



**British School
Overseas**
Inspected by Penta International

Inspection report

Newton British School Al Waab

Qatar

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1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, 40 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, governing body, parents and groups of pupils. Two and a half school days were monitored.

The lead inspector was John Cranfield. The other team members were: Geraldine Cranfield and Karen Hanratty.

2. Compliance with regulatory requirements

Newton British School Al Waab meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Overall, Newton British School Al Waab (NBSAW) provides a good standard of education. The quality of teaching meets the standard for accreditation with aspects of good. Pupils are well supported through effective pastoral care. Welfare, health and safety policies and procedures ensure pupils feel safe and secure. Provision for spiritual, moral, social and cultural education of pupils is good. The curriculum is broad and balanced; enriched by a range of extra-curricular activities. Pupils, parents and staff are committed to the school.

3.1 What the school does well

There are many strengths. They include:

- i. The passion and commitment of the owners in their pursuit of excellence.
- ii. The commitment and enthusiasm of the principal and vice principal to school improvement.
- iii. The creative thinking of the core subject leaders in developing and expanding opportunities for learning outside the classroom.
- iv. Positive relationships between pupils and adults in the school ensures that pupils feel safe, secure and happy.
- v. The ethos of the school is warm, welcoming and supportive.
- vi. Pupils are well behaved, polite, self-confident and good ambassadors for the school.
- vii. Effective communication ensures parents feel that they are partners in their children's education.
- viii. The implementation of 'Philosophy for Children' (P4C) has made a positive contribution to all aspects of pupils' learning.
- ix. Parents complaints are handled effectively with clear procedures in place.
- x. The commitment of the librarian in supporting the delivery of the curriculum across the school.

3.2 Points for improvement

Among the school's many strengths, the following are areas for possible development:

- 1) Ensure the quality of teaching and learning is consistently high across the school by:
 - a. Planning and delivering lessons across all subjects that inspire and challenge all groups of pupils.
 - b. Embedding a range of assessment for learning (AfL) strategies, such as peer and self-assessment, mini-plenaries and clear success criteria.
 - c. Providing opportunities for independent and collaborative learning
- 2) Increase the rigor of the current system of performance management in order to improve the quality of teaching and learning and further raise pupil attainment.
- 3) Develop the effectiveness and accountability of middle and senior leaders in order to drive forward school improvement.

4. The context of the school

Full name of School	Newton British School Al Waab		
Address	Building Number 200, Street 169, Aspire zone Street, Zone 55, Al Waab PO Box 8449, Doha, Qatar		
Telephone Numbers	Tel-44472427 Mob-55188665		
Fax Number	44517413		
Website Address School email	www.newtonschools.sch.qa info.nbs@newtonschools.sch.qa		
Key Email Addresses	Principal – james.houston@newtonschools.sch.qa Deputy Principal – conor.hayes@newtonschools.sch.qa Reception – info.nbs@newtonschools.sch.qa		
Principal	James Houston		
Chair of Board of Governors/Proprietor			
Age Range	3-12 years		
Number of Pupils	<i>EYFS</i> 214	<i>KS1&2</i> 500	<i>Total</i> 714
Pupil Numbers by Year	<i>Year 1</i> 133	<i>Year 2</i> 101	<i>Year 3</i> 99
	<i>Year 4</i> 71	<i>Year 5</i> 46	<i>Year 6</i> 50
Number of Part-Time Pupils	None		

Newton British School Al Waab (NBSAW) is a private co-educational day school, regulated by the Ministry of Private Education and open to pupils from 3 to 12 years of age. The school delivers the National Curriculum of England alongside Arabic, Islamic and Qatari History studies in accordance with Ministry guidelines.

The school was opened in 2008, in order to meet the educational needs of the growing international expatriate community. The school now has over 700 pupils on roll, representing some 50 different nationalities. NBSAW is the second in the Newton group of schools to be opened. There are presently nine schools comprising the Newton group, founded by Mrs. Afaf Al-Meadhadi and Dr. Jabr Al Noaimi.

