



**British School
Overseas**
Inspected by Penta International

Inspection Report

Royal Grammar School Guildford in Qatar

Date 28th to 30th April 2019

Inspection number 20190428

28th - 30th April 2019

| 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 | 7 |
| 5 | Standard 1 The quality of education provided by the school | 8 |
| | 5.1 Curriculum | 8 |
| | 5.2 Teaching and assessment | 10 |
| | 5.3 Standards achieved by pupils | 12 |
| 6 | Standard 2 Spiritual, moral, social and cultural development of pupils | 14 |
| 7 | Standard 3 The welfare, health and safety of pupils | 16 |
| 8 | Standard 4 The suitability of the proprietor and staff | 18 |
| 9 | Standard 5 The premises and accommodation | 19 |
| 10 | Standard 6 The provision of information for parents, carers and others | 21 |
| 11 | Standard 7 The school's procedures for handling complaints | 23 |
| 12 | Standard 8 Leadership and management of the school | 24 |

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. 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, over 30 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The team was Colin Dyson (lead) and Lesley Birtwell.

2. Compliance with regulatory requirements

Royal Grammar School Guildford in Qatar (RGSGQ) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The Royal Grammar School Guildford in Qatar is a good school with many outstanding features.

The head teacher has successfully established RGSGQ as a highly effective school. His drive and passion and continual focus on high-quality learning outcomes enables the school to thrive. The quality of teaching, learning and assessment is good with outstanding features - no unsatisfactory teaching was observed. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

3.1 What the school does well

There are many strengths at the school, including the following:

- The role and impact of the school's board is highly positive. The hard work, energy and passion of the head of school has had a significant impact on the school's initial success.
- Teaching is planned to provide a range of memorable learning experiences that are exciting and focused on developing skills, knowledge and understanding.
- The premises are very well maintained and include many impressive features, such as a new swimming pool, covered atrium, sports hall, library and extensive outdoor areas.
- The quality of relationships is outstanding. Pupils show a genuine concern for the needs of others and display a high level of self-awareness and confidence.
- There is an atmosphere of trust, respect, joy and care that resounds across the whole school.
- The positivity of all staff, both teaching and non-teaching to celebrate all pupils' achievements and wellbeing.
- A fully committed staff, who go the extra mile for all the pupils and their families.
- Parents highly value the school's community ethos. They are passionate about their school and its achievements.

3.2 Points for improvement

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

- Ensure the newly appointed leaders and managers are equipped with the skills to be critically reflective in evaluating the impact of key school initiatives.
- Ensure all lessons provide appropriate high-quality learning opportunities to extend the most able pupils.
- As the school develops, ensure that resourcing and staffing for Key Stage 3 and beyond fully meets the emotional and educational needs of all pupils.

4. The context of the school

| | | | | | |
|------------------------------------|--|------|-------------|-------|-----|
| Full name of School | The Royal Grammar School Guildford in Qatar (RGSGQ) | | | | |
| Address | Umm Salal Mohammed Building 17 Zone 71 Street 631 Qatar | | | | |
| Telephone Number/s | (+974) 4036 0450 | | | | |
| Fax Number | N/A | | | | |
| Website Address | www.rgsgq.com | | | | |
| Key Email Address/s | admissions@rgsgq.com a.downs@rgsgq.com | | | | |
| Head of School/ Principal | Mr Alistair John Downs | | | | |
| Chair of Board of Governors | Mr Hamad Saleh Al Qamra | | | | |
| Age Range | 3 to 13 years | | | | |
| Total number of pupils | 284 | Boys | 140 | Girls | 144 |
| Numbers by age | 0-2 years | 0 | 12-16 years | 24 | |
| | 3-5 years | 131 | 17-18 years | 0 | |
| | 6-11 years | 129 | 18+ years | 0 | |
| Total number of part-time children | None | | | | |

Royal Grammar School Guildford in Qatar (RGSGQ) is a co-educational day school for pupils aged 3-13 located North of central Doha. RGSGQ currently has 284 pupils enrolled, split

28th - 30th April 2019

between four phases (Early Years, Key Stage 1, Key Stage 2 and Key Stage 3). There are currently 28 different nationalities represented, with 43% English first language speakers. Qatari and British pupils represent 33% and 30% of the pupil population respectively. The majority of the pupils live in the surrounding area and almost all pupils live within 30 minutes' drive of the school.

