



**British School
Overseas**
Inspected by Penta International

Inspection report

Newton British Academy Al Dafna

Qatar

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Inspection number

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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 leaders and the school's board 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, if appropriate); 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 DfE on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 46 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, group of pupils and the proprietors. Two and half school days were monitored.

The lead inspector was David Berry. The team members were Janet Foley and Gemma Watson.

2. Compliance with regulatory requirements

Newton British Academy, Al Dafna (NBA Al Dafna) meets all the standards for British Schools Overseas accreditation, with many aspects that are good or even better.

3. Overall effectiveness of the school

NBA Al Dafna was opened in 2016 and as a school, it has made good progress over the first two years. The proprietors and senior leaders have an accurate understanding of the school and what it needs to do to become outstanding. It is a good school and some aspects are excellent. The school comfortably meets the requirements for accreditation under the UK government's scheme for British Schools Overseas. The recently appointed school leadership team, who are fully supported by the proprietors, and an enthusiastic and committed staff are in a position to ensure the continuous improvement of the school. The school provides care for its pupils that is of a high quality. Parents believe that the school is outstanding and have absolute confidence in the school's leadership. There is an ethos of commitment and hard work from the staff and they have an accurate understanding of the school's strengths. The premises are maintained to a very high standard, which is testimony to the dedication of all the staff. The pupils say that they love coming to school and that they feel safe and secure in their environment.

3.1 What the school does well

- The vision, role and impact of the proprietors are excellent. They have a deep passion for education and what their schools offer pupils. The school makes clear the vision, 'An international community of learners striving for excellence and celebrating success'.
- The principal, head of primary, senior and middle leaders have an accurate understanding of the school and what it needs to do to improve. They fully support the school's mission, '...high quality education for pupils of all abilities.
- Relationships between teachers and pupils and pupils and their peers are outstanding and ensure that they feel happy and secure in their learning.
- Behaviour and attitudes of the pupils are excellent. The pupils are ambassadors of the Newton vision.
- The quality of learning seen in pupils' work books is good in a number of classes, especially in English and mathematics.
- The school nurtures responsible pupils and is highly successful in meeting their social and personal needs. They display a high level of self-awareness and self-confidence.
- The school promotes an ethos of respect, tolerance and care towards others. This is evident across the school and in all classes.
- A number of lessons observed were good or better. The best teaching ensured that effective feedback to pupils led to strong progress.
- An emerging sense of collegiality and collaborative planning effectively contribute to a common drive for moving the school forward and raising pupil attainment.
- The school has begun to use pupil data effectively and it ensures that should any pupils stall in their progress, appropriate intervention and support are provided for them.
- The induction programme for new staff and the support for the newly qualified teachers are highly effective.
- The premises are excellent because they are spacious, well-maintained and support the learning of all pupils.

3.2 Points for improvement

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

- i. Improve the quality of teaching to a consistently good or better level by
 - ensuring that lessons focus on learning and teachers use school pupil data to inform planning to bring about progress.
 - sharing the best teaching practice across the school so that teaching becomes consistently good or better.
 - ensuring that all school leaders monitor and act systematically upon the information gathered about teaching.
 - raising expectations of learning across all subjects, especially in the recording of learning in pupils' books.
- ii. Ensure greater understanding about the use of assessment across the school; in particular, how assessment information is to be used to monitor pupils' progress and close any gaps in their learning, and affording time to pupils so that they can act upon feedback.
- iii. Improve the quality of pupils' presentation and handwriting in their books.

4. The context of the school

Full name of School	Newton British Academy, Al Dafna		
Address	Al Adaid Street, Doha, Qatar		
Telephone Number/s	+974- 441-422-94 Mobile: 33508876		
Fax Number	+974-44605703		
Website Address	http://nbaaldafna.newtonschools.sch.qa/		
Key Email Address/s	info.nba-dafna@newtonschools.sch.qa salvagep@newtonschools.sch.qa		
Principal	Mr Patrick Salvage		
Chair of Board of Governors/Proprietor	Chair: Dr. Jabr Alnoaimi CEO: Mrs. Afaf Al-Moadhadi		
Age Range	3 – 11 (FS1 to Year 6)		
Number of Pupils	Total 580	Boys 308	Girls 272
Pupil Numbers by Age	0-2 Years 0	3-4 Years 136	5-6 Years 214
	7-11 Years 230	17-18 Years 0	18+ Years 0
Total Number of Part-Time Pupils	None		

