



**British School
Overseas**
Inspected by Penta International

Inspection report
**Compass International
School, Al Khor**

**Al Khor
Qatar**

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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	6
5 Standard 1 The quality of education provided by the school	7
5.1 Curriculum	7
5.2 Teaching and assessment	9
5.3 Standards achieved by pupils	12
6 Standard 2 The spiritual, moral, social and cultural development of pupils	13
7 Standard 3 The welfare, health and safety of pupils	15
8 Standard 4 The suitability of the proprietor and staff	16
9 Standard 5 The premises and accommodation	18
10 Standard 6 The provision of information for parents, carers and others	19
11 Standard 7 The school's procedures for handling complaints	20
12 Standard 8 The quality of provision for boarding	20
13 Standard 9 Leadership and management of the school	21

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, 37 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, and groups of pupils. Two and a half school days were monitored.

The lead inspector was Colin Dyson. The team members were Helen Atkinson, Matthew Aston and Katy Brand.

2. Compliance with regulatory requirements

Compass International School, Al Khor (CISAK) meets all the requirements for British Schools Overseas.

3. Overall effectiveness of the school

CISAK provides a good quality of education. The school's aims are being met well.

3.1 What the school does well

In a short period of time, CISAK has established a caring learning environment for all its community. It works effectively to fulfil its fundamental purpose of 'providing premium learning opportunities to the local and international community of Al Khor'.

The school premises provide a safe, spacious and well-maintained learning environment that has the potential for further development.

Students make good progress. Effective monitoring and tracking provides a clear focus on achieving above UK standards.

There is a clear focus on developing the quality of teaching further. All staff feel involved and work effectively as a team. The provision of opportunities for professional development has had a positive impact. New teaching and learning initiatives have been implemented. Staff are coached well and supported as they develop as skilled practitioners.

The implemented curriculum is broad and balanced. It provides an opportunity for students to develop as effective learners. Clear recognition is also given to differences, to ensure that the diverse learning needs of students are recognised and they feel valued.

The quality of relationships is a strength. Both teaching and non-teaching staff ensure parents and students are valued and recognised as part of the school community. They are proud to be members of the school and value the opportunities it provides.

The school has established itself as an effective learning community in a short period of time, and has ambitious targets for its future development.

3.2 Points for improvement

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

- Use the evidence from self-evaluation and accreditation reports to consolidate the best practices more consistently across the school.
- Provide the extended leadership team the opportunity to focus on developing teaching strategies so that all teaching is at least good.
- Ensure the strategic plan gives the school community clear direction and focus, enabling all school partners to be fully involved.
- Continue to develop effective assessment strategies to ensure positive progress is reflected in high attainment outcomes.

4. The context of the school

CISAK is a co-educational school providing education for students aged 2 – 12 years old. Established in January 2012, the school is located in Al Khor, Qatar. The school is a purpose built building and used to be a Qatari girls' high school before being renovated to meet the requirements for an international primary and middle school. The school is licensed by the Supreme Education Council of Qatar (SEC).

The school was established to provide learning opportunities for the local community and students of the employees of Shell GTL Qatar living in the Al Khor area. An initial partnership was established between World Class Learning Group (WCL) now Nord Anglia Education (NAE) to provide educational expertise and Shell GTL who provided the premises and premises management.

The school opened with 80 students on role which grew to 120 during the first academic year including 15% local Qatari students. By September 2013 there were 500 students enrolled including 31% Qatari students. Some 32 nationalities are represented in the school with 9% of students being British.

The school follows the National Curriculum for England and Wales (NC) with modification for subjects required by the host country: Arabic Language, Islamic, and Qatari History. Intensive English classes are provided to support students in Key Stage 2. The International Primary Curriculum (IPC) has been combined with NC to provide topics that are thematically linked to literacy, numeracy and science.

The school aims to provide an education based on outstanding academic achievement through learning. The school has established core promises that: Students will learn in varied ways. Students will make outstanding progress. Students will learn to be confident global citizens able to take their place in the world of the future.

Students joining CISAK at the age of 2 years join the Foundation Stage (FS) and follow a programme aligned to the Early Years Foundation Stage (EYFS). There are presently 230 students in the Pre-school, FS and Year 1. The primary section covers Years 2 to 6 and there are 262 students on roll. Recently the school has established a Year 7 group of 21 students. The school provides Intensive English Classes (IEC), as 85% of the students are second language English speakers.