The school was founded in September 2016 initially as a 3 to 7 school; recently the school has extended to a secondary phase and now has 24 pupils in Key Stage 3.

English is the language of instruction in all lessons, with the exception of French, advanced Arabic and advanced Islamic Studies. RGSGQ follows the EYFS and UK National curriculum which ensures a broad and balanced curriculum. Delivery of the curriculum is supported by many resources which are commonplace in UK schools.

RGSGQ is an active member of British Schools Middle East (BSME), Qatar British Business Forum (QBBF) and British Chamber of Commerce Qatar (BCCQ).

4.1 British nature of the school

The British nature of Royal Grammar School Guildford in Qatar (RGSGQ) fully meets the requirements of the BSO standards. It is a strong feature of the school.

Excellent links are in place with the home school, Royal Grammar School Guildford UK (RGS), whose name is clearly visible around the school. These ensure that systems and processes are in place that mirror an independent school in Britain; for example, a house system, three term year, leadership structure, classroom management systems and displays. British educational practises are evident in the approach to performance management and access to professional development and support. Staff have opportunities to spend time in the Guildford School as part of professional development. Governors of RGSGQ are also governors of the home school.

The highly visible school ethos is based on promoting British Values and is reinforced by a mission statement and the promotion of the RGSGQ values and learning habits. The ethos, mission and values drive the day to day provision in the school. Personal, social, health, cultural and economic education (PSHCE) lessons give due regard to discrimination, respect and inclusion. The head boy, head girl, house captains and school council are democratically elected. Social, moral, spiritual and cultural (SMSC) lessons give due consideration to British culture and a wide-ranging understanding of others.

Curriculum and assessment are based on the UK National Curriculum with local adaptations. Resources and teaching materials are sourced from the UK. Topics within the curriculum mirror those found in British schools and are complemented by theme days or enrichment weeks. The youngest pupils are assessed against the Early Learning Goals, other pupils are assessed against UK age related expectations and in the future pupils will work towards IGCSEs. Educational initiatives adopted, for example, 'The Big Write' and Book Week, are similar to those in the UK. Parents who have previously attended schools in the UK talk about seamless transition.

All the teachers working at RGSGQ have recognised UK qualifications. Parents value this and cite it as a reason for choosing the school. English is the language of the school in classrooms, on the playground and in communication with all stakeholders.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided is good with outstanding features. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is good with some excellent features.

There is full-time supervised education for pupils from 3 years to 13 years, meeting all local regulations. The principal language of instruction is English. The school has a written curriculum policy that ensures it is broad, balanced, relevant and innovative. This is supported by appropriate plans and schemes of work.

The curriculum for the youngest pupils is well planned to provide a variety of learning experiences through all areas of learning, with a good balance of child initiated and teacher supported learning. The topic-based approach ensures that pupils have continuity when working with specialist teachers. For example, Nursery children who had been sharing the book 'Dear Zoo' in the classroom were singing the story in the music session. The curriculum is enriched by appropriate visits and extracurricular opportunities.

Pupils in EYFS and Key Stage 1 are taught phonics through a range of effective strategies. The curriculum is adapted to meet the developmental as well as age-related needs of the pupils, through careful tracking on '2BuildaProfile' and awareness of next steps. The teachers plan activities that build on previous learning experiences aiming to follow the interests of the pupils. Reading books and sight words are sent home when pupils are ready, and all pupils benefit from specialist teaching in PE, swimming, music and languages.

Across the primary years the curriculum is intrinsically British in character. As well as providing good coverage of key educational experiences the curriculum is enhanced by the care taken to create exciting and memorable learning experience. The younger pupils were thrilled to realise an alien had visited the school. The recorded evidence of his visit inspired speaking and listening skills and contributed to a whole range of thinking skills as they investigated his reason for visiting their school. Other children were immersed in studying dinosaurs as the result of a 'real' dinosaur egg being discovered.

