



**British School
Overseas**
Inspected by Penta International

Inspection report

Newton British Academy

Qatar

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1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, 75 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team and a range of teachers, governing body, parents and groups of pupils. Two and a half school days were monitored.

The lead inspector was John Cranfield. The other team members were: Geraldine Cranfield, Justin Harris and Linda Talbot.

2. Compliance with regulatory requirements

Newton British Academy meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Newton British Academy is a good school with some outstanding features. It is fully committed to achieving its mission statement 'An international school of learners striving for excellence and celebrating success'. The leadership of the principal has a highly positive impact on all areas of the school, ensuring that staff have a clear understanding of its present and future priorities, and that these are monitored and developed. Overall the quality of teaching is good. Nearly all pupils make good progress as they move through the school. Pupils are well supported through effective pastoral care and the implementation of robust welfare, health and safety policies and procedures. Provision for spiritual, moral, social and cultural education of pupils is good. The curriculum is broad and balanced; enriched by a range of extra-curricular activities. Pupils, parents and staff are committed to the school.

3.1 What the school does well

There are many strengths. They include:

- The passion and commitment of the proprietors in their pursuit of excellence.
- The leadership of the principal, supported by his deputy, has a highly positive impact on all areas of the school. They ensure that all staff have a clear understanding of its present and future priorities, and that these are monitored and developed.
- Pastoral teams make a significant contribution to pupils' social and emotional development.
- Early Years Foundation Stage and the primary school are particular strengths.
- Administration and operations staff are highly effective in supporting the smooth running of the school.
- The vision of the school is fully understood by all groups of stakeholders and acts as a driver for school improvement.
- The positive attitude of pupils to their learning.
- The pupils are confident and self-assured. They are excellent ambassadors for the school.
- Positive relationships between all adults and pupils ensures they feel safe, secure and happy.
- The school has a strong sense of community.
- The accommodation and facilities of the school effectively support pupil learning.
- The parents are highly supportive of the school. They value the nature of the British education provided.

3.2 Points for improvement

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

- i. Ensure all middle leaders are provided with the support, knowledge and skills in order to :
 - a. Improve the quality of teaching and learning
 - b. Maximise pupil potential
 - c. Increase their confidence in holding others to account
- ii. Embed and rigorously monitor technology provision and usage across the curriculum in order to enhance learning.
- iii. Review, expand and strengthen Additional Special Educational Needs (ASEN) and English as an Additional Language (EAL) provision in order to better meet individual pupil needs.

4. The context of the school

Full name of School	Newton British Academy - Barwa City Campus		
Address	P.O. Box 8449, Barwa City, Al Mashaf, Doha, Qatar		
Telephone Numbers	Main Building: 40061501, 40357601, 40357604 EYFS ORYX: 40061502 EYFS PEARL: 40061503		
Fax Number	NA		
Website Address	http://nbabarwacity.newtonschools.sch.qa/		
Key Email Address/s	info.nba@newtoninternationalschool.edu.qa		
Head teachers/Principals	Jonathan Shellard		
Chair of Board of Governors/Proprietor	CEO: Mrs. Afaf Al-Meadhadi Chair: Dr. Jabr Al Noaimi		
Age Range	3-18 (F1 to Year 12 AS Level)		
Number of Pupils	Total: 1,852	Boys: 1,025	Girls: 827
Pupil Numbers by Age	0-2 Years 0	3-5 Years 355	6-11 Years 961
	12-16 Years 502	17-18 Years 31	18+ Years 3
Total Number of part-time pupils	0		

Newton British Academy, (NBA) is a private co-educational day school, regulated by the Ministry of Private Education and open to pupils from Foundation Year 1 to Year 12. The school is located in Barwa city and comprises three buildings. The main site is the largest. It is housed in a modern purpose-built building. There is a primary section, Years 1 to 6 on the ground floor, and a secondary section, Years 7 to 12 on the first floor. Secondary school pupils are taught in gender groups.

