



**British School
Overseas**
Inspected by Penta International

Inspection report

Qatar International School Qatar

Date
Inspection number

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Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	8
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	11
6	Standard 2 The spiritual, moral, social and cultural development of pupils	12
7	Standard 3 The welfare, health and safety of pupils	14
8	Standard 4 The suitability of the proprietor and staff	15
9	Standard 5 The premises and accommodation	16
10	Standard 6 The provision of information for parents, carers and others	17
11	Standard 7 The school's procedures for handling complaints	17
12	Standard 8 The quality of provision for boarding	-
13	Standard 9 Leadership and management of the school	18

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 their 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, 84 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, discussions were held with the senior staff, the management team, a range of teachers, groups of students and the proprietor.

The lead inspector was John Cranfield. The team members were Debra Forsyth, Ciaran Kelly, Sarah Shine, Nicola Walsh and Fasail Yasin.

2. Compliance with regulatory requirements

Qatar International School (QIS) meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

QIS is fully committed to achieving its motto 'Aspiring to Excellence, Building Futures; Celebrating Diversity'. Leadership and management are good with aspects that are outstanding. Overall teaching is at least good and often better. Students are well supported through effective pastoral care as well as the implementation of high quality welfare, health and safety policies and procedures. The school runs well on a day-to-day basis. Students, parents and staff value the British nature of the curriculum. Nearly all students make progress at least in line with their ability, many better. External examination results are good. The English national curriculum provides the framework for teaching and learning; enriched by a wide range of extra-curricular activities.

3.1 What the school does well

There are many positive features.

- i. The highly effective and pro-active involvement of the proprietor in the strategic direction of the school is a strength.
- ii. The principal is inspirational with a clear vision and capacity to continue moving the school forward. He is well supported by a highly effective senior leadership team. The new primary head has already had a significant positive impact. The enthusiasm and development of the middle leaders is a further strength.
- iii. Teaching standards across the school are high. Most lessons were good or better.
- iv. The school is highly effective in enabling all students to develop their personal skills and qualities. Students are thoughtful, well behaved, treat others with respect and have well developed social skills.
- v. Safeguarding of all students is a priority. It is underpinned by excellent pastoral care and robust welfare, health and safety policies and procedures.
- vi. The whole school community - teaching, non-teaching, administration and ancillary staff - work as a team to promote high quality learning and care for all students.
- vii. The school is held in high regard by the wider community and parents. Students are proud to be members of the school and value the opportunities it provides.

3.2 Points for improvement

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

- 1) Increase opportunities for active learning across the school.
- 2) Ensure reliable data is used to inform lesson planning and delivery, and better evidence value added.
- 3) Improve provision for technology to enhance learning across the curriculum.

4. The context of the school

Full name of School	Qatar International School				
Address	United Nations Street, Doha, Qatar PO Box 5697				
Telephone Number/s	+974 448 33456				
Fax Number	+974 448 31096				
Website Address	www.qis.org				
Key Email Address/s	info@qis.org				
Principal	Mr. Deane Baker				
Chair of Board of Governors/Proprietor	Sheikh Khalid Bin Ali Bin Ahmed Al Thani				
Age Range	3 – 18yrs				
Total number of pupils	1,884	<i>Boys</i>	961	<i>Girls</i>	923
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	646	
	<i>3-5 years</i>	363	<i>17-18 years</i>	78	
	<i>6-11 years</i>	796	<i>18+ years</i>	1	
Total number of part-time children	0				

Qatar International School (QIS) is an English-speaking private day school located in Doha, the capital city of the state of Qatar. The school was founded by the Owner Sheikh Ali bin Ahmed bin Thani Al Thani and the first Principal, Mrs Griffin in 1977, making it one of the first British schools in Qatar. From its very small beginnings nearly 40 years ago, it has now grown into one of the largest schools in the country. In 2001 the school moved to its current, purpose built campus in the Diplomatic Quarter of Dafna. There are presently over 1880 students in the school from 60 nationalities.

The school follows the English National Curriculum for students from 3 to 18 years of age. In addition, there are local requirements which dictate that particular groups of pupils must follow courses of study in Arabic, Islamic Studies and Qatari history. External examinations are taken at

GCSE, IGCSE and A Levels using UK examination boards. The vast majority of students leaving QIS move on to Higher Education in leading universities all over the world but most especially the UK, USA, Canada, UAE and Qatar itself.