Pupils are well supported, and highly effective planning and delivery of lessons ensure all have good opportunities to acquire oral, written and listening skills. A key feature

28th - 30th April 2019

of many 'Talk to Write' lessons were the imaginative and wide-ranging partner discussions which enabled pupils to write with confidence and imagination.

The curriculum is enriched by a wide range of foci days, extracurricular activities, sporting, musical activities as well as day and residential visits. Activities such as the Marvellous Maths Day, Qatar National Day and the performance of the Lion King, all give pupils memorable experiences and build upon their interests and aspirations.

The quality of the monitoring and tracking of pupils' achievements, together with the effective support teachers and special needs provision ensure that all pupils make good levels of progress.

The Key Stage 3 (KS3) curriculum has recently been introduced to meet the needs of a small number of pupils. The implemented curriculum at KS3 follows the structure of the English National Curriculum with some variation to take account of host country requirements.

Curriculum planning is good and effective links have been formed with the home school in the UK and other schools in Qatar to provide further support and guidance. This has enabled the school to implement a curriculum and effective schemes of work in a short period of time. The planned curriculum establishes good expectations and staff planning enables pupils to make good progress based on being in the school less than one year. The successful implementation of strategies such as the reading reinforcement programme demonstrate the adaptation of the curriculum to meet pupils' needs.

The curriculum in KS3 is augmented by a range of special events and some extracurricular activities which extend pupils' skills, interests and talents. The curriculum implemented is effective and is also a development opportunity for the future.

5.2 Teaching and assessment

The quality of teaching and assessment is good with outstanding features: there is no unsatisfactory teaching, and much is outstanding.

Pupils in the early years have a programme of activities appropriate to their emotional, physical and educational needs and they make good progress. Teachers have a good subject knowledge and understanding of how young pupils learn. The learning environment, including the outdoors, engages the pupils and is used well to promote learning. It is visually appealing, with a wide range of activities and resources to enable pupils to learn new skills. The familiar activities and opportunities for choice enable pupils to practise and apply skills and develop confidence as learners. Pupils were seen to engage with most areas; role play, especially the pirate ship, construction, sand and water play were often the pupils' first choice. Nursery children enjoyed blowing bubbles in the outdoor area and seeing how big they could make their bubble. Adults use their time well to encourage learning, identify misconceptions and develop spoken language. Pupils were proud of their learning and achievements.

In the most effective lessons learning opportunities are maximised. Reception pupils counted whilst others were putting away water bottles and were then supported to compare the numbers to see which group were the quickest. Open ended questioning encourages engagement and gives pupils opportunities to think. In a phonics session the teacher introduced the new sound by asking the pupils to listen and see if they could work out what the common sound was. Pupils respond to challenges when learning is modelled by an adult. Reception pupils making repeated patterns with coloured cubes said they had used two cubes of one colour because their teacher had done that when they were on the carpet and wanted to copy her. Lessons are less effective when learning opportunities are missed. Information Technology is effectively used to engage pupils and extend their learning.

Relationships are excellent. Nursery pupils play happily alongside each other and are supported to share resources and take turns. Reception children play together and collaborate when learning. Adults model and encourage these skills. For example, in Reception pupils were told that they would need to work together to achieve a counting task. In an independent activity two girls collaborated to make a repeating pattern with shapes. Behaviour was excellent and contributed to calm learning.

Assessment is embedded in practice and used effectively to promote learning. Pupil observations are used by adults to identify next steps for individuals and groups ensuring pupils progress. Observations are regularly shared with parents who have the opportunity to comment on their child's learning. Formal assessment at the end of Reception is based on the Early Years Foundation Stage Profile and the school's

28th - 30th April 2019

evidence demonstrates that pupils are making good progress when compared to their starting points.

The quality of teaching and assessment across Key Stage 1, Key Stage 2 and Key Stage 3 is consistently good with some outstanding features. Pupils consider learning at RGSGQ to be 'fun' and 'a place where you get to learn a lot.'