There are also two Early Years Centres catering for Foundation Stage 1 and 2 pupils. 'Oryx' is a five minute walk from the main site, whilst 'Pearl' is a 12 minute walk. They are both purpose-built single floor buildings.

The school was founded in 2014, in order to meet the educational needs of the growing international expatriate community, based in and around Barwa City. The school now has over 1852 pupils on roll, representing over 70 different nationalities. During the academic year of 2016-2017 enrolment fluctuated as the year progressed. There was a fall of 47 pupils by the end of the academic year. NBA has recently undergone a successful Ministry of Private Education inspection.

NBA is the sixth Newton school to be opened. It is one of the nine schools comprising the Newton group, founded by Mrs. Afaf Al-Meadhadi and Dr. Jabr Al Noaimi.

4.1 British nature of the school

A number of components give Newton British Academy (NBA) a British feel, not least the teaching staff, the curriculum and the holistic approach to education. Classroom management, displays of work, three term year and age-related year groups enhance the British feel, as do the posts of head boy and head girl, prefects and house captains.

The majority of the teachers are UK trained, with a minority from South Africa and Europe. The leadership structure mirrors UK practice. The National Curriculum (NC) of England is delivered across all key stages, supported by a pastoral care structure, similar to those found in UK schools. In the secondary school, pupils are prepared for IGCSE examinations at the end of Year 11, and AS Level examinations in Year 12. The timetable is modified in accordance with Qatar Ministry of Private Education curriculum requirements. Assessments are based on national standards from the UK. English is the common language of instruction throughout the school, apart from in Arabic and French language lessons and in Qatari history lessons for Arabic pupils. All information about the work of the school is communicated to families and students in English as are all school publications, reports, letters and the school's website, translated into Arabic as required. Texts, materials, educational equipment and software are mainly UK sourced.

The school provides opportunities for pupils to undertake cultural tours to the UK, for example visiting the sights of London and Shakespeare's Stratford-Upon Avon. Key Stage 2 pupils are able to forge links with their counterparts in the UK through the online tool of 'Pobble'. History and citizenship lessons provide pupils with a deeper understanding of British values and culture. The library has a wide range of books by British authors. NBA works closely with the British Council in hosting careers presentations and promoting British Universities within the local community.

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

5. Standard 1

The quality of education provided by the school

The quality of education provided by Newton International Academy is good with outstanding features and fully meets BSO requirements.

5.1 Curriculum

There is full-time supervised education for pupils of compulsory school age. The curriculum is based on the National Curriculum of England, adapted to meet the requirements of the Qatar Ministry of Private Education. Arabic is taught to all pupils in the school whereas Islamic Studies is taught only to those of Islamic faith. The principal language of instruction is English.

The school has a written curriculum policy which is supported by detailed plans and schemes of work. The policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. All pupils have the opportunity to learn and make progress. 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, although the absence of music and drama lessons in the secondary school is a missed opportunity to enhance aesthetic and creative provision. The school does however put on school productions, such as a recent musical based on Cinderella.

In primary, there are two music specialist teachers and regular music concerts. There are no peripatetic music teachers for instrumental lessons. The school offers ballet lessons leading to an external qualification. NBA has recently introduced Philosophy for Children, (P4C) in order to support pupils in developing their critical thinking skills. A wide range of curriculum experiences helps to prepare pupils for the opportunities, responsibilities and experiences of life in British society.

The school follows the Early Years Foundation Stage Framework (EYFS) and the National Curriculum for England for Key Stages 1 to 3, leading to IGCSE and AS level qualifications offered by CIE and Edexcel. The subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. British values are mapped across the curriculum: pupils are provided with opportunities to demonstrate them.

