



Inspection report

Newton International School, Lagoon

**Doha
Qatar**

Date
Inspection number

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Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	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	11
	5.3 Standards achieved by pupils	16
6	Standard 2 The spiritual, moral, social and cultural development of pupils	19
7	Standard 3 The welfare, health and safety of pupils	23
8	Standard 4 The suitability of the proprietor and staff	26
9	Standard 5 The premises and accommodation	27
10	Standard 6 The provision of information for parents, carers and others	28
11	Standard 7 The school's procedures for handling complaints	30
12	Standard 8 Leadership and management of the school	31

1. Purpose and scope of the inspection

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

The inspection and this report follow the 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; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, eighty-three lesson observations took place. school documentation and policies were analysed, and data was reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Susan Eriksson. The team members were Hannah Gaffney, Caz Jude, Jessie Joubert and Naomi Williams

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality-assured by the Office for Standards in Education (OFSTED).

3. The overall effectiveness of the school

The Newton International school Lagoon is an effectively led and run all-through school. Pupils are happy and develop into reflective, respectful, and engaged members of the community. The school's structured pastoral support, leadership opportunities, and values-based education foster an environment in which pupils thrive academically, socially, and emotionally.

The school continues to make significant strides in fostering a culture of excellence, and the leadership's vision for sustained improvement is clearly evident throughout all aspects of school life.

3.1 What the school does well

There are many strengths at the school, including:

- **Strategic leadership:** The principal demonstrates a clear and compelling strategic vision, effectively articulating it to ensure alignment and engagement among staff.
- **Vision in practice:** The school's vision is actively embodied by all stakeholders. A strong commitment from staff drives continuous improvement, underpinned by high expectations and robust leadership support.
- **Professional development:** A well-structured and purposeful professional development programme enhances staff expertise and effectiveness.
- **Curriculum consistency:** There is uniformity in primary activities across year groups. Schemes of work are embedded within practice and rigorously monitored for impact.
- **School ethos and relationships:** The positive relationships between pupils, staff, and parents are central to the school's ethos. Consequently, pupils feel safe, valued, and a strong sense of belonging is fostered.
- **Behaviour management:** Behaviour across the school is exemplary, reinforced through the consistent application of language and actions by all staff.
- **Behaviour for learning:** High expectations are embedded within classroom practice across all phases, cultivating exceptional attitudes towards learning.
- **Inclusive education:** The school demonstrates a well-developed and inclusive approach to supporting pupils with additional learning needs and English language learners.
- **Learning environment:** The high-quality, well-maintained premises and facilities enhance the learning experience. The school community takes great pride in the upkeep and development of its environment. Well-being is prioritised for both pupils and staff. A strong induction process and

ongoing support mechanisms ensure staff feel valued and well-supported.

- Character development and values-based education: The philosophy for children (P4C) initiative supports learning effectively across all subject areas.
- Early Years provision: The Early Years facilities reflect a strong commitment to holistic, child-centred approaches to learning, fostering developmentally appropriate and engaging experiences.

3.2 Points for improvement

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

- i. Personalise and adapt learning based on pupil ability, underpinned by use of data.
- ii. Implement more opportunities to extend and challenge the more able pupils.
- iii. Continue to implement high quality professional development underpinned by robust diagnostic information.

4. The context of the school

Full name of school	Newton International school - (Al Quatifya) Lagoon Campus				
Address	Street 805, Zone 66, Building 33, PO Box 8449, Doha, Qatar				
Telephone Number/s	+974 4412 2254 +974 6659 4848				
Website Address	www.newtonschools.sch.qa				
Key Email Address	salvagep@newtonschools.sch.qa				
Headteacher/ Principal	Patrick Salvage				
Chair of board/ proprietor	CEO, Mrs Afaf Al Ma'adeed				
Age Range	3-18 years				
Total number of pupils	1,762	Boys	970	Girls	792
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	727	
	<i>3-5 years</i>	240	<i>17-18 years</i>	3	
	<i>6-11 years</i>	792	<i>18+ years</i>	0	
Total number of part-time children	0				

4.1 British nature of the school

The school reflects a distinctly British ethos, implementing the English curriculum, Early Years Framework and assessments aligned with national standards. British practices are evident in teaching methods, performance management, leadership styles, displays of children's work, parent engagement, and inclusive attitudes, ensuring an excellent experience for all pupils. The school has a strong commitment to continuous professional development, in line with the values of British schools and commitment to high standards of training. For instance, lifeguards are trained in accordance with British standards, ensuring the safety and well-being of pupils.

The language of instruction is English. All school communications, including reports, letters, and newsletters, are provided in English. school texts, materials, educational equipment, and curriculum schemes are sourced from the UK. Pupil safeguarding meets high standards and aligns with British schools in England expectations.

