



**British School
Overseas**
Inspected by Penta International

Inspection report

Sherborne

Qatar

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1. Purpose and scope of the inspection

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

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

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

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

This inspection was completed by Penta International UK. 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, 73 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the governors and group of students. Two complete school days were monitored.

The lead inspector was Mark Evans. The team members were Darren Coulson, Kathleen Faulkner, Alison Stevens and Horace Vernall.

2. Compliance with regulatory requirements

Sherborne, Qatar meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The school provides a quality of education that meets the BSO standards: in some respects it exceeds them. The headmasters have provided patient, assiduous and unflappable leadership, in attempting to ensure the school continues to progress and to develop. There have been many barriers, which they, ably supported by their senior management teams (SMT), have worked very hard to overcome.

The most successful lessons were clearly planned, briskly delivered, and demonstrated good subject knowledge. A confident use of technology engaged students well in their learning. In the best lessons, imaginative and brave teaching techniques improved learning: for example, the reenactment of World War 1 in the sports hall, with two full classes.

Appropriate policies and procedures regarding the health, safety and well-being of students are in place.

The school is held in high regard by SQ parents. Students are pleased to be members of the school community and value the opportunities it provides, both within the classroom and outside it.

3.1 What the school does well

There are many strengths. These include:

- The school has surmounted significant difficulties during its opening: the fact that parents are so pleased with it, is commendable.
- Pupils too are proud of being SQ students: they are clear about the links to the UK Sherborne and delighted to be associated with it.
- The best teaching is innovative and inspiring: seen in both Prep and Senior Schools, these lessons really brought out the best in the pupils;
- The headmasters and SMTs have had to be decisive and creative in the management of the physical site: many of the classrooms are small, but they are used to good effect.
- Planning for the new location is excellent: it is clearly the result of many hundreds of hours discussion and thinking.
- The school is justifiably pleased that its pupils are often well-behaved and courteous.
- Parents hold the school in high regard.

3.2 Points for improvement

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

- Review and reaffirm with the whole school community, the short- and medium-term priorities for school development;
- Create an open written plan that details these priorities and ties them to other aspects of school development such as professional development and appraisal targets;
- Improve standards further by
 - sharpening the focus on excellence;
 - using data to focus support and challenge;
 - setting the school challenging targets: for example, in attendance;
 - setting pupils and teachers challenging targets: for example, in academic attainment in all groups;
 - upgrading the ICT facilities and resources, to meet the requirements of the curriculum.
- Monitoring progress towards these priorities at all levels, including on the Board, the Senior Management Team, Senior Leaders and Middle Managers;
- Improve the consistency of teaching and learning, to match the quality of the best.

4. The context of the school

Sherborne Qatar (SQ) is the only overseas school owned and operated by Sherborne School, Dorset, UK. It is a selective, private, co-educational day school and is a joint venture between Sherborne School and a local Qatari dignitary. The vision is to provide the model, type of education and values that he had seen and liked at Sherborne School, Dorset.

The vision of the Governing Body of Sherborne Qatar is to establish a school that offers the best of Sherborne's ethos and education within the cultural environment of Qatar, and to bring a unique educational experience that will be suitable for children of expatriates working in Qatar, as well as providing the relevant challenge and skills for Qataris.

Sherborne School, Dorset has half of the appointed membership of the SQ Board of Governors; and its Chairman and the Chairman of the Finance and General Purposes Committee are members of the SQ Board. The other half of the Board live in Qatar. The SQ ethos and brand are monitored from Sherborne UK: SQ's Education Committee is chaired by a Sherborne Governor.

Prospective pupils must demonstrate that they have the ability, skills and knowledge to access the UK curriculum successfully. English is the language of communication throughout the school, and also in lessons. However, the school does provide some support for pupils whose first language is not English and who may initially need help, or for those with minor specific learning difficulties.

The school provides a British-style education for international pupils aged between 4 and 15 years old. Pupils represent some 49 nationalities. The school was set up in 2009 with 250 pupils, from Reception to Year 6. One year group has been added each year: it currently goes up to Year 10. It operates as two separate schools: Prep and Senior. Currently the Prep School is for Reception to Year 6 pupils, and the Senior School for Years 7 to 10. Each school has its own Headmaster and Senior Management Team. The Headmaster of the Senior School is the overall Headmaster.