NBA Al Dafna is a private co-educational day school, regulated by the Ministry of Private Education and open to pupils from Foundation Stage 1 to Year 6. The school is located in Doha on one site. The school was opened in 2016 in an attractive, modern purpose-built building. The foundation stage and Year 1 are on the ground floor and Year 2 up to Year 6 are located on the first floor. The classes are mixed gender. There is a modern sports hall located in the basement of the school. The school was founded in order to meet the growing demands for a British education from the expatriate community. The school is now almost at full capacity with 580 on roll, representing over 30 different nationalities.

Newton British Academy, Al Dafna is one of nine schools comprising the Newton group, founded by Dr. Jabr Alnoaimi and Mrs. Afaf Al-Moadhadi.

4.1 British nature of the school

There is an overwhelming sense that NBA, Al Dafna is a British school. The appointment of staff from the UK, the following of the English national curriculum (NC) and the general approach to education are typical of what would be expected in a British school. The general organisation of classrooms, how pupils are assessed and taught and the curriculum content of what pupils are expected to learn are closely aligned to the British system of education. The school's vision and mission statements emphasise mutual respect and the values of a democratic society.

Parents reported that they value the British nature of the school highly: the leaders and teachers foster a holistic approach to education that encourages academic success but also nurtures the pupils' social skills and emotional development.

The vast majority of teachers are UK trained, with a minority from South Africa. The general organisation of the school reflects what would be typically found in a UK school. The English NC is delivered across all key stages, supported by excellent pastoral care, similar to that which is found in the UK. The timetable is modified in accordance with Qatar Ministry of Private Education curriculum requirements. Although assessment in the school has recently undergone some changes, it is based on the age-related UK expectations. English is the common language of instruction throughout the school, apart from in Arabic and French language lessons and in Qatari history lessons for Arabic pupils. All communication about the school to families and pupils is in English, with all related materials translated into Arabic as required.

In many locations around the school the national flag of Qatar is accompanied by the flag of the UK to reinforce the school's emphasis on both British and Qatari values. As in the UK, the academic year comprises 3 terms and starts in autumn. Pupils are placed broadly in age related year groups that align with UK schools.

The school is organised into 3 key stages:

- Foundation Stage – FS and FS2
- Key Stage 1 - Years 1 and 2
- Key Stage 2 – Years 3 to 6

The school offers an excellent selection of extra-curricular activities for pupils and this reflects the good practice often found in British schools. The proprietors are passionate about the transformational potential of education and named the Newton group of schools after the British scientist Sir Isaac Newton.

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

Overall, the quality of education provided at Newton British Academy, Al Dafna is good with some aspects that are excellent.

5.1 Curriculum

The English NC provides the framework for teaching and learning. It is also adapted to meet local statutory requirements and the requirements of the Qatar Ministry of private education. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The school provides a broad and balanced curriculum supported by a range of extra-curricular activities. Arabic is taught to all pupils in the school whereas Islamic Studies is taught to only those of Islamic faith. English is the main language of instruction.

The school has a written curriculum policy, supported by detailed schemes of work – especially in English, mathematics and science - which enable pupils to acquire skills in speaking, listening, literacy and numeracy. The science scheme of work provides cross-curricular learning opportunities in art, ‘topic’ and PE. Class timetables are displayed on classroom doors and they show that an appropriate level of time is given to each subject. The school follows the Early Years Foundation Stage (EYFS) and the National Curriculum for Key Stages 1 and 2. The subjects taught are appropriate for the ages and aptitudes of the pupils. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual tolerance of those with different faiths and beliefs. British values are mapped across the curriculum and pupils are provided with opportunities to demonstrate them.

The school provides a thoroughly planned personal, social, health and economic education programme (PSHE) and it mirrors the school’s aims and ethos. PSHE is timetabled and taught across the school. In addition, assemblies and Philosophy 4 Children (P4C) also support the school’s aims and ethos.