During the previous academic year, the school was inspected by Ministry of Education and Higher Education for their National Schools Accreditation (QNSA). QIS was awarded the highest level of accreditation possible.

4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British. Nearly all the teaching staff, with the exception of Arabic and Islamic staff, have qualifications recognised by the UK. Staff are mainly recruited from the UK.

The leadership structure of the school is recognisably British with head teachers, deputy head teachers, heads of year and heads of department.

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

There is a school uniform that varies depending on the age and activity of the students.

The primary curriculum is based on the English National Curriculum 2014 and the Early Years Foundation Stage (EYFS). The secondary school curriculum broadly follows the English National Curriculum. Both curricula are modified to meet ministry regulations. Assessments are based on national standards from the UK.

British practice is evident in approaches to performance management, staff target setting and annual review meetings. All communications from the school to families and students are provided in English as are all school publications, reports, letters and the website. Texts, materials, educational equipment and software are UK sourced. The head boy and girl, prefects and school council all contribute to giving the school a British feel. The importance of extra-curricular provision including a wide range of clubs and a number of school trips, are in line with British practice. The school responds and reacts to national events in the UK.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated the high quality of education and care delivered at QIS.

5. Standard 1

The quality of education provided by the school

The quality of education provided at Qatar International School is good. It meets the requirements of the BSO Framework fully.

5.1 Curriculum

There is full-time supervised education for students of compulsory school age. The curriculum is based on the National Curriculum of England, adapted to meet the requirements of the Qatari Ministry of Education: Arabic, Islamic and Qatari History. The principal language of instruction is English. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum provides opportunities for all students to learn and make progress. The limited opportunities for aesthetic education, music and drama in the taught secondary curriculum are compensated through extra-curricular provision.

The subject matter is appropriate for the ages and aptitudes of students, including students with learning difficulties. SEN students are identified, monitored and, where appropriate, have personalised learning plans to ensure that they can access the curriculum and make progress.

The Early Years Curriculum ensures that students have a wide range of learning experiences and opportunities for growth. The absence of computing equipment in the Foundation Stage (FS) is a missed opportunity for the school to develop this area of the curriculum. In recent years, there has been a significant investment in resources and professional learning relating to *Read Write Inc.* to support student progress in reading and writing.

Throughout Key Stages 1 and 2, teachers are starting to develop a thematic, skills based curriculum. This is work in progress. Currently, some teachers are successfully connecting learning opportunities, for example the use of Qatari history lesson materials to support the acquisition of geography map work skills. Timetable restrictions are however a potential barrier to fully implementing a thematic curriculum. The primary curriculum is also enhanced by specialist teaching in PE, music and French. The development of the key skills of reading, writing, communication and mathematics is effectively promoted throughout the school.

Key Stage 3 students experience a broad and balanced curriculum. In addition to the core subjects of English, mathematics and science, students follow courses of study in history, geography, French, art, DT, PE and ICT. The syllabuses in history and

geography in particular, are designed to reflect the international character of the students.

At Key Stage 4, students are able to follow a wide range of courses leading to iGCSE including new subjects such as business enterprise and commerce. For the 2016-17 academic year an optional Year 10 tutorial has been introduced to support pupils who need additional guidance. IGCSEs in Travel and Tourism, Commerce and Business Enterprise have also been introduced to provide more study options for students whose strengths may not be met by other curriculum areas.

At Key Stage 5, the school offers 17 subjects at AS level and 14 at A-level. Wherever possible the school endeavours to meet student choice, even if that entails small classes. Key Stage 5 tutors ensure students are well equipped for life beyond school, particularly progression to university. The absence of a planned PSHE programme in the secondary school is a missed opportunity to enhance provision further.

QIS runs a comprehensive work/life careers development framework for students from years 9 to 13 led by a well-qualified and full time careers guidance counsellor

The curriculum takes account of curricula and external examination accreditation commonly used in schools in the UK, in a manner that enables students to enter or re-enter the UK education system at an appropriate level.

There are opportunities for students to exercise responsibility, for example membership of the school council. In addition, there are a range of leadership opportunities such as head boy, head girl and prefects. The Model UN hold a 3-day Leadership Conference which is open to all year groups in secondary. The Duke of Edinburgh International Award provides students with opportunities to exercise leadership and help prepare them for the responsibilities of adult life.