Pupils show respect for the Qatari National Anthem as well as the school's mission statement, which was shared each morning, with the value of the day by pupil leadership. This reinforced the school's commitment to British ethos and values such as respect, responsibility, and community, which underpin the daily learning environment. The school has an established house system, and offers numerous avenues for pupil leadership roles, such as house captains, head boy and girl, prefects and pupil council, reflecting the principles of British democracy in the election process. These leadership roles are embedded in both the primary and secondary school.

There are various displays around the school reinforcing British values and Britishness. This looks different in different areas of the school, for example in the Foundation Stage, values boards are displays of children's work with connections to Britishness, tea party displays with pictures of the British Royal family and a voting station for their favourite book of the week.

5. Standard 1

The quality of education provided by the school

The curriculum and standards are good, and pupils are making progress. The current standard of teaching is not yet allowing pupils to make accelerated progress and meet their true potential - particularly through lack of challenge, high levels of teacher talk and an over-reliance on teacher guidance.

5.1 Curriculum

The quality of the curriculum meets the BSO standards and is good.

The overall aim of the curriculum is to build strong relationships with pupils whilst developing them as critical thinkers. This provides pupils with the confidence to learn in English and ensures they have a sense of belonging and pride. This is clearly shown through the whole school approach to the P4C curriculum - the primary P4C coordinator referred to it as the "Golden Thread". Confidence, respect and kindness was observed in pupils in all year groups.

Underpinning the national curriculum for England, which is the basis of all planning, teaching and learning and assessment, is P4C and character education. Both incentives fully incorporate and promote British values. To ensure there is a consistent approach to teaching in all subjects the introduction of *Deepened Thinking, Role-modelling, Impact, Challenge* and *Engagement* (DR.ICE) together with the concept of "I do, We do, You do" has been implemented across the whole school. As a result, almost all pupils make good progress, particularly in developing their reading and writing, communication and mathematical skills from their starting points.

There is clear evidence of planning for good progression for pupils with special educational needs and/or disabilities (SEND) and those learning English as an additional language (EAL). Those pupils with Additional Learning Needs (ALN) are taught in parallel classes in the primary which is well coordinated by the SEN department. Once they make the required progress they can then return to mainstream classes. It would further strengthen the provision for SEN if the school had use of external mechanisms to accurately identify non verbal and verbal abilities early on to support teacher judgement and provision.

The school actively promotes healthy behaviours through posters, dedicated health-focused days, and lessons on nutrition. In Early Years, staff guide children in making healthy snack choices, and parents are reminded if unhealthy items are brought in. Pupils in early

years have Grandparents day where they come in and support learning. The extracurricular activities (ECA) programme is well organised and offers diverse activities for the pupils to join. It is heavily focused on internal academic ECAs provided by teaching staff, yet there are external providers which enable pupils to have access to Sport ECAs such as martial arts. In addition, educational visits, overnight trips and visitors to the school are planned to enhance curriculum provision.

The Early Years and Foundation Stage (EYFS) curriculum is underpinned by the British statutory framework for EYFS (2021). The foundation stage demonstrates very good provision for the development of key skills, offering a wide variety of engaging and stimulating activities. These activities effectively spark pupil's curiosity and foster a strong motivation to learn. The continuous provision is a particular strength, with thoughtfully planned activities that cater to the pupil's educational needs across all areas, including personal, social, emotional, and physical development, as well as communication and language skills. The outdoor learning area provides a safe and enriching environment with a focus on physical development, imaginative play and developing motor skills. There is consistency in the delivery of phonics through the implementation of the *Rocket Phonics* scheme.

The primary school has adopted a range of schemes to support the curriculum provision, including *Rocket Phonics*, *White Rose Maths*, and *Talk for Writing*. These are consistently embedded in teaching practice across the school and are used to help adapt and modify the curriculum according to different learner types. The schemes provide a clear structure for teachers to follow and ensure that no child is left behind. The curriculum is highly prescriptive and predominantly worksheet based.. Consequently, pupils tend to start lessons from the same point, regardless of their prior attainment or understanding, and the curriculum is not sufficiently personalised to cater to the needs of different groups and individuals. In maths, challenge cards are available but are only used once pupils complete the initial activity. In the most successful lessons seen, teachers were using their knowledge of the curriculum and the pupils' attainment to personalise the learning which led to greater progress within lessons.

Pupils participate in a weekly P4C session and a dedicated character education lesson. During one observed character education lesson in primary, pupils were asked to look at their reflection in a mirror and describe how they felt. One pupil remarked, "I see a shy boy," prompting the teacher to encourage him to think about how he could develop greater confidence. In secondary, timetabling has been

managed to ensure PSHE / character education is scheduled for period 3 (allowing for latecomers). This ensures that the majority of pupils are able to access this important part of the curriculum which promotes well-being of pupils, focusing on positive attitudes, values and behaviours that underpin society. In addition, Year 7 is timetabled with the same teacher for at least 3 periods a day. This ensures that the transition from a single teacher in Year 6 to multiple in Year 7 is smooth. The impact of the P4C curriculum is clearly seen throughout the school as pupils show respect and confidence towards each other and also school staff.

