maths teacher telling him, 'Always try hard and never give up.' Pupils in the primary section enjoy the rewards they receive through a social media app and star of the week. Praise cards are given out in English and maths in the secondary section, and they have recently introduced subject specific awards to recognise achievements in specialist subjects in the secondary section. The Duke of Edinburgh International award is offered, and pupils are now working towards achieving the bronze and silver awards next year. Pupils have volunteered at Sheikh Faisal Museum. The school competes in annual British Schools in Qatar (BISQ) sports events and in local tournaments. The school has very strong links with Al Khor sports club, Al Thakira Youth Centre and 3-2-1 Qatar Olympic and sports museum. Recently pupils performed to parents as part of their graduation ceremony in year 6. All year 6 pupils took part in the performance and shared aspects of their talents and reflections of their time in primary school. Graduation events were planned for pupils

moving from FS2 into year 1, year 11 and year 13 were planning a graduation dinner. Whole school productions took place annually before the pandemic, the whole school performed a version of Cinderella to parents. They have also visited the National Theatre in Qatar and were given an opportunity to perform in a talent show.

In the past pupils have undertaken a beach clean as part of a green school initiative. The school broadens the social and cultural experiences of the pupils by providing opportunities to become involved in the wider community. A recent initiative led by pupils to reduce and recycle plastics took place in the school. All pupils were encouraged to bring plastic bottle caps into school. This was part of a larger global project, *Proyecto Mutan's* vision for defining and repurposing used plastic. Pupils collected plastic container caps, and these were washed, packed, and shipped to Buenos Aires, where the caps were recycled into eyeglass frames for children.

Before the pandemic annual residential experiences were offered. Pupils visited Tanzania to support the development of rural communities, where they built walls for a school. Pupils attended the Nord Anglia festival of STEAM in Thailand and student workshops at MIT in Boston, USA. Other opportunities were also offered to visit the school's partners institutions, The Juilliard school and the United Nations in New York - each July, pupils attend the United Nations assembly.

Cultural events are celebrated at regular times throughout the school year. Qatar national day and international day are two regular features of the school's calendar. Last year members of the local community brought in historical Qatari artefacts for the pupils to enjoy, including a traditional fishing boat. Activities such as staff and pupils enjoyed coffee and henna. World Children's Day and World Book Day are also celebrated, along with themed competitions in creative writing, photography, and comic books. A social impact group is run by pupils and recently they promoted International Women's Day as an event within the school.

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

The school meets the standard required for BSO and is satisfactory.

There are effective arrangements in place for safeguarding the pupils in the school. The school staff have all been safeguarding trained and know what to do if they have a concern. There is one designated safeguarding lead (DSL) and two deputy designated safeguarding leaders. All staff are trained on safeguarding and child protection on the first day of work at the school. Training is delivered in many languages so that support staff and contractors all understand the importance of keeping pupils safe. Training is revisited regularly during staff meeting sessions throughout the year to ensure everyone is up to date.

Pupils are aware that they can speak to their form-tutor about issues that they may have, and frequently the pupils will talk to teachers that they have good relationships with. There are guidelines of how to deal with safeguarding concerns at NAISAK, and records are kept in a safe, locked cabinet within the secondary headteacher's office. There is also support from the Nord Anglia network regarding training and keeping updated in safeguarding policies and practices. They also complete an annual audit of safeguarding policy and procedures in the school.

All visitors to the school are required to sign in and out. A security team on the perimeter also monitors arrivals to the school. During drop-off and collection from school, parents have access to the site, but cannot leave their cars and staff supervision of the area is good. Exit and entrance procedures in EYFS are safe and secure. All staff and all visitors are required to wear a lanyard to identify themselves around school.

The school has a written behaviour policy which details levels of behaviour that can trigger consequences. The behaviour policy needs to be consistently implemented to help dispel low level disruption in, upper Key Stage 2 classes, and larger altercations between pupils that are recorded on the rewards report/ behaviour log. Pupils talked about the consequences of misbehaviour. Pupils talked positively about the work that they completed recently during Empathy week, which helped them to understand very active approaches to show kindness to others in school.

The school has an anti-bullying policy in place, but it is recommended that it is revised to include wider examples of bullying such as racism and sexism. The school pre-COVID ran anti-bullying week, and it is planned for this to be reinstated soon. The pupils reported that instances of bullying remained low across the school. They also talked about how lessons in PHSE teaches us 'how to act against bullying.' The secondary school has a new

pastoral structure in place for the coming year that should facilitate the further development of anti-bullying strategies.