5.2 Teaching and assessment

Teaching and assessment are good and meet the standard required.

Overall teaching in most areas of study is at least good and sometimes better. As a result, most students and groups of students are making progress at least in line with their ability, some better. Most teachers encourage students to apply intellectual, physical and creative effort to their learning. Lessons are generally well planned and effectively delivered. Class time is used wisely.

Nearly all teachers demonstrate appropriate knowledge and understanding of the subject matter being taught. Teachers generally show a sound understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the students. They mainly ensure these are taken into account in the planning of lessons. Class time is well-managed.

Across the Early Years Foundation Stage, there is a strong focus on the use of language and development of phonics. Teachers speak slowly and clearly and focus on key vocabulary. In the better lessons teachers ensured students had the opportunity to repeat words and were supported in their diction. There are some inconsistencies in the quality of teaching across Foundation Stage. The specialist music teacher demonstrated an excellent understanding of the learning needs of the youngest students. Teaching was effective, tasks were engaging and as a result strong progress was made.

Across Key Stages 1 and 2, learning and teaching are good with some outstanding features. There are positive relationships between students and teachers. Strong subject knowledge and effective planning ensures teaching has a clear focus. In the best lessons, assessment for learning strategies are used effectively to review students' understanding and inform the lesson, for example, use of 'thinking thumbs' in a Year 2 science lesson about food chains. On occasions however, students are given limited opportunities to take more responsibility for their own learning. The use of teaching assistants is not always targeted effectively to ensure all students are making appropriate progress. Whilst planning for effective differentiation was evident in Year 4 mathematics, this is not consistent across the primary school.

Across the secondary school teaching is good, and on occasions even better. Positive relationships between staff and students create a learning environment where students feel safe and valued. Students are engaged and interested in their learning. Effective collaboration between students was demonstrated in a year 11 English lesson where groups of students analysed answers to examination questions, effectively using the mark scheme criteria. Too often however learning is restricted by the over use of teacher talk. Consequently, opportunities for students to take responsibility for their learning is limited and time for challenging activities reduced. In the best lessons, probing questioning encouraged critical thinking. In an effective year 11 history lesson

students were encouraged to look beyond the immediate to discover possible hidden motives.

Across Key Stage 5, where teaching and learning is good or outstanding planning clearly highlights differentiated learning outcomes and activities, progression and assessment opportunities. In the best lessons, inspirational teachers apply a range of modelling and scaffolding techniques to ensure that new knowledge is clearly understood and applied.

Classroom resources are of a good quality, quantity and range. They are generally used effectively.

There is a framework in place by which students' performance can be evaluated by reference to the school's aims, as provided to parents on the website and in the handbook. On-going formative assessment is used to assess students' levels of understanding through a mixture of questioning, observations, peer and self-assessment, marking and feedback. In the primary school and lower secondary student performance is assessed against National Curriculum Levels. Attainment levels and other grades are routinely recorded and reported to parents in all subjects. Data from testing is compared to averages derived from externally accredited assessments. The information from these assessments is beginning to impact on lesson planning. The small amount of valid and reliable data available suggests that most students make progress in line with ability, some better.

Nearly all students behave in a way conducive to their learning. The styles of teaching, learning and assessment equip students with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

5.3 Standards achieved by pupils

Overall the standards of attainment and progress made by students in the primary school are broadly in line with UK expectations for the end of key stages. External examination results compare favourably to UK national expectations. Assessment data shows that students make progress at least in line with their ability, some better.

The youngest students are assessed in relation to the revised EYFS profile. At the end of the Foundation Stage, standards are broadly comparable to UK national averages, with a large majority of students meeting the Early Learning Goals. Nearly all students are English as a second language speaker. Over the two years English language acquisition is rapid. Early Years students are happy, secure and enthusiastic about their learning.

Attainment in English, mathematics and science at the end of Key Stage 1 is broadly in line with UK expectations. Progress is more rapid in reading than mathematics, 2.33 sub levels compared to 1.96. Attainment at the end of Key Stage 2 in writing, reading and mathematics is broadly in line with UK national averages. In Year 6, more progress is made in mathematics, 2.5 sub-levels compared to 2 sub levels in reading. The school has started to introduce a range of assessment strategies to enable pupils to be more effectively tracked; however, data is not available to track progress historically.

