



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**British International  
School, Riyadh**

**Saudi Arabia**

**Date**  
**Inspection number**

22<sup>nd</sup> – 24<sup>th</sup> April 2018  
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Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	7
5	<b>Standard 1</b> The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and learning	9
	5.3 Standards achieved by pupils	12
6	<b>Standard 2</b> The spiritual, moral, social and cultural development of pupils	13
7	<b>Standard 3</b> The welfare, health and safety of pupils	15
8	<b>Standard 4</b> The suitability of the proprietor and staff	17
9	<b>Standard 5</b> The premises and accommodation	18
10	<b>Standard 6</b> The provision of information for parents, carers and others	20
11	<b>Standard 7</b> The school's procedures for handling complaints	21
12	<b>Standard 8</b> The quality of leadership and management in schools	22
13	<b>Standard 9</b> Minimum standards for boarding	Not applicable

## 1. Purpose and scope of the inspection

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

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

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

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

This inspection was completed by Penta International 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, 90 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 groups of students. Two and a half school days were monitored.

The lead inspector was John Cranfield. The team members were: Benjamin Atkins, Tim Barnard, David Berry, Matthew Ford, Craig Halsall and Andrew Wyeth.

## 2. Compliance with regulatory requirements

The British International School, Riyadh meets all the standards for British Schools Overseas accreditation.

### 3. Overall effectiveness of the school

The British International School, Riyadh provides a high standard of education, much of which is outstanding. Students make good progress as they move through the school. GCSE results exceed UK national expectations. Personal development is of a high order. Students feel secure and valued. Students are well supported by excellent pastoral care and robust welfare, health and safety policies and procedures. The students, parents and staff are highly committed to the school and feel valued and appreciated. The curriculum is broad and balanced, enriched by a wide range of extra-curricular activities.

#### 3.1 What the school does well

The school has many strengths:

- The governance role fulfilled by the board is of a high quality.
- The principal is highly effective in building and maintaining a visible culture of mutual respect, tolerance and support.
- Early Years Foundation Stage and Key Stage 5 are particular strengths of the school.
- The commitment of all staff, including administrative and ancillary staff, to the well-being of all students.
- Highly effective pastoral intervention programmes support student progress.
- The school counsellor is a strength of the school.
- Relationships between teachers and students and students and their peers are outstanding: they help to ensure that the students feel happy and secure in their learning.
- The behaviour and attitudes of students is exemplary. They are a credit to the school.
- The school nurtures responsible students and is highly successful in meeting their social and personal needs. They display a high level of self-awareness and self-confidence.
- The provision for the health, welfare and safety of students is a strength.

- A strong curriculum augmented by a wide range of activities and opportunities for the development of SMSC and skills for life.
- Student outcomes exceed UK national expectations across all key stages, especially in Key Stages 4 and 5.
- 6th form students receive expert, impartial careers advice enabling them to make informed choices about a broad range of future options.
- There is a large number of students accessing top universities around the world.
- The parents recognise and value the open-door culture throughout the school.

## 3.2 Points for improvement

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

- Refine leadership roles and responsibilities to ensure greater accountability at all levels that result in raising the quality of all teaching to that of at least good;
- Develop a succinct and evaluative whole school strategic development plan that focusses on raising the quality of learning and teaching even more.