4.1 British nature of the school

A number of components give NBSAW a British feel, not least the teaching staff, the curriculum and the holistic approach to education. Classroom management, displays of work, three term year and age-related year groups enhance the British feel, as do the posts of head boy and head girl with their deputies. All members of the Senior Management Team have British teaching experience within UK schools. Most teaching staff have qualifications that are recognised in the UK, with the exception of Arabic, Islamic and Qatar History teachers. The majority of teachers are UK trained, with a smaller percentage coming from Europe, South Africa and Australasia. Appraisal systems and professional development are modelled around UK practice. Performance expectations for staff are in line with UK requirements.

The National Curriculum (NC) of England is delivered across all key stages, supported by a pastoral care structure, similar to that found in UK independent schools. Assessments are based on national standards from the UK. English is the common language of instruction throughout the school, apart from in Arabic and French language lessons. Topics within the curriculum mirror those found in the schools in the UK, complemented by theme days and theme weeks, for example International Day and book week. VE day and May Day are celebrated.

All information about the work of the school is communicated to families and pupils in English as are all school publications, reports, letters and the school's website, translated into Arabic as required. Texts, materials, educational equipment and software are mainly UK sourced.

The importance of extra-curricular provision including a range of clubs and activities, is in line with British practice. Interviewed parents valued the British nature of the curriculum highly. The school is named after the British scientist Sir Isaac Newton.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided by NBSAW meets the requirements for accreditation with aspects that are good.

5.1 Curriculum

The curriculum provided by NBSAW is good.

The school provides full-time supervised education for pupils age 3 to 12. The principal language of instruction is English. There is a formal written curriculum policy which is supported by subject specific plans and schemes of work. The subject matter is appropriate for the ages and aptitudes of most pupils, 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 curriculum is broad and balanced and is responsive to the specific needs of the school population who are predominantly learning English as an additional language. Pupils are offered experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils acquire appropriate skills in speaking, listening, literacy and numeracy. The curriculum on offer is enriched by a programme of extra-curricular activities (ECAs), which provides opportunities for pupils to explore their physical, creative, social domains as well as further enhance the academic curriculum. Further curriculum enrichment takes place through off campus educational visits and residential trips. They are well matched to the curriculum and social and emotional development of pupils.

The primary curriculum is based on the English National Curriculum 2014 and the Early Years Foundation Stage (EYFS) curriculum. In addition, all pupils follow Ministry courses in Arabic, Islamic Studies and Qatar History. Strong emphasis is given to the prime areas of Communication and Language and the specific area of Literacy, reflecting the demographic of the school where the majority of pupils are English as additional language speakers. Long-term curriculum plans are broken down into medium- and short-term plans by class teachers within their year group or subject area. Teachers prepare detailed plans for all lessons, in year teams, which are reviewed and annotated for future reference; these plans are monitored by middle and senior school leaders. Account is mainly taken of the needs of different groups of learners and individual pupils.

The needs of pupils with special educational needs (SEN) and those who are at the early stages of learning English as an additional language (EAL) are catered for through specialist intervention. Class teachers refer pupils who are causing concern for specific assessment. If

deemed appropriate, these pupils then receive additional support either on a withdrawal basis (EAL only) or as specific teaching strategies to be deployed in class (EAL and SEN). The EAL teacher and SEN coordinator (SENCo) generate IEPs for target pupils which are shared with the pupil and his/her teacher and parents. They are reviewed and updated termly. Whilst there has been a recent expansion of provision, it is presently insufficient to meet all the demands.

Whilst there has been no formal curriculum review, a range of curriculum developments have recently been initiated including Philosophy for Children (P4C), Talk for Writing and Big Write. The curriculum is enriched with special events, days and weeks. A recent International Day celebrated cultures from around the world. Each class selected a focus country to study in detail. The International Day assembly included a violinist from Armenia and visiting Jordanian dancers. An annual Book Week is a key date on the school's calendar. Other special weeks include a Mathematics Week and Science Week. There is an annual Sports Day. Some aspects of curriculum development have arisen from special events. Paired reading between pupils in Year 6 and EYFS will now become a regular event following the success of this approach during Book Week.

Personal, Social, Health and Economic education (PSHE) reflect the school's aim and ethos. PSHE provision in EYFS provides appropriate coverage of key areas. Whilst there is no formal PSHE curriculum in Key Stages 1 and 2, appropriate content is delivered through the Philosophy for Children (P4C) curriculum, Islamic studies and citizenship, as well as through assemblies and the promotion of the school's core values and Golden Rules.