The curriculum overall is well balanced, with daily lessons in maths, English, and phonics in primary and a well planned timetable in secondary. The development of reading, writing, and mathematical skills is a priority across the whole school as seen on the SDP and is shown in the timetabling of these subjects (English reading in Primary in particular). Secondary have started to explore more alternative pathways such as BTEC (subject to Ministry approval) alongside iGCSE and iAS Level. In addition, this year, there has been a move towards a modular approach as opposed to linear in some iGCSE subjects to take into account learner styles. Hence the curriculum is reviewed and reacted upon regularly.

The curriculum provision is reviewed regularly. Every subject is reviewed yearly and quality assurance cycles are completed every 2 weeks which comprises of different types of moderation and observation. While the curriculum provides good coverage of key subjects and includes opportunities for personal development, it does however lack quality differentiation and adaptive teaching. This limits the opportunities for pupils to take further ownership of their learning.

5.2 Teaching and assessment

The quality of teaching and assessment meets the BSO standards and is satisfactory. Teachers cover the curriculum well and pupils learn and are on task. Although progress is evident, this could be further enhanced by more personalisation and pupil ownership to maximise the potential of accelerated progress from their starting points. There are pockets of outstanding teaching in all areas of the school and particularly in the secondary school.

In EYFS, the creative and well-structured environment contributes to the creative provision that is in place. The quality of teaching and assessment was satisfactory with some examples of very good practice being observed.

The majority of teacher led lessons were well-organised, planned, and active. Pupils engaged in tasks using manipulatives and sensory resources such as playdough, stamps, and construction toys. Short rotations allowed pupils to practise a range of age-appropriate skills. Pupils were familiar with routines and could transition between activities independently. However, some pupils finished tasks quickly and then had to wait for the next rotation. In the most effective lessons, teachers adapted shared planning to their class and used questioning to address individual needs. These teachers demonstrated a strong understanding of supporting and challenging pupils. For example, in a foundation stage mathematics lesson, the teacher encouraged deeper thinking when asking pupils to represent numbers to five using two hands.

Pupils displayed positive behaviour for learning in most lessons, enthusiastically participating in activities. Teachers and teaching assistants praised good behaviour, and in the best lessons, teaching assistants led small groups, gave feedback, and supported pupils effectively during carpet time. Consistency in this practice is needed across the phase. During child-initiated play, staff supported pupils by encouraging curiosity and extending their ideas. The early years team demonstrated a strong understanding of the phase, with continuous provision offering well-planned activities, support materials, and independent challenges.

Pupils complete a baseline and phonics assessment upon entering the Foundation Stage, informing targeted groupings and instruction. Individual trackers monitor progress weekly using the school's marking system against the week's learning objectives. From this, pupils requiring additional support receive intervention from a support teacher. Teaching assistants record daily observations, providing feedback to class teachers. Trackers are moderated across

the phase, and pupil progress meetings, held twice per term, inform EAL and SEN support.

Next steps include improving differentiation in teacher-led activities to challenge and support all pupils and ensuring independent activities are accessible and impactful for every child.

The quality of teaching and assessment in the primary phase is satisfactory, with the majority of lessons observed being judged as satisfactory. In the best lessons seen in the primary department, teachers use Assessment for Learning (AfL) strategies effectively to support teaching. For instance, pupils are asked to signal their understanding by putting their thumbs up if they have grasped the concept or sideways if they are unsure. Whiteboards are also used regularly, enabling pupils to write their answers and show them with the teacher. When AfL was used well, it allowed time for teachers to assess and check pupils' understanding. Good questioning was used effectively by some teachers and allowed varied opportunities for critical thinking. However, there were very little opportunities for pupils to ask questions and show their curiosity. A good guided reading activity was observed during one English lesson where the teacher was focusing on specific reading skills for a smaller group of readers.

Behaviour is consistently good. Teachers maintain high expectations, using quiet words to reinforce standards as necessary. Pupils are enthusiastic about participating and clearly enjoy learning. They settle down quickly and complete the tasks expected of them. There is, however, a tendency to teach 'to the middle', not allowing the more able pupils the opportunities for challenge. In the majority of classes, behaviour was well managed, and the pupils were compliant, with very little disruption observed. However, lessons tended to be very prescribed and worksheet-based, therefore allowing little chance for interrupt or for self-directed learning.

Teachers have a good understanding of pupils' aptitudes, needs, and prior attainments and a strong subject knowledge and understanding of the material being taught.

