



Inspection report

Sherborne School

Qatar

Date	14 th – 16 th May 2017
Inspection number	20170514

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1. Purpose and scope of the inspection

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

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

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

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

This inspection was completed by Penta International. Penta International is approved by the British Government for 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, 62 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 teams, a range of teachers, parents and groups of pupils. Three school days were monitored. The teaching of Arabic and Islamic Studies was not observed during the inspection but a separate report on these subjects has previously been written by the Qatari Ministry of Education.

The lead inspector was Colin Dyson. The team members were Silvana Murphy, David Potts, Daniel Roberts and Andrew Williams.

2. Compliance with regulatory requirements

Sherborne School, Qatar meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Sherborne School is a good school with some significant strengths.

Overall teaching is at least good and often better. Pupils are well supported through effective pastoral care as well as the implementation of high quality welfare, health and safety policies and procedures.

The leadership team ensures the school runs well on a day-to-day basis. Routines and procedures are followed and understood by all. Recent appointments to the senior leadership team are having a positive impact on moving the school forward.

The support by the Board of Governors is effective and the school has made further improvement since the previous inspection.

3.1 What the school does well

There are many strengths, which include:

- Well qualified talented staff delivering good and sometimes outstanding lessons.
- Positive relationships between pupils and teaching staff.
- Well behaved pupils that value the school and are keen to do well.
- Strong middle leaders determined to make an impact on progress, with plans already implemented to do so.
- Happy and engaged pupils who are reflective learners.
- A skilled, passionate and genuinely supportive teaching staff.
- A sense of ownership, purpose and determination among middle leaders.
- A desire by the school leadership to ensure Sherborne develops as a high quality and inclusive school.
- The Principal has a clear vision and capacity to continue moving the school forward supported by a strong team of senior leaders.
- The effective and pro-active involvement of the Board in the strategic direction of the school is a strength.
- The leadership team ensures the school runs well on a day-to-day basis. Routines and procedures are followed and understood by all.
- Pupils are thoughtful, well behaved, treat others with respect and have well developed social skills.
- Safeguarding of all pupils is a priority. It is underpinned by excellent pastoral care and robust welfare, health and safety policies and procedures.
- Newly appointed senior leaders, under the guidance of the principal, are providing strong leadership and management and are having a positive impact.
- The enrichment programme is valued as an opportunity to broaden the learning opportunities for pupil.

3.2 Points for improvement

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

- Ensure that the strategic direction of the school and its vision is overt and shared to the wider community.
- Ensure that all pupils are set ambitious targets for their progress and attainment in all subjects, making sure that this is rigorously tracked and shared to encourage high levels of achievement.
- Ensure the school is focused on high quality outcomes, as the core development priority of further raising pupils' achievements.

4. The context of the school

Full name of school/college	Sherborne Qatar School				
Address	PO Box 93503, Doha, Qatar				
Telephone number	+974 44596400				
Fax number	+974 44596412				
Website	www.sherborneqatar.org				
Email address	office@sherborneqatar.org				
Head	Mr Nick Prowse – Principal				
Chairman of Governors	Sheikha Noura Al Thani				
Age range	3 – 18 years				
Total number of pupils	1,091	<i>Boys</i>	565	<i>Girls</i>	526
Numbers by age	<i>0-2 years</i>	0	<i>11-16 years</i>	425	
	<i>3-5 years</i>	123	<i>16-18 years</i>	71	
	<i>5-11 years</i>	468	<i>18+ years</i>	4	
Total number of part-time pupils	0				

Sherborne Qatar is a British School in an international setting and has close links with Sherborne School, Dorset, UK. The school was opened in September 2009 and provided education for primary school aged pupils. The secondary school was opened in 2010 to meet the needs of pupils in years 7 and 8, subsequent year groups were added on an annual basis. The Year 13 section was opened in 2015.