Challenging projects and competitions provide additional opportunities to broaden the curriculum and inspire pupils. A range of open-ended challenges which promote science, technology, engineering and mathematics (STEM) are available on the school's 'Weebly' web based site.

The curriculum on offer and the assessments are reflective of British practice. This ensures that pupils are prepared for entry / re-entry into the UK education system if required.

5.2 Teaching and assessment

Teaching and assessment meet the standard required for accreditation with good features.

Nearly all lessons are satisfactory or better. Across the Early Years and key stages, pupils are acquiring new knowledge, making progress, increasing their understanding and developing their skills, according to their ability. In the best lessons, teachers encourage pupils to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves.

Most teachers show a good understanding of the aptitudes, prior attainments, cultural background and English as an Additional Language (EAL) needs of their pupils. They mostly ensure these are taken into account in their lesson planning. Classroom management is effective, enabling nearly all pupils to behave well and show a readiness for, and enjoyment in learning. Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and tolerance of those with different faiths and beliefs.

Whilst EYFS pupils are offered a range of practical activities, limited opportunities for pupil initiated learning is a missed opportunity to enhance curiosity and maximise developmental growth. Throughout Key Stages 1 and 2 the quality of teaching is inconsistent. In the best lessons, pupils are set imaginative tasks, well matched to their learning needs, enabling them to learn both collaboratively and independently and make good progress. Pace is rapid and learning time maximized. Nearly all lesson plans made clear reference to lesson objectives.

Whilst most teachers shared lesson objectives with their pupils, only in the better lessons did teachers specifically refer to them as part of assessment for learning (AfL). In a thought-provoking Key Stage 2 science lesson, the teacher effectively used a video on the IWB (interactive whiteboard) to stimulate pupils' interest and challenge their understanding of food chains. Interactive whiteboards are used effectively as a learning tool in many classrooms. In a particular effective P4C lesson, the teacher skilfully used a range of questioning techniques to challenge pupils' thinking.

There is limited evidence that the outcomes from AfL are being used to inform future lesson planning. Indeed, assessment for learning techniques, for example peer and self-assessment, use of plenaries and targeted high order questioning, have yet to be fully embedded across the school. In less effective lessons there is too much teacher talk and pupils lose interest.

Some teachers measure pupil success in terms of the completion of tasks or activities, rather than mastery of knowledge or understanding. Learning objectives are unclear and learning outcomes or success criteria are insufficiently differentiated to provide challenge for the different groups of pupils. In addition, there is an overreliance on completing exercises on a worksheet. Too often pupils ended the lesson without having time to reflect on their learning or inform the teacher of the extent to which they had mastered the learning outcomes. The

SENCO (Special educational Needs Co-ordinator) works effectively with teachers to support the learning needs of identified pupils. Classroom resources are of a good quality, quantity and range. They are utilized effectively by nearly all teachers.

A framework is in place to evaluate pupil performance. The youngest pupils are assessed against the Early Learning Goals. The school has recently changed from using '2 Simple' software to 'Tapestry' in order to better record, monitor and track individual pupil progress. Primary school pupils undertake termly 'Rising Stars' and GL (Granada Learning) assessments. The resulting data is combined with teacher assessments in order to make informed judgements about an individual pupil's attainment, progress and future expectations. Phonics assessments and reading tests support judgements on pupils' reading progress and ability. Writing portfolios contain three pieces of work a year from Year 1 to Year 6. These are used to track pupils' progress in writing. The use of assessment data to inform lesson planning and reliably evidence value added for an individual and groups is less well established.

Scrutiny of pupils' books and displayed work indicates that nearly all teachers are consistently applying the school's marking and assessment policy. Target setting is beginning to be used effectively to help raise pupil attainment. Effective and appropriate written and verbal feedback supports learning in Key Stage 1. In EYFS there is an emphasis on verbal feedback and smiley faces to encourage pupils in their learning and develop their self-esteem.

NBSAW takes into account the types of curriculum and assessments used in schools in the UK. This enables pupils to enter, or re-enter the UK educational system without disadvantage, should they choose to do so.