The school ensures that the planning and delivery of personal, social, health and economic education (PSHE) reflects the school's aims and ethos, is relevant to the ages and needs of students in all key stages and encourages respect for human differences. In EYFS, the Personal, Social and Emotional Development strand of the

EYFS curriculum ensures pupils learn about the school's vision, values and mission. This is supported by activities which focus on 'Value of the Month'. Assemblies, citizenship, Pobble and the P4C programme support the school's aims and ethos in the primary sector. PSHE components are planned and delivered during tutor group time in Key Stages 3, 4 and 5. Citizenship lessons also contribute to PSHE in the secondary school, providing pupils with opportunities to share their views and develop respect and tolerance towards others who may have different abilities, be it of a different race and/or hold a different set of beliefs. Muslim pupils attend Islamic Studies lessons rather than citizenship. There is also an option for secondary pupils to take GCSE Global Citizenship.

The school has an inclusive entry policy and thus caters for pupils with a very wide range of abilities and proficiency in English. Overall, the school provides appropriate support for pupils for whom English is an Additional Language (EAL) and/or where Additional Special Education Needs (ASEN) is a significant issue. The present level of provision however is insufficient to meet the needs of the increasing number of pupils requiring more specialised support. 'More Able' and 'Gifted and Talented' pupils are presently identified but not tracked. Pupils identified as gifted and talented benefit from opportunities provided through Extra Curricular Activities (ECA). However, a gifted and talented policy is yet to be developed and implemented.

Pupils are supported with comprehensive transition programmes as they move through the secondary school. This includes guidance on choice of courses through assemblies, an options afternoon, taster sessions and 1:1 meetings with a member of the senior leadership team (SLT). The school has recently appointed a Careers Advisor, supporting pupils in the decision-making process in relation to the choice of universities and further education courses. Impartial advice is seen as paramount and the school provides senior pupils with opportunities to explore a range of university institutions at the annual university fair, visit universities and listen to visiting lecturers.

The curriculum is enhanced by a wide range of after school clubs and activities, book fayres, museum visits and, for older pupils, involvement in Model United Nations. Pupils are encouraged to enter national and international competitions. There are a number of overseas visits including trips to the UK.

The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Pupils are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

5.2 Teaching and assessment

The quality of teaching and learning are good.

Teaching enables pupils to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Most teaching encourages pupils to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for behaviour and set clear tasks.

Nearly all teachers showed a good understanding of the aptitudes, cultural background, the needs of English as Additional Language (EAL) learners, and the prior attainments of the pupils. They mostly ensure these needs are taken into account in the planning of lessons. Teachers across the school demonstrate a good knowledge and understanding of the subject matter being taught. In some primary and secondary lessons, however, a more rigorous approach to planning activities that allow pupils to apply intellectual and creative efforts and learn to think for themselves is required.

The quality of teaching and learning across the Early Years is good or better with a key focus on developing the whole child. Teachers and teaching support staff have detailed understanding about each pupil which is underpinned by a culture of high quality care and respect that enables every pupil to flourish and grow. Pupils' individual needs are met through differentiated activities supported by developmental and intervention plans as appropriate. Teachers are passionate and skilled practitioners. Pupils are actively involved in their learning and given the opportunity to work collaboratively, independently or as part of a focus group identified within teachers' planning. Integrated learning is achieved through matching appropriate activities and tasks to learning objectives. There are spacious well-equipped classrooms and safe outdoor play areas.

The majority of teachers across Key Stage 2, enthuse, encourage and motivate their pupils. For example, in a topic class the skillful use of a video clip from 'Invictus' promoted high quality speaking and active listening. Assessment for learning techniques are used effectively to consolidate and extend understanding. There is a good balance of teacher directed and independent learning activities.

Overall the quality of teaching in the secondary school is good. In the best lessons the learning objectives and success criteria are shared with the pupils. The success criteria and learning activities are sufficiently differentiated to provide challenge for different groups of pupils. At the end, or during the lesson, learning objectives and success criteria are revisited to enable pupils to reflect on what they have understood and what they still need to do to achieve mastery. In the best lessons, the feedback informs the planning of the next lesson. Effective use of a range of assessment for learning strategies ensures pupils make good or better progress. In less effective lessons, differentiation is minimal and not embedded. Planning for challenge is inconsistent. Pupils, when questioned, identified a need for more challenging work in some subject areas.