#### 4. The context of the school

Full name of School	British International School Riyadh		
Address	PO Box 85769 Riyadh 11612 Saudi Arabia		
Telephone Number/s	Outside KSA: +966 9200 33963 Within KSA: 9200 33963		
Fax Number	N/A		
Website Address	<a href="http://www.bisr.com.sa">www.bisr.com.sa</a>		
Key Email Address/s	<a href="mailto:cmantz@bisr.com.sa">cmantz@bisr.com.sa</a>		
Headteacher/Principal	Mr Chris Mantz		
Chair of Board of Governors/Proprietor	Mr Andy Irons		
Age Range	3 to 18 years		
Number of Pupils	<b>Total: 1,457</b> <i>Main site: 1,312</i> <i>Salwa site: 145</i>	<b>Boys: 757</b> <i>Main site: 681</i> <i>Salwa site: 76</i>	<b>Girls: 700</b> <i>Main site: 631</i> <i>Salwa site: 69</i>
Pupil Numbers by Age	<b>0-2 Years: 0</b> <i>Main: zero</i> <i>Salwa: zero</i>	<b>3-5 Years: 181</b> <i>Main: 152</i> <i>Salwa: 29</i>	<b>6-11 Years: 631</b> <i>Main: 515</i> <i>Salwa: 116</i>
	<b>12-16 Years: 448</b> <i>Main: 448</i> <i>Salwa: zero</i>	<b>17-18 Years: 49</b> <i>Main: 49</i> <i>Salwa: zero</i>	<b>18+ Years: 0</b> <i>Main: zero</i> <i>Salwa: zero</i>
Total Number of Part-Time Pupils	0		

The British International School Riyadh (BISR) is a private co-educational non-profit day school for students aged 3 to 18. The school was established in September 1979 with the support of the British and Dutch embassies to meet the educational needs of the growing expatriate community. In March 1981 it was endorsed and incorporated into the Saudi Arabian International Schools under arrangements made by the Saudi Ministry of Education.

The main site is located in the northern suburbs of Riyadh and accommodates approximately 1300 students aged 3 – 18. In 2007, the school opened a small satellite primary school on the Salwa British Aerospace (BAES) compound about 30km north of the city. The school currently has 140 primary aged students on roll. While student numbers in primary remain high with lengthy waiting lists, in Years 10 to 13 student numbers have not increased as anticipated. Employment insecurity has prompted many parents to seek independent school places in the UK for their children to ensure continuity of education through the external examination years.

There are 52 different nationalities of students with British passport holders comprising 51%. Saudi Arabian students comprise 2% of the school population. A high proportion of families are employed in major British corporations or institutions such as BAES, the British military and diplomatic corps. At Salwa site, approximately 78% of students are British with parents either working for BAES or the Ministry of Defence.

In October 2017, the board formally announced a decision to remain on the existing main site and plan for a five-year redevelopment programme. The Salwa site remains unaffected.

The BISR Main Site was awarded BSO accreditation in 2015. The Salwa site is undergoing the process for the first time.

## 4.1 British nature of the school

The British International School, Riyadh has offered a British style education to students for nearly forty years. Teachers are recruited through the Times Educational Supplement from the UK or British schools worldwide. Of the 125 teachers across both sites, 80% are British. All teaching staff are required to hold a British qualification, or a teaching qualification recognised as equivalent to a PGCE. 55% of teaching assistants are British, as are most of the administration staff.

The leadership structure of the school is recognisably British with the principal, heads of primary and senior, assistant head teachers, primary subject coordinators and year leaders, and senior curriculum leaders almost all British. Moreover, assessment, teachers' planning, classroom management and displays contribute to the strong British feel of the school.

Students follow the Early Years Foundation Stage, the National Curriculum of England at Key Stages 1,2 and 3, adapted to meet Saudi Ministry of Education requirements. At Key Stage 4 a range of GCSE and IGCSE courses are offered. Post 16 students study for AS and A2 examinations. Arabic language is taught to all students in years 1-11 and Arabic culture is taught in years 1-13. Assessments in early years, primary and secondary school are based on national standards from the UK. The school has strong links with both the British Embassy and with the Riyadh Group for British Business.

All information about the work of the school is communicated to families and students in English, as are all school publications, reports, letters and the school's website. Texts, materials, educational equipment and software are mainly UK sourced. The School Council, prefects, house captains and eco-warriors contribute to giving the school a strong British feel. The British International School, Riyadh offers a rich variety of activities and events that celebrates British heritage and culture. These events include, The Duke of Edinburgh Award and Remembrance Sunday. The importance of extra-curricular provision including a wide range of clubs and school trips (for example visiting an outdoor pursuit centre in Wales, and art and drama trips to London), is in line with best British practice.