The school has identified the following barriers to learning:

- The school follows the SEC regulations for the required teaching allocations of Arabic as a native language and Islamic Studies, especially because of its relationship with the SEC. The number of hours required, however, is challenging the school's ability to provide a full and balanced British curriculum to all pupils.
- The first cohort of pupils was not tested for ability on admission.
- Developing the quality of written and spoken English of the pupils who are acquiring the language and do not speak it at home can be a particular challenge, because pupils spend a lot of time with nannies who do not speak English well.
- Over the last three years, the school has tripled in terms of number of pupils. There is still no land allocated for the planned purpose-built site and thus there is an urgent need to resolve this issue.

4.1 British nature of the school

Sherborne Qatar exceeds the standard required for BSME accreditation in its 'Britishness'.

The British nature of the school is apparent in its history and current status. The ethos and appearance of the school is recognisably British: it mirrors what would be found in the independent sector in the UK.

The Prep School uses the National Curriculum (NC) for England and Wales. In September 2012, the new Independent Curriculum was introduced for Years 3 to 6 in some subjects. The Senior School is working towards IGCSE and when the Sixth Form opens, it will offer AS and A-Levels.

Other aspects of school life make it clear that this is a British school:

- All text books, library books and most resources are shipped in from the UK.
- The curriculum is delivered in English except for Arabic, Islamic Studies for Arabic speakers and Modern Foreign Languages lessons.
- All pupils belong to a British system of five houses in the Prep School and six in the Senior School.
- There is a varied and regular Inter House programme, particularly in the Prep school. All pupils make regular use of the library and there have been workshops from several British children's authors.
- Some 35% of pupils are British and that number rises to 43% when British Commonwealth countries are included.
- So far, few British pupils have returned to the UK, but several who have are now in UK independent schools such as Sherborne Prep School
- There are currently 69 teaching staff, 51 of whom are British, including all the Prep School Form Teachers. There are four Gap Year Assistants, who are all former pupils of Sherborne School or Sherborne Girls in the UK.
- The leadership and management structure of the school is similar to that which operates in many UK independent schools. The school is a member of British Schools in the Middle East (BSME) and the Prep School Headmaster is a member of the UK based Independent Association of Preparatory Schools (IAPS).

- Teaching posts are advertised in the Times Educational Supplement and interviews are normally conducted in London or Sherborne. All teachers must have at least a first degree and a teaching qualification.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at Sherborne meets requirements, and in some aspects is good or excellent.

5.1 Curriculum

The quality of the curriculum meets the standard required. Differentiated sets in English and mathematics ensure many pupils' needs should be provided for. Pupils with special educational needs (SEN) and/or who speak English as an Additional Language (EAL) are identified at the planning stage: good intervention strategies are in place, which cater to the needs of these pupils. Support for gifted and talented pupils is at an early stage, and realistic plans are in place to take this to the next level. The Enrichment Programme is established and covers a good range of activity, although not all clubs are as purposeful as they could be.

The curriculum is broad and balanced. It provides for pupils a wide range of learning opportunities, within local regulations, which require provision of Arabic language to native speakers, Islamic studies in Arabic or English to Muslim pupils, and Qatari history to all pupils.

The curriculum in Reception is based on Foundation profile from the UK. Teachers know their pupils well, and tailor the curriculum appropriately. At Key Stages 1 to 4, the curriculum provides for breadth of experience. Specialist teaching in the Prep School extends the primary curriculum and enriches pupils' knowledge and experiences in music, French and Arabic as an additional language. The school has developed its own curriculum for 'World Studies' for non-Muslim pupils, which is taught while Muslim pupils have their specialist lessons in Islamic Studies (in Arabic or English). It comprises current news, environmental issues and world religions and festivals. Time allocations and the allocation of subjects are in line with NC requirements. Most teachers ensure that tasks set are appropriate to age, and that there is suitable differentiation.

The Prep School has a curriculum policy as well as policies for each of the subjects. Although based on the English NC, the school aims to include a wider range of learning experience. In the Senior School, there is a whole-school curriculum policy and there are also curriculum policies for each of the subjects. The English NC is followed at Key Stage 3, with a mixture of GCSE and IGCSE subjects followed at Key Stage 4. Teachers are encouraged to incorporate personal learning and thinking skills into their lesson plans: some are more adept than others in this respect.