5.3 Standards achieved by students

Most pupils make good progress as they move through the school.

Most pupils are English as an Additional Language speakers. On entry, they are given an observational baseline assessment accompanied by a booklet 'All about me', for parents to complete on their child to give the school a fuller picture. At the end of the Early Years Foundation Stage, school derived data indicates that the majority of pupils attain age related expectations in all the areas of learning. Pupils' attainment in phonics has improved substantially over the last two years. In June 2016 only 2% of Reception pupils reached Phase 5. This figure rose to 20% in June 2018.

Good progress is maintained across the primary school. By the end of Key stage 1, GL assessments suggest that nearly all pupils are working at or above the required standard in mathematics. Most pupils are working at or above the required standard in English, comprising reading and writing. Standards are similar at the end of Key Stage 2. 95% of pupils in mathematics and 87% in English are working at or above UK national expectations compared to the UK figure of 62%.

PIRLS (Progress in International Reading Literacy) data indicates that NBSAW outperforms not only schools in the region but also similar schools internationally.

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

The spiritual, moral, social and cultural development (SMSC) of pupils is good.

Pupils develop their awareness and understanding of social, moral, spiritual and cultural aspects through a combination of themed assemblies, PSHE lessons, extra-curricular activities, and the formal and informal curriculum as they move through the school.

Spirituality is developed in lessons, through community service and assemblies. Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. The assemblies programme is a strength of provision across Key Stages 1 and 2. The school is considering extending this good practice into the EYFS.

There are clear policies in place for behaviour management, which outline expectations, rewards and sanctions. Pupils have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages pupils to distinguish right from wrong. Good behaviour together with academic achievement are rewarded with House points, Dojo points and 'Star of the Week'. The school's vision of 'celebrating success' is lived in the day to day life of the community. At the start of the academic year, classes create their own code of conduct. The school's core values are promoted through the assembly programme and reinforced both inside and outside the classroom.

The school is effective in raising pupils' awareness of moral and ethical issues and respect for law. The recently instigated P4C programme from Reception to year 6 is used to good effect and presents material in a child appropriate manner. Questions such as 'Was Goldilocks right to eat the Bears' porridge?' helps even the youngest pupils discuss right and wrong in an age-appropriate context. Pupils are encouraged to consider the consequences of actions, both for themselves and for others. A range of curriculum experiences ensure pupils acquire a general knowledge of and respect for public institutions and services in England and the responsibilities of citizenship in the host country. Partisan political views are precluded in the teaching of all subjects. Information is presented in an impartial way with an appropriate balance of opposing views where applicable.

The school offers pupils opportunities to work with and support the local community, for example, sponsored events such as the Diabetes Walk and gathering toiletries and other essentials for residents of the local labour camp. A Year 5 class worked on a 'Bottle Tower Garden' project, as a means of producing fresh vegetables in areas with limited resources. This heightened pupils' knowledge of global issues as well as helping them to develop empathy.

Pupils at NBSAW have well developed social skills. They are open, polite and friendly to adults and their peers. Pupils' behaviour in lessons and around the school is good. They move around the school in a quiet and orderly manner and are responsive to instructions from adults; this impacts positively on the ethos of the school. Relationships between pupils are good and incidents of

bullying are rare. Pupils are given the opportunity to develop relationships with pupils in other year groups through the ECA programme and the House system, which is a key feature of Sports Day. Throughout their time at NBSAW, pupils are given opportunities to develop their self-knowledge, self-esteem and self-confidence.

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. During a Key Stage 2 assembly, a class performed a drama sketch accompanied by singing in order to celebrate the value of human diversity and the need for respect and tolerance. The event was well attended by parents. A focus group of parents commented favourably on the way the school caters for the personal, social and emotional development of their children, stating that they have observed significant positive changes in their children's attitudes towards learning and behaviour.

Whilst the school provides leadership opportunities, for example head and deputy head boy and girl elected by their peers, the absence of a wider range of leadership roles is a missed opportunity to extend the benefits of leadership to a greater number of pupils.

7. Standard 3

The welfare, health and safety of the pupils

Provision for the welfare, health and safety of pupils is good.