Pupils are generally motivated, well behaved and on task. Teachers have good knowledge and understanding of the subject matter. Inappropriate behaviour in lessons is often due to lack of challenge and/or lack of engaging activities. Many lessons across Key Stage 4 and nearly all across Key Stage 5 focused on revision for forthcoming external examinations. There were many examples of well organised and structured revision lessons with the teacher providing effective one-to-one support and pupils self and peer assessing their responses to past-paper questions. Many pupils had decided not to avail themselves of the high quality support available and chose to revise at home. In less effective lessons, pupils' intrinsic motivation provided the driver for engagement. Nearly all pupils are aware of their 'working at' and target grades. In addition, they know what to do to bridge the gap.

While oral feedback to drive pupils' learning is well embedded, the assessment of pupils' work in books is inconsistent between subjects and teachers. Opportunities are missed for pupils to reflect on their own learning

Classroom resources are of a good quality, quantity and range. They are generally used effectively. The use of information technology as a learning tool across the curriculum, is a missed opportunity to enhance and inspire pupils' learning and better prepare them for life in the 21st century. The behaviour management strategies in place throughout the school ensure that nearly all pupils remain on task and focused during the lessons, maximising learning time. Teaching does not undermine fundamental British values. There is an evident respect for individual human differences.

The school has a framework in place to assess pupil performance regularly and thoroughly. In EYFS, teachers use base line assessments to provide a starting point for individual pupils. The school has effective procedures for tracking individual pupil's personal and academic development. The use of Tapestry software enables the teacher to record a range of assessment data.

In primary and secondary a range of formative and summative assessments are used to inform 'Raising Attainment Plans' which are reviewed each term. Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria. Attainment results are reported 3 times a year to parents through formal written reports followed by a parent consultation evening.

5.3 Standards achieved by pupils

Nearly all pupils make good progress as they move through the school.

Through high-quality teaching, care and support, pupils make a flying start when they join the Early Years Foundation Stage (EYFS). There is little significant difference in terms of ability between cohorts year on year. At the end of term 1 in September 2016, 70.18% of Foundation Stage 1 pupils attained the expected level in Communication and Language. By the end of the summer term this figure had increased to 96.2%. At the end of the Foundation Stage, over 90% of pupils attained a 'good level of development' compared to 70.7% in the UK.

Good progress is maintained across Key Stages 1 and 2. By the end of each key stage most pupils are working at UK national expectations in reading, writing and mathematics. In 2017, 12% of pupils significantly exceeded UK national expectations in mathematics and 6% in English. The school has plans to introduce GL assessments from Year 1 to Year 6. Pupils are tracked across Key Stage 3 using moderated in-house assessments. Outcomes are aligned to IGCSE grades. School data indicates an increasing percentage of pupils are achieving the higher grades between terms 1 and 3, across the 3 years.

The school recently celebrated its first cohort of IGCSE pupils. 20 pupils sat the examinations, 11 boys and 9 girls. 56% of pupils achieved 5 A*-C grades including English and mathematics. Girls performed significantly better than boys.

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

6. Standard 2

Spiritual, moral, social & cultural development of pupils

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

The school has a comprehensive SMSC policy which clearly emphasises the importance of ethical values such as honesty, openness, social responsibility and caring for others. Each member of the school community is expected to take responsibility for their own and others' learning behaviour and wellbeing.

Pupils are provided with opportunities for spirituality through assemblies, after school clubs, residential trips and charity work. They develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour. Across the school, pupils demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. In a Key Stage 1 art lesson, pupils were encouraged to close their eyes and imagine what it would be like to walk in an Autumnal forest.

The school effectively enables and encourages pupils to distinguish right from wrong, and to show respect for the law. For Muslim pupils, the principles of right and wrong are supported through Islamic studies and the Quran. Non-Islamic primary pupils receive discrete lessons in citizenship. These provide pupils with opportunities to discuss moral and social issues. Islamic lessons cover these issues for Muslim pupils. This pattern is repeated across the secondary school. Philosophy for Children (P4C) is established in the primary curriculum, extending into Year 7.