The school is an active member of the British Schools of the Middle East (BSME) ) and the Council of British International Schools (COBIS).

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

Overall, the quality of education provided at the British International School, Riyadh is good with some outstanding features.

### 5.1 *Curriculum*

The quality of the curriculum provided by the school is outstanding.

The British International School, Riyadh offers a ‘British Style education with an international perspective’. The curriculum on offer is broad and balanced, age appropriate and based on the English National Curriculum. The principal language of instruction is English.

The school has a written curriculum policy, supported by schemes of work which enable students to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The principal language of instruction is English.

The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the students. The curriculum also provides opportunities for students to acquire skills in accessing and evaluating information from a range of media resources.

The youngest students follow the Early Years Foundation Stage programme of study. Junior phase students cover all the elements of the Key Stage 2 curriculum, extending into Key Stage 3. Across the primary schools, PE, Art, Design Technology, Music, Computing, Arabic language and French are taught by specialist teachers. In Key Stages 4 and 5, students sit for iGCSEs and A levels. The recently implemented ‘thematic’ curriculum has yet to be fully embedded.

Whilst the school policy is not to admit students unable to benefit from the educational provision on offer, the school does provide support to students identified as having special educational needs through a programme of individual support.

The Personal, Social, Health, Economic (PSHE) programme reflects the school’s aims and ethos, which is encapsulated in the “REACH” motto - Respect, Excellence, Accountability, Challenge, Happiness. Across the primary section on the main site it is delivered as part of the creative curriculum. At the Salwa site, it is taught as a discrete subject. Across the secondary school there are three age related programmes. In Key Stage 3, ‘ALIVE’ lessons, ‘Aspiring, Leadership, Intelligences, Values and Environment’. In Key Stage 4

there is a discrete Life Skills programme and in Key Stage 5 there is a 'Futures Programme' that helps prepare the oldest students for life after school. Secondary school students receive specialist guidance when deciding their choice of subjects for Key Stages 4 and 5. Sixth Formers receive expert, impartial careers advice. They are able to make informed choices about a broad range of future options. They are well supported in realising their aspirations.

The curriculum is enhanced through a range of additional activities. These include after-school clubs and activities, and charitable events. There is a whole school drive to support children's homes in Nepal and a refugee school in Sawiri, which are visited by BISR students annually. The visiting authors programme is also a highlight of the curriculum and the enrichment schedule.

All students are provided with a range of opportunities to learn and make progress. Rich curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Students are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

## 5.2 *Teaching and assessment*

Overall, the quality of teaching is good and on occasions outstanding; a small number of lessons, whilst still satisfactory, are less good.

Teaching enables students to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Nearly all teaching encourages students to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Nearly all teachers showed a good understanding of the aptitudes, cultural background, the needs of EAL learners, and the prior attainments of the students. They generally ensure these are taken into account in the planning of lessons. Class time is managed wisely. Teachers demonstrate good knowledge and understanding of the subject matter.

In the Early Years Foundation Stage (EYFS) and Key Stage 1, the attitudes and dispositions of students are exemplary. Overall, relationships between students and teachers are highly positive. In EYFS, students are taught phonics (letters and sounds) well, and as a result make good progress in their reading and writing skills. Support staff are used particularly effectively in this phase of both schools. In Key Stage 1, the best lessons were characterised by high levels of student engagement, pace and appropriate differentiation. Across both schools, the caring and positive relationships between students and staff create a supportive and enabling learning environment.

Teaching in Key Stage 2 is mainly good and at times outstanding.

