



**British School
Overseas**
Inspected by Penta International

Inspection report

**Newton International
School**

Qatar

Date
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 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, and 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, 93 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: Paul Bannister, Emma Bowie, Geraldine Cranfield and Celeste Vivian.

2. Compliance with regulatory requirements

Newton International School, Qatar meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Newton International School provides a good standard of education. Overall the quality of teaching is good. Most pupils make good progress as they move through the school. Pupils are well supported through effective pastoral care. Welfare, health and safety policies and procedures ensure nearly all 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:

- The passion and commitment of the proprietors in their pursuit of excellence.
- The principal and his deputy promoting a supportive, inclusive ethos to pupils and staff.
- The open-door policy is appreciated by parents: the school has a strong sense of community.
- Senior and middle leaders demonstrate a commitment to the further development and implementation of data tracking and target setting to aid pupils' progress.
- Provision for pupils with additional educational special needs (AESN) and English as an additional language (EAL) needs is an emerging strength.
- The passion and commitment of a significant number of middle leaders ensure the school has the capacity to move forward.
- Staff create a positive learning environment in which success is celebrated.
- The creativity within early years enables pupils to be imaginative, develop new ideas and express themselves confidently.
- Safeguarding is an appropriate priority: provision for first aid is a strength.
- Administrative and ancillary staff are highly effective in supporting the smooth running of the school.

3.2 Points for improvement

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

- Develop a cycle of rigorous monitoring of all policies and procedures to ensure the school's expectations for teachers, pupils and parents are consistently met.
- Ensure appropriate challenge and motivation for all pupils in all subjects through:
 - the effective application of summative and formative assessments
 - the planning and implementation of high quality inspiring learning experiences.
- Review, strengthen and support leadership teams, both senior and middle, to reflect the schools desire for high quality teaching and raising pupil attainment.

4. The context of the school

Full name of School	Newton International School D Ring Road		
Address	Mailing Address: PO Box 8449 Doha Qatar	Physical Address: D Ring Road Doha Qatar	
Telephone Number/s	+974 4466 6246		
Fax Number	+974 4467 3018		
Website Address	http://nisdring.newtonschools.sch.qa/		
Key Email Address/s	newton.hilal@education.qa daviesd@newtonschools.sch.qa		
Headteacher/Principal	Mr David Davies		
Chair of Board of Governors/Proprietor	Dr Jabr Al Naomi		
Age Range	3 – 16 years		
Number of Pupils	Total: 1232	Boys: 702	Girls: 530
Pupil Numbers by Age	<i>0-2 Years</i> 0	<i>3-5 Years</i> 325	<i>6-11 Years</i> 793
	<i>12-16 Years</i> 114	<i>17-18 Years</i> 0	<i>18+ Years</i> 0
Total Number of Part-Time Pupils	0		

Newton International School (NIS) is a private co-educational day school, regulated by the Ministry of Private Education and open to pupils from Foundation 1 to Year 8. The school delivers the National Curriculum of England alongside Arabic, Islamic studies and Qatari History lessons in accordance with Ministry of Private Education guidelines.

The school was opened in 2007 in order to meet the educational needs of the growing international expatriate community. The school now has over 1,230 pupils on roll, representing over 50 different nationalities, accommodated in an old, traditional style building. The proprietors have plans for a new building. The school has recently undergone a successful Qatari Ministry of Private Education inspection.

NIS 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 Newton International School (NIS) 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, prefects and house captains. All members of the senior leadership team have British teaching experience within UK schools, with a combined total of 70 years teaching experience; 40 years leadership in both independent and state schools.

All 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 those found in UK schools. Assessments are based on national standards from the UK. English is the common language of instruction throughout the school apart from in Arabic, French language and Qatari history lessons for Arabic students.

Topics within the curriculum mirror those found in the schools in the UK, complemented by theme days. The school celebrates a range of British style activities such as Shakespeare's birthday, VE Day, Viking Day and 'Teddy Bears Picnic'. NIS recognises the importance of extra-curricular provision and offers a range of clubs and activities, many of which are in line with British practice. Interviewed parents valued highly the British nature of the curriculum. High quality displays in classrooms and around the school reinforce the English language and promote British values.

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

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 Newton International School is good and fully meets BSO requirements.