Sherborne Qatar operates as two separate schools: Prep and Senior. Sherborne Qatar is a joint venture between Sherborne School and Sheikh Abdullah bin Ahmed Al Thani. The vision of the Governing Body of the school is to provide the very best of Sherborne's ethos and education within the cultural environment of Qatar and to bring a unique educational experience suitable for children of expatriates, as well as providing a high quality of education for local Qataris children. Sherborne School, Dorset provides half of the appointed Governing Board with a remit to support the ethos and brand of the school.

There are 1091 pupils in the school from 57 nationalities, of whom 591 are in the Prep School and 500 in the Senior School. 36% of pupils are British and that number increases to 51% when British Commonwealth countries are included. 27% are Qatari.

The school follows the English National Curriculum for pupils 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 IGCSE and A Levels using UK examination boards.

There is a single Principal, who is CEO of Sherborne Qatar: the Prep School and Senior School each has its own Headmaster, Senior Leadership Team and Senior Management Team.

During the inspection period, some senior pupils were on study leave.

4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British. Sherborne has a strong British flavour and ethos.

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.

British practice is evident in approaches to staff recruitment, performance management, staff target setting and annual review meetings.

The importance of extra-curricular provision including clubs and school trips are in line with British best practice.

Within the school all pupils belong to a British system of five houses in the Prep School and six in the Senior School. The school has implemented a range of inter House programmes and competitions. Pupils are encouraged to develop effective social skills and a willingness to be part of a caring community. They display a good understanding for rules and responsibilities appropriate to their age. The school is a harmonious community that displays positive levels of empathy and tolerance.

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 a principal, head teachers, deputy head teachers, assistant 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 pupils.

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 school is organized according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

Strong and effective links are being formed with Sherbourne Dorset UK. The development of this shared expertise and co-operation has the opportunity to support the school further.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at Sherborne School is good, with aspects that are outstanding. The school fully meets the standards for BSO.

5.1 Curriculum

There is full-time supervised education for pupils of compulsory school age. The curriculum is broad, which allows children to develop a wide range of knowledge and skills. Its breadth is enhanced by amendments to take into account the local environment, for example Islamic Studies and Qatari History. The principal language of instruction is English.

EYFS and Key Stage (KS) 1 are strengths of the prep school. EYFS follows the UK government guidance and standards. Lessons are well-planned with evidence of the flexibility to adapt to pupil ideas and needs. The Early Years curriculum is good; it encourages children to appropriately initiate their own learning and provides effective challenge. The curriculum delivered ensures children experience high quality activities that encourage exploration and experiences of their world in a creative and personalised learning environment.

Across KS1 and KS2 the curriculum is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives pupils 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 pupils to learn and make progress. In KS2, the use of a thematic approach enhances the teaching and learning. Pupils actively engaged in a range of topics including Australia and Stone Age versus Iron Age. The school aims to actively encourage an enquiry based system of learning. Differentiation in KS2 is supported through the use of setting in maths.

The school has a wide-ranging Enrichment programme. It covers appropriate activities that encompass sports, music, drama, creativity and well-being. Pupils were enthusiastic participants fully engaged in whatever they were doing: learning to play the drums, making their own beauty treatment or practising their netball.

The Senior School teaches the National Curriculum for England in KS3 with some modifications for local context which include the provision of Arabic and Islamic Studies. In KS4 the pupils follow a core curriculum including English, mathematics, the sciences and a language along with three optional subjects. In KS5, the school offers a range of linear A Levels.

From the next academic year, the school will be offering AS and A Levels. The current size of the sixth form means that the school is not able to offer all the A Level options that it would like. The curriculum offered enables pupils to study in a variety of areas of learning in a manner that does enable pupils to enter the UK system if required.

A PSHE programme is currently delivered through the pastoral tutor group system and there is a wide variety of extra-curricular activities available to the pupils.