The school has a health and safety policy which outlines systems and procedures as well as roles and responsibilities. The school has up to date policies on child protection and safeguarding. As part of the school's induction process for new staff, all adults are briefed on evacuation procedures, first aid arrangements and accident reporting. All staff undergo online safeguarding training. All adults who work with the pupils, on and off-site, are subject to police checks.

The school meets Qatar regulations in all aspects of health and safety. The EYFS coordinator and team leaders conduct regular risk assessments to ensure that the Early Years section is safe and secure for pupils and adults. Teachers monitor and deal with potential hazards both inside and outside the classrooms. The primary school has established a health, safety and wellbeing committee to monitor, discuss and review safety related issues in the school. Every attention is given to ensuring the premises are safe and secure, and that any potential concerns are addressed immediately. Risk assessments are conducted for all school trips. A member of staff will visit the proposed venue and complete necessary documentation prior to approval of the visit.

The school has implemented a comprehensive policy for guarding against bullying and dealing with any unacceptable behaviour. The school's comprehensive behaviour policy outlines expectations of pupils and staff. It emphasises the importance of reinforcing positive behaviour. Consequences for pupils exhibiting inappropriate behaviour are shared with all stakeholders in Arabic and English. Pupils at the school reported that they feel safe and are well cared for. The school is a happy and harmonious environment. Pupils are articulate, confident and kind to each other. Incidents of bullying are rare. Relationships between staff and children are positive.

Pupils are well supervised during break and lunch times and the start and end of the school day. The school has a password system in place for adults collecting children in order to ensure the safety of pupils as they exit the building at the end of the school day. The school employs a full-time nurse. Detailed medical records are kept and appropriate care given to pupils who have accidents or are unwell. The nurse liaises closely with families about medical issues. Medicines are stored securely. Clear procedures are in place in the case of accidents and the need for hospital treatment. The nurse is meticulous in her record-keeping of visits by pupils to the medical room. First aid boxes are kept in the medical room and all school buses have first aid boxes. A list of staff qualified in the administering of first aid is displayed in the staff room and at least one member of staff with first aid qualifications must attend all school trips. The school has a strict 'no nuts' policy which is monitored closely by class teachers.

The school encourages pupils to develop healthy lifestyles. In addition to the PE curriculum, a range of sporting extra-curricular activities are on offer. The school has developed a highly effective and successful swimming programme. Pupils are taught about the importance of a healthy diet. Parents reported that their children will often instruct them on what they can and cannot have in

their lunchboxes. Younger pupils enthusiastically and proudly talked about the healthy contents in their lunchboxes to members of the accreditation team. Pupils also receive advice and information about the importance of a healthy lifestyle through the school's 'Healthy Eating Week'. The school follows UK Workplace Health and Safety Regulations (1992) and complies with fire standards which are at least as stringent as in the UK. Termly fire drills are conducted. Evacuation procedures in English and Arabic are displayed in all rooms and communal areas. The school records the effectiveness of the drills and the time taken to evacuate the building. Firefighting equipment is checked annually in accordance with Civil Defence requirements.

The school maintains an admission and attendance register which conforms to Qatar regulations. A registration period was recently introduced in order to reduce disruption on the start of the first lesson by pupils who arrive late. This has had a positive impact and has helped the school to hit desired targets for reducing the percentage of pupils arriving late. Daily attendance registers are taken. Average attendance during the visit was 94.7%. The school has identified the need to continue working with parents to improve attendance. The school acknowledges the need to contact parents as soon as possible on day one if their child is absent from school.

Transport safety is given a high priority. Buses are well maintained and pupils appropriately supervised. Bus registers are maintained in accordance with school policy. The wearing of seat-belts is compulsory. Security staff in high visibility jackets with 'stop' paddles help to control the traffic and keep pupils safe. The senior leadership team are aware of the need to deploy more senior staff to assist with this process.

Nearly all pupils are thoughtful and well behaved. Nearly all pupils are motivated learners. By the time they leave school, they have acquired the personal and social skills needed to move successfully to the next stage of their education.