Pupils are very well motivated from an early age, learn to listen carefully, take responsibility for their learning and work well independently or collaboratively in groups. As pupils mature their learning skills continue to develop and this has a decisive impact on the progress they make.

Across the school the teachers' subject knowledge is usually good and in nearly all lessons pace of learning is brisk. Teachers are clear about what they want to achieve, and lessons are well structured, with interesting and well-planned learning activities that motivate and engage pupils are well.

Teachers have a good understanding of their pupils personal and academic needs and usually have high expectations of pupils' work. Pupils respond positively to their teachers' expectations taking pride in the presentation of their learning outcomes. Pupils in Key Stage 3 were actively engaged in practical science activities and effectively planned and tested hypotheses as they investigated the stretch of springs. Across the school, teachers use a range of teaching strategies well and are particularly good at using questioning to test and consolidate learning and to explore new ideas. The high expectations teachers have of pupils' behaviour and the intrinsic interest of many of the lessons encourage an atmosphere conducive to learning and good behaviour. Learning support is provided through differentiation by class teachers, in class support and withdrawal by the Special Education Needs Coordinator (SENCo). The SENCo supports staff, pupils and parents to ensure that pupils are accessing the curriculum and progressing with their learning.

Teachers provide clear expectations and teaching assistants are used effectively to support pupils who need assistance. Nearly all lessons across the Primary and Key Stage 3 include planned opportunities for differentiation to meet a range of learning needs. This is an area for further development as pupils are not consistently given challenging activities that can extend them, particularly the most able.

5.3 Standards achieved by pupils

Standards achieved by pupils at RGSGQ are good.

Across all year groups and in a wide range of subjects, including in English and mathematics, current pupils are making consistently good progress. They are developing secure knowledge, understanding and skills, considering their different starting points.

Effective systems are being implemented to monitor and track pupils' progress. Due to the relatively short history of the school a range of data is now being collated that is having a positive impact on the planning and delivery of effective and appropriate learning opportunities.

Many pupils have experienced diverse, prior learning experiences before coming to RGSGQ. The school is implementing procedures for monitoring, which are becoming highly effective in ensuring all pupils make good progress based on their starting point. Pupils read widely and often with fluency and comprehension appropriate to their age. Teachers have recognised the need to extend reading opportunities across Key Stage 3 and have introduced a range of effective initiatives to enhance pupils' competencies. From different starting points, the proportion of pupils making and exceeding expected progress in English and in mathematics are close to and in some instances above UK national figures.

In the academic year 2017/18 all pupils in Early Years and Primary made at least expected progress, with 82% of pupils making better than expected progress. The school has successfully addressed an identified need to provide support for raising the reading abilities of pupils. Substantial improvements have been achieved in the reading ages of all pupils, evidenced through Salford Reading scores. For example, in Key Stage 1 there has been an average progress of 15 months since the start of academic year 2018/19 as reflected in their reading data (Year 2: 52% at the start of the year to 81% at the end of Term 2, Year 1: 44% at the start of the year to 65% at the end of Term 2; achieving better than expected progress).

Each half term teachers use ongoing summative assessments and results from formative assessments in order to track the pupils. This data is submitted and analysed to ensure all pupils are making at least expected progress. Pupils entering Key Stage 3 complete the CAT 4 assessment as part of the admissions procedure. Data from this provides teachers with important information relating to the style of teaching and learning most suited to individual pupils. Pupils across the school have the opportunity to learn in different ways, including to learn creatively with hands on experiences and real-life contexts, for example in maths and science investigations.

28th - 30th April 2019

Active learning is encouraged, and teacher talk kept to appropriate levels. Creative teaching strategies are used effectively to increase engagement, and learning is extended outside the classroom through Learning Log homework which encourages creativity and independence.

The school effectively monitors and encourages high levels of attendance. The attendance of pupils is consistently between 96% and 98%.

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

The spiritual, moral, social and cultural development of pupils is outstanding and a strength of the school.

The school's strong community ethos is evident in all its work and interactions. Relationships are excellent and everyone is proud to be part of the school.