The school fully complies with the local ministry's health and safety requirements. They have external and internal maintenance teams to support the upkeep of the facilities and to ensure that the health and safety is of the highest quality. The school undertakes fire drills, and lockdown drills to ensure that pupils know what to do in the event of an incident. Pupils talked about what to do in a fire drill. The school has comprehensive health and safety policies in place. The school is clean, tidy, and well maintained. Pupils appeared responsible for their own belongings. They respected the accommodation and the school's resources.

The school has one qualified school nurse who provides first-aid to all members of the school community and has a well-stocked clinic. The school has teaching staff that are first aid trained, including all PE staff, and there are plans to ensure that all members of staff are first aid trained. As the site is large and the numbers of pupils on roll are above 1000 pupils it is advised that the school employs another qualified practitioner. The nurse reported that she does not have time to offer workshops or other pupil-facing activities as she is at capacity for her workload.

The school has an active-duty rota, and all staff are involved in monitoring the areas during break-times. Supervision appeared appropriate during the inspection visit. Stairways have a one-way system in place to reduce congestion at busy times.

Attendance registers are taken daily during form-time. There is not yet in place a robust system to ensure that when pupils have not arrived in school, after the registers have closed, that a call is made to parents on the same day of absence. A detailed home school agreement states 'should attendance fall below 85% the child will repeat the year.' The school's parent liaison officer worked with parents on issues regarding poor attendance. Pupils were observed arriving late at classes during the inspection. The school's data indicates that 8% of pupils arrived late to school in the past academic year, although there are clear indications that the situation is improving over time. This will impact positively on the well-being of all pupils.

Pupils are encouraged to bring healthy food for lunch and when a group of EYFS students were asked about their lunch they were able to discuss healthy and unhealthy food. Pupils talked about lessons on healthy eating and the many sports clubs they could attend after school. An annual sports day takes place. The school does not offer a cafeteria, and this is something the pupils would like to have in school.

The school has a well-being committee in place that includes parents' views and those of the pupils. This has not yet had time to have an impact, but it is hoped that next year this will be very active in ensuring pupils well-being is promoted and enforced for all pupils.

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

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

All members of staff undergo appropriate checks by the ministry of education to ensure their suitability for the role when they are appointed to the school. There are robust systems in place to ensure staff at the school meet the ministry's requirements. Nord Anglia education provide training and an online portal to ensure the school's HR staff are compliant with ministry requirements and those required by BSO. The British Embassy also visit the school to regularly update staff.

Identity, medical, qualifications and police check, or DBS checks and references were in place for all staff appointed to the school. This includes teachers, administration staff and teaching assistants. These are held in individual files and on a single central record held centrally and by the HR manager in the school. Police checks are required for the last ten years for teachers who are in regular contact with pupils. Information regarding staff who have resigned in the past three years are stored on this record. All information is stored securely and confidentially. There are no local Qatari people employed on role at the school. All staff are expatriate and therefore must seek ministry approval. Contractors such as the schools bus drivers and maintenance staff have background checks completed by the employer and details are passed to the school.

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

The school rarely uses supply staff and when they are required, they are sought from staff who have previously worked at the school. Volunteers are not used in the school on a regular basis.

Recruitment and induction processes take new staff through the policies and procedures related to keeping children safe. All advertisements to recruit new staff contain a statement to remind applicants of the school's vigilance around keeping children safe. All

maintenance and contractors are required to complete the safeguarding and child protection training, and this is offered in their own language. All staff complete mandatory safeguarding training online with Nord Anglia, this is addition to regular meetings at the school to keep staff updated and vigilant. Once the online mandatory training is completed staff receive a certificate and this is recorded with their details on the schools HR systems.

Induction for teaching staff includes guidance around the expectations of the school for activities such as lesson planning, lesson delivery, homework, marking, health safety, welfare, and dress codes. New teaching staff undergo an interim probationary review to ensure their suitability for the role. There are strong systems and procedures to welcome and support new staff as they arrive to the country from overseas, and in their role at the school by the school's HR staff.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet BSO standards and is good.