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

The suitability of the proprietors is of a high order. The proprietors 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. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. All applicants complete a detailed application form to ensure the school has a complete previous employment history. Any gaps are thoroughly explored at interview. Appointments are subject to rigorous background checks which include : police checks, checking of identity, proof of address, verification of academic qualifications and the right to work in Qatar. In addition, the school requires two professional references which include a judgment on the suitability of the candidate to work with children. All appointed staff must meet Ministry of Private Education employment requirements with regards to having a relevant first degree and teacher training qualification. 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.

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.

NBSAW recognises that discrimination is unacceptable. The Newton group has a formal policy to ensure 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* The premises and accommodation

The premises and accommodation at NBSAW meet the standard for BSO accreditation.

The school is housed in a compound of converted villas, with the addition of buildings and facilities for specialist provision, such as a sports hall, swimming pool, science laboratory, football pitch, and pupils' adventure and play areas. The sports hall is used for a range of activities including PE lessons, assemblies, concerts and the annual graduation and prize giving celebration. Additional specialist facilities include a library, music room, ICT room, Arabic and French language rooms. Play and adventure equipment is age-appropriate and provides challenging and stimulating activities during playtimes.

Areas of high demand are carefully and clearly timetabled to allow all pupils the opportunity to use the resource and avoid the potential dangers associated with overcrowding. A range of play resources are available to the younger children at playtime, for example, water play, easels for painting and mark-making equipment.

The site is secure. Visitors enter the school through a security gate and all visitors report to reception on arrival. Visitors are required to wear appropriate ID.

Classrooms, although not large, are equipped with suitable furniture and resources for the age group to facilitate suitable delivery of the curriculum. In EYFS creative use is made of the space available and all EYFS classrooms have a role play area, a book corner and a sink as well as other flexible areas of learning. All classrooms are equipped with a data projector and most with an interactive whiteboard.

Classrooms, play areas and administration areas are clean and well maintained, to ensure the health, safety and welfare of pupils. All areas of the school are kept in good decorative order. Detailed logs are kept of all maintenance requests and work carried out. Flooring is in an acceptable condition with carpeted areas provided as appropriate. Dedicated pupil toilets and washing facilities are located close to all teaching and play areas. Drinking water is available in each villa, which accommodates two classes, as well as at other strategic points around the school. Staff have adequate toilet facilities. All toilets have an adequate supply of hot and cold water. The temperature of the hot water is carefully regulated to ensure it does not present a threat of scalding to pupils or adults. The drainage system allows for the safe disposal of waste and surface water.

Suitable outdoor spaces are provided that enable physical education lessons to be delivered in accordance with the school's curriculum and facilitate outside play. Adequate changing facilities are provided for swimming lessons to ensure the safeguarding of all pupils. The pool is maintained by an outside contractor with water being tested on a daily basis. Air conditioning filters are cleaned weekly and air conditioning units deep cleaned every term. Disabled access is provided through the two main site entrances and into the sports hall. The school intends to extend this provision with a portable ramp.

The school has a dedicated clinic and full-time nurse. The clinic is well equipped and has two beds for the short-term care of sick or injured pupils. Toilet and washing facilities are adjacent to the clinic.

Acoustic conditions and sound insulation of each classroom and other spaces are suitable for the activities taking place. The music room is located in a villa beside the staff room to minimise noise transfer to other teaching areas. Lighting in classrooms and other internal spaces is suitable for the activities which take place there. External lighting ensures people can safely enter and leave the school premises. The entire school team - leaders, teachers, administration and maintenance - have worked hard to ensure that the buildings and facilities, whilst not purpose-built, provide a safe, suitable and attractive environment for pupils to work and play in. Plans are being drawn up for a new school campus which will further enhance provision.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is outstanding and fully meets the standard required for accreditation.

There is a clear statement of the ethos and aims of the school on the website in the form of the school's vision and mission. The school's vision; "An international community of learners striving for excellence and celebrating success" is prominently displayed throughout the school and on key documentation. The school's website includes the school's contact details, the name of the principal as well as those in the Newton group. The proprietors are contactable during term time and holidays, care of the school.

Admissions are governed by the school's policy and are advertised to prospective parents on the school website. In addition, particulars relating to policies on attendance, behaviour including exclusions, health and safety and first aid are available for parents and prospective parents. On admission, parents and prospective parents are well-informed about the school's provision for pupils with special educational needs and the support given to pupils whom English is an additional language. Support options are discussed at this point. Parents receive a parent handbook when their child joins the school.