Pupils develop their awareness and understanding of social, moral, spiritual and cultural aspects through the formal and informal curriculum. This includes a planned curriculum programme, assemblies, wide ranging extra-curricular activities and enrichment days, school trips locally and abroad, and opportunities to take part in charity and community projects. Many excellent opportunities provide a broad educational experience that develops pupils into well rounded individuals. Parents appreciate the variety of activities on offer and the school's response to individual needs and interests. One parent explained that opportunities enabled her six-year-old to be a competent sailor. Classroom activities and home learning enable pupils to demonstrate their knowledge in a variety of ways celebrating all curriculum strengths. Pupils are confident, articulate and demonstrate high levels of self-esteem and self-knowledge.

In an age appropriate way using the ethos of the school and RGSGQ core values, the school actively promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Excellent relationships provide a role model. All staff are valued, whatever their role. Everyone greets each other and pupils demonstrate good manners when buying food. In lessons pupils collaborate, take part in debates and listen to each other. On the playground older boys and girls were seen playing football together. Pupils' efforts to demonstrate these values are encouraged and recognised through rewards, such as house points, Star of the Week and joining the Top Table for snack. Evidence supports the staff view that they live by the school's mission.

Values of tolerance and respect are actively taught. The school positively promotes tolerance and a respect for human differences. This is well embedded in the culture and ethos of the school.

Reception pupils interacting with a story about a pirate said that it was wrong to be unkind because the pirates were different. Year 4 pupils were encouraged to celebrate differences by giving each other compliments. A year 7 classroom display encouraged pupils to think about racism and their own dreams for the future based on Martin Luther King's 'Dream' speech. Curriculum planning ensures that partisan political views are precluded, and pupils are encouraged to take a balanced approach. In a Year 7 and Year 8 lesson on ethical business practices, pupils discussed the fact that child labour was wrong, but also the impact that not using child labour may have on the family.

28th - 30th April 2019

High standards of behaviour and conduct, including the correct wearing of uniform, are consistently modelled and reinforced by staff. Pupils know right from wrong. Behaviour in lessons and around the school is outstanding. Behaviour management systems and consequences are understood by pupils and enable them to take responsibility. A Reception child explained “If you push, you go straight to red and time out”. Pupils work and play together collaboratively. Pupils’ movement around the school is calm and orderly; older pupils wait patiently whilst younger ones are using the stairs.

The school actively promotes an understanding of democracy, leadership and citizenship. Pupils talk confidently about democratic processes experienced through the house system and school council. For example, a house captain explained the processes she went through to become elected. Pupils believe they have a voice and are able to influence change. For example, they have made changes to the canteen, painted a mural in the Early Years outdoor play area and will have the responsibility for spending the money raised by the Arts Week auction. They were frequently seen sharing ideas with the head of school. Pupils demonstrate a genuine concern for environmental issues, both in school and in the wider area. They are respectful of resources and pick up litter at the end of playtime. Year 7 pupils took part in a beach clean-up as part of the Doha Environmental Actions Project collecting 120kg of plastic.

Pupils’ spirituality and cultural awareness is encouraged in a number of ways, especially through the use of art, music and theme days. Displays from a recent Arts Week included work influenced by a number of cultural traditions. Reception pupils responded to an African composer, Fela Kuti, with paintings in the style of a French artist, Herve Tullet. Lessons provide many opportunities to reflect and develop a sense of awe and wonder. Nursery pupils explored animals trapped in ice cubes and Year 1 archaeologists buzzed when they found a dinosaur bone. The local Qatari culture is valued through teaching and the environment. Arabic lessons and Islamic studies are taught in an area which includes low-style soft seating, Arabic artefacts and a prayer room. Displays and books celebrate the Arabic language. Prior to Ramadan pupils and their families had the opportunity to take part in a local charitable project; their response quickly exceeded the school’s target. Opportunities, for example International Day, Qatar National Day, Mother Language Day and Book Week, enable all cultures in the school to be celebrated.

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

The provision for the welfare, health and safety of the pupils is outstanding.

The whole school approach to promoting the emotional wellbeing of pupils is evident in everyone's practice whatever their role.