The school's admission policy requires that all students admitted into CISAK meet the Supreme Education Council of Qatar regulations on admissions.

As a member of Nord Anglia Education, and in its partnership with Shell GTL the school is reviewed on an annual basis. The school is accredited to offer Cambridge Primary and Cambridge

Secondary international examinations. Provision for Qatari students is also inspected regularly by the Supreme Education Council.

4.1 British nature of the school

The British nature of CISAK is good.

CISAK has been able to create a clear UK nature to the school in the short time it has been operating. The school leaders and partners adopt the best practices from the UK, and focus on relevant developments from the DfE.

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in Britain. The school has successfully blended its Britishness with a respect and awareness of the host country's cultural beliefs and norms.

The National Curriculum of England and Wales has been adapted throughout the school from Early Years to Year 7. The implementation of the International Primary Curriculum and local and regional modifications ensure the students experience a broad and balanced educational experience.

Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

The school has established pastoral structures used in British schools. The school house system is successfully implemented: students take a keen interest, through assemblies, sporting activities and house competitions.

The partnership with Nord Anglia Education provides a structure of support and guidance that reflects educational developments in the UK. Staff have access to training that is often based on best UK practices. Recent developments have focused on performance management, teaching and learning, target setting and creativity to support learning.

Communications from the school to families and students are provided in English, as are all publications, report letters and home school links. The school does however ensure there is a range of support to guide Qatari parents who may not speak English.

The importance of extra-curricular provision including clubs and school trips are developing in line with British best practice.

All students wear the established school uniform that is varied depending on the age of the student.

Students who wish to enter/re-enter the UK educational system are well provided for.

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

Overall, the quality of education provided at CISAK is satisfactory with some good aspects.

5.1 Curriculum

The curriculum implementation is satisfactory and meets the needs of students.

The curriculum in the Early Years departments is underpinned by the Foundation profile from the UK. The school combines the NC and IPC to meet the needs of learners.

The school offers the 3 subjects of Arabic, Islamic Studies and Qatari History as set out by the Supreme Education Council. In Key Stage 1, the curriculum provides a breadth of experiences with a particular focus on the development of student's early linguistic skills. The curriculum in Key Stage 2 is also broad and balanced, with a strong emphasis on language skills. Focussing the curriculum on language development has benefits later in the school, as many students are second language English learners.

Daily guided reading sessions and literacy activity sessions, as well as literacy lessons are timetabled to address the lower starting points of students with regards to English. The impact of this is yet to be measured fully, but current data highlights good student progress.

Teachers plan to ensure tasks set are appropriate to age and aptitude. In the most effective lessons this leads to a range of well differentiated activities. This is not yet consistent practice across the school. Intensive English Classes are also provided and students requiring additional support beyond the class teacher are withdrawn as an intervention strategy. Baseline data is used to select students for intervention and support and their progress is monitored regularly. The majority of students make at least one sub level speaking and listening progress in two terms of intervention.

The school has a few students that are on Individual Educational Plans (IEPs). Targets are set and reviewed by the class teacher. Lesson planning and observations showed a positive difference in the quality of provision for students with IEPs. The school does not currently have a specialist Special Educational Needs Co-ordinator but line managers provide support and guidance.

The after school extra-curricular programme is established and offers a range of activities. Uptake is good, at 83%. The school has a link with the Aspire Sports Academy.



The curriculum is reviewed and being modified in order to meet the needs of different cohorts. Appropriate curriculum documentation is in place and includes long-term and medium-term planning. The school is implementing a range of activities through celebrations both local and international, to inspire and motivate students in wider interests such as sport, music, drama and art. For example, the school conducted its first ski trip to France recently, which was joined by 12 students.

5.2 Teaching and assessment

Teaching and assessment is satisfactory with some good aspects.

Most lessons were satisfactory or better. In some lessons where activities were mainly teacher-led, students were not challenged enough. Teachers did not always encourage students to answer questions in depth, and questions were frequently 'closed'. In the most successful lessons, students were encouraged by active involvement in their learning and by enthusiastic teaching. When effective questioning was used, this encouraged higher order thinking skills and also provided an opportunity for extended practice in using the English language. In most lessons, there was good interaction between the teacher and students. In the best lessons, students were encouraged to participate actively and their contributions were valued and praised.