A Gifted and Talented programme has been established to support and extend pupils who have been identified as having a particular talent or gift. They are supported by a planned programme in class and external provision through the ‘Odyssey of the Mind Programme’.

Nevertheless, despite the broad and balanced curriculum provision, there was some evidence of inconsistencies in teachers’ expectations. In particular, in relation to the recording of pupils’ work in the science and ‘topic’ books. This

did not always not always reflect the same level of high expectations as noted in the corresponding English and mathematics books. In some classes, both topic and science books had an over-reliance on worksheets. Moreover, there appeared to be a lack of progression in specific skills.

The curriculum ensures that all EYFS pupils have access to a wide range of opportunities in all the prime and specific areas of learning. Across Key Stage 1 and 2, schemes of work provide opportunities for enrichment. All pupils from Year 1 to Year 6 have Information Technology (IT) lessons. The curriculum is enhanced with art, Arabic, French, IT, music and physical education lessons taught by specialist teachers.

The school has recently introduced P4C in order to support pupils in developing their critical thinking skills. The school offers a wide range of curriculum experiences, including a high number of clubs, which prepare pupils for the opportunities, responsibilities and experiences of life. In addition, the school has provided training in Character Education through the Jubilee Centre attached to the University of Birmingham. This is a newly piloted programme, which the proprietors are keen to develop across all Newton schools.

At the end of FS and Year 6, the school has organised a transition programme to ensure continuity of education across the Key Stages: FS to Year 1 and Year 6 to 7. Year 6 pupils visit the secondary sections of other Newton campuses as part of the transition process.

5.2 Teaching and learning

Overall, the quality of teaching and learning are satisfactory with aspects that are good and outstanding.

The best teaching observed built on pupils' prior learning, enabling them to make good progress. The level of expectation is high in all subjects and pupils are expected to apply themselves and show perseverance if the task is challenging. The school, this term, has focused on ensuring that pupils understand clearly what they are learning and the steps they need to take in order to evaluate if they have completed the task successfully. In one lesson observed, the pupils were made fully aware of what they were learning through effective questioning, with the teacher revisiting some aspects of mathematics that were covered the day before. The pupils were expected to explain their reasoning and confidently rose to the challenge.

In the best lessons observed, teachers' use time productively. They afford pupils at the start of lessons with opportunities to respond to marking and challenge them to improve their learning. Teachers use their subject knowledge extremely well and find a good balance between teacher talk and enabling pupils to work independently. Unfortunately, in a small number of lessons this was not always the case. In some lessons, the teacher spent too much time explaining the task without checking how much the pupils had understood; this also left little time for pupils to move on to the independent task.

The quality of teaching and learning across the Early Years is generally good with a strong focus on relationships and language. Teachers and support staff work well together and have developed a culture of care and respect that builds confidence in every pupil. The improved use of school data in EYFS means that the school intervenes appropriately when pupils have specific learning difficulties. The recently appointed Early Years leader fully understands how the foundation stage could be improved further; as at times learning was not fully integrated between themes and provision. The learning environments are generally spacious and well-equipped and they provide safe areas for pupils to play and learn.

A number of staff were appointed in September 2018. The combination of different teachers and establishing a new leadership team has meant that there are inconsistencies in teaching and learning across Key Stages 1 and 2. Nevertheless, a real strength of the school is the enthusiasm and willingness of the teaching staff to develop their skills. The school has worked hard to introduce 'assessment for learning' techniques in lessons. Leaders have provided excellent training opportunities to support these teaching techniques. However, there remains the need for this training to be supported by regular monitoring and feedback to the teaching staff. This approach will ensure the inconsistencies in teaching are addressed quickly.

Pupils are motivated and well behaved. At no time was poor behaviour observed in lessons or during break times. If some pupils appear disengaged, the main reason is the lack of challenge or too much time being taken up by the teacher talking to the pupils. When questioned, the pupils made it clear that they like it when teaching makes learning 'interesting' and 'hard'. There was good evidence of a number of teachers providing effective verbal feedback in order to help pupils focus on how to improve their learning. Nevertheless, this is not always evident and in some books, written feedback tends to focus on little more than praise. Thus, teaching staff are missing opportunities to enable pupils to reflect and address gaps in their learning.