Students continue to make progress across the secondary school. The average progress made from the end of Key Stage 2 to 3 is 6 sublevels; 2 full levels.

Standards at the end of Key Stage 4 are significantly above UK national averages. Some 70% of QIS students achieved 5 A*-C grades, including in English language and mathematics, compared to 53.8% in the UK in 2015. School analysis of data revealed no gender differences.

At the end of Key Stage 5, 45% of students attained A*-A grades compared to the UK figure of 26%. The figures for A*-B are 61% and 53% respectively. 98.7% of students attained A*-E grades compared to the UK national average of 98.1%.

The school is aware of the need to ensure baseline data is valid and reliable in order to more accurately measure value added for individuals and groups of students.

There is a clear focus on continuous improvement in terms of student attendance and punctuality. There is regular and effective communication to parents. Attendance on the first day of inspection was 92.3% and for the term so far 91.4%.

The school is successful in helping students to develop their personal skills and qualities. Nearly all students are thoughtful and well behaved. They are motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) development of students is good with strong features.

Students develop their awareness and understanding of SMSC aspects through a combination of themed assemblies, planned PSHE lessons in primary, tutor time in secondary, extra-curricular activities, and the informal curriculum as they move through the school. Assemblies provide frequent opportunities for reflection.

The school enables and encourages students to distinguish right from wrong, and to show respect. All students study 'Qatari History' which teaches the rules, laws and customs of Qatar. Students behave responsibly in classes and around school, show initiative and understand how they can contribute to community life. The school encourages students to develop their self-knowledge, self-esteem and self-confidence. Students readily accept responsibility and leadership roles within classes as class representatives, and throughout the school as prefects and membership of the student council. The student council takes responsibility for helping raise money for various charities.

Students' social development is good. The sense of community in the school fosters a sense of belonging; students are expected to behave responsibly. Students appreciate the needs of others and ensure the school is an inclusive learning environment. They are courteous and considerate, both around the school and in lessons and this is clearly evidenced by their positive attitudes, good behaviour and the respect they demonstrate towards each other. In many lessons, teachers plan opportunities for students to work in pairs in order to reinforce the necessary social skills that underpin effective pair and small group work. The school has established a primary Qatari fathers group to support identified disengaged Key Stage 2 male students.

Students learn about their own and various other cultures prevalent within the school community. Assemblies, Qatar National Day, International Day and other planned events are used to celebrate the rich diversity within the school. The students value and respect the qualities of each other as individuals and contribute to a harmonious environment. Nearly all students show an awareness, appreciation and respect for each other, the wider world and other cultures. This was evident in lessons, in the playground, and through conversations with students.

Spiritual development was evident in some classes and through assemblies. Students use reflection and meditation very well to clarify their thinking and to develop empathy and sensitivity. For example, in a secondary school assembly students were asked to reflect about their lives compared to those of an African child.

The school promotes general knowledge and understanding of modern British life, including attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. Britishness is embedded throughout the taught and hidden curriculum. Special events in Britain are responded to and shared with students as and when appropriate.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of students throughout the school are outstanding.

QIS places a high priority on ensuring that the education and well-being of all students are at the heart of school policies and procedures.

The school maintains an admission register and attendance register which fully conforms to local regulatory requirements. New students are recorded on-roll by admission staff. Staff complete morning and lesson registers on SIMS and late-arriving students register at the office. Students are well supervised at all times and fire registers are used when students are working out-of-class. A facilities manager works with security staff to secure boundaries, ensure site safety and monitor visitor protocols.

Student-teacher relations are positive and students report feeling safe and listened to. Form tutors and Head of Progress work together to support students' care and welfare on a day-to-day basis. School counsellors provide high quality support, liaising with external agencies where required.

Students are considerate, respectful and courteous to members of staff, visitors and to each other. Occasional inappropriate behaviour is dealt with through robust anti-bullying and age appropriate behaviour policies. Sanctions are logged on SIMS.