In the most effective lessons, the success criteria and learning activities are sufficiently differentiated to provide challenge for different groups of students. Progress made is strong. At the end, or during the lesson, learning objectives and success criteria are revisited to enable students to reflect on what they have understood and what they still need to do to achieve mastery. In a few lessons, the rate of progress is more dependent on the intrinsic motivation of the students rather than the quality of teaching.

Across Key Stage 3, there is clear evidence that the positive relationships between adults and students support effective teaching. In the best lessons, clear planning with a strong focus on differentiation ensured good or better student progress made. In a particularly effective English lesson, the teacher's acute awareness of students' capabilities informed the planning and delivery of the lesson, resulting in challenge for all.

The quality of teaching across Key Stage 4 is largely good or better. Students are actively engaged in their learning with a high level of challenge. Effective teaching is supported by the application of effective assessment for learning techniques. Across Key Stage 5, small class sizes combined with a clear teacher understanding of the learning needs of each student, ensure good or better progress made. A focus group of students were highly complementary about their learning.

The school has a framework in place to assess student performance regularly and thoroughly. EYFS students are assessed against the Early Learning Goals. In the primary school, Learning Ladders enable class teachers to determine the progress of individual students against key performance indicators in mathematics, reading, writing and science. They are updated throughout the year in mathematics, reading and writing. The science Learning Ladder is updated as science components of topic themes are completed. Specialist subject Ladders are in the final stages of completion. Student progress measured against the Learning Ladder is provided for parents on interim and end of year academic school reports. A focus group of parents' mentioned inconsistencies around the setting of homework. They voiced concern that it does not follow-on from what has been taught in the classroom. Throughout the primary section, the school has begun to implement target setting.

Key Stage 3 students are continually assessed against key performance indicators in addition to a formal examination in term 3. Results are reported to parents. In Key Stages 4 and 5 and mathematics and science in Year 9, most subjects conduct three formal assessments during the year, with one being completed under examination conditions. In addition, mini-assessments take place at the end of a unit of study. Students sit a range of IGCSE AS and A2 external examinations.

Across both primary schools, the quality of learning in students' books is variable. In the best examples, marking is relevant to the learning objective and encourages students to respond to it. In addition, in these books, students are given the time to go back over their learning and improve it. At present, this is not a consistent picture across both

schools. Across the secondary school, most student's work is marked regularly with feedback provided through 'PAR', the positive, action, response marking system. The school regularly undertakes book audits. These cover the wide range of subject areas. They however tend to be highly descriptive with a lack of precision in their evaluation. There is a heavy emphasis on commenting on processes, and less on the actual learning and progress being made by students.

The behaviour management strategies in place throughout the school ensure that nearly all students remain on task and focused during the lessons: thus they are able to make expected or better progress in their learning. Teaching does not undermine fundamental British values and there is a respect for individual human differences.

### 5.3 *Standards achieved by pupils*

Overall, the standards of attainment and progress achieved by students in all phases of the school are in line with or above UK expectations. Assessment data shows that nearly all students make at least expected progress, many better.

Students in the Early Years Foundation Stage are assessed on entry. The school has implemented a rigorous process for monitoring and measuring students' progress against the Early Learning Goals. Nearly all students make good or better progress and many achieve a 'good level of development'. Teachers observe and record students' progress effectively, as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence.

In primary, CEM assessment data for students at the end of Key Stage 1 indicate they exceed UK national averages in Mathematics and Reading / English. Under-performing students are identified through Primary Transition documents on SIMs and placed on intervention programmes. Student performance in GL progress tests for English, Mathematics and Science in all Key Stage 2, year groups exceeds UK national expectations.

Students continue to make good progress across Key Stages 3 and 4. Overall value added for the 2017 GCSE cohort indicated that on average, every student achieved 1 grade more than they were expected to across all their subjects. Whilst the average ability of students in BISR is slightly higher than their UK counterparts, 105 CEM mean compared to 100, the 2017 Attainment 8 score at GCSE is significantly higher than that of the UK, 59.9 compared to 44.6. BISR students also achieve higher percentage of A\*/A grades at A2 level, 31.6% compared to 26.5 and 62.4% compared to 53.3% at AS level. Students are regularly tracked and monitored throughout their external examination years. Detailed post examination analysis of results informs future planning.