In the Foundation Stage, the most effective lessons encouraged students to participate in practical, investigative activities. For example, one class tasted different fruits and vegetables, classifying food items as "plants" and "not plants". Where open-ended questioning was used appropriately, students were encouraged to express ideas and opinions. When teachers relied on closed questions and sometimes provided the answer themselves, the development of language for students was more limited.

The most effective EYFS learning environments showed examples of student's own creative work and included elements of resources available for self-selection. Otherwise, there were too few opportunities for student to make and display their own creative work, rather than decorating adult cut proformas. Development of outdoor play and investigation areas is currently limited.

When discussing work with students, the most effective practitioners were able to suggest next steps to learning. Individual targets were set within literacy lessons, and work recorded in books was marked. In less effective lessons, teachers adjusted or corrected students' work without discussing why the initial attempt was considered incorrect.

In some Foundation Stage lessons, students remained sitting on the carpet area for lengthy periods of time and were not involved in interactive activities. Whilst behaviour was not an issue, these students were not engaged and showed little focus or enthusiasm.

In some lessons, electronic software was used to record observations and collate an individual learning journal to help provide information for future planning. Resources to support learning and teaching in the EYFS environment are adequate.

In the primary school and into Year 7, students enjoy their lessons. Behaviour in nearly all lessons throughout the school was good. Minor off-task behaviour is dealt with in most instances, effectively by the teachers.

The most effective teaching and learning in Years 1-7 was characterised by high expectations, pace and inspired students. These teachers displayed a good level of knowledge and understanding of learning. Phonics lessons were well structured and included a variety of starter activities and encouraged students to practice and develop appropriate levels of speaking and listening. In these lessons, students applied prior knowledge well to decode a wide range of *cvc* words and learn new knowledge through the application of the '*magic e*'.

In the effective lessons, learning objectives were appropriate and shared with students. In most cases, students were engaged in learning, and tasks were appropriate for mixed ability groups. In Year 7, students were given the opportunity to work as learning pairs or as part of a group and were confident to share ideas with each other. There was some evidence of target setting both in exercise books and on display.

In a Year 7 maths lesson, the use of iPads was incorporated to facilitate an algebra trail. Students' contributions were praised creating a positive learning environment. In a Year 5 English lesson, assessment of prior learning was identified by using a number system representing how confident they felt about their understanding of the definition of 'emotion.'

Planning is usually clearly structured. Most displays in classes are relevant to topics that are currently being studied. Key vocabulary is referred to and many displays are interactive, including evidence of students' work.

In lessons that were teacher-led and relied heavily on the use of textbooks, learning was less effective. In these instances the teaching and learning failed to fully encourage student participation. For example, investigations into floating and sinking created real interest for students. However due to lengthy teacher-led directions, too much time was spent watching rather than investigating, and as a result, the independent investigative learning was reduced.

In work books scrutinised, marking was sometimes inconsistent. The marking code was available in most books, but its use was inconsistent.

CISAK has implemented a range of base-line assessments to provide consistent and accurate data for each student. This data provides the opportunity for each teacher to have a firm understanding of the learning needs of each child in their class. Based on this evidence, the teacher and managers set realistic learning targets for each term, and are held to account by senior leaders for individual student progress.

The school aims to ensure assessment is continuous at CISAK. Assessments for learning take place daily and progress is measured against targets and individual achievements. Assessments OF learning weeks are timetabled in the school calendar. Moderation within mileposts and subjects is organised to ensure consistency in the content and levelling of



learning assessments. Staff training and policies reflect the desire for the school to effectively use assessment as a tool for learning. As yet, best practice is not embedded consistently across the school.

5.3 Standards achieved by pupils

The standards achieved by pupils are satisfactory and progress made is good.

Given the 18 months that the school has been in operation, data on historical attainment and progress is limited. However, systems to track and monitor both individuals' and cohorts' attainment provide evidence of good progress.