There is a range of extra-curricular activities, many of which are excellent. Committed and enthusiastic adults provide enrichment opportunities, including parents and support staff. The clubs are popular and well attended by the pupils. The very well organised Prep school choir and Brownies are two examples of how pupils work in harmony and co-operation to

achieve teamwork goals in a limited amount of time. The Prep school choir learned to sing a jubilant song together. The Brownies were challenged to make clothes and accessories from limited materials and resources. This provision adds to the pupils' sense of being part of the Sherborne Qatar community.

The day-to-day curriculum is enhanced further by school day trips, including a Year 3 trip to Mathaf Art Museum, a Year 4 trip to Katara and the Museum of Islamic Art, and a Year 5 and 6 concert trip to Katara Opera House. Senior School pupils have also visited the Islamic Art museum, Mathaf and Katara art galleries, and have attended drama performances at the Drama Theatre and Doha College. The Prep School took part in the Doha Dash on National Sports Day, and the Joint Schools Choir sang for the Christmas tree lighting at the Ritz-Carlton Hotel.

There have been many visits to the Prep School, including authors and poets, the Arabic library bus and a visit by a doctor to Year 3. The first Senior School drama production - 'Honk! The Musical' - was recently successfully performed at a prestigious local theatre.

The school takes part in inter-school sports and music events, including the BSME games and music festival, the Qatar Private Primary School Sports' Association Cross-country and Rounders competitions, and Years 5 and 6 girls and boys football. Additionally, the Senior School is taking part in the BSME drama festival.

This year, the whole school started a link with the Holy Mother English School in Mumbai. Three teachers have visited, and pupils have been exploring life in India. There have been associated fundraising events, including a cake sale and a Fun Run.

5.2 Teaching and assessment

Teaching and assessment are satisfactory, and above the standard required in some instances.

Teachers of the younger classes create a secure and happy atmosphere. This enables the pupils to be confident in answering questions and when learning independently. The teachers set high expectations for every pupil, and provide good and well planned opportunities for them to learn new skills. There is usually a variety of well planned activities, particularly in communication, language and literacy and mathematical development. These activities are derived from the learning objectives. This gives the pupils a real purpose to their learning. For example in a reading lesson, the pupils used finger puppets to retell the story of Goldilocks, with good vocabulary and expression. This was videoed to be shared with the whole class.

Throughout the Prep School, lessons are well planned with a clear structure, suitable resources and as a result pupils make progress in their learning. They are well behaved, helpful and listen well. This is recognised through, for example, awarding merits. Many appropriate activities are planned to improve speaking and listening skills. Pupils are often asked, in the plenary part of the lesson, to review their own learning and explain their answers to each other.

Lesson objectives are stated and referred to in most lessons. Pupils make progress toward these learning outcomes but are not always challenged to their full potential. An overreliance on worksheets and textbooks in some classes is leading to a formulaic response from pupils and is not conducive to a vibrant learning environment.

Where teaching is at its best, lessons are differentiated by task, learners are active, are fully engaged with high quality resources and the pace is good. In these lessons, pupils focus well and make very good progress towards learning outcomes. The pupils are well supported in their learning. Teaching assistants are clear as to their role and effectively guide the children in group work, so that pupils achieve the tasks set and enjoy their learning.

Lesson plans identify the pupils needing English as an Additional Language (EAL) or Special Educational Needs (SEN) support. Teachers usually deploy teaching assistants to help the identified pupils in lessons. The learning intervention team is beginning to provide good support and monitor the progress of specific pupils.

Behaviour management within lessons is generally appropriate in the Prep school with most pupils on task most of the time. However, there is a minority of pupils employing low level disruption which can impact negatively upon the progress of some pupils. Not all teachers employ rigorous classroom management techniques in order to counteract this.

The pre-prep pupils know they have English targets that are printed in their English exercise book. They are the same targets for all Year 2 and some pupils were not sure how the targets helped them to improve their attainment.

In the Senior School, most students learn with enthusiasm. In some instances, students were disinterested in the learning process and in the tasks set. In a number of lessons, there was limited or no opportunity for students to develop independent learning. For example, in some subjects, the type and style of questioning used limited independent thinking and where students did express ideas, they were not encouraged to develop or expand these points.