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

The spiritual, moral, social and cultural development of students is outstanding and is a key strength of the school. The school does everything in its power to ensure teaching supports fundamental British values and there is evident respect for individual human differences and a range of life styles.

Students develop their values, international awareness and respect, self-esteem and confidence through many different facets of the school's curriculum and extra-curricular programme. The school has a real sense of community and team spirit as witnessed in a whole senior school assembly which was led by very capable 6<sup>th</sup> form student leaders.

Spirituality is developed in lessons, through community service and assemblies. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

Students have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages students to distinguish right from wrong. During the visit not one instance of inappropriate behaviour was observed. The planned PSHE programmes across the whole school actively encourage students to develop and question their moral values. Moral education is further advanced in the assembly programme which is led by the Student Leadership Group, elected by fellow students. Principles are promoted that encourage students to respect the civil and criminal law not only of their host country but also the UK.

Teachers foster good relationships with students and behaviour across the school is exemplary, based on respect. Students are confident and feel safe to share their thoughts. A Year 3 boy respectfully questioned one of the BSO inspectors as he was entering the library with some refreshments. "Good morning", he announced. "You're not allowed to take those drinks in there, you know!" He was thanked and asked if it would be okay to take the refreshments through the library to the meeting room. He carefully listened to the inspector and responded, "Yes, that's ok I guess, but so long as you don't spill anything on the way". Not only is this an example of his confidence but more importantly it illustrated that he had listened and responded appropriately to two adults he did not know. It is clear from discussions with students that there is a genuine, sincere and mutual appreciation for the achievement of others. Students demonstrate not only a concern for each other but also the world around them. During the visit, the school received the Green Flag award for students' commitment towards the environment.

Students show an awareness, appreciation and respect for each other, the wider world and other cultures. This is particularly evident in lessons, on the playground, and through assemblies. They are encouraged to celebrate and share aspects of their own and other's culture. The school celebrates a range of events, for example Eid, Saudi International Day and Christmas.

The school actively promotes in an age appropriate way British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all. Rich curriculum experiences ensure students acquire a good general knowledge of and respect for public institutions and services in England, and the responsibilities of citizenship in the host country. Students vote for form representatives who then represent the views of their group at the Student Council. Moreover, students who were interviewed felt that their opinions matter. Student voice is canvassed through different means including regular student surveys related to teaching and learning as well as to school life. This is exemplified by initiatives that are student led including the development of the 'REACH' motto and values which underpin the ethos of the school. REACH points are given to students who demonstrate appropriate behaviours. A focus group of Key Stage 3 students were complimentary about the REACH point system, particularly 'Double Reach Point Day'.

Throughout their time at the school, students are developing high order personal and social skills, which enable them to make a positive contribution to the society in which they live and effectively prepare them for the next stage of their lives. Students readily accept responsibility and leadership roles as class representatives, mentors, house captains, prefects, Eco Warriors and membership of the School Council.

The school is underpinned by inclusivity and a mutual respect of culture. The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country. These values are embedded in the culture and ethos of the school. The school precludes the promotion of partisan political views in the teaching of any subject in the school.

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

The provision for the welfare, health and safety of students is outstanding.

The welfare, health and safety of students is given the highest priority. An effective written policy relating to the health and safety of students in school and on activities outside school is in place. At the main site, the school has recently started to use an online reporting and managing tool for recording safeguarding issues, which allows for the maintaining of confidentiality and centralised record keeping. This will be introduced at the Salwa School next academic year. All staff complete external online international safeguarding training, with contractors undertaking local training provided by the Designated Safeguarding Lead. The school has three trained Child Protection Officers (CPOs) and is supported, when necessary, by the British Embassy. The CPOs provide an outstanding service to the students and the school is rightly proud of them.