The classrooms are well-equipped and resources are of a good quality, quantity and range. The school is well-equipped with IT resources, including a designated IT suite. In the best lessons, IT is used to support learning by being used selectively and at the appropriate time.

The school has begun to establish an assessment system that combines the use of tests with the monitoring of learning in books. At this stage, the school has not fully embedded systems for tracking pupil progress. The principal recognises that the use of class moderation in writing, focusing on scrutinising pupils' books against test scores, will build an effective system of monitoring pupil achievement. This will give all leaders greater confidence in evaluating learning across the school.

In EYFS, teachers use base line assessments to provide clear starting points for individual pupils. Pupils with English as an Additional Language (EAL) are identified quickly and provided with good support. The school has effective procedures for tracking individual pupil's personal and academic development. The school uses the software programme, 'Tapestry' in EYFS as a means of recording a range of pupil learning.

5.3 Standards achieved by pupils

Many pupils make good progress as they move through the school, especially in English and mathematics.

Whilst the evidence provided at the time of the inspection indicates many pupils are meeting or exceeding the required standards, the school recognises that the previous years' data may not be accurate; as the teachers at the time were not familiar with the system of assessment or the assessment criteria. A review of the system and assessment procedures is underway, including ascertaining the training needs of staff in the use of data in the classroom and additional GL tests used to identify the potential outcomes for pupils.

EYFS

The evidence provided during inspection indicated that in 2017-18 almost all children left Foundation Stage 2 working at or above the 40-60 months+ age band, across all areas of learning. This represents at least good progress being made by the pupils in this setting. The newly appointed leader recognises further development and analysis are required and she is actively implementing new systems of assessment. Aspirational targets have been set, above the UK National norms, for the end of FS2. That is, attainment of 75% achieving or exceeding ELGs for the academic year 2018-19.

Primary

The school has been tracking the attainment of the pupils for the past 2 years and this is ongoing. In Key Stage 1 and 2, attainment is graded 'A to E' with 'E' identifying pupils who are a cause for concern and 'C' being awarded to pupils who are meeting the end of year expectations. Pupils achieving a 'D' or 'E' grade are considered to have not met the necessary standard at the end of the year.

The school refers to standards of attainment data, published by the UK, in order to make comparisons with the school's own attainment data and then set targets.

Standards of behaviour observed in classrooms and when pupils were moving around the school was excellent. The class Dojo is used effectively to award 'dojo points' as an incentive and to reinforce positive behaviour, these are transferred to house points at the end of the week. Positive relationships, which foster positive behaviour, are a real strength of the school community.

School leaders are to be commended for the way that they have begun to address attendance. There is now an improving trend in attendance at NBA Al Dafna. Attendance in 2017-18 was 85%. The newly established leadership team have taken robust action in addressing this and it is now moving towards 93%. At present, Term 1 2018-19 attendance is 91.6%. Historically, the school has not analysed attendance data; however with SIMs attendance registers in place, the school is taking action to address this matter.

During the last academic year, the percentage of pupils arriving late was 13%. The Senior Leadership Team have responded rapidly to this; expectations have been communicated to parents and systems are in place to monitor and respond to lateness. Teachers, administrative and the parent liaison personnel work hard to contact parents and address issues of punctuality and attendance. Large signs have been displayed at the school entrance in Arabic and English to encourage punctuality. As a result, lateness has now been reduced to 5%. Nevertheless, key personnel are determined to continue to improve attendance and punctuality.

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

The standard of spiritual, moral, social and cultural (SMSC) development of pupils at the school is good with aspects that are outstanding.

Staff, in consultation with parents, agreed a core set of school values: respect, empathy, support, transparent communication, diversity, social responsibility and personal accountability. These values are shared by staff and understood by the pupils. Personal, social and emotional development sessions in EYFS; personal, social, health, economic education (PSHE) lessons in Primary; and Philosophy 4 Children (P4C) and Character Education provide a blended provision to developing pupil's awareness of these values and SMSC across the school. The proprietors are proud of the introduction of P4C into the curriculum and the emphasis on 'character education' and they believe that these aspects of the curriculum will set Newton schools apart from other international schools in Qatar.