The school has clear written policies supporting students' welfare, health and safety, including comprehensive safeguarding, e-safety and off site-activities procedures. The school complies with the Qatari Foundation's Health and Safety Policy for Schools in Qatar, as well as fully meeting the requirements of Ministry of Public Health and Civil Defence, as evidenced by external inspection reports. Fire drills are conducted three times per year and evacuation procedures are clearly evident throughout the school.

A well-staffed clinic caters to the medical needs of students. Comprehensive first aid policies and procedures are in place to deal with incidents both in school and on trips. Staff are alerted of students with health risks and emergency contacts are available to all staff on SIMS. A small school canteen offers a variety of freshly prepared food options and water is readily available across the campus.

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

The suitability of the proprietor of the school and of the staff appointed to work there is excellent. The proprietor is fully mindful of the requirements for safer recruitment.

The School is required to apply for an annual licence to operate from the Ministry of Education and Higher Education. The School Board renews this annually by submitting details of all the school's compliances with local legislation and requirements to operate safely. Approvals are required from the Ministries of Health, Interior, Labour, Education and Civil Defence in order for the licence to be granted.

The proprietor oversees school policies, ensuring all local requirements are met. He does not interfere with the management of the school; there are clear lines of demarcation. All offers made to staff are made subject to satisfactory police checks being carried out and the complete fulfilment of all employment obligations before the appointment is confirmed. The school uses an agent for recruitment of UK staff, but regardless of the route by which staff are employed, the school requests two references, one of which must be from the candidate's most recent employer. All documentation must pass through a legal attestation process, which includes the FCO and Qatar Embassy in the home country. Copies of passport information pages are produced before candidates arrive in the country so that identities can be verified and flights can be arranged. Upon arrival in Qatar, all new staff undergo a basic medical check, including blood testing and chest x-ray.

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 appropriate 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.

9. *Standard 5* The premises and accommodation

The accommodation, staffing levels and resources at QIS are outstanding. The campus is purpose built and provides an attractive learning environment for students and staff alike.

Emergency procedures are robust and efficient. Safety drills occur at least twice a term. All buildings are clear within three minutes. Safety procedures are evident across the school: fire registers are taken to assemblies. The alarm system has recently been upgraded to comply with Civil Defence requirements.

The school is monitored by security staff and a CCTV system. Security staff monitor the main entrance and ensure all visitors are checked and issued with the appropriate security badge. Student dismissal is safe and secure; the younger students are handed over to parents or carers directly at the end of the day. There is security controlled access to the swimming pool.

At present there is no lockdown procedure or drill in the event of a potential security breach.

The school is well-staffed and resourced to deliver the curriculum on offer. Qualifications, background and health checks meet local requirements and regulations.

The teaching areas are well-resourced with interactive whiteboards in most classrooms. The furniture and fittings are appropriately designed for the age and needs of all students, including those with special needs. Flooring is appropriate and in good condition. Sound insulation, air conditioning units and acoustics allow for effective teaching and communication.

External shaded areas are suitable for outside activities and break times. The school has plans in place to enable Early Years students to consume food inside during warmer weather. The facilities manager and his team ensures that daily site walks are carried out. Staff contact the facilities team using a ticketing system with health and safety concerns. This ensures issues are dealt with rapidly. The Ministry of Public Health conducts frequent inspections to ensure the school complies with all requirements. The school successfully meets all Qatari requirements regarding safety, maintenance, food preparation and water quality

There are excellent facilities for students who are or become ill.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

The school's contact details are published on the school website, in students' planners and on all paper correspondence. The school board can be contacted through the principal or principal's assistant on request. The school's motto – 'Aspiring to Excellence, Building Futures, Celebrating Diversity' is prominently featured in relevant documents and publications, and referenced as a key driver of school improvement. Admissions are governed by the school's policy and are advertised to prospective parents on the school website. The policy is available to download from the admissions section of the website. There is a dedicated admissions department at the school who deal with all aspects of admissions arrangements, led by the school's registrar. When a new student joins the school, they are invited to meet with relevant head of year, which allows expectations and curriculum information to be shared directly.

The complaints policy features prominently on the school's website. Behaviour, discipline and exclusion policies are available for parents to reference from the school, upon request and as a flow chart in the students' planners. The 10-step 'consequences' procedure is also displayed in classrooms. Other key policies and documentation are available on request. The school is currently in the process of updating the web-site. The number of staff employed at the school and their qualifications is available on request.