The complaints procedure is available on the school's website and parental 'Weebly' site. Interviewed parents reported that they are familiar with procedures for complaints. They are more than happy with the manner in which complaints are handled and the school's fast response and feedback. The number of complaints registered under the formal procedure during the previous year is available on request.

Parents are kept well informed on their children's progress. They receive detailed termly reports. Regular parents' meetings and the school's open-door policy ensure parents have opportunities to meet and discuss their child's academic progress and other issues. Parents reported that the marking in books and the reporting process keeps them well informed and up to date about their child's progress. The principal indicated that there are plans to provide information about the school's performance in relation to GL assessments on 'Weebly'.

Workshops for parents have been well received. The introduction of class Dojo has been enthusiastically welcomed by parents. Parents are seen as valuable partners in the education of their children. Letters are written in English and Arabic to ensure that all parents are kept well informed. Parents are encouraged to put suggestions for improvement in a box located in the front office.

There is a real feeling of community at NBSAW. A warm welcoming atmosphere envelops the visitor from the first friendly smile of the security guards, extending into the reception area and classrooms. Administrative staff, teachers and pupils are always available to assist visitors. The school secretary provides a tour for prospective parents every Sunday, depending on demand. The

school ensured that the inspection team had access to information they requested and to admission and attendance registers, details of staff qualifications, complaints and grievances from the previous academic year.

Members of the Parents Association are hard-working and proactive. The association has been active in supporting the school in raising funds for charity, as well as acting as a conduit for information on current school initiatives, such as International Day.

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.

Wherever possible complaints 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 pupils and prospective parents. There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher on an informal basis. Parents have easy access to senior leaders at the start and end of the school day.

If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint. If a formal complaint has not been resolved by the principal, the parent(s) can contact the proprietors for a formal review.

There is provision for a hearing before a panel appointed by or on behalf of the proprietors consisting of at least three people not directly involved in the matters detailed in the complaint. One panel member is independent of the running of the school. Parents may be accompanied.

A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, 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 kept securely. Further information is available on request from the school.

12. Standard 8 Leadership and management of the school

Leadership and management meet the requirements for accreditation with aspects of good. Governance is a strength of the school.

The proprietors oversee school policies, ensuring all local requirements are met. They ensure sufficiency of resources through robust financial management. They do not interfere with the management of the school; there are clear lines of demarcation. There is a positive relationship between the principal, Senior Management Team (SMT) and the CEO and Chairman of the Newton Group of Schools. The CEO recognises her role as a ‘critical friend’ and maintains a high level of accountability, facilitated through weekly reporting by the principal. The CEO chairs monthly principal meetings, attended by members from the Standardisation and Quality Assurance teams. These discussions provide a forum for sharing ideas and good practice. Feedback informs decision making and ultimately strategic planning.

The school’s vision, ‘An international community of learners striving for excellence and celebrating success’ is a driving force for school improvement. The school runs well on a day-to-day basis. Operational procedures are established and understood. Through its effective self-evaluation, the senior leadership team have a good understanding of the school’s strengths and weaknesses. Whilst the School Development Plan provides a road map for future development, it is insufficiently rigorous to bring about desired improvements in the quality of teaching and raising attainment.

The absence of numerical success criteria is a missed opportunity to increase levels of accountability across the school. The school has recognised that middle leaders are in many cases are growing into their roles. Consequently, there is a need to ensure that all middle and senior leaders are equipped with the knowledge and skills to effectively discharge their responsibilities and possess the confidence to be held and hold others to account. While there are many of examples of good practice, overall, the quality of teaching is inconsistent.

The school’s current performance management process is insufficiently rigorous to bring about desired changes in the quality of teaching and learning and raising pupil attainment. The school’s curriculum is well organised and provides effective opportunities for most pupils to learn well and make good progress. In addition to the monitoring of academic standards, all pupils have opportunities to develop their personal and social skills. Relationships at all levels are good. The school has a positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development. The school has established highly effective strategies for engaging parents and carers. Pupils’ learning is seen as a partnership between home and school. The school is effective in recruiting quality staff, and ensuring safeguarding procedures are in place.

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

Not applicable.