However in the best classes, pupils in the Senior School are challenged and encouraged to think. In a Year 10 science lesson for example, students were given the opportunity to discuss possible exam questions in groups, before the teacher outlined model answers, drawing attention to why some answers were stronger than others. In a Year 8 science class, students were given the opportunity to observe the reaction in a number of controlled experiments and record results. They were then asked to consider what they had seen, and were given the time to do this.

Across the school, more able pupils are not always challenged, either through questioning or the tasks set. However, support for gifted and talented pupils is at an early stage:: and realistic plans are in place to take it to the next level. When assessment for learning is successfully used in lessons, pupils review their progress from previous lessons and are able to use self-assessment to judge their own standard of achievement in the lesson. Teachers sometimes explain what will happen in the next lesson and this maintains the momentum of the learning.

Personal, social and emotional development across the school is good. Most pupils are well behaved, co-operative, kind and helpful. There is a warm and caring relationship between pupils and adults: this is helping the pupils to become more confident when experiencing and applying new learning.

A consistent system for setting, monitoring progress and tracking of pupils' targets is in its third year of development in the Prep School and in its first year in the Senior School. Some teachers are not yet skilled in the use of the variety of assessment methods. Test data and teacher assessment are beginning to be used to set more ambitious individual pupil targets, but is not yet fully developed or implemented across all key stages.

5.3 Standards achieved by pupils

Standards achieved by students meet requirements.

The majority of pupils make progress in line with expectations. Attainment is generally above UK norms in English and mathematics. The school is steadily improving the collection and analysis of assessment data and is aware of the need to plan action in response to this information. For example the detailed plan which is in place to improve writing within the Prep School is aimed at assessing more accurately progress made in this area. At the time of the inspection, pupils in Key Stage 1 attained above the expected level in the UK 2012 NC assessments in reading, writing and mathematics, but too few more able pupils achieved Level 3 in these assessments. However shortly after the inspection visit was completed, before the report was published, the 2013 data became available and clearly demonstrated an overall upward trend in Level 3 Reading grades, and overall in Writing and Mathematics. In Key Stage 2, attainment was above the UK expected Level 4 and 5 when compared to the 2012 NC levels in reading, writing and mathematics. The 2013 data for Key Stage 2 also shows a continuing upward trend, especially in Writing and Mathematics.

Learning time in lessons is usually used efficiently. Many lessons have good pace, are well prepared and use quality resources to enhance learning. Some teachers are beginning to use focussed questions to check pupils understand the task. Other strategies include self-assessment and teacher intervention during the lesson to monitor progress in completing the activity. This helps to ensure pupils succeed in their learning. In such lessons pupils make good progress within the lesson and over time. This strategy is not used consistently by every teacher. Mostly pupils' efforts are valued, and teachers refer to pupils' targets, but this does not always occur.

A system for the setting and monitoring of progress and the tracking of pupils' targets is in its third year of development in the Prep School and in its first year in the Senior School. Not all teachers are skilled yet in the use of a variety of assessment methods. Test data and teacher assessment are beginning to be used to set more ambitious individual pupil targets, but is not yet fully developed or implemented across all key stages.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the students is good.

Pupils are generally very polite and well-mannered. They are courteous and respectful towards visitors to the school. The school employs a range of strategies whereby 'pupil voice' is heard, for example through Prep and Senior School Councils and the prefect system. Praise is used often by the adults in the school, giving the pupils a sense of security and of belonging to Sherborne Qatar.

There is a developing sense of community within the classes and of being in each year group. Pupils' successes are often shared in assembly or with other classes. In lessons observed, most pupils work well with a partner or group. The pupils are usually kind and helpful to each other. In some lessons, pupils are actively encouraged to share and solve problems together and are becoming less reliant on the teacher's help, able to think through answers and are becoming independent learners.

In discussion with the Pre-prep School pupils, they explained that they know and understand how to behave well. They are proud of the rewards that recognise their achievements particularly "Golden Time". This is a very important opportunity for them at the end of the week. Here the pupils are able to make choices and share activities with friends from other classes. The pupils also commented on their enjoyment of enrichment clubs and educational visits. The range and quality of the provision is helping the younger pupils' personal development as they grow into confident and well-motivated learners

On most occasions in the Senior School, pupils work well and are motivated. Pupils in modern foreign languages classes, for instance, where expectations and boundaries were clearly defined by teachers, behaved very well. Uniform was worn properly, where teachers set the standard from the outset. French and Spanish teaching observed was good, for instance, and students were engaged in a full range of activities and aware fully of what they were working towards. This encouraged them to focus and concentrate. The teacher moved well between high and low ability students.