The school has a framework in place by which the pupils' performance can be evaluated against its aims and National Curriculum objectives. The school is presently undergoing a transition period in relation to assessment, tracking and reporting. The school has collected a range of data in recent years resulting in a school which is data rich but not fully data powerful. The senior leadership team recognised this and has been reviewing data collection and reporting across the school. Recent curriculum changes and the work undertaken towards defining age-related targets is identified as crucial to setting clearer expectations for pupils and to enable teachers to more effectively measure and monitor pupil progress

5.2 Teaching and assessment

The quality of teaching and assessment is good: some lessons are outstanding.

Throughout the school teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning and teachers reinforce expectations for conduct and set clear tasks that provide appropriate levels of challenge.

Teachers choose appropriate teaching methods and include a broad range of resources in their delivery. In KS1 the use of resources was wide and, as a result, stimulating and engaging. In KS2 the range of resources was more restricted, but teachers were well-versed in the use of IWBs, with which every classroom was equipped.

Throughout the prep school teachers made good use of questions and enquiry to stimulate children's learning.

Throughout KS2, teachers plan for differentiation, although effective implementation was only evident in the best lessons; in some lessons children were not provided with an opportunity to challenge themselves or to be extended with more demanding work. Learning objectives were displayed on nearly all lessons plans and in the most effective lessons pupils were given sufficient time to review what they had learnt and to develop their ideas. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning.

The previous BSO report drew attention to the need to improve the school's assessment procedures in order to gain more consistency and to raise academic standards. Three years on, new systems have been introduced. These include assessment based on NC age-related objectives (a matrix of these was displayed in every child's exercise books); a colour-coded system of child self-assessment and dialogue with their teacher; and 'Tiny Tickable Targets', all of these systems are designed to identify gaps, establish action plans for closing the gaps and opportunities to evaluate the measures taken. Due to some variation in assessment strategies there was evidence of inconsistent practices. Written work at times lacked constructive comments from the teacher.

In the senior school teachers use their secure subject knowledge to plan learning that sustains pupils' interest and frequently challenges their thinking. Teachers plan engaging learning activities which enthuse pupils to learn. As a result, the majority of pupils contribute fully and in some lessons, reflect productively upon their learning.

Teachers' use of questioning and formative feedback is good and in some cases excellent: pupils are regularly assessed using a variety of methods and are informed of their next steps. Assessment of pupils' work over time in books is good, but is sometimes inconsistent between subjects and teachers.

In the most effective lessons learning activities and resources are differentiated to appropriately support and extend pupils. However, in some cases differentiation is limited; this is an area which needs to be more consistent across the school. In a small minority of lessons teachers do not provide sufficient challenge for more able pupils to progress at their own pace or extend their learning. In lessons where the pace of teaching is too slow or lacks differentiation some pupils are less motivated and become disengaged.

In most lessons, teachers are confident and have developed an effective working relationship with the pupils, offering lots of praise and encouragement. Pupils learn with enthusiasm and enjoyment, and make age-appropriate progress. They are cooperative and almost all are able to work independently. Many work hard to improve and are self-motivated

5.3 Standards achieved by pupils

The school recognises the importance of pupils being happy in school and aims to ensure that they can thrive in a positive atmosphere of learning and enjoyment. The school intends that by the time pupils leave the Prep and Senior Schools they should be well adjusted, rounded and confident individuals.

Assessment data shows that many pupils make progress at least in line with their ability, some better. The youngest pupils are assessed in relation to the revised EYFS profile. At the end of the Foundation Stage, standards are moving forward to being broadly comparable to UK national averages, with a large majority of pupils meeting the Early Learning Goals. The use of *Classroom Monitor* to track progress has been a recent initiative and is enabling teachers to more accurately set realistic achievement targets for pupils in the Prep School. Evidence from lessons and work samples demonstrated that pupils in KS1 make good progress.

The school is implementing a range of formative assessment strategies that are being analysed and used to inform teaching strategies. The consistent data on pupil progress has been limited in the past and it is therefore difficult to fully identify and analyse trends. This issue is now being addressed to ensure a range of assessment strategies are implemented to enable pupils to be more effectively tracked. Evidence in books, through talking to pupils and hearing pupils read, suggested that pupils were working at or below levels expected in UK in writing, and at expected levels in reading and maths. In some instances, in maths, pupils were working at levels above expected for their age.