Safeguarding and pupil welfare are a key focus of the school. Safeguarding has a high priority and effective systems are in place which are clearly communicated to everyone including visitors and parents. The site, building and adjoining building site are secure. High risk areas, for example the swimming pool, science laboratory and empty classrooms, are locked when not in use.

The nurturing ethos, supported by structured teaching and the learning environment, ensures pupils feel safe, listened to, cared for and valued in their school. Supportive transition processes are in place to enable pupils to be ready to learn and cope with new experiences. Parents confirm that their children settle quickly, and a pupil explained how the teacher helped her catch up after a period of extended absence. The SENCo provides support for staff so that they can confidently meet the emotional and academic needs of all pupils. Pupils have many opportunities to succeed and all achievements are celebrated through the Newsletter and social media. Pupils and parents agree with the staff view that pupils are happy, safe and comfortable. There is a strong community feel in the school where everyone, including visitors, are treated with respect and kindness.

During the inspection all behaviour observed during lessons, at transition times and at social times was outstanding. An effective behaviour policy is in place, including guidance on sanctions, exclusions and rewards. The policy is shared with staff and parents. Systems are in place to record and monitor incidents of inappropriate behaviour. High expectations and consistent behaviour management systems are understood by the pupils. These are reinforced in the classrooms with visual reminders and explicit teaching. For example, early years staff modelled taking turns and praised pupils for sharing resources. Key stage 3 pupils learnt about rights and responsibilities. Secondary pupils, who joined the school in September, welcome the rules and high expectations for behaviour, uniform and punctuality. An effective anti-bullying policy is in place which is shared with all stakeholders and reinforced by structured teaching. At playtime nearly all pupils were engaged in collaborative play. Informal discussions with pupils show they are taught strategies to deal with bullying. Pupils in Key Stages 2 and 3 can talk about the difference between falling out and bullying. They know what to do if bullying happens, including bullying through social media. They are confident that there is always someone to listen and their views and suggestions are valued. The excellent relationships between staff and pupils ensures learning takes place in a safe, trusting, calm and purposeful environment.

28th - 30th April 2019

Pupils are well supervised at all times. Staff are highly visible and vigilant. At break times they interact with and support pupils as they are playing. There is an appropriate level of trust given to senior pupils at playtimes and when they are moving around the school. Systems are in place to ensure that all pupils are safe at the start and end of the day including traffic being directed by security staff. Staff ensure that all pupils are collected and leave calmly. A safe, supervised space is provided for pupils who need to wait.

Systems are in place to ensure health and safety laws and fire standards are met. Evacuation procedures are displayed throughout the school. Fire drills are regularly held.

A whole school first aid policy is in place, including information about medical conditions. Pupils with medical needs or who need first aid are well cared for. A qualified nurse is available to support pupils for illnesses and accidents. All staff have first aid training and are aware of individual needs within the school. Appropriate records of accidents and injuries are kept, and parents are informed about any first aid incident.

Admission and attendance registers are appropriately maintained and comply with local regulatory requirements. Attendance is tracked and analysed. Good attendance is celebrated through weekly rewards and shared in the weekly newsletter.

Written risk assessments are in place for high risk areas of the curriculum and educational visits both in Qatar and abroad. Sun safety and water safety are an integral part of teaching and expectations, for example the wearing of hats and importance of drinking, are enforced consistently by all staff. Healthy eating is actively encouraged through teaching and supported by a reward system whereby pupils sit at a 'top table' for snack.

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

The suitability of the proprietor and of the staff appointed to work at the school are excellent. Leaders and governors are ambitious for all pupils and promote development highly effectively. All members of the governing body meet expected police clearance requirements. UK members have up to date UK police clearance checks and Qatari members have local police clearance certificates.

The board have an accurate and comprehensive understanding of the quality of education at the school. This is helping them to support the school as it plans, monitors and refines its actions to establish itself as a leading school in Qatar. The Head of School reports to the governor with responsibility for safeguarding and child protection, and to the governing body every term.