The Qatari Ministry of Education subjects, including Islamic Education of Muslims and Qatari History for all pupils from Key Stage 1 and 2, further enhance children's opportunities to develop their understanding of tolerance, right and wrong and citizenship.

The school places values the importance of personal accountability and pupils are aware of right and wrong and the consequences of their actions. The school places great emphasis on older pupils accepting additional responsibilities. The Year 6 School Prefects are excellent role models to younger pupils. Across the school, there were consistent strategies for positive reinforcement of behaviour, including Dojo Points in Primary and Golden Rules in EYFS.

Pupils behave responsibly both inside and outside of the classroom. The playground provides a pleasant atmosphere for pupils; they showed good initiative in organising themselves into their own games and were delightful in how well they showed mutual respect for the activities of those around them.

The active pupil School Council representatives spoke at length about the various ways that democracy is promoted at NBA Al Dafna; including the electoral system for School Council, with all of the pupils voting on which charity to support. The school promotes democratic decision making with even the youngest pupils, with EYFS children making an informed vote about which resources to have in their indoor play area.

Initiatives for pupils to design their own anti-bullying posters and opportunities for pastoral pupil leadership, in the form of House Captains and Prefects, allow pupils to give back to their school community.

Pupils are aware of whom they can go to should they have a problem or are worried about an issue at school or at home.

The school council meets, on a regular basis, with Senior Leaders and the Principal. The school has created a harmonious culture where every voice is valued and freedom of expression is strongly encouraged. Pupil council members stated, '...we are the voice of the pupils' and strongly felt their comments and suggestions were listened to by senior leaders. Likewise, parents consistently feel that they are received with courtesy and respect by the school.

With mutual respect underpinning their core values, the school creates a climate of tolerance and harmony. Relationships between staff and pupils and pupils and their peers demonstrate that this is an excellent feature of the school. Parents also felt this was a key strength of school and were very happy that this contributed to their children's growth and development. As one parent noted, 'I am absolutely delighted with this school and all that it has to offer'.

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

The provision for the welfare, health and safety of pupils is good with many outstanding aspects and are a strong feature of the school. The Health and Safety Committee meet regularly with minutes of each meeting recorded. An examination of these minutes shows that health and safety are taken seriously. Consequently, parents have high levels of confidence in the school's provision in this area.

During meetings with parents, there was a strong sense that pupils are happy to come to school. The parents commented on the safe and positive learning environment of the school. Moreover, they noted that the pupils enjoy school and all that it has to offer. The ethos and values of the school lead to a very family orientated atmosphere, based on tolerance and respect.

The school's clinic is well-equipped and staffed by two qualified nurses, who administer first aid and alert parents if their children report feeling unwell. The quality of the facilities is a significant strength of the school. Policies are up to date and fully implemented. Also the school principal ensures that all policies are compliant with local and national regulations. The school regularly carries out fire drills and evacuation times are logged. In addition, the school has appointed designated fire safety personnel, each with areas of responsibility.

The school has a zero-tolerance policy to physical, verbal, emotional and cyber bullying in the unlikely event that it should occur. When questioned, pupils reported that bullying does not happen and if it did, they believe that adults would listen and respond appropriately and in accordance with the school's Anti-Bullying Policy. Healthy lifestyles are actively promoted by the school through regular physical activities and through the extra-curricular activities. Healthy eating is also promoted; although a number of the food options being offered by the canteen were mainly high in carbohydrates. The quality of water is monitored and checked for any impurities by the school.

The pupils move around the school in a calm and sensible way. The principal and senior leaders are visible in the mornings and at the end of the school day. The school believes that the drop-off and pick-up arrangements need to be adjusted in order to ensure greater ease of movement, with the possibility of issuing parent/carer ID when entering the school building. The school takes all aspects of pupil safety and welfare seriously and it has organised a Pastoral Committee to evaluate current policy and practice. Most importantly, when questioned, teachers were clear about the school's safeguarding and child protection policies and procedures and what they would do if they had any concerns about a pupil.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietors and staff is of the highest order. The proprietors offer a compelling vision which combines the best of a British education within the context of Qatar. They ensure the school meets the safety, care and guidance requirements for all pupils.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. The school has ensured that the appointment of staff meets the expected practice of safer recruitment. Prior to the confirmation of staff 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. All teaching positions have job descriptions, which are reviewed as part of the school's annual review cycle of performance. The Qatar government has strict guidelines with regards to the issuing of work visas and residency permits. Teaching staff must be in possession of a qualification relevant to the age range they are teaching. In addition, the school requires two professional references which include a judgement on the suitability of the candidate to work with children.