The school's premises comprise of an older primary section that has recently been refurbished. Classrooms are appropriate in size and have the required ventilation, sound proofing and lighting. They are on two levels with access via stairways. Classrooms are well suited to the age of the pupils and are a good fit to deliver the school's curriculum.

The secondary section is a new addition to the school and was completed in 2019. This is a separate building to the primary section and hosts well equipped science laboratories on the ground floor with classrooms on upper floors accessed by stairways. There is no lift provided to allow access to the upper floors.

Corridors are wide, and in the primary section well decorated with a high quality of pupil's work. The learning environment in the primary section was creative and indicated the value teachers place on the work that pupils produce. In the secondary section the learning environments were poor and stimulation or information to support learners was only evident in a few permanent displays in the corridors.

The school is well supplied with specialist facilities such as a gymnasium, dance studio, Astro turf area, music room, auditorium, clinic and well equipped EYFS indoor and outdoor areas. There are three libraries, one each for the primary and secondary sections and a dedicated EYFS/KS1 Library on the ground floor. They contain a good selection of English fiction and non-fiction books. There is a swimming pool, but during the inspection this was locked and not in use. This is surrounded by a perimeter fence, so that access is restricted, and pupils can only access this area with supervision. Disabled access to the pool is restricted as the pool area is accessed by steep steps.

The EYFS is very well equipped, and this contributes to the effective provision of the EYFS curriculum. Teachers have created spaces aligned to the themes of work and outdoor areas are inspiring. A good Wi-Fi connection exists across the school. Cyber security measures are in place to allow pupils to use the internet safely and securely. The school has dedicated ICT laboratories, and laptops and iPads for use in classrooms.

External security is good as there are three gates that are staffed by security staff. External lighting is available, and the school site is safe and there are no obvious risks to pupils' health and safety. The site is very clean and well maintained. Pupils appreciate the pleasant buildings and outdoor areas. In an interview with the inspection team pupils commented that one of the strengths of the school was its cleanliness and range of specialist facilities.

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

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

Parent information is shared via the school website and via the school email system. The school has recently launched a new mobile application that allows parents to receive information on their mobile phone. The application links directly to the parent portal as well as the school's website. Parents feel that the school communicates well through the email system and appreciates the school supplying emails in both English and Arabic. Parents are aware of who to approach if they need to address the school with any questions or concerns. Reception staff at the school have received training in customer service and are fluent in both English and Arabic. A parent liaison officer is based in the school's main reception area, and this is a very supportive link for parents. A detailed Nord Anglia website provides further detailed information for parents with links to the Global citizenship programme STEAM events and Juilliard performing arts.

Parents can communicate with the school through a range of channels including email, a social media application to class teachers, scheduled meetings, and face to face with senior leaders present at the school gates at the start and end of the school day. All communication is recorded through iSAMS so that relevant staff can be notified by email. In the primary school, parents stated that questions or concerns are addressed promptly and dealt with appropriately. In the secondary school, parents reported that the secondary section was less prompt to resolve issues in a timely manner. Curriculum overviews are sent to parents of primary pupils at regular points throughout the year.

The school provides a variety of reports across the year to parents to communicate the achievement of pupils. Reporting systems and criteria are different based on the different phases of the school. EYFS uses the terms 'Emerging' and 'Expected.' KS1 and KS2 use a bespoke grading system from A-F with terminology ranging from excellent to fail/cause for concern. Primary reports give an achievement grade, a numerical value to attitudes and a class teacher comment. Targets are set by the subject teacher in primary. Parents stated that they were provided with written reports three times a year in both English and Arabic. Parent teacher meetings are held four times a year and these follow the written reports.

Information is provided for parents of pupils with special educational needs. This is organised regularly so that there are regular reviews around the pupil's progress in relation to the targets set. These are referred to as team around the child meetings and are led by the director for SEN. They replicate best practice in the UK. These meetings are offered in Arabic if the support is deemed appropriate.

Parents stated that they were happy with the regular communication that they received from the teachers in the primary school with regards their child's ongoing learning. Previously the school used ShowMyHomework in the secondary school and the parents were able to follow their child's progress with regards homework and assigned work. This is no longer in place and the parents do not feel like they have any communication with ongoing progress since this system was removed. Implementing a similar system for the secondary school may support this.

The school website is well-presented and has detailed information about the school, within the Nord Anglia context. It contains information about policies, admissions, school fees, and the school day. The school website has a link to the parent handbook, the school calendar, and events. The website includes a weekly e-newsletter.