5.1 Curriculum

There is full-time supervised education for all pupils of compulsory school age. The school offers a broad and balanced curriculum based on the Early Years Foundation Stage curriculum and the 2014 English National curriculum adapted to meet the requirements of the Qatar Ministry of Private Education. The curriculum on offer takes into account the aptitudes and needs of all pupils, including those with special needs and the high number of English as an additional language (EAL) pupils. The school has a comprehensive curriculum policy, supported by schemes of work and long, medium and short-term planning, none of which undermines fundamental British values. The implemented policy enables pupils to acquire skills in speaking, listening, literacy and numeracy.

Pupils are provided with a range of opportunities for developing their linguistic, mathematical, scientific and technological skills through the delivery of the formal and informal curriculum. There are many opportunities for pupils to develop their social, aesthetic and creative aptitudes. The school's senior leadership team recognise the importance of a proactive approach to reviewing curriculum provision. There are currently plans to implement Philosophy for Children (P4C) in order to further develop critical and creative thinking skills. Arabic is compulsory for all pupils. Pupils are grouped into native and non-native speakers. Muslim pupils study Islamic studies whilst non-Muslims have citizenship lessons. All pupils study the ministry's Qatari history course, in English or Arabic, depending on their first language.

The youngest pupils follow the EYFS curriculum, working towards the Early Years goals. Pupils in EYFS and Key Stage 1 are taught phonics through the Jolly Phonics programme. The EYFS curriculum ensures that all pupils have access to a wide range of opportunities in all the prime and specific areas of learning. Detailed planning and high-quality support from teaching assistants in EYFS ensures that pupils, with a wide range of learning needs, can fully access the curriculum, including child initiated play and outdoor learning experiences.

NIS ensures that the planning and delivery of personal, social, health and economic education (PSHE) reflects the school's aims and ethos. The school's focus on 'value of the month' together with lessons in citizenship, PSHE, Islamic studies and Qatari history provide additional opportunities for pupils to develop their personal and social skills. A number of assemblies are planned to highlight the school's core

values and celebrate diversity. Pupils are made fully aware of the importance of showing respect and tolerance towards their peers. For example, Key Stage 2 pupils are encouraged to reflect on actions that affect them and others. In Key Stage 1 pupils are able to identify people who are special to them and explain why.

A range of projects and competitions provide additional opportunities to broaden the curriculum and inspire pupils. The school offers a range of extra-curricular activities. Interviewed parents and pupils requested a desire for more.

The subject matter is appropriate for the ages and aptitudes of 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 on offer and the assessments are reflective of British practice. This ensures that pupils are effectively prepared for entry / re-entry into the UK education system if required.

5.2 Teaching and assessment

Overall the quality of teaching and assessment are good.

Most teaching enables pupils to acquire new knowledge and make progress across the subjects taught. Pupils are interested in their work and apply intellectual, physical and creative effort. In the best lessons they develop skills and an ability to think and learn for themselves. Overall, time in lessons is used productively and most pupils focus well on their learning. Nearly all teachers showed a good understanding of the aptitudes, cultural background, the needs of English as Additional Language (EAL) learners, and the prior attainments of the pupils. Most teachers ensure these needs are taken into account in the planning of lessons. Teachers across the school demonstrate a good knowledge and understanding of the subject matter being taught. In many lessons, 'soft starter' images were used to stimulate thinking and conversation. The intended implementation of Philosophy for Children will further enhance this.

Early Years is a strength of the school. Pupils experience a balance of the 7 areas of learning that make up the Early Years Foundation Stage. Teachers know their pupils well and provide an appropriate range of child initiated and adult led activities. Pupils are clearly emotionally secure within the environment and relationships between pupils are strong. Most pupils achieve their potential and make good progress due to effective teacher modelling and scaffolding. Pupils are able to review and reflect on their learning. Tapestry is used effectively to record observations and increasingly effective use is made of assessment data to inform planning.

Across Key Stages 1, 2 and 3, the best lessons are inspiring, well planned, make good use of assessment of prior learning and flow with a purposeful and effective pace. Pupils are appropriately challenged, teaching methods are effective and activities engaging. Good behaviour for learning ensures that lessons proceed without disruption. Questioning is used effectively to encourage and extend pupils' thinking. In a Year 1 PSHE lesson the skilful use of questioning ensured that the pupils were able to respond at depth and with confidence when discussing an abstract concept. In an effective Year 6 English lesson, pupils use of 'Pobble' led to high levels of engagement and rigorous peer assessment of their and other pupils' work, not just in their own classroom but back in the UK.