The school network is secure, monitored and restricted. Students have a good understanding of eSafety. Students report that they feel safe in school. Parents reported a high level of confidence in the school's procedures for the welfare, health and safety of their children. The standard of cleaning and maintenance at both sites is excellent. During the visit the school was subjected to an overnight sandstorm; by morning, the facilities had been cleaned to a good standard.

The school has a written behaviour policy which is implemented effectively. A record is kept of the sanctions imposed upon students for any serious misbehaviour, which is extremely rare. In lessons, the standard of behaviour is high. This is underpinned by the school's motto and values. The level and quality of supervision is high, with all staff providing a safe and caring environment for students. This includes supervision through the appropriate deployment of staff at the start and end of the day, and at break and lunch. Staff on duty are easily identifiable through high visibility vests and there is a member of the Leadership Team on duty each evening until all extra-curricular activities have finished.

There are clear and effective policies on anti-bullying and anti-cyber bullying, with any incidents recorded through the online safeguarding platform. The comprehensive PSHE programme means that students are knowledgeable about how to respond to bullying, in the rare event that it might occur. During anti-bullying awareness week, Year 12 students delivered assemblies to the senior school and provided daily activities to raise awareness of the campaign. This was well received by students and parents.

Support for student wellbeing is a strength of the school. The provision, knowledge and expertise provided by the School Counsellor for all students and staff is exemplary. Parents reported this service as a strength. The school has dedicated 'Oasis Rooms' throughout the building for students to use. Careers guidance at the end of each key stage in the senior school is highly effective, supporting students in their future path which includes applying to top UK universities.

The school has stringent fire standards and procedures in place that are regularly checked. Evacuation and lockdown drills are conducted regularly. The school has two full time, UK qualified nurses on the main site and access to a nurse at the Salwa School. There is a comprehensive whole school first aid policy. The nurse's room is easily accessible in the main school. It is welcoming and appropriately resourced.

Students enjoy healthy lifestyles and confidently adopt practices that ensure their own safety. The vast majority of students who live on the Salwa compound either cycle or walk to school. Lunch boxes in the Foundation Stage demonstrated a commitment to healthy eating.

The admission and attendance registers meet local regulatory requirements. They are appropriately maintained. Attendance and punctuality to school is good. The school has recently revised its attendance policy to ensure that contact is made with parents within one hour after registers close if a student is absent.

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

The suitability of the governing body and staff is of a high order. The governing body comprises a range of professionals with specific experience to support the development of the school. It is a requirement of board membership to have a child at the school.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. The School applies for an enhanced disclosure from the Disclosure and Barring Service (DBS), in respect of all staff employed. Parent volunteers are also checked. The governing body has extended this requirement for all its members. Part of the disclosure process requires BISR to follow the DBS guidance (reviewed 28/05/2012) in order to confirm the identity of the appointed person. Appointments are subject to rigorous background checks which include enhanced police checks, proof of address, and the right to work in Saudi Arabia. In order to verify applicants' qualifications, employment history and suitability to work with children, references are sought from three referees. In the case of teaching staff, these must include their current head teacher. For teachers at the start of their career, two professional references and one character reference are permissible.

There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

External contractors who work on the site meet with the Safeguarding Lead with regards to expectations and conduct when working in the school. The school ensures that contracted companies carry out the necessary checks on the right and suitability to work in the school, in addition to criminal records checks.

There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

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

The quality of the premises and accommodation is good, with some aspects being outstanding. The school makes highly effective use of limited space on the main site.

The school provides a safe environment for all its students. Security arrangements for the grounds and buildings is given a high priority. Procedures are carefully monitored and adhered to. The school complies with all fire safety requirements. Visitors are requested to sign in and given a badge.