Since the last inspection the percentage of pupils achieving 5 or more GCSE passes at A* - C (including English and mathematics) has increased year on year, from 62% in 2014 to 80% in 2016. The school's GCSE results have been consistently well above UK averages for these years.

In 2016, 96% of the school's first A Level cohort of 20 pupils achieved A* - E, which is in line with the UK pass rate and the pupils performed in line with their grade predictions.

Pupil data on progress is monitored across the secondary school through a mixture of grades and levels. Often the monitoring and tracking of pupil progress was inconsistent. The best practice observed was where clear targets were shared with pupils to ensure they were fully aware of their attainment, progress and next steps in learning. The use of diagnostic marking is not consistently implemented across all departments. The school recognises the need to monitor and track this as part of their cycle of 'learning walks' with a clear focus on progress made by pupils. Pupils attainment achieved at GCSE are high when compared to UK expectations: this is a positive achievement given the diverse cohorts of pupils.

Progress in KS4 French is particularly good and professional practice in this area shows the quality of teaching and assessment to be very good with many excellent features.

The school has identified that the attendance, behaviour and progress of a small number of pupils is of particular concern. It is developing strategies to deal with this, including a new attendance policy. The effective focus on attendance monitoring has already had a positive impact on reducing the number of late and absent pupils.

Strategies which help teachers to identify systematically and address pupils' barriers to learning (for example special educational needs, speaking English as an additional language or poor attendance) are not always as developed as they should be.

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

Personal development is good or better and is a significant strength of the school.

The spiritual, moral, and social and cultural (SMSC) education provided by the school is good in the Senior School and outstanding in the Prep School. Pupils develop their awareness and understanding of SMSC aspects through a combination of themed assemblies, planned PSHE lessons in primary, tutor time in Senior School, extra-curricular activities, and the informal curriculum as they move through the school.

There are excellent positive relationships of trust between teachers and pupils. These enable the pupils to develop their self-knowledge, self-esteem and self-confidence. The pupils are respectful of the host country and are tolerant and supportive of the variety of cultures represented within the schools. The pupils are courteous and enthusiastic learners that look forward to lessons and are proud to be members of the school community. The pupils behave responsibly and have increasing opportunities to contribute to the life of the school.

In classrooms, on corridors, in lessons and at break, pupils were unfailingly polite, friendly and responsible. In every setting the pupils were well-mannered, articulate and empathetic to the needs of others. They impressed with their confidence and their calmness; with their thoughtfulness and good nature. During their classes pupils were well-behaved, without being repressed. Any instances of low-level disruption were handled well by the teachers, especially by employing the positive rewards of the 'merit' system, which pupils appreciate and value.

High standards of behaviour were also evident when pupils moved around the school – accompanied or not. Movement was orderly and safe. Unsupervised pupils running errands adopted a responsible and mature approach to their tasks.

PSHE is incorporated into classes on a need basis and is handled, additionally, by the class teachers. Further opportunities for personal development are offered through the extensive enrichment activities, as well as school and class leadership positions.

The school highlights its six values: responsibility, honesty, respect, teamwork, kindness and perseverance. These are prominently displayed around the school. There are excellent positive relationships of trust between teachers and pupils; this was particularly in evidence in the Prep School, but also the case in the Senior School. These enable the pupils to develop their self-knowledge, self-esteem and self-confidence. The pupils are respectful of the host country and are tolerant and supportive of the variety of cultures represented within the schools. The pupils are courteous and enthusiastic learners that look forward to lessons and are proud to be members of the school community.

The pupils knew right from wrong, how to take responsibility for their own actions and to show empathy for others.

7. *Standard 3*

The welfare, health and safety of the pupils

The welfare, health and safety of pupils throughout the school are good.