Where learning is less successful pupils are not suitably challenged. Pupil data is not used effectively in planning; consequently, the level of challenge is frequently too low. The school is aware of the need to more effectively use the increasingly reliable amount of data available to better inform teaching and learning. Occasionally pupils' inappropriate behaviour impacted negatively on time available for learning.

Additional provision for pupils with ASEN and EAL is an emerging strength of the school. Recent developments have seen an improvement in the tracking of the progress made

by these groups of pupils. Pupils with EAL and ASEN are supported through an Individual Education Plan (IEP) written by the class teacher, in conjunction with the ASEN and EAL coordinator. The nature of support is shared with parents and pupils. The school counsellor works effectively in conjunction with the ASEN and EAL coordinator as appropriate in order to address identified targets within IEPs. Provision for 'Gifted and Talented' pupils is an improving area. Specific withdrawal activities, including a recent 'Odyssey of the Mind' project, provide additional challenge. Although 'Gifted and Talented' pupils are identified in lesson plans, planning to meet their specific needs is under-developed. The Gifted and Talented coordinator is aware of the need to develop in-class strategies to further challenge these pupils.

The use of Tapestry software enables the recording of pupil observations and facilitates continuous assessment throughout the Early Years. Across the primary and secondary school, regular formal assessments are used to track pupil progress and attainment. The school has recently introduced the SIMS database in order to facilitate more effective use of assessment data to inform planning and teaching. 'Raising Attainment Plans' (RAPs) are produced termly to identify pupils who have not made expected progress. Appropriate intervention strategies are put in place.

Teachers ensure that pupils' work is marked up to date. The whole school marking policy is consistently implemented. WALT and WILF are embedded in lessons and, in the most effective lessons, these are used to reflect on the learning taking place. For example, in a Key Stage 3 art lesson, high quality feedback which included both self and peer assessment enabled pupils to make good or better progress. Attainment results are reported 3 times a year to parents through formal written reports followed by a parent consultation evening.

Classrooms are sufficiently resourced to support learning. Classroom resources are of a good quality, quantity and range. They are generally used effectively. The behaviour management strategies in place throughout the school ensure that nearly all pupils remain on task and focused during the lessons, maximising learning time. Teaching does not undermine fundamental British values. There is a respect for individual human differences.

5.3 Standards achieved by pupils

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

Nearly all pupils are speakers of English as an additional language. On entry, they are given a language focused baseline assessment. The same baseline assessment is taken in term 2. Through high quality teaching, care and support, 21% of pupils were identified as working above or significantly above baseline predictions. The school has identified that there is little significant difference in terms of ability between cohorts year on year. In 2017, approximately 90% of pupils attained a 'good level of development' at the end of EYFS. This compares favourably to UK figures of 70.7%.

Good progress is maintained across Key Stages 1 and 2. By the end of each key stage most pupils are working broadly in line with UK national expectations in reading, writing and mathematics. Year 6 were the first cohort to undertake GL assessments in English and mathematics last year. The school intends to extend GL assessments across the school from Year 1 to Year 8. Pupil progress is tracked across Key Stages 2 and 3 using a mixture of formative and summative assessments. Analysis of six summative moderated in-house assessments suggests that most pupils are making good progress across each year group and core subject.

The school has recently introduced SIMS to provide opportunities for more detailed and extensive recording, analysis and dissemination of progress and attainment data.

6. *Standard 2*

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development (SMSC) of pupils is good. The school does everything in its power to ensure teaching supports fundamental British values and there is clear respect for individual human differences and a range of life styles.

Pupils are offered a range of spiritual experiences through assemblies, after school clubs, and charity work. They develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour. Across the school, pupils demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. In an EYFS number lesson, pupils spontaneously and without adult direction, assisted peers who were struggling with equipment and/or tasks. In another, during child-initiated play, a pupil readily spoke to the inspector about how it would feel to go into space as he coloured his picture of an astronaut which was to be a gift for his friend.

Pupils have the opportunity in lessons to consider issues of ethical importance and to develop an appreciation of different viewpoints. For instance, in a Year 8 history lesson pupils discussed a range of moral issues relating to the death of Charles I. In a Year 7 Personal, Social, Health and Economic (PSHE) lesson pupils were given the opportunity to explore the issue of cyber-bullying.

Overall, behaviour is good. The school effectively enables and encourages pupils to distinguish right from wrong, and to show respect for the law. For Muslim pupils, the principles of right and wrong are supported through Islamic studies and the Quran. Non-Islamic primary pupils receive discrete lessons in citizenship. These provide pupils with opportunities to discuss moral and social issues. Conversational and restorative approaches are a key element in behaviour management. They are generally successful in addressing anti-social behaviour. A focus group of Key Stage 2 pupils however felt that sanctions on occasions were insufficiently rigorous to bring about the desired behaviour.