Specialist teaching areas are provided for subjects such as science, art and information and computer technology (ICT) in both the primary and senior sections of the school. All classrooms are fitted with a personal computer and projector, and / or interactive whiteboard. There are 8 specialised Information Technology suites. There is an iPad per student from Years 3 to Year 8.

The physical education department make effective use of a range of indoor and more limited outdoor spaces, including a heated swimming pool and athletic track. The spacious physical education hall includes an extensive climbing wall which is opened up to community use and subject to stringent safety checking processes. Use of the facilities by outside organisations does not impinge on the daily life of the school.

The Senior Leadership Team however is acutely aware of restrictions caused by the growth of student numbers over time. Plans are in place to develop and expand existing accommodation in line with identified priorities. The science laboratories present a particular challenge for practical lessons as students move round the work stations. The first phase will provide free flow learning opportunities in the Early Years Foundation Stage, as well as upsizing some secondary classrooms and upgrading toilet facilities. The Salwa School is a bright, spacious and attractive site. It is modern and fit for its current requirements. The premises and accommodation are of a high standard.

Work has been carried out to improve identified issues with sound on the main site. Specific examination rooms now have effective soundproofing. Adequate and appropriate lighting enables effective use of rooms. The energy efficiency of this has been audited as part of the Eco-school award. Student "eco-warriors" play an active role in managing the efficient use of lighting. Stickers identify optional lighting and feedback is given to staff where issues are spotted. Temperature control using air conditioning and heating ensures comfortable learning spaces. Outdoor shading and misting improve conditions during hot weather. Students wear appropriate clothing, including hats, and are expected to drink water regularly. Salwa has excellent outdoor space. It is available for play and recreation in addition to there being zones of shade and shelter.

The premises meet local building regulations. Work has been undertaken to improve the drainage of the site in the rare event of heavy rain. The school's extensive maintenance and housekeeping teams are effective in ensuring that the accommodation is kept in good

condition. Rigorous daily cleaning is necessary in targeted outdoor areas in order to minimise issues caused by dust from the environment. Food serving areas are monitored and meet local regulations. Improvements are planned for the Sixth form outlet which will raise the standards further. The school provides appropriate toilet and washing facilities for the sole use of students, with separate toilet facilities for boys and girls aged 8 years or over. Cold water supplies for drinking are clearly marked and the temperature of hot water at the point of use does not pose a scalding risk to users. There are currently no students with physical disabilities who would require additional facilities

The premises meet local building regulations. Work has been undertaken to improve the drainage of the site in the rare event of heavy rain. The school's extensive maintenance and housekeeping teams are effective in ensuring that the accommodation is kept in good condition. Rigorous daily cleaning is necessary in targeted outdoor areas in order to minimise issues caused by dust

Medical and counselling facilities are comprehensive and highly effective. On the main site, school nurses are on duty during the school day as well as for the duration of after school activities. The clinic is sufficiently equipped and staffed, to cater for the needs of all students, parents and staff. Appropriate accommodation, including washing and toilet facilities are provided for medical examinations and the short-term care for sick and injured students. The councillor has well equipped consultation rooms. Staffed 'Oasis Rooms' allow students a quiet place to play at break times.

Security arrangements on the main site are rigorous and robust. 24-hour security is provided by Saudi Arabia National Guard as well as the schools own dedicated security team of 12 staff. The school monitors and shares the current security alert status on boards outside the school. Procedures and provision are adjusted accordingly. Comprehensive policies together with rigorous practice ensure high levels of security and site safety. A central control room and an extensive CCTV system ensure that security on the main site is actively managed. Regular fire, evacuation and lockdown drills ensure familiarity for all site users with three specified procedures. Feedback from drills are used to improve provision. For example, additional sounders have been added to ensure full coverage. The Salwa site is secure and very well maintained. A high perimeter wall surrounds the school. Guards patrol the site and restrict access to the Salwa compound to authorised personnel. The school is also used at the weekends by the local community. External lighting ensures that visitors can safely enter and leave the premises.