On joining the school, staff undergo a well thought out induction programme. Also, the new staff are subject to an interim-probationary review. On completion of the probationary period, staff receive an annual lesson observation as part of their formal appraisal. All teaching staff are held accountable against the British Teachers' Standards.

The school has introduced on-line safeguarding training that complements the robust child protection procedures already in place.

NBA Al Dafna recognises that all forms of discrimination are unacceptable. The Newton Group of Schools has a universal policy that makes clear that no job applicant, employee or worker is discriminated against either directly or indirectly on the grounds of race, colour, ethnic or national origin or religious belief. Procedures are in place to ensure compliance with the UK Equality Act (2010).

9. Standard 5

Premises and accommodation

The premises and accommodation are outstanding

The purpose-built school is designed to a high standard and provides a friendly and welcoming environment for all its pupils. The school comprises of a PE hall in the basement, offices and classrooms on the ground floor and classrooms on the first floor. The school makes full use of its facilities, with the hall used for assemblies and presentations. The school morning begins with pupils standing calmly in line and singing the Qatar National Anthem before their respective class teacher walks them to their classrooms.

The school's clinic is clean and well-resourced with two qualified and approved nurses. The canteen is inspected by the Ministry of Health for compliance with hygiene regulations. On the first floor, there is a well-resourced library, with a full-time librarian. There is also an Information Technology (IT) suite with 24 desktop computers and a specialist IT teacher. The canteen, on the ground floor, has a food safety certificate in place. There is also a small English as Additional Language (EAL) room but that is not fully sound-proofed. Consequently, lessons being held in the IT suite could be easily heard and were distracting to the pupils receiving EAL support. The music room is not located in the main building and is not conducive for whole class teaching. As a result, the school is considering providing an alternative location for music lessons.

The classrooms are light, well-resourced and wholly suitable for the number of pupils on roll. All classes have interactive whiteboards and these were used regularly by the teaching staff. The corridors are shared, spacious and large enough to encourage additional support or intervention groups for pupils. The school is well-equipped with resources and the furniture and fittings are age-appropriate. In addition, the school library is well stocked; although some of the shelves are not easily accessible for the younger pupils. Around the school, sound insulation, air conditioning and lighting provide the appropriate environment for learning.

The basement level sports facilities have changing rooms and showers. An unshaded outside playground accommodates each Key Stage at break times and is used for PE lessons during the cooler weather. Next to the playground is an undercover seating area with ample picnic tables and benches. Also, there is a dedicated Foundation Stage shaded area, which incorporates suitable climbing apparatus with rubber tiled matting and padded protection.

Drinking stations are located inside and outside the school and are clearly visible. Toilets and urinals have a suitable supply of cold water and washing facilities provide soap and water at the correct temperature.

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

The quality of information provided by NBA, Al Dafna for parents and prospective parents and those who may be interested in the school is good with some aspects that are outstanding. The ethos, aims and values of the school are made clear on the school's website. It provides appropriate information and contact details, the names of the principal and members of staff. Furthermore, the proprietors and principal are contactable during term time. There is also a wide range of policy documents available for parents, as well as leaflets, letters and specific information about the school's curriculum.

Parents believe that communication between home and school is excellent. They stated that a relationship of trust and support underpins how the school works with parents. In particular, they thought highly of the class 'dojo' and they also appreciated receiving the monthly newsletter and paper copies of letters for any upcoming events.

The Parents and Teachers' Association (PTA) has been given a clear role by the principal and members commented how they feel valued and included in aspects of the school. PTA meetings are held monthly and are attended by members of the teaching staff, senior leaders and parents. Parents are also happy with the level of homework that the school provides. They believe that they are well informed about curriculum expectations and how they can support their children with their homework.

The parents spoke positively about the level of interaction between the school and home and the regular workshops that are offered to them. Furthermore, they believe that the school counsellor service provides an effective level of support. They feel confident about how to access the various services currently offered by the school.