At the start of the academic year, pupils sign a code of conduct which outlines behaviour expectations. The school's positive behaviour management policy outlines the importance of respecting one another with appropriate sanctions applied for serious breaches. Restorative meetings take place after an incident has occurred. Pupils are required to take responsibility for their actions and agree on targets for improvement.

NBA pupils are self-assured, confident, happy, and positive young people. Critical and creative thinking skills, which form part of the P4C course, provide pupils with the confidence to face and deal with challenges in their lives. Class discussions, assemblies, concerts, plays, sporting competitions, prize giving and activities relating to the school's 'value of the month', provide further opportunities for personal and social development. A Year 10 pupil confidently presented a video of a recent school trip to the UK in order to encourage interest among Year 8 pupils for a future trip. In EYFS many pupils readily and confidently talked about their work, their feelings and their friends.

Early Years Foundation Stage (EYFS) pupils are immersed in aspects of SMSC through a combination of the thematic curriculum, planned weekly Personal, Social and Emotional Development (PSED) lessons, activities linked to the school's 'value of the month', 'Philosophy for Children' (P4C) and circle time. Celebrations such as National Day and International Day further enhance this rich experience. In a Key Stage 3 assembly, two girls delivered a presentation on Ramadan and its importance in the Muslim faith.

Pupils are provided with a broad general knowledge of the responsibilities of citizenship in Qatar, the UK and internationally, through the topics they study in addition to citizenship and Islamic studies lessons. Qatari history lessons in Arabic and English provide pupils with knowledge about the institutions and expectations of being a citizen in the host country.

The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country. These values are embedded in the culture and ethos of the school. Partisan political views are precluded in the teaching of all subjects. Information is presented in an impartial way with an appropriate balance of opposing views where applicable.

7. Standard 3

The welfare, health and safety of the pupils

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

The welfare, health and safety of pupils is a priority. The school's Health, Safety and Wellbeing (HSW) Committee meet weekly to discuss and review relevant safety related matters. The committee comprises the principal, deputy principal and head teachers, supported by representatives from each school section, the Lead Nurse and a nominated Health and Safety Officer. The school fully complies with the relevant health and safety laws in the host country. An effective written policy relating to the health and safety of pupils in school and on activities outside school is in place.

In keeping with the UK Workplace Health and Safety Regulations (1992) and Fire Precaution Regulations (1997), the school has implemented appropriate policies and procedures. Fire drills are held termly and evaluated by staff and the HSW Committee. The time taken to evacuate is recorded. Fire evacuation procedures are displayed in English and Arabic in every classroom and communal area, along with directional arrows, indicating escape routes. All Fire Exits have emergency lighting and fire exit signs are illuminated. Firefighting equipment is checked annually in accordance with Civil Defence requirements. The school has an agreed emergency evacuation communication tree that identifies lines of communication to be followed by key staff, during an emergency evacuation.

Transport safety is a high priority for the school. All buses are fitted with seatbelts and the use of these is strictly enforced. Drivers are first aid trained, carry mobile phones and have first aid kits on board. Access to the school site is monitored by teaching and support staff in the mornings at the end of the day. Gates are closed thereafter and one main entrance is utilised and monitored. The site of the school is secure. Guards patrol the site and restrict access to authorised personnel. Visitors to the school have to provide evidence confirming their identity.

The parents and families have access to the school's swimming facilities out of school hours. They are given limited access to the building and are informed of the school's policies and procedures regarding health and safety. Parents are expected to sign a disclaimer document before they use the facilities. External lighting ensures that visitors can safely enter and leave the premises.

The school follows COSHH guidance with respect to the use and storage of substances, hazardous to health. A central COSHH register with details of all toxic / hazardous substances is kept by the Science Laboratory Technician. In accordance with UK Electricity at Work Regulations (1989) all staff must take due care in the use of electrical equipment. Items are subject to a regular visual check supplemented by planned formal inspections.