Governors hold senior leaders to account effectively for all aspects of the school's performance. The governing body holds a range of appropriate meetings which are properly recorded, and decisions noted. There are opportunities for parents and members of staff to meet the governing body. Newsletters share news of decisions, as appropriate. Parents are made aware of how they can contact board members.

The board ensures safeguarding and safe recruitment policies and practices are effectively implemented; further monitoring as the school grows will need to be consistently adhered to.

A detailed self-evaluation process has been implemented that has clearly identified the school strengths and areas for further develop. The school has implemented an appropriate school development plan to address the key areas.

9. *Standard 5* The premises and accommodation

The accommodation, staffing levels and resources at RGSGQ are outstanding.

The campus has been extensively modernised and developed and provides an attractive learning environment for pupils and staff alike. Pupils and parents confirm that the care of the school is of a high order.

The school building has passed civil defence inspection in Qatar and is approved for 20 pupils per class in Early Years and 25 pupils per class in Key Stages 1, 2 and 3. The building consists of separate Early Years, Primary and Senior areas which have been designed and equipped to meet the specific needs of pupils in those phases of the school. Classrooms fully meet the range of pupils' needs and provide ample opportunity to have a variety of learning activities simultaneously. This is especially evident in the Early Years with areas for self-initiated learning, teacher directed learning and class organisation for collaborative workstations. Effective use is made of all outdoor areas. All Reception classrooms have their own individual, enclosed, outdoor areas which ensure pupils have access to the outside throughout the day. These areas are shaded and have appropriate soft surfaces. Although Nursery pupils join Reception pupils in the main outdoor space at playtimes, Nursery benefit from their own, large, shaded outdoor space which also has appropriate soft surfaces and a range of engaging resources. This area is enclosed with fencing and gates in order to keep it separate from the rest of the outdoor spaces.

The wide range of specialist facilities enhance the learning opportunities for all pupils. The school facilities include an extensive library, swimming pool, science and practical activity rooms, music rooms and recreation resources. Across the school appropriate toilet and washing facilities are available to pupils. All Nursery and Reception classrooms have their own toilet and washing facilities which consist of toilets, sinks and a shower. From Year 1 upwards, pupils are provided toilet and washing facilities outside the classroom. These are separate for boys and girls. Pupils at the RGSGQ benefit from extensive outdoor space which is well utilised for play, outdoor learning and physical education. Specialist outdoor sports facilities ensure that all aspects of the physical education curriculum are well supported. The school has a 25-metre swimming pool, long jump pit and 50 meter running track, in addition to an all-weather pitch which has markings for three, 7 aside football pitches and a larger 11aside football pitch. There are also two shaded basketball courts with basketball and netball posts.

Across the school, there are colourful, well presented and meaningful displays that both support and celebrate pupils' learning and progress.

A thorough maintenance programme has been put in place by the facilities supervisor and he monitors this. The programme includes a monthly cycle of preventative maintenance and

28th - 30th April 2019

daily ongoing maintenance. Having the facilities supervisor and his team on site ensures that staff have a point of contact if problems occur.

Monthly indoor and outdoor pest control, gardening, daily cleaning, and half termly, deep cleaning is also scheduled. Repainting of the building interior occurs annually and more regularly if required. The Head of School signs off on all work completed and the attendance of staff.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

All the information required to meet the standard for BSO accreditation is available to parents through an informative website. As this is the first inspection against the BSO standards, a previous inspection report is not required. The school communicates in a variety of ways including a Year Book, Parent Handbook, Prospectus, weekly Newsletters, email Newsletters from teachers, Facebook, Instagram and Twitter. Parents are highly positive about their communication with the school. They value the extensive involvement of the head of school in the admissions process where every child and family are made to feel special. They value the personal approach and the fact that every member of staff is willing to go the extra mile for the benefit of the pupils. They feel their views are listened to and they have opportunities to contribute to the school's development. There is an active parents' group that raises money and plans social events. The combination of formal and informal communication and details beyond requirements, for example pen portraits of the staff, all contribute to the community feel of the school.

Contact details of the school and details about the proprietor and governing body are provided to parents and prospective parents on the website. Details are also available in promotional information.