Sherborne places a high priority on ensuring that the education and well-being of all pupils is a key priority. Policy, processes and practice to promote and safeguard the welfare, health and safety of pupils across both the schools are effective. Staff receive child protection training and the key officers have received further training. The Child Protection Co-ordinators are able to contact the Protection and Social Rehabilitation Centre for support and guidance in the resolution of protection issues.

All pupils are given annual medical checks in line with the Ministry of Health. The medical team have also been proactive in supporting health initiatives such as monitoring and promoting healthy eating habits and promoting good personal hygiene. Prep School pupils bring in snacks and packed lunches. In the Senior School, pupils can also purchase food from the servery. The catering contractors have been approved by the Ministry of Health who carry out unannounced checks.

A facilities manager team works highly effectively with maintenance staff and security staff to secure boundaries, ensure site safety and monitor visitor protocols.

The school complies fully 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 as appropriate and evacuation procedures are clearly monitored and evaluated.

The school recognises and is implementing development plans to further enhance the facilities and provision.

Pupils 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 electronically. The school has clear written policies supporting pupils' welfare, health and safety, including comprehensive safeguarding, e-safety and off site-activities procedures. Admission data is recorded daily by teachers and form tutors, and late arrivals are recorded.

School staff are deployed effectively to ensure the proper supervision of pupils. At break times, sufficient staff are on duty to ensure a good level of supervision in all areas of both the Prep and Senior Schools. Pupils using buses are escorted by bus company escorts. For school trips staff ensure that all pupils are wearing seat belts and that they remain seated throughout the journey.

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

The suitability of the proprietary body of the school and of the staff appointed to work there is good.

The proprietary body is fully mindful of the requirements for safer recruitment. Parent helpers who assist in the Prep School are asked to sign a 'guidance for parent helpers' document. They are monitored and not allowed to work alone with children.

Board members from the UK also visit the school regularly to have a clear insight into the working of the school throughout all key stages. The board and senior staff have implemented effective working practices that enable the day-to-day management of the school to be efficient and effective. The full governing body meets termly and the executive committee meet throughout the year. Self-evaluation has identified many of the school's strengths and areas for further development.

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. Academic staff are almost all UK qualified, staff are supported in their further development by an embedded professional review and development cycle. The school has appointed their own Relief teachers to cover for absent staff and to support the provision of non-contact time.

9. *Standard 5* The premises and accommodation

The premises and accommodation at both school sites is good.

The prep school completed its move to its Al Rayyan in February 2017. It is now based in its entirety on this campus. The Al Rayyan site was originally intended for secondary school use. To an extent this is reflected in the facilities available. The school has needed to adapt to these circumstances, by building the annex, and intends to do more adjustment in the future by, for example, building a new multi-purpose hall.

As the premises stand, the classroom facilities are of a good standard. The rooms are large, well-lit and appropriately furnished. In all cases, they are equipped with interactive whiteboards, which are effectively used by teachers. In most cases, classrooms are grouped along corridors according to year group. The only exception is the EYFS age-group, part of which is located separately. Whilst teachers have adapted successfully to this set-up, the location does limit the opportunities for the integration of the EYFS classes and the free-flow of pupils between these classes.

The year-group corridors are wide and well-kept allowing easy and safe flow of children. Children keep their lockers in a state of good order. Displays of work and learning materials in classrooms were evident but did not always reflect the high expectations the school has.

The school leadership recognises the need to develop aspects of the School premises.

At the Senior School campus, the layout is sensible and appropriate. Classrooms are of suitable size; ventilation and a/c makes for a comfortable learning environment. The wide range of specialist classrooms includes well-equipped science labs, which support learning. There are sufficient bathroom facilities for the pupil and staff population. The Senior School has been adapted internally and facilities enhanced to provide specialist facilities such as a suite of music teaching rooms.