Lessons are well planned, time is managed effectively and teachers adhere to the school policy of incorporating and highlighting aspects of DR.ICE within their daily plans. In the majority of classes, planning has been annotated and adapted as the week goes on which shows an excellent ability to reflect and review practice. In the best lessons, teachers adapt year group planning to meet the specific needs of their pupils. For example, in a Year 3 humanities lesson, pupils moved around the room deciding if pictures of Italy were showing human or physical features. In the best lessons, teaching assistants are well

deployed and clearly well briefed. They are observed working with small groups or individuals during whole class teaching and supporting group activities effectively. There are few manipulatives or scaffolding materials to support pupils learning when working independently or with a teaching assistant

Teachers are beginning to use assessment data to ensure that lesson content is appropriately pitched for the majority of pupils. Teachers recap prior learning, providing context and making lessons meaningful. They demonstrate good subject knowledge, which is supported by team planning and a robust professional development programme.

Behaviour is consistently good. Teachers maintain high expectations, using quiet words to reinforce standards as necessary. In the majority of classes behaviour was well managed and the pupils compliant with very little disruption observed, however, lessons tended to be very prescribed and worksheet based therefore allowing little chance for interruption.

The quality of teaching and assessment in the secondary phase is satisfactory, with some examples of good and outstanding practice. Within the middle and upper school, the most effective lessons feature a variety of teaching strategies within a single lesson, engaging pupils through a range of activities that promote collaboration, independent thinking, and deepen understanding and pupils are encouraged to lead aspects of their learning.

In the strongest lessons, teachers utilise assessment effectively to support pupil progress. A consistent approach to marking and feedback is evident, with pupils responding to comments in their books, demonstrating improvements in their written work. Where assessment is most effective, pupils engage in peer and self-assessment, and teachers employ multiple methods of feedback. One pupil commented on a lesson about pollution, stating, "These are my solutions, and I think they are more effective because...", exemplifying the impact of reflective learning.

Progress checks are systematically embedded within pupil notebooks, providing both teachers and pupils with an ongoing record of learning. In the most effective lessons, planning ensures clear staging, with explicit links to prior knowledge and future learning objectives.

Questioning is a strength in the best lessons, where teachers encourage higher-order thinking. For instance, in a history lesson on Stalin, pupils were asked to watch a video and reflect on aspects that interested them, before adding further notes in green pen based on

their peers' contributions. Similarly, in a travel and tourism lesson, pupils engaged with a local context, justifying their responses to the question, "What is more attractive: Qatar's natural or built environments?", while a teacher's collaboration with a hotel added real-world relevance to their studies.

Where teaching is less effective, lessons lack pace and challenge. Excessive teacher talk limits opportunities for active learning, with little use of paired or group activities. In these lessons, differentiation is underdeveloped; most able pupils often wait to be tasked, and RAG (Red, Amber, Green) challenges do not sufficiently extend learning. Punctuality impacts learning in some lessons. Late arrivals, particularly after lunch, result in unnecessary loss of teaching time. Once settled, however, pupils engage well.

In the strongest practice, teachers use data to inform pupils groupings and provide effective scaffolding. Strategies such as targeted questioning, structured group work, and differentiated writing tasks are employed to support diverse learning needs. In a Global Perspectives lesson, EAL pupils benefited from visual self-access resources to support PEEL paragraph structure, sentence starters, and paragraph-building exercises, fostering pupil autonomy. Effective lessons also allow pupils sufficient time to reflect and articulate their thoughts. In a science lesson on alkenes, mnemonic devices helped pupils remember key concepts, progressing from written tasks to model-making activities. This hands-on approach reinforced understanding through multi-modal learning.

Behavioural expectations are clear across all lessons. However, pupil self-management and academic behaviours vary. In less successful lessons, a heavily teacher-led approach limits independent learning, with more able pupils constrained by the pace of their peers. The best lessons are pitched appropriately, with subject-specific terminology introduced in a manner suited to pupils' age and ability.

Teachers' subject knowledge is generally strong, though in some lessons, resources and strategies do not fully align with pupils' interests or learning needs. Lesson planning includes success criteria for higher, middle, and lower attainment levels, though the impact and consistency of differentiation vary. In some lessons, staff successfully embed vocabulary development, as seen in references to the 'word of the week' such as "select."

Classroom relationships are a strength across the school, contributing to a positive learning environment. In a biology lesson, pupils demonstrated progress in line with expectations, showing engagement in their learning. A teacher's use of the phrase "Arteries

go Away” effectively reinforced understanding of circulation and heart function.

In all areas of the school, teachers provide regular feedback to pupils, with an emphasis on verbal feedback. Impactful verbal feedback was observed in lessons. The marking policy is consistently applied across the school. Targets are set and reviewed regularly, and in the best lessons, pupils can articulate their learning targets and are taught to peer mark and evaluate their work.

The school’s self-evaluation cycle includes fortnightly book scrutinises, learning walks, and drop-ins, alongside formal termly lesson observations by the senior leadership team (SLT).

The next step for the school is to ensure greater pupil ownership of learning and a more consistent application of effective strategies across all lessons. In addition, the use of external mechanisms to robustly triangulate data and offer insights would be helpful.