Nearly all pupils are respectful, well-mannered and welcoming. Pupils demonstrate positive relationships with their teachers and with one another. Older pupils spoke appreciatively of opportunities to exercise leadership. A focus group of Key Stage 3 pupils voiced a desire for more opportunities. Democratic values are promoted in a range of lessons across with school. Pupils have opportunities to develop their self-knowledge, self-esteem and self-confidence in their lessons, through ECAs and via leadership opportunities.

Pupils learn about Qatari heritage and traditions through the government programmes of study, as well as through trips to local museums, festivals and places of historical interest. Pupils also have the opportunity to both celebrate and learn from their diverse backgrounds. This includes an International Week in which pupils are given the opportunities to share various aspects of their respective cultures and learn more about those of their peers and

teachers. Pupils showcase their national dress, cuisines and languages. EYFS pupils visit country themed classrooms to have their passports stamped. Key Stage 3 pupils sample a range of sports from around the world.

Whilst many pupils show a willingness to participate in artistic, sporting and cultural opportunities provided to them as part of the taught curriculum, this is less apparent in take up of extracurricular activities.

A range of curriculum experiences ensure pupils acquire a good general knowledge of, and respect for, public institutions and services in England and the responsibilities of citizenship in the host country. The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country. These values are embedded in the culture and ethos of the school. 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.

Interviewed parents spoke of the community atmosphere as a core strength of the school supporting not only the academic but also the personal development of their children. Whilst appreciative of enrichment opportunities on offer, they expressed a desire for more.

7. Standard 3

The welfare, health and safety of the pupils

The provision for the welfare, health and safety of pupils meets the standard for accreditation. First aid and safeguarding are strengths.

There is a behaviour policy in place which encourages and promotes positive behaviour in pupils. The use of 'Class Dojo' is widely used throughout the school to promote and reward good behaviour. The values of the school are visible throughout the school. This month the focus is on 'helpfulness'. Numerous displays around the school remind pupils of expected behaviour. Implementation of the policy however is inconsistent.

There is a clear anti-bullying policy in place with a detailed framework regarding procedures to be followed in cases where bullying is identified. A record is kept of the sanctions imposed on pupils for serious breaches of the behaviour code. A Key Stage 2 focus group identified examples of inappropriate behaviour, but were unclear about the consequences for the perpetrators. Sanctions are in place for serious offences such as smoking, racism and physical violence with provision made for internal exclusion.

There is a detailed health and safety policy in place, which includes risk assessments for off-site activities. A committee of representatives from across the school meet half-termly to review health and safety concerns.

The school has effective fire standards and procedures in place. Equipment is checked, certified and regularly monitored by the Department of Civil Defence. Identified staff are trained as fire wardens. Fire drills take place at regular intervals throughout the school year. Emergency evacuations are monitored and timed.

There is a First Aid Policy in place which is regularly reviewed. The school has three full-time licensed and registered nurses on site with a well provisioned First Aid Room, operational from 6:30am to 2:30pm each day. The later finish ensures that medical provision is available for pupils engaged in extra-curricular activities. Medical records are well maintained. Pupils' health issues are shared with teachers on a need to know basis. Growth monitoring on behalf of the Ministry of Health is carried out on a yearly basis. Results are recorded and reported to the Ministry.

Provision is made for all staff to undertake first aid training each year. Training is provided by the Hamad training centre. The location of first aid trained staff and first aid kits is publicised throughout the school.

There is 24 hour security of the premises. There are two access gates into the school's grounds which are manned by three security guards on each gate

throughout the day. All visitors are required to submit identification cards and are presented with visitors' badges before entry into the school grounds. Visitors are then escorted to the reception area.

Supervision of pupils is good at break times and at the beginning and end of the school day. There is a high level of teacher supervision. The staggering of break times ensures that the number of pupils accessing outdoor spaces does not pose a health and safety problem. Pupils are well cared for with bus supervisors on each bus. Teachers are easily identifiable through the use high-visibility jackets. All staff wear identification badges.

An admission register and attendance register are kept up to date. Both conform to local regulatory requirements. Attendance is well-monitored. Whole school attendance for the year stands at 90%+.