Both school campuses more than meet local regulatory requirements for the quality of water supply, drainage of wastewater and occasional surface water. The buildings provide resistance to penetration by wind, sand and dust, and have regard to temperature control (cooling). All load bearing structures are built with due regard to UK standards and more than meet local regulatory requirements. There is sufficient access for safe emergency evacuation, including for those pupils with special needs.

The senior leaders and governors recognise the need to further enhance buildings and grounds. The priority for development is the enhancement of the Senior School site now that more permanent 'ownership' has been recognised.

10. Standard 6

The provision of information for parents, carers and others

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

Communication between the schools and parents is good with many of the policies and procedures available from the school in hard copy and on the website in soft copy. Parents commented that the Parents' Portal was very good. Parents are sent weekly Senior School Parents' Briefings, Prep School Parents' Notices as well as a range of periodic newsletters and annual school magazine.

Parent information meetings, parent workshops and opportunities for parents to contribute their skills are much appreciated. The week-long work experience program within the wider Doha community is a highlight in May.

Parents felt that dialogue with individual teachers is good. Teachers were easy to contact and parents are pleased with the way issues are quickly acted upon and resolved by them. Parents generally felt that teachers communicated good information regarding the social and academic development of their child. They liked the written reports and the parent teacher sessions. Some parents did not understand why there was no academic grading system particularly in KS2. They felt that this was an important issue.

Parents spoke very highly of the enrichment programs and were very positive regarding the plans for next year to reduce school hours and introduce a homework club. There is an active Parent Teacher Association run by the PTA committee whose many activities are well supported. Annual events include the Winter Fair and Movies Under the Stars as well as smaller events such as car boot sales.

The parent surveys provide the schools with rich data that is incorporated into short and long-term goals. The school also offers opportunities for parents to contribute their skills and enthusiasm helping with in class support, set design and costume for plays and a week-long work experience programme for senior pupils.

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 considers local laws and regulations. It is made available to parents of pupils.

Wherever possible complaints are handled informally and staff endeavour to ensure they are open and supportive. Parents are requested to put unresolved complaints in writing and will be addressed in person by the relevant Headteacher. The complaints procedure allows complaints to be made and considered initially on an informal basis. There is a clear timescale.

If a parent wishes to pursue a complaint further the matter will be referred to the Principal who will liaise with the Chairman of the Sherborne School Governors. If a complaint cannot be amicably resolved procedures are in place for a hearings panel to be established to review the issues. Parents are able to attend hearings.

All correspondence, statements and records relating to a complaint are kept confidential.

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.

The school has gone through a period of development and organisation and effective strategies have been implemented to ensure the school's capacity for further development.

There is a highly positive relationship between the principal and the proprietor. The board of governors ensures appropriate policies and procedures are in place and reviewed regularly. Robust financial management ensures sufficiency of resources. The board has worked closely with the principal to ensure a shared vision of the school's development is established. Leaders set expectations of pupils and staff. They lead by example to create a culture of respect and tolerance.

The newly appointed headteachers have already had a significant positive impact. The enthusiasm and development of the middle leaders is a strength. Collectively the senior management team have a shared desire and drive to improve the opportunities for all pupils. They are developing an accurate and comprehensive understanding of the quality of education at the school. This helps them to plan, monitor and refine actions to improve key aspects of the school's work.

Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may need extra support and guidance.

Overall teaching is good and improving because of professional development, monitoring and a raising of expectations. The school actively seeks to recruit staff of the highest calibre and ensures all safe recruitment practices and procedures are in place.

Teachers value the professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. There has been significant development and implementation of policies and procedures and a professional appraisal and development programme for all staff. Recent initiatives to monitor and track pupil progress are being aligned to the schools aims of supporting each pupil to be happy, work harder and make better progress.

The school runs smoothly on a day-to-day basis, supported by the high quality of the administrative and support staff who work in partnership to enable the school to be an effective learning centred environment. The senior leadership team have identified the need to work closely with all the stakeholders to implement a clear development plan that encourages all to feel actively involved in the future improvement across the school. These initiatives will enable the school to continue to improve by focusing on the impact of their actions in key areas.