Although parents are happy with many elements of the school and are confident in approaching the school, they did not feel like the school provided enough opportunities for parents to input their views to the school community. Parents interviewed were not aware of any parent groups linked to the school. The school conducts regular surveys of parent views, across the year. This enables the school to consult the views of parents as part of the school improvement process.

11. Standard 7

The school's procedure for handling complaints

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

There is a formal complaints policy in place. The policy details the rationale for the policy, and the rights of individual complainants when making a complaint. A flow chart indicates the stages involved and the time frames the school will adhere to in responding to complaints. The policy detailed the Nord Anglia regional director's details and those of the ministry.

The school has appointed an Arabic speaking parent liaison officer as a point of contact for parents if they wish to raise a complaint other than directly to the teacher. The postholder also deals with Ministry matters. This allows for swift resolution of issues so that they are not escalated to senior management or the ministry. This appointment has significantly improved relationships between parents and the school.

Complaints are currently responded to by emails and meetings with the school's parent liaison officer. At the time of the inspection there was no single record of the nature of the complaints made to the school, so it was difficult for the school to analyse and track complaints, the time frames in which they were resolved or patterns of complaints over time. It is recommended that a log of complaints is put in place to inform school improvement planning.

Parents reported that they felt that in the primary school complaints were dealt with very well and they were confident that issues had been addressed.

12. Standard 8 Leadership and management of the school

The quality of leadership and management of the school is satisfactory but has the capacity to improve quickly.

The principal and the senior leadership team at Nord Anglia international school Al Khor are supported by a Nord Anglia regional director. There is no governing body in place, to support the school in its strategic planning or offer a critical friend role. The school's principal is new to the school and has been in position for about three years. She has made significant improvements to the school during a difficult time. She has the support of a local Nord Anglia principal at a school in Doha.

The role of the regional director is to support the schools marketing strategies, HR, admissions, ICT and operations departments. He meets regularly with the principal online both individually and as part of a regional network meeting. The school principal has access to a network of support through the Nord Anglia regional conference that meets every two weeks online.

There have been notable positive change at the school recently has been the appointment of the parent liaison officer, to affirm the trust of parents. The retention of staff has improved significantly. There are currently no vacant positions at the school. New staff have recently been appointed and they are beginning to make an impact on standards.

There has been a renewed focus on staff professional development opportunities. Every Monday after school staff attend professional development meetings. Performance management meetings are in place for teachers and these follow systems based around UK policy. The school has access to the Nord Anglia university platform that provides a wide range of staff CPD courses and staff are encouraged to enrol.

Staff wellbeing is a focus of the school, and the school will grant paid leave where they feel it is in the best interests of the school. An employee engagement survey takes place though Nord Anglia education and the school is responsive to the results of this. Most recently a pay scale was implemented for Arabic teachers because of the findings from the survey.

A focus on monitoring the quality of teaching has begun but this is not yet had time to have an impact after a period of online learning. Observation documents indicate that teachers are observed, and detailed feedback is given to improve teachers' performances. There are also examples of stronger teachers being used to enable weaker teachers to improve through the sharing of best practice techniques. 'Passive students

and too much teacher talk' are two areas that re-occur in the observation forms, along with 'the support of other adults not being utilised effectively, and pupils not given enough opportunities to take the lead or act independently.' It is not yet clear how the evidence from the lesson observations is impacting upon whole school improvement and staff training initiatives.

Work scrutiny documents indicated that work scrutiny was in place and there are indications that over time this will improve teacher's practice. In the books sampled most teachers were not yet routinely following the schools marking and assessment policy.

The school development plan is in place and details four priority areas: quality of education, development and the welfare of learners, resource management, parental communication and partnership, vision, mission, and leadership. However, it was not clear what evidence is feeding into the selection of the priorities. It is recommended that the views of all stakeholders, the gathering of reliable data around pupils' attainment and progress, data from the quality of teaching, attendance, admissions, and complaints feeds into the school's improvement planning.

During the inspection visit, the school ran smoothly. Pupils moved around school responsibly and lessons timetabled took place. There are strong indications that the school's leaders have the capacity to improve to the issues related to low attendance, behaviour, and eradicating pockets of inadequate teaching. The appointment of new senior leaders to EYFS, SEN and the secondary section will further strengthen the school's capacity to improve over time.