The school has implemented effective systems for tracking progress. The data is used to monitor individuals and cohorts of students such as students supported by Shell GTL, Qatari students, EFL learners, boys and girls. Based on attainment and progress data, clear targets are set for both classes and each individual student.

For 2012-2013, school targets were established between the senior leaders and educational partners to monitor achievement based on 2 National Curriculum sub levels annually. In EYFS, 65% of students achieved expected levels in literacy skills with 7% exceeding expected levels, in mathematics, 79% achieved expected levels and 2% exceeded expected levels. Tracking data demonstrates good levels of progress, across the school with 87% of students achieving 2 sub levels in English in Year 1 and 84% achieving this in mathematics. In Year 6, 77% of students achieved 2 sub-level progress in English and 90% achieved it in mathematics.

To ensure the accuracy of assessment data the school has used a range of standardised assessments based on NC levels:

Year 2			Year 6		
	Target	Actual		Target	Actual
Reading L2+	84%	85%	English L 4+	47%	45%
L3+	3%	11%	Reading L5	18%	24%
Writing L2+	77%	76%	Writing L5	11%	0%
L3+	0%	0%	Numeracy L4+	52%	60%
Numeracy L2+	90%	89%	Numeracy L5	18%	24%
Numeracy L 3+	2%	0%	2012-2013 Standardised Assessments.		

The school has set ambitious targets to ensure standards meet UK national averages and then exceed them over the coming years.

The initial results illustrate good progress since the school opened and highlight the achievement of students who are mostly second language English speakers. To enhance the validity of data collection, CISAK has become an accredited Cambridge International Examination centre and will offer a range of accredited external examinations.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

CISAK students' spiritual, moral, social and cultural development is excellent.

The students are happy to come to school and have a positive attitude towards learning. The level of attendance is good at 93% across the whole school. Computer software is used to monitor attendance. There was some concern about absences during term time due to parents' working rotation, resulting in non-optional holiday times. The school has worked hard to improve this by communicating directly with parents. Students are awarded house points for attendance that feed into the weekly house point competition.

The spiritual, moral, social and cultural development of the students is excellent. Students' spiritual awareness is fostered by the wide variety of beliefs and cultures represented within the school. World religions and traditions are actively recognised, and students are exceptionally tolerant and understanding of one another.

Strong cultural awareness and empathy are fostered by the deep friendships between students of many different nationalities, by their daily contact with, and appreciation, of British and Qatari customs, and by the vibrant multi-cultural environment in which they live and learn.

The general behaviour of the students is very good. The 'behaviour for learning' policy is in place and adhered to. Staff have been provided with clear guidance as to how to address inappropriate behaviour. The 'Building Learning Power' is evident throughout the school. It is referred to in lessons and the students can identify the element of learning that they are focusing on.

Where behaviour has occasionally been raised as a cause for concern, strategies have been implemented to raise the standard and change attitudes towards learning. Year 7 have a weekly 'majlis' session where achievements are celebrated, concerns are raised and future events are discussed. Achievement trackers have been introduced to record effort and monitor behaviour. All students complete trackers at least one week of each term. Where there is cause for concern, students start or continue these trackers reporting to more senior members of staff.

There is a house system in place, which successfully promotes teamwork and celebrates achievement. Students are able to earn house points to contribute towards weekly and end of year totals, in order to promote good behaviour. Two school councillors are elected from each class and attend regular meetings. Prefects, eco-monitors and break time monitors are elected from Year 6 and play an important role in establishing a caring environment.

There are no timetabled PSHE lessons; instead it is delivered as part of the IPC. The singing programme used in assemblies is from a British scheme and also supports the PSHE element of learning. In Key Stage 1, circle time was used to discuss pastoral issues.

In lessons, the student work well in pairs and as part of a group and exhibit high levels of self-



awareness and self-esteem. In the best lessons, the students listen carefully to each other and respond positively.

A wide range of extra-curricular activities are offered which support spiritual, moral, social and cultural development. Most students attend a club and felt that they had a good choice. The students suggested that the council was a positive group and were keen to share ideas about the collaborative mural project happening in the changing rooms. They also noted that the surveys they completed were looked at carefully and ideas implemented.

7. Standard 3

The welfare, health and safety of the pupils

The quality of the welfare, health and safety of the pupils is good.