But in the Senior School there were examples where behaviour was less than satisfactory. Sometimes, inappropriate behaviour went completely unchallenged by the teacher. Behaviour management is dependent on the strength of the individual teacher: low level disruption was often ignored. There was a general lack of consistency: no clear policy on entering and leaving the room, or starting and finishing lessons.

Spirituality is developed in lessons, through community service and during assemblies. For Muslim students, the principles of right and wrong are highlighted in Islamic Studies lessons. Especially in the prep school, there were frequent examples of awe and wonder, skilfully facilitated by the teachers. A senior school assembly adeptly underlined the importance of appropriate pride and aspiration.

7. Standard 3

The welfare, health and safety of the pupils

The quality of the welfare, health and safety of the students meets the standard required, and is above the standard in some respects.

There are appropriate policies and procedures in place to ensure a safe and caring environment. Whole school evacuations are conducted regularly. The school is secure. Purpose-built shading provides suitable shade for students.

Across both schools, pupils are confident in their manner, their relationships with adults in school and their approach to visitors. Pupils are valued and known as individuals. As a result, they develop good social skills, and both work and play together well. They cooperate in groups, and are friendly and usually considerate in their dealings with one another.

The school has policies for safeguarding in place, the central aim of which is to support the pupils' security, confidence and independence. Child protection training is a regular part of the Autumn professional training programme, and all staff are issued with the relevant guidelines. Form teachers and house tutors have the main responsibility for the pastoral welfare of the pupils within their groups. They talk regularly to their pupils about their progress and general wellbeing. There is also a personal, social and health education (PSHE) programme across the school, which includes a variety of personal development issues, supported by assemblies and the house system, which encourages cross-year group support.

Pupils can contribute to school life and take responsibility in different ways. For example, they participate in school sporting events, charity events, inter-house events and in the Enrichment Programme. Many perform jobs requested of them by their form teachers or house tutors. A few act as Prep School playtime leaders, or are members of the school council or year group forums. House captains, prefects and head boy and girl in Year 6, and in Year 10 being heads of house or prefects, also supports this participation.

Assemblies are held at various times during the week. The audience varies: it might be year groups, houses, sections of the school and sometimes the whole school. The content varies, including such things as particular school issues, background information about forthcoming events, and celebration of success. They are led by a variety of staff, including the headmasters and senior staff. There are also special assemblies for events such as Remembrance Day.

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

The suitability of the proprietor and staff is excellent. As a joint venture between Sherborne School Dorset and a local Qatari businessman, the vision is to provide an equivalent in terms of the model, type of education and values. They oversee school policies, ensuring all local requirements are met.

The Board take responsibility for the recruitment and checking of staff credentials. Prior to the confirmation of appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Qatar and their previous employment activity.

There is a list maintained of all staff and volunteers who currently work in the school. This records when they started and stopped working in the school.

The school is well-staffed to deliver the curriculum offered. Staff numbers exceed local ministry licensing regulations. The overwhelming majority of teachers are UK qualified and have a DfE number. Qualifications, subject-specialisms, background and health checks meet or exceed local requirements and regulations. Teaching assistants in the Early Years and Key Stage 1 contribute well to the quality of learning; they are valued as members of the school staff.

9. *Standard 5* The premises and accommodation

The premises and accommodation are satisfactory, meeting the standard required.

The school site is a rented government school building designed originally for single-sex education. There is an annexe building for the Senior School, with outdoor pitches as well as a large gym. There is a large indoor hall known as the atrium, which is used for assemblies, indoor play and PE lessons. There are specialist science and art facilities, with a well-equipped library including a bank of e-readers for class use. Classrooms in the early years of the Prep School are small compared to the UK and lack free-flow outdoor areas: but existent space is used well.

The school is cleaned on a daily basis during term time, so dust accumulation is usually not a problem. It is kept in a tidy and hygienic state. Classrooms are cleaned, and all bins are emptied every day after the pupils have gone. Additionally, all public areas are mopped each night and the whole building is cleaned every weekend. The building is appropriately decorated throughout and there is a cycle of redecoration each summer. The school is air-conditioned throughout by a centrally controlled system with units in each of several zones: this ensures that that the building is always tolerable inside no matter how hot it is outside. However, classrooms do not have individual thermostats and some rooms become too cool.