The school ethos, mission, values and learning habits are clearly visible. They have a central focus in the atrium and communicated in documents, the school website and the learning environment. This is supported by displays and inspirational quotations in classrooms and corridor areas. The 'superhero displays' help pupils understand the values and learning habits expected.

Parents are able to access information about key school policies on the website. This includes information about the school's policy on and arrangements for admissions, misbehaviour and exclusion, bullying, health and safety and first aid. The complaints procedure is available on the website.

Key curriculum information is available on the website including information about curriculum organisation, and the education and welfare provision for pupils with special educational needs, or for whom English is an additional language. Curriculum information is supported by the use of Social Media. For example, recent work about an alien visiting the school was shared through Twitter and Instagram.

Parents are updated about their child's progress on a regular basis, both formally and informally. Parents value the regular contact that keeps them informed about progress and

28th - 30th April 2019

difficulties. The open-door policy, access to staff emails, reading records, home learning journals and sharing of Early Years observations enable an easy dialogue between staff and parents which promotes progress. As one parent put it, “My child sees us talking and I know I will find out about any issues quickly so we can deal with them together”. The written termly reports provide a detailed picture of each child with a good balance of strengths, improvements during the term and targets for the future. Parents recognise their child in the report and value the opportunity to discuss the information with the teacher. Currently, RGSGQ pupils do not take part in public examinations.

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

The school's procedures for handling complaints are fully compliant with BSO standards.

There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. 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. The complaint is recorded on the appropriate form in order for it to be progressed. 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 (MoE).

Correspondence, statements and records of complaints 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 outcomes of any concern or complaint raised.

The open-door policy implemented highly effectively by the Head of School ensures any concerns or issues are dealt with on a personal level. This care for the needs of each individual pupil and parent, is recognised and valued as a strength of the school.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good. In a short period of time the school has established itself as a highly effective learning community.

The head of school provides strong leadership and in partnership with governors and staff has created a school culture that enables pupils and staff to thrive in a vibrant and highly effective learning environment. The head of school is highly visible and works hard to ensure he is involved in the everyday life of the school. He is open, approachable and supportive to pupils, staff members and parents and has positive relationships with all stakeholders. His friendly and welcoming demeanour permeates the school and he is a very positive presence; always available for whoever needs support, guidance or encouragement. In the most recent staff survey, 100% of all staff members agreed that the head of school is supportive and motivating towards them.

The school's vision and mission statements are clearly displayed around the school and on the website. Pupils take a pride in their school and could clearly explain why the school's vision was important to them. RGSGQ provides a safe, secure and caring environment, in which pupils can thrive educationally, socially and emotionally. The impact of this has been seen in the recent pupil/parent surveys that showed that 98% are happy in school.

The effective delegation of responsibilities is further enhancing outcomes as senior leaders and managers are becoming more accountable for outcomes. In a short time, the leaders and governors have created a good school with outstanding features that has an excellent capacity for continued development.

Assessment systems are being established and these are beginning to have an impact on teaching and learning. The school has only been open a short time so 'trends' in development are only just being established.

The broad and balanced curriculum provides memorable learning experiences that inspire pupils. Staff reflect on and debate the way they teach. They feel deeply involved in the school's continued development. Senior leaders ensure teachers are motivated and trusted to take risks and **innovate in ways that the right of their pupils.**

Safeguarding is effective. Leaders and other staff take appropriate actions to identify pupils who may require extra support enabling them to thrive in a caring, learning environment.

The school is committed to providing high quality CPD which meets the needs of both individual staff members and the school. All academic staff complete a professional development journal and work towards individual aims throughout the academic year,

28th - 30th April 2019

encouraging them to reflect on their practice and performance. 89% of teachers agree that the RGSGQ provides them with good professional development opportunities.

Relationships in the school are excellent. All staff have high expectations of behaviour so that respect, courtesy and good manners are the norm.

The head of school has a positive relationship with the board of governors and the director of RGSGQ Guildford International. Weekly conversations take place between the head of school and the director; and governors' meetings are held termly.