## 10. Standard 6

### Provision of information for parents, carers and others

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

The school website publishes contact information including school's addresses, telephone numbers and direct email addresses of the principal and registrar. The website includes a welcome message from the principal, information about its vision, mission and the school's motto - 'Reach, Excellence, Accountability, Challenge, Happy' which drives many aspects of the school's daily operations. The website provides comprehensive information for parents including an online school prospectus, information about the curriculum, after school activities and a link to the school's virtual learning environment, (VLE). The VLE provides parents with safe and secure access to their child's progress data, contact information for staff and key policies including the curriculum, behaviour, bullying and admissions.

Parents and prospective parents are well-informed about the school's provision for students with learning difficulties and the support given to students for whom English is an additional language. Student academic performance is reported to the board. Information is available to parents on request. The complaints procedure is available on the website. Whilst interviewed parents appreciated the comprehensive nature of the web-site, some found it difficult to navigate. In addition, some parents are uncertain which platform, VLE or email are used to communicate key information and messages. The school community benefits from an active social media profile, including 'The BISR Facebook Page', which is highly valued by parents. The school is also looking to utilise additional social media platforms including Twitter and Instagram to provide additional communication channels in the future.

Parents are very happy with the frequency and level of home-school communication. School newsletters are particularly welcomed as parents see these as being informative and an efficient way to stay informed about school news and events. This was particularly valued by parents with older students in the school who do not always pass on information. Parents are kept well informed about their children's progress and attainment through the comprehensive reporting system and parents' evenings. The school's open-door policy was commented on favourably, particularly in primary phase where parents value opportunities for daily face-to-face communication with teachers.

Parents were generally aware of the previous BSO report and recommendations, which are available via the school's website.

## 11. Standard 7

### The school's procedure for handling complaints

The procedure for dealing with parental complaints is robust and takes into account best practice.

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective parents. There are clear timescales set for the management of complaints. The procedure allows for complaints to be made and considered initially on an informal basis. If any member of the community wishes to make a formal complaint, they may do so in writing to the principal. The process requires the complaint to include specific details of an incident including dates, what happened, where it happened, those considered by the complainant to be responsible and suggested appropriate outcome. The principal will meet with the complainant and attempt to address the complaint to their satisfaction. If a complainant is not satisfied with the school's response, or with the principal's actions, a formal complaint to the board of governors can be made in writing to the board chair, care of the bursar. The board chair will contact the parent to discuss the problem and arrange a meeting. A complainant may be accompanied. The board chair will then carry out an investigation of the complaint and respond in writing.

Should the issue remain unresolved the school will convene an independent three-person panel. The panel will sit within five school days. Written records of panel findings and recommendations are available for the complainant and, where relevant, the person complained about. All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. Parental feedback indicated a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

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

Overall the quality of leadership and management is good. Governance is a strength of the school.

The school's vision, 'REACH', acts as a driving force for school improvement. The school provides a highly positive ethos and welcoming atmosphere. The principal is highly effective in building and maintaining a visible culture of mutual respect, tolerance and support. Whilst teaching is generally good and or better, the systematic gathering of evaluation information with appropriate levels of monitoring that leads to improvement, is not yet fully embedded. Whilst school development plans identify clear targets with timeframes, success criteria do not focus sufficiently on improving the quality of teaching and learning, or on raising student attainment.

The school's curriculum is well organised and provides effective opportunities for all groups of students to learn well and make progress at least in line with ability. In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop their personal and social skills. Relationships at all levels are outstanding. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The school has established excellent strategies for engaging parents and carers and as a result, students' learning is seen as a partnership between home and school. The school recruits high calibre staff and ensures that safeguarding procedures are in place.

## 13. *Standard 9* The quality of provision for boarding

Not applicable.