5.3 Standards achieved by pupils

The standards achieved by pupils meets the BSO standards: overall attainment is in line with UK standards.

Academic data, including both attainment and progress measures, show that in most year groups and subjects, pupil performance is broadly in line with UK and international norms. Standardised assessments (PIRA, PUMA, and GL) indicate that pupils' attainment is in line with international benchmarks and continues to improve year on year. Similarly, IGCSE and IAS results demonstrate an upward trajectory.

Over 90% of pupils are EAL learners and enter Foundation Stage 1 with English as an additional language. The school's focus on a structured play-based curriculum, providing opportunities for pupils to interact with their peers, ensures that by the end of EYFS, pupils are in line with UK standards. This is evident in the Early Learning Goal (ELG) data. The PIRA and PUMA data for the academic year 23-24 support this.

Primary Standards

Pupil progress in phonics is outstanding. The percentage of pupils passing the Year 1 Phonics Screening Check has increased significantly from 17% in 2022 to 83% in 2024, and is now in line with UK standards (80%).

Previously, the school used PIRA and PUMA to track attainment and progress in reading and mathematics. While data fluctuates slightly year on year, overall trends indicate that pupils make good progress from Year 1 to Year 6. At the end of Year 6, attainment is in line with or exceeds international norms. Standardised assessments confirm that pupils' reading outcomes at the end of primary school are at least in line with UK standards.

In the 2023-24 academic year, the school transitioned to PTE and PTM assessments. The available data shows that pupils' attainment in maths and reading is in line with age related expectations. Writing and science data is internally moderated and is in line with UK expectations.

Middle school Standards

During the 2021-22 academic year, staff reviewed internal assessments and improved them to align more closely with curriculum requirements. As a result, English data trends show sustained improvement over time. For example, Year 7 pupils in 2021-22 achieved 66%, and by 2023-24, when they reached Year 9, their

attainment had risen to 81%. English remains stronger than mathematics.

Attainment in mathematics has been more variable and was identified as an area for improvement by the school. A comparison of 2022-23 and 2023-24 data, shows that standards are rising.

Science attainment is inconsistent across the middle school. The school has reviewed and refined its assessment processes to ensure greater rigour and accuracy. Trends indicate that attainment in Year 7, and to some extent Year 8, is higher than in Year 9, particularly following the introduction of more rigorous assessments.

Minimum target grades, based on standardised data, are now in place to drive attainment forward. Leaders in the Middle school know their data well and can articulate key trends and priorities.

Upper school Standards

The IGCSE results for summer 2024 indicate that standards are rising. Attainment in Arabic as a second language, chemistry, English first language, French, and history is in line with international benchmarks.

Staff are developing their use of data analysis to inform targeted interventions and enhancing teaching and learning. The next step is to further refine these interventions, particularly for pupils on the borderline of moving to the next grade level, to ensure continued improvement in outcomes.

AS Level results show an improvement in pass rates from 67% in 2022-23 to 70% in 2023-24. Further data collection will be required to establish a sustained upward trend.

Academic data, including both attainment and progress measures, show that in most year groups and subjects, pupil performance is broadly in line with UK and international norms. Standardised assessments (PIRA, PUMA, and GL) indicate that pupils' attainment is in line with international benchmarks and continues to improve year on year. Similarly, IGCSE and IAS results demonstrate an upward trajectory.

The school is on a clear improvement journey. Since taking up post, the principal, supported by the leadership team, has demonstrated a strong commitment to raising standards and expectations for all pupils.

Recent parent surveys indicate that 89% of parents feel their children are being well taught.

The school now needs to further develop their focus on tracking progress as well as tracking attainment. A system of through school moderation across classes, year groups and phases will ensure the same rigour in teacher judgement as is demonstrated in standardised assessments.

Attendance for Term 1 (September 2024 – January 2025) was recorded at 90%, with the same figure maintained during the inspection period. Lateness data varied across the school, with Year 6 displaying a consistent trend. Lateness was recorded at 19%, rising to 20% during the inspection week.

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

The spiritual, moral, social and cultural (SMSC) development meets the BSO standards and is outstanding.

The school's provision for pupils' spiritual, moral, social, and cultural development is outstanding. A strong ethos of inclusivity, personal responsibility, well-being permeates school life. Pupils develop into socially responsible, morally grounded, spiritually reflective, and culturally aware individuals. The integration of structured leadership opportunities, a robust character education framework, and a strong pastoral system ensures that pupils feel supported, empowered, and well-prepared for their future.

A strong emphasis is placed on social responsibility, leadership, and personal development. Pupils take pride in their contributions to both the school and the wider community, actively participating in service-learning projects, charity initiatives, and extracurricular activities (ECAs). Notable contributions include fundraising for the Red Crescent, sustainability projects, and cultural celebrations.