Appropriate written policies and procedures are in place to ensure a safe environment. Fire drills, playground checks and lock downs are carried out regularly and logged in the database provided by Nord Anglia Education. Monthly inspections are conducted by Shell GTL on the safety of facilities. There are security guards monitoring access at the front gate. All staff and student wear identification badges.

The school does not have a school bus, but has helped parents to source a safe transport provider that adheres to Shell GTL safety requirements and procedures.

All staff must provide references, identification documents, police checks and qualifications before joining the school.

Students are well supervised during their time in school, both in the classroom and outside, with attendance registers taken daily. Students across the school are happy, welcoming and friendly. The Year 6 group is proud of their contribution to the community, for example delivering craft activities at the local mall to young children.

Students are reminded from Early Years about good hygiene, healthy eating and physical fitness.

Teachers create a safe and caring environment where the student feels confident to contribute their ideas and views. Form teachers are the first point of contact with regards to pastoral issues. Good links have been established between staff and parents.

There is a wide range of extra-curricular activities provided by the school. The students feel that there is a good choice and that they are well provided for.

Medical information is collected, collated and circulated to staff by the school nurse. All incidents referred to the nurse are logged; more serious medical incidents are logged on a Nord Anglia Education database. The nurse is used effectively to promote a healthy lifestyle by delivering presentations on hygiene, nutrition and safety as part of the PSHE programme. Healthy eating is encouraged throughout the school and expectations are communicated via the parent handbook. Teachers on duty monitor the food consumed and advise students on the benefits of healthy eating.

Many staff are first aid trained and have duties allocated around school. Students in Year 7 are currently participating in a British Council training course to be accredited in safety awareness in the workplace.

All staff have completed the NSPCC child protection course online.

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

The suitability of the proprietor and staff is good.

The school was established to provide education for children of the employees of Shell GTL Qatar living in the Al Khor area, and the local community. The initial partnership established was between World Class Learning Group (WCL) now Nord Anglia Education (NAE), to provide educational expertise. Shell GTL provide the premises and premises management. The governance board is made up of representatives from Shell GTL Qatar and Nord Anglia Education.

All policies and decisions are reported and governed by the board. Overall authority and responsibility for the day to day running of the school is with the school Principal and the governance board offers guidance and support.

The school Principal is supported by Shell GTL representatives to monitor and review the effectiveness of the school's health and safety arrangements. School premises are maintained to a high standard.

The board and Principal ensure the efficiency and effectiveness of the safeguarding, child protection arrangements and recruitment checks. Ensuring that the school complies fully with local regulations and best practice from the UK.

Staff are recruited both internationally and locally. Staff turnover has been an issue, but Nord Anglia Education support has allowed further recruitment of experienced British staff for the forthcoming academic year. All staff are qualified to the required standard. There are Learning Assistants assigned to every class. Staff have had access to a range of professional development provided internally and externally. The school currently has a limited provision of specialist teachers.

9. *Standard 5* The premises and accommodation

Overall the accommodation and resources are good.

The school premises provide an excellent facility for the school to operate in. The school premises and premises management are provided by Shell GTL. There is a premises manager who ensures the safety and maintenance of the premises through weekly monitoring with the Principal and school nurse. The school satisfies all local requirements and has been awarded a two year licence by the Qatari Civil Defence. The school recognises the need for expansion and has site development plans to facilitate an increased cohort.

The outside environment consists of two playgrounds, a soft play area which is utilized by the pre-school and a central shaded courtyard which is used for lunchtimes. The outdoor space combined with the staggered playtimes enables all students to have their playtimes in a spacious environment. The school council and student surveys have indicated that the students would like a swimming pool as part of their expansion plans. The school currently utilizes the facilities of the Al Khor sports club for some PE and swimming lessons.

The school has laptop/iPad trolleys which are used for specific ICT lessons and across the curriculum. There are wireless network access points across the school.

There is a whole school health, safety and welfare policy which is reviewed by the Principal and school nurse.

All classrooms have a range of resources which students are able to access independently. There is also a well-equipped central resource area. The classroom displays reflect the key topic areas of literacy, numeracy and IPC. Key vocabulary is evident in classrooms. The school has been able to establish an appropriate range of resources since its opening and the school's action plans indicate areas for future investment.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents and carers is good.