NBA actively promotes good behaviour. Sanctions are clear and applied appropriately in the event of misbehaviour. The anti-bullying policy is effectively implemented. Focus groups of pupils stated they felt safe at school. Pupils' behaviour in class and around the school is good.

Play areas and open spaces are well supervised during break times, as per the school duty rota. Whilst good quality, healthy food is available through the canteen, pupils requested more time to eat their food. EYFS pupils bring in their own pack lunches; the contents are monitored for healthy foods. The school operates a 'no nuts' policy in order to avoid health issues for those with nut allergies. Drinking water is available around the site.

Medical provision on each site is of a high order. Four nurses ensure prompt first aid attention. Attendance across the school is closely monitored. The attendance policy gives clear guidelines to both parents and staff. In Term 1 of this academic year the whole school attendance was 91%, in Term 2 90%. Pupils achieving 100% attendance receive a certificate. Attendance registers are kept up-to-date. Absence is followed up promptly. The main reasons for absenteeism are illness, or accompanying parents travelling outside the country. Policies conform to local regulatory requirements.

The pastoral care system is well developed. Form tutors, heads of year, counsellors and nurses, overseen by the deputies and heads of each school ensure a high level of pupil care. Nearly all pupils are motivated learners, thoughtful and well behaved. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their education.

8. Standard 4

The suitability of the proprietor and staff

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

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. All applicants complete a detailed application form to ensure the school has a complete previous employment history. Any gaps are thoroughly explored at interview.

Appointments are subject to rigorous background checks which include police checks, checking of identity, proof of address, verification of academic qualifications and the right to work in Qatar. In addition, the school requires two professional references which include a judgment on the suitability of the candidate to work with children. All appointed staff must meet Ministry of Private Education employment requirements with regards to having a relevant first degree and teacher training qualification. There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development. The school is presently introducing on-line safeguarding training to complement in-house Child Protection workshops already in place.

NBA recognises that discrimination is unacceptable. The Newton group has a formal policy to ensure no job applicant, employee or worker is discriminated against either directly or indirectly on the grounds of race, colour, ethnic or national origin or religious belief. Procedures are in place to ensure compliance with the UK Equality Act (2010).

9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding.

The school provides a safe and welcoming environment for all its pupils. The school comprises three sites, two for EYFS pupils and a larger campus for primary and secondary. They are located in close proximity with one another. All 3 sites have a designated sports hall. At the main site, the large multi-purpose gym/hall is shared by primary and secondary. The hall is used mostly for PE lessons but also doubles as a concert, graduation and exam venue at various times of the year. The school makes full use of ground floor tiered 'amphitheatres' for assemblies, presentations and drama rehearsals.

The school has a well presented indoor heated swimming pool. The pool hygiene and water cleanliness are maintained by a private pool company, specifically contracted for this purpose. Shower and changing facilities are available in the sports areas. The school is currently planning for pool side spectator seating to be installed with electronic lane timing for swimming galas. Suitable outdoor space ensures physical education is delivered in accordance with the school curriculum and facilitates outside play. All EYFS classrooms have their own designated outside facility which allows teachers to create safe and inspiring outdoor learning activities for their pupils.

The buildings and grounds are very well maintained, clean, spacious and attractive. Classrooms are well resourced, with either an interactive white board or digital projector and screen. Classrooms have been designed to be light and spacious. The corridors are shared, spacious and large enough to encourage groups of pupils to use them as additional learning areas.

The furniture and fittings are appropriate for the age and needs of all pupils. Both primary and secondary libraries are well stocked, light and engaging. Around the school, sound insulation, air conditioning units, lighting and acoustics allow for effective teaching and communication. The flooring is in excellent condition throughout the school. The school has lifts for the use of wheelchairs, a ramp in the swimming pool area and wide corridors which aid movement. External lighting ensures that visitors can safely enter and leave the premises.