Leadership opportunities empower pupils to influence school life and drive initiatives. House captains, school council representatives, prefects, and head pupils play an integral role in shaping the school environment. Their leadership has led to the reintroduction of a robotics ECA and the establishment of a basketball ECA in response to pupil demand. One pupil commented, "We know that we can make a difference. Our voices are heard, and we've helped improve the school."

Pastoral care is a key strength of the school, supported by two experienced school counsellors who provide structured interventions such as drop-in counselling, self-esteem workshops, and resilience training. The Pupil Attitudes to Self and school (PASS) survey and Early Years Foundation Stage (EYFS) Personal, Social, and Emotional Development (PSED) trackers provide data-driven insights into well-being, allowing for targeted interventions and ensuring a proactive approach to emotional and mental health support.

The school effectively promotes positive behaviour through the Positive Behaviour Interventions and Supports (PBIS) system, using *ClassDojo*, house points, and reward trips to reinforce expectations and celebrate success. This structured approach aligns with the school's commitment to fostering a safe, respectful, and disciplined environment. A parent noted, "Our children are in safe hands."

Transitions between year groups are well-managed, ensuring pupils experience continuity and support. However, some parents have highlighted a need for greater career guidance, including structured pathways for university and job

fairs. The newly appointed careers counsellor is already enhancing provision by systematising previous practices and introducing new opportunities. Pupils have participated in a range of career events, including the Newton SMASH university trip, Qatar University Career World, and Najah University Expo, broadening their awareness of post-secondary pathways. Pupils in Year 12 have shared ambitious aspirations, with destinations including York University, Newcastle University, Texas University, and the Qatar Airforce.

Pupils exhibit integrity, responsibility, and self-discipline, reinforced through the DR ICE curriculum (Determination, Respect, Independence, Curiosity, and Enthusiasm). They demonstrate ownership over their learning and behaviour, with peer mentoring initiatives further supporting younger pupils. In discussions, pupils consistently articulated a sense of fairness and respect, with one noting, "We know the rules are there to help us, and our teachers are fair."

The Character Education (CE) programme is fully integrated into the curriculum, promoting both British and Qatari values. Recognition systems, including "Virtue of the Week" certificates, Wow Days, and Reward Trips, ensure that character development remains at the heart of school life. The Qatari Ministry of Education's "My Values Shape My Identity" initiative is successfully embedded within the school's British Values, P4C, and Character Education framework, providing pupils with a deep understanding of ethical reasoning and moral behaviour.

Philosophy for Children (P4C) sessions further enhance critical thinking and structured ethical discussions. The school's Dialogue Works P4C+ Gold accreditation further demonstrates its commitment to high-quality philosophical inquiry and an embedded legacy of fostering deep, reflective thinking among pupils. Pupils appreciate these sessions, describing them as "opportunities to express our thoughts and learn from each other."

The school ensures that structured opportunities for reflection, personal growth, and ethical inquiry are embedded across all phases. Each morning, Qatari and school values are reinforced through daily announcements, while character journals and interactive classroom displays support self-awareness and goal-setting.

The school places a strong emphasis on punctuality and attendance, recognising their importance in ensuring pupils achieve their full potential. Clear policies and consistent application have led to positive trends in attendance over time. Leadership and staff actively promote the value of regular attendance, ensuring that pupils understand the link between attendance, academic success, and personal development. Assemblies and tutor sessions reinforce these expectations, with recognition systems such as awards for high attendance further motivating pupils. The school's data-driven approach enables early identification of patterns of lateness or absenteeism, allowing for targeted interventions and parental engagement. Pupils

demonstrate an awareness of the importance of being present and on time, with one commenting, “We know that being late means missing out, and our teachers always remind us that every lesson counts.” The commitment to high attendance standards, combined with pastoral care support, ensures that pupils remain engaged and benefit fully from their educational experience.

Pastoral care extends beyond academic life, with targeted mental health and resilience sessions. Well-being Award for schools is in progress, further reinforcing the school’s dedication to emotional support. A newly appointed school counsellor is introducing mental health and well-being podcasts to complement existing support structures.

A culture of ambition and self-improvement is evident, with pupils motivated to excel. One remarked, “This is a hard school; they expect a lot from us.” This expectation fosters resilience, self-motivation, and a lifelong commitment to excellence.

The school’s cultural programme is rich and immersive. Events such as Qatar National Day, Arabic Week, and Ramadan celebrations foster respect, heritage appreciation, and global citizenship. The curriculum further embeds intercultural learning, with international trips, guest speakers, and global projects providing meaningful experiences. A recent educational visit to Georgia allowed pupils to engage in historical inquiry and international collaboration, strengthening their understanding of diverse perspectives.

A broad range of ECAs integrates cultural and artistic expression. Initiatives such as Thinking Hats Day encourage creative problem-solving, while collaborations between PE and Art promote cultural storytelling through sport and visual media. Year 9 pupils recently created Olympic-inspired artwork, reflecting on the moral and social lessons of sporting legends.