The welfare of pupils is promoted and supported through the effective implementation of safeguarding training. Both teaching and non-teaching staff have completed a range of mandatory Level 2 courses which are certified for two years. Many of the staff have gone beyond school requirements. The school is committed to actively promoting healthy lifestyle choices for pupils and have an effective policy in place to support this. Teachers actively monitor snack time refreshments rewarding pupils making healthy choices with 'Dojo' points. Pupils and staff have access to multiple water coolers which are available throughout the school.

8. Standard 4

The suitability of the proprietor and staff

The suitability of the proprietors and staff is of a high order. The proprietors are not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006. They do not carry out work in contravention of section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002. 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. 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.

Newton International School 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 school meets the standard.

The school is housed in a main building that originally served as a 'palace', now supplemented by a number of purpose built additional buildings. There are 2 gymnasiums, a science room, art rooms and a library. Suitable outdoor space and fixed play equipment ensures physical education is delivered in accordance with the school curriculum and facilitates outside play.

Classrooms are functional with age appropriate furniture. Early Years teachers make highly creative use of the classrooms in order to effectively deliver the curriculum. All areas of the school are well maintained to ensure the health and safety of pupils and meet required standards. Sound insulation, air conditioning units, lighting and acoustics allow for effective teaching and communication. All classrooms have data projectors and some, including EYFS, have interactive whiteboards. The flooring is generally in good condition throughout the school.

The drainage system allows for the effective disposal of wastewater and surface water over time. The water supply meets local regulatory requirements. The school provides appropriate toilet and washing facilities for the sole use of pupils. Staff have their own washrooms. Toilets and urinals have an adequate supply of cold water; washing facilities have an adequate supply of water and soap. Cold water supplies for drinking are clearly visible.

The school has a designated First Aid room with 3 fully registered full-time nurses. The fully stocked room is certified by the Qatari Ministry of Health. The room is fitted with toilet and washing facilities.

The school is monitored by an emergency alarm and CCTV coverage in outdoor areas. External lights ensure that people can safely enter and leave the school premises. The school is beginning to show its age: plans are in place for a new campus.

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

The provision of information for parents, prospective parents and others is good, with some outstanding features.

The school's website includes the school's contact details, the name of the principal as well as those of in the Newton group. The proprietors are contactable during term time and holidays, care of the school. The vision of the school is clearly stated on the school website, 'An international community of learners striving for excellence and celebrating success'. Further information on the mission of the school is also provided.

Admissions are governed by the school's policy and are advertised to prospective parents on the school website. 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 for whom English is an additional language. Support options are discussed at this point. Particulars relating to policies on attendance, behaviour including exclusions, health and safety and first aid are available for parents and prospective parents. The complaints procedure is posted on the school web site. The number of complaints registered under the formal procedure during the preceding school year, is available on request.

During interviews, parents spoke positively about the school. In particular, they made reference to the accessibility of teaching staff and their responsiveness to parent initiated contact. Teachers and members of the leadership team are readily contactable at the beginning and end of the school and via email or 'Class Dojo'. A parent liaison officer is also available to assist parents with any queries or concerns and coordinate the handling of such matters.

Current parents are kept up to date with school events and information via 'Class Dojo'. Newsletters are released to parents either once or twice per term. Interviewed parents stated that they were happy with the level and frequency of communication they received from the school. The parents of primary children spoke highly of the workshops and support provided for them in order to support their children's progress in core subjects.

Reports on pupil attainment are issued at the end of each of the three terms. These also include effort grades, attendance and punctuality data, behaviour information and ECA involvement. Tutor and teacher comments are also included. Parents have the opportunity to meet with teachers at consultation events that take place at the beginning of each term. They are able to discuss targets and next steps for their children. A focus group of parents expressed a desire to view their child's exercise books at home.

11. *Standard 7* The school's procedure for handling complaints

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

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. It is made available to parents of students and prospective parents.

Nearly all parental concerns are dealt with by the class teacher or tutor 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 owners, 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 the 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.

The school has recently appointed a bilingual parent liaison officer to better support Arabic speaking parents in resolving any concerns.

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

Leadership and management are 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 leadership team (SLT) 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. Whilst the School Development Plan provides a road map for future development, it is presently 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, growing into their roles. Consequently, there is a need to ensure that all middle 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.

Overall, the quality of teaching is good, but inconsistent. Whilst the school has implemented a programme of professional development, it is presently insufficiently rigorous to bring about intended outcomes.

The school’s curriculum is well organised and provides effective opportunities for groups of 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. Overall, the school has a positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

The school has established 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.