The main site has two canteens which cater for both primary and secondary pupils. The two canteens are used for boys and girls separately in the secondary school. The school contracts an external catering company to provide catering which is inspected by the Ministry of Health for compliance with food preparation and hygiene regulations

The buildings and the water supply meet local regulatory requirements. The school provides appropriate toilet and washing facilities in each key stage for the sole use of pupils. There are separate toilets for boys and girls. Staff have their own washrooms.

Toilets and urinals have an adequate supply of cold water; washing facilities have an adequate supply of water and soap. Drinking stations are located inside the school on every floor, they are clearly visible. On occasions during the visit they were found to be empty.

There are well-resourced and staffed medical rooms. Provision for short term sickness is excellent. Each medical room has washing and toilet facilities.

10. Standard 6

Provision of information for parents, carers and others

The quality of information provided by NBA for parents, prospective parents, and other interested parties is outstanding.

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

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

A focus group of parents were highly positive about the level of care and communication provided by the school. At the start of each year, a series of parent information events are held. Parents receive a handbook, with information specifically tailored to their child's school section. During the year, parents are kept well informed about the life of the school through email, leaflets, letters, and pamphlets or online. In the primary school, good use is made of "Class Dojo". The school's reception offers a wide variety of information in pamphlet form including; emergency plans, extra-curricular activities, school core values and vision, child protection, bus users' policy, internet safety, parents' handbook and fee structures.

Parents of secondary school pupils are invited to attend Year 9 IGCSE and Year 11 AS level option evenings. All parents are invited to weekly assemblies, annual concerts, a secondary show, graduations and prize giving assemblies. The school operates an open-door policy; teaching staff and the senior leadership team are readily available.

The school's parent teacher association has a designated board. Membership is open to all parents. Parents are able to volunteer on a daily or weekly basis. Particulars of the school's external academic performance is displayed in the reception area. The number of formal complaints registered during the preceding school year is available on request.

Written reports on pupils' progress are provided to parents three times a year. Reports detail not only attainment, but also progress and areas for improvement. Parents of EYFS pupils have access to on-going progress information. Homework for primary pupils is placed on the school website via *wikispace*.

Interviewed parents confirmed that the home school partnership is highly effective in supporting their child's progress. They stated that they felt a valued part of the NBA school community.

11. Standard 7

The school's procedure for handling complaints

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

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of pupils and prospective parents.

There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher or tutor on an informal basis. Parents have easy access to senior leaders at the start and end of the school day. If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint. If a formal complaint has not been resolved by the principal, the parent(s) can contact the proprietors for a formal review. There is provision for a hearing before a panel appointed by, or on behalf of the owners consisting of at least three people not directly involved in the matters detailed in the complaint. One panel member is independent of the running of the school. Parents may be accompanied. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the proprietors and principal. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely.

The school has recently appointed a bilingual Parent Liaison Officer to better support Arabic speaking parents in resolving any concerns.

12. Standard 8 Leadership and management of the school

Leadership and management are good with outstanding features. Governance is a strength of the school.

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

The school's vision, 'An international community of learners striving for excellence and celebrating success', is a driving force for school improvement. The leadership of the principal, supported by his deputy, has a highly positive impact on all areas of the school. Clear direction is reflected in the quality of education, the care for students and the determination and ambition to fulfil the school's aims. Policies and procedures are clearly written and effectively implemented.

The school has recognised that some middle leaders are growing into their roles. Consequently, there is a need to ensure that all middle leaders are equipped with the knowledge and skills to effectively discharge their responsibilities and possess the confidence to be held and hold others to account.

Overall, the quality of teaching is good and on occasions better, but inconsistent. Whilst the school has implemented a programme of professional development and performance management, it is too soon to judge the impact.

The school's curriculum is well organised and provides effective opportunities for all groups of pupils to learn well and make good progress. In addition to the monitoring of academic standards, all pupils have opportunities to develop their personal and social skills. Relationships at all levels are good. The school has a highly positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

The school has established effective strategies for engaging parents and carers. Pupils' learning is seen as a partnership between home and school. The school is effective in recruiting quality staff, and ensuring safeguarding procedures are in place.

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

Not applicable.