The school communicates with parents via letters, student planners and telephone calls. The school publishes a handbook for EYFS, Primary and Secondary. These handbooks contain:

- Particulars of the school's policy on, and arrangements for, admissions, discipline and exclusion.
- Particulars of educational and welfare provision for students for whom English is an additional language.
- The curriculum based on the English National Curriculum with due regard being paid to the cultural context of Qatar. The curriculum statement outlines the courses of study that students will follow.
- The Code of Conduct based on positive reinforcement.

Policies relating to bullying, child protection and health and safety are available on request. A parent agreement is signed annually to ensure that parents are fully aware of school expectations.

In discussion, parents reported that they were very happy with the school. Their sons and daughters were eager to attend and felt safe and secure. Bullying was not a reported issue. On site security was reported as good and familiar to the families. All parents felt that their children were achieving well and making progress. Any issues raised were effectively dealt with by class teachers or the leadership team and that communication was frequent.

All parents commented that the open layout and space in the school was an important feature and that they liked the central courtyard area.

Parents commented positively on the diversity of cultures and felt that this was embraced and celebrated. A recent International Week had been well received by parents. Whilst there is no formal parent association, parents felt as though they did have a voice within school and that their opinions and ideas were valued. Parents are welcomed into school for events such as sports days and a forthcoming parent lecture on *Building Learning Power*.

A Parental Survey was completed in June 2013. 70% of parents responded and the school followed up on comments made.

Qatari coffee mornings are held monthly as a way of involving the female Qatari parents in the school, and a translator is present to aid discussions and answer possible questions.

A weekly bulletin is sent to parents giving information about forthcoming events and celebrating achievements of the week. Students have a communication book for recording homework and for informal messages home.

Community links are fostered through a “Mall Outreach” where students run craft or game activities for local student to participate in. Aspire Sports Academy visit the school twice weekly to run sporting clubs. The British Council have supported Year 7 students by running a Health and Safety programme.

11. *Standard 7*

The school's procedure for handling complaints

Complaints are rare but the school has procedures in place that meet both local requirements and reflect good practice in the U.K.

Parents and carers are kept well informed about the process through personal contact and school documentation. The complaints policy complies with requirements, and encourages parents to provide feedback to the school. Concerns are all made known to the leadership, and dealt with appropriately. Parents can, and do contact teachers and other staff directly to raise issues affecting their children. This information is regularly updated.

Concerns for handling complaints mirror the management structure of the school. The class or subject teacher is the first port of call. Should an issue not be resolved, progression through the management tree follows.

Parents, who were interviewed, stated they felt confident with 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 of the school are good.

The school has established a clear operational strategy to ensure CISAQ is an effective school. The school is led by a senior leadership team (SLT) of Principal, Vice Principal, Head of Primary, Head of Arabic and Foundation Stage Leader. All school policies and strategic decisions are reported and governed by the governance board. The board is made up of representatives from Shell GTL Qatar and Nord Anglia Education.

The SLT implements a strategic plan for the school that sets targets and this is monitored by the governance board. Key Performance Indicators (KPIs) are agreed and monitored throughout the year. Academic data is tracked and monitored and reported annually to the governance board.

Financial policies that relate to the running of the school are set by representatives from Nord Anglia Education.

The school leadership team demonstrates an ambitious vision for the school. In the short time that the school has been operating, clear expectations for what every student and teacher can achieve have been established. This shared vision has been clearly articulated and encourages all to achieve educational excellence through the continual improvement in learning and teaching.

The school has completed an accurate self-evaluation process that identifies clear priorities that will have a positive impact on levels of achievement. The identification of the need to strengthen middle leadership will enable the school to more effectively monitor and track progress, holding others to account as they seek further ways to improve the educational outcomes for all students.

The management of safeguarding arrangements is a strength, ensuring there are sound recruitment practices and all students are safe.

The SLT has a clear focus on improving learning and teaching and provide focused professional development for all staff. Senior leaders ensure there is a determination to further develop the school through identifying and implementing strategies that will impact on raising levels of achievement.

The SLT has established successful strategies for engaging with parents that are valued and supported. Parents recognise the positive impact the school has in supporting student achievements, behaviour and personal development.