Pupils demonstrate a deep respect for faiths, traditions, and customs. Discussions on cultural and religious diversity encourage open-mindedness and inclusivity. Citizenship lessons, the school’s House System, and democratic pupil leadership structures reinforce these values.

Assemblies play a pivotal role in celebrating both academic and pastoral achievements, fostering a strong sense of community, responsibility, and belonging. Pupils, staff, and parents share a mutual respect, ensuring that the school environment remains harmonious, inclusive, and aspirational.

The school’s SMSC provision is outstanding. Pupils develop into socially responsible, morally grounded, spiritually reflective, and culturally aware individuals. The integration of structured leadership opportunities, a robust character education framework, and a strong pastoral system ensures that pupils feel supported, empowered, and well-prepared for their future.

With ongoing enhancements in careers education and parental engagement, the school is well-positioned to further strengthen its provision, ensuring that pupils continue to thrive academically, socially, and personally.

7. *Standard 3*

The welfare, health and safety of the pupils

The provision for welfare, health and safety at NIS Lagoon meets the BSO standards and is outstanding.

The school has a robust system which supports the welfare, health and safety of all pupils. Safeguarding procedures are robust and fully meet the BSO requirements.

Safeguarding is deeply embedded in the school's culture and is woven through every aspect of the school. The designated safeguarding lead (DSL) ably oversees a comprehensive framework supported by well-trained deputy safeguarding leads. This structure underscores the school's commitment to pupil safety. To ensure visibility and accessibility, the names and photographs of the DSL and deputy leads are prominently displayed throughout the school. Instructions in English and Arabic, so both staff and pupils know what to do if they have a safeguarding issue. All visitors, staff and parents / carers wear lanyards at all times and security staff are proactive in preventing adults entering the site without a lanyard. Visitor badges have a safeguarding statement displayed on the lanyard. In both Arabic and English.

Their names and photographs are displayed throughout the school, ensuring everyone is aware of their role. Clear instructions in English and Arabic guide staff and pupils on safeguarding procedures. These are also included on the lanyard tags. Security at the school is stringent, with an outsourced security team managing drop-off and pick-up. Senior leadership is present to reinforce behavioural expectations. Gates are locked after drop-off, with controlled access points, and a colour-coded lanyard system ensures proper identification of all adults on the school site.

Dismissal is structured, with staggered departures for safety. Bus pupils are registered and safely boarded under supervision, and parental passwords are required if there is a change in who collects a child. Special parking provisions exist for parents of children with disabilities. Pastoral, safeguarding, and behaviour records are properly maintained, with a transition to an electronic platform underway.

Emotional health and well-being are prioritised, supported by the PASS survey to identify pupils needing additional emotional support. The school implements "Zones of Regulation" in the primary section to help pupils articulate their emotions and develop self-regulation strategies. Various initiatives, including Year 6 social groups, Early Years nurturing groups, and one-on-one counselling, further support well-being.

Emotional health and well-being has a very high profile within the school. The school undertakes the PASS survey which identifies pupils' attitudes to school and self. This data is used to identify pupils who may benefit from either formal or informal support from the counsellors. Within the primary school "Zones of Regulation" are used to ensure pupils are able to develop the vocabulary to enable them to talk about their feelings and develop self regulation strategies.

Pupils are happy and have strong relationships with their peers. They know who they can go to if they have any concerns or worries and generally feel very supported by their teachers. Well-being is supported through Year 6 social groups, Early Years nurturing groups, and one-to-one counselling with the school counsellor, following parental consent being gained. This is in English and Arabic.

All staff receive annual first aid training from an external agency. First aid boxes are available on each floor, with multiple in Early Years. Defibrillators are also accessible throughout the school and included in staff training. In Early Years, first aid kits are placed throughout the continuous provision area, and a nurse is on-site. The school has four full-time registered nurses. Staff are informed of children with severe allergies or medical conditions to respond effectively in emergencies. In primary and Early Years, pupils with severe allergies have their snacks stored separately and checked before snack times. If necessary, they eat separately, and parents are reminded of food restrictions.

The policies are coherent and comprehensive and comply with local law and expectations. Records of fire and evacuation drills are maintained and clear signage, evacuation routes and meeting points are clearly visible around each school site. This information is shared with new staff immediately. There is also provision in place should a school evacuation be required.

Health and safety issues are monitored and tracked via an online system and it is seen as the responsibility of all staff to report issues immediately. Staff have individual access to a platform to report health and safety issues, generating tickets for maintenance to address promptly. The system ensures swift action on potential risks, with outstanding high-priority issues monitored and followed up if not resolved within the day. The health and safety committee meet termly and conduct a sweep of the school to ensure that high standards are maintained. Chemicals and hazardous materials are locked in a secure storage room which is not accessible to pupils. There are timely reports of materials to be disposed of and this is handled by the maintenance team, who engage an outside agency to carry this out. Lab storage and first aid boxes are checked each half term.