All procedures, equipment and exits have been inspected and passed by both the SEC and Civil Defence. The assembly points are away from the buildings. There is no reason to believe that the water supply does not meet the local regulatory requirements and there are mains supplies to all school taps, toilet blocks and fire hoses. There are water dispensers in several locations throughout the school. The drainage system is adequate for the day-to-day disposal of waste and surface water.

The main building was built for the SEC to a similar design used throughout Doha. It has passed all inspections, including those carried out by the Civil Defence Department. The pupils and parents use various different entrances into school, so that they are spread for ease. The school grounds are surrounded by a perimeter wall with gated entrances at various points.

10. *Standard 6*

The provision of information for parents, carers and others

The provision of information for parents, carers and others is good and in some respects, outstanding.

There are excellent systems in place for communication with parents, including weekly notices from the respective headmasters, as well as bi-termly newsletters. An effective website also provides further information. Some parents would appreciate more information with regard to future site development plans, even if the school cannot give a definitive response. The school employs an open door policy where parents are welcomed into the school and any concerns or issues are quickly acted upon and resolved. Many parents feel that the school actively listens to their views. A clear system exists whereby parents or staff can contact each other and this is adhered to consistently within the school community.

Parents generally feel that their children are well cared for and supported. They suggest that the school is particularly strong in pastoral care and is good at offering provision for the whole child, rather than just in terms of academia. Many parents and staff play a positive role in further helping to develop a whole school community through an active Parent-Teachers Association.

11. *Standard 7*

The school's procedure for handling complaints

Complaints are rare. The school has good procedures in place that meet both Qatari requirements and reflect best practice in the UK. Parents and carers are kept well informed about the complaints process through relevant school documents. This information has been updated as required.

In the Prep School, the class teacher is the first port of call, and in the Senior School, either the tutor or a senior member of staff. If an issue cannot be resolved easily, more senior staff become involved, including (if ever necessary) a Board Member. Appropriate written records are kept. A sample of parents who were interviewed, were confident in the way the school dealt with concerns.

12. *Standard 8*

The quality of provision for boarding

Not applicable.

13. Standard 9 Leadership and management of the school

Leadership and management meet the standards required: in some respects, they exceed them.

The school has recognised the need for well qualified, enthusiastic and capable subject leaders and appointed new staff to undertake these key roles across the Prep and Senior Schools. The middle level leaders are knowledgeable about their subjects and departments, keen to improve the quality of teaching and learning, and raise standards of attainment. The organisation of the school provides opportunities for many teachers to take responsibility for leading the school, and contributing to its future development and improvement.

There has been some self-evaluation of the strengths and weaknesses in each subject, an audit of resources and some modelling of different teaching styles, particularly in Year 6. Action plans have been prepared and some aspects have been achieved this year. The subject leaders are keen to fulfil these responsibilities in a planned and strategic timeframe. Once agreed by Governors, they will have clear direction from the SMT, as to when they will be enabled to implement the priorities in their action plans. Provision and access to continuing professional development is not always planned to help achieve the school's curriculum priorities.

The Senior School appraisal system started this year and is a 'top down system' based on criteria from OFSTED, UK. The system has been rolled out by senior managers, and training given to the next level of management who will then model system to next level. The Prep School has an appraisal system that has been in place for three years.

Action plans exist for a range of subjects in the Prep school. However, the overall priorities determining whole school developments have not yet been shared with Governors, SMT or staff: this is planned to place in September 2013. The Prep SMT is in agreement over some broad priorities in English, mathematics and design & technology: plans are in place to analyse data more efficiently in order to further inform more specific targets. Subject leaders will be empowered to drive areas for improvement in the coming months. Key staff in the Prep School will be tasked with helping to lead improvement in the quality of teaching and learning, in particular with regard to establishing consistency across the key stages. The planning and delivery of the writing curriculum has been strengthened by a range of improvement strategies, including focused identification and intervention work, coupled with a move towards a more creative approach within lessons.

Staff within the school have regular opportunities to attend professional development courses. But the analysis and planning for professional development is in its early stages: the school plans to develop a more systematic approach, where school and individual performance management targets become the driving force of the way forward.

The school runs efficiently on a day-to-day basis.