The school communicates effectively with parents via letters, the school website, texts, email, student planners and face to face, particularly at the end of the school day. External examination results are available on the website. Subject course details are posted on the web-site. Curriculum overviews are sent home to parents each term and published on the school website. Weekly e-mails are sent to parents of primary pupils, informing them of the intended study for the week.

During interviews, parents expressed considerable support for the school, referencing in particular the accessibility of all staff: teachers, subject and division leaders, senior leaders, and proprietor. The regular presence of staff during arrival and dismissal time is recognized as a valuable opportunity for parents to raise any question, comment or concern.

A focus group of parents stated that they felt fully informed about their child's attainment level, predicted grade, effort and behaviour and attitude to learning. Written reports are provided at least 3 times per year.

The primary school hosts a parents' information evening at the start of every academic year to which parents are invited to learn about the curriculum and expectations for the year group that their child is in. Core subject workshops are also held throughout the year to inform parents on methods and expectations for specific subjects. In the secondary school parents are invited to transition and options meetings to ensure they are kept fully informed.

Attendance and/or punctuality concerns are communicated to parents. They are fully aware of the school's current focus on improving attendance and punctuality. Timely and informative follow up from the school nursing team is also recognized as key factor in the overall effectiveness of school communication.

Following any inspection, the report is posted on the school's web-site.

11. Standard 7

The school's procedure for handling complaints

There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective students. The procedure consists of four stages and mirrors the school's management structure. The complaints procedure allows complaints to be made and considered initially on an informal basis. There is a clear timescale.

A complaint is acknowledged within 2 working days of the complaint being received either verbally, in writing, electronically or by phone/SMS. The complaint is recorded on the appropriate form in order for it to be progressed. Each stage of the process is carried out as quickly as possible with the understanding that time is key to a successful resolution of a complaint. Depending on the amount of investigation and communication required it is expected that no stage will last longer than 2 weeks to conclude. If it is not possible to meet this timescale, then all parties are fully informed of the delay and the reasons why.

Unresolved complaints are passed to the principal who will attempt to resolve the issues within three working days. If the parent is still not satisfied with the outcome, the complaint is heard by the board, comprising members not directly involved in the matters detailed in the complaint. Parents have the right to be accompanied by another adult. Ultimately parents have recourse to the Ministry of Education. Correspondence, statements and records of complaint are secure and confidential. At any time during the process the parent may request a written copy of the findings and recommendations. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

12. Standard 8

The quality of provision for boarding

Not applicable.

13. Standard 9 Leadership and management of the school

The quality of leadership and management is good with outstanding aspects.

The governance role fulfilled by the proprietor is outstanding. He holds senior leaders to account for all aspects of the school's performance. There is a highly positive relationship between the principal and the proprietor. The proprietor ensures appropriate policies and procedures are in place and reviewed regularly. Robust financial management ensures sufficiency of resources. Regular formal meetings are supported by frequent informal meetings.

The principal is inspirational, with a clear vision and capacity to continue to move the school forward. He is well supported by a highly effective senior leadership team. Clear direction is reflected in the high quality of education, the care of students and the drive to fulfil the school's aims and ethos. The new primary head has already made a significant impact. The enthusiasm and development of the middle leaders is a strength.

Collectively the senior management team is uncompromising in their desire and drive to improve attainment and maintain the highest levels of achievement for all students irrespective of their ability. Whole school policies are available to parents. They are regularly reviewed and updated.

Appropriate delegation of areas of responsibilities supported by in house middle leadership training is enabling staff to make a strong contribution to the effective development and progress of the school. Effective performance management and professional development is well matched to the needs of the school and staff. Development plans are based on a highly accurate understanding of the school's strengths and weaknesses.

Overall teaching is good and improving as a result of professional development and careful monitoring. The school actively seeks to recruit staff of the highest calibre and ensures all safeguarding procedures are in place.

The school's curriculum provides well organised and effective opportunities for all groups of students to learn well and make good progress. Effective policies ensure students make good or better progress in literacy. In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop across the whole range of personal and social skills. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The school has established successful strategies for engaging parents and carers. Learning is clearly seen as a partnership.

The school leadership team highly values the contribution made by all staff in ensuring each and every student succeeds. Both teaching and non-teaching staff are recognised as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.