Attendance and punctuality are closely monitored by school leadership. A structured approach encourages good attendance, including reminders, verbal

feedback to parents, and late cards for pupils. Persistent lateness or absence is addressed through parent meetings to ensure improvement.

The school has a clear anti-bullying policy supported by a strong values-based curriculum. Pupil engagement is reinforced through leadership roles such as house captains, headships, and prefect opportunities. A praise-based behaviour system, including house points, reward trips, and certificates, encourages positive conduct. Strong leadership presence ensures high expectations are upheld, with swift intervention to address any negative behaviour across all year groups.

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

The suitability of the proprietor and staff meets the standard for BSO.

The school maintains a single central register (SCR) to record and report all necessary employment checks. This register includes all teaching staff, support staff and contractors. Staff who no longer work at the school are documented on a separate tab in the register, in compliance with regulations.

The SCR is well-maintained and regularly audited by the DSL, although ensuring the date of the checks on the SCR would further enhance this area. The HR manager and DSL are committed to ensuring that the school complies with best practice in Safer Recruitment.

The school does accept CVs, but these are examined for any gaps in employment history or other anomalies before candidates are invited for interviews. The school is currently transitioning to requiring a standard application form for all staff, which better aligns with recruitment practices with recognised best practice..

All teaching staff undergo rigorous checks to ensure their suitability, including identity verification, medical fitness, educational qualifications, social media checks, and references. Approved visas are required to confirm the right to work in the host country.

For new appointments, the school ensures that all relevant checks are completed, including police checks (ICPC for UK-based staff or equivalent 10-year checks for those who have worked in other countries).

The school requires references from two previous employers, one of which must be the current head or principal of the applicant's workplace. The HR department checks both the 128 management check and the teacher barred list prior to appointment. Records of all checks are securely held in individual files and documented on the SCR, managed by the HR department.

The school rigorously adheres to the requirements of *Keeping Children Safe in Education* 2024 and the standards set by the Ministry of Education, ensuring the highest levels of compliance in safeguarding practices.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the BSO standards and are outstanding.

The school has made creative use of the space on offer (science labs, music rooms, breakout spaces, SEN classrooms, use of corridors, gyms and auditoriums). There are well maintained communal areas, all furniture is well kept and updated or mended according to need and all classrooms are suitably well resourced and clean. The cafeteria is clean and designed to accommodate the whole school on a rota system. An online ticketing system that staff have access to and can report any breakages or needs of the premises immediately. This is followed up on quickly.

The expansive outside space is well utilised and designed to a high standard to ensure all pupils can access it and use it for recreation as well as learning. The outdoor areas provide ample shaded space to enable them to be used all year round.

Arrival and departure points are managed to a very high standard in terms of keeping pupils safe and site staff and leadership staff are highly visible at key transition points in the day.

Toilets, including for pupils who are disabled, washing facilities and changing accommodation, fully comply with BSO requirements. They are plentiful, age-appropriate and maintained to exceptionally high standards of cleanliness. Very close attention is paid to external and internal security and to health and safety, including impeccable standards of cleanliness and hygiene.

The school is a very well-organised and inspiring environment. The quality of the displays throughout the school are outstanding and they include an excellent balance of information, and celebration of pupils' achievements and learning. The bright and colourful corridors and entrance spaces across all subjects and age-groups, significantly contribute to the learning environment of the school. It is apparent that the pupils value their environment and all displays were well maintained and neatly kept. British Values, safeguarding, and ECA information are clearly displayed. The school is immaculately clean and throughout the visit pupils were seen picking up and disposing of litter. One pupil in middle school commented, "I am proud of my school and it is my responsibility to look after it".

10. Standard 6

The provision of information for parents, carers and others

The school provides outstanding information to parents, carers, and prospective families, and meets the requirements of the BSO Standards. Information is communicated with clarity, consistency, and accessibility, ensuring that all stakeholders are well-informed about the school's curriculum, policies, and key events.

The school website serves as a hub for essential information, including details on the curriculum, admissions processes, school timings, term calendar, phase-specific handbooks, and key policies. Newsletters and galleries further enrich the online content, providing families with regular insights into school life. The website is currently transitioning to the Newton VPL system, and while this migration is ongoing, it is imperative that all statutory data is published in a timely manner to maintain compliance with BSO requirements. This transition presents an opportunity to refine the processes for updating and communicating key documents, ensuring they remain current and accessible to parents.

The school employs a multifaceted communication strategy, ensuring that information reaches parents through a variety of channels. In primary and middle school, *ClassDojo* is used as an effective platform for engagement, offering updates on learning, behaviour, and key messages. Parents in EYFS benefit from structured communication regarding lateness, healthy eating, and behaviour expectations, as well as access to Early Years mathematics and phonics workshops, designed to support home learning. *Google Classroom* is embedded in secondary and is used