The principal believes in an open-door policy. Parents confirmed this approach by stating that should there be any concerns these were normally resolved in a timely manner. As one parent commented, 'There is always a channel, always a way to deal with and resolve issues in the school'. A parent notice board in the main reception area states, 'You Said – We Did'. The board highlights the actions taken by the school with regards to comments and possible concerns raised by parents.

The visibility of staff and welcoming atmosphere during the morning and end of the day were recognised as a key feature of the culture and values of the school. Parents believe they are welcomed by all the staff within the school and they can talk to them.

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; it is also adapted to the local context of the school. Parents made clear that they have absolute trust in the leadership of the school and its willingness to deal with complaints quickly. The principal aims to respond to any concerns promptly.

The school complaints procedure aims to ensure that any concerns are dealt with in a transparent and objective way. The policy for this is accessible through the school's website. The timescales for the management of possible parental complaints are also clearly set out. There is a tiered approach that seeks to de-escalate concerns quickly, with issues initially addressed by the class teacher. If parents are not satisfied, then complaints are escalated to the head of primary or the school principal. Finally, if the complaint has not been resolved, then a panel is convened that includes an independent person. All formal complaints are dealt with within two to five working days. A copy of the findings and recommendations are made available to the complainant and the proprietors and principal. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and they are securely filed.

The friendly and welcoming reception staff are able to respond to concerns in English or Arabic.

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

Leadership and management of the school are good. Governance is a real strength of the school.

There is a clear educational direction, as reflected in the quality of education, care of the pupils and the fulfilment of the school's aims and ethos. The mission statement is, 'An international community of learners striving for excellence and celebrating success'. There is a highly positive relationship between the principal and the proprietors and the principal is held to account by the proprietors.

The recently assembled senior leadership team are forward thinking and keen to drive the school towards being outstanding. The level of parental confidence is very high, with a recent school survey indicating that 93% of the parents who responded believe that the school is well led. Senior leaders have produced an accurate and appropriate school improvement plan and a concise self-evaluation form. Both documents are underpinned by a rigorous process of school analysis. Areas for improvement have been identified with clear measurable outcomes. Senior leaders are fully aware of the variation in the quality of teaching. Nevertheless, the parents are very positive about the school and the recent survey indicated that 96% of those who responded believe that their children are making good progress.

There has been a number of recent appointments at both a teaching and senior level within the school. All leaders recognise the impact of these recent appointments and they are working extremely hard to establish a consistent and effective approach to the monitoring of teaching; as well as how they can respond quickly to the information gathered. In addition, all leaders are keen to move the school forward. As one middle leader said, 'We know where we are but there is a real commitment amongst the staff to build an outstanding school'. The principal has the full support of the parents and staff and he is ably supported by the recently appointed head of primary and senior school leaders.

Overall, the quality of teaching is satisfactory but there is also good and outstanding teaching. The school has begun to take the necessary action of sharing the good and outstanding teaching practice in order to bring about greater consistency. The school has also begun to implement a programme of professional development and appraisal but it is too soon to judge the impact of new leaders and systems on improving the overall quality of teaching.

The school's curriculum is broad and balanced and provides good opportunities for all groups of pupils to learn. In some subjects, the level of depth and challenge does not match what is expected in mathematics and English. At times, pupils are completing worksheets when they are more than capable of writing independently and developing

their knowledge and skills in such subjects as science and history.

The learning environment is bright and attractive. Under the guidance of the proprietors, the school is looking to develop 'character education'. Pupil personal development and well-being are taken seriously by staff. The values of mutual respect, tolerance and co-operation are actively developed across the school. The friendly and welcoming atmosphere enables pupils to become confident learners. The recent parental survey indicated that 92% of those parents who responded strongly agree that the quality of care in the school is very high.

The proprietors have the full respect of the teaching staff and the wider community. They work closely with school leaders and together they have a determination to address any inconsistencies, especially in teaching and learning.

The comprehensive three-year plan has been written with the support and guidance of the teaching staff and parents. The plan and the wider discussions with leaders highlight the priority placed on teachers' professional development. The school has organised a variety of training that includes: 'Guided Reading', 'Phonics' and 'Philosophy 4 children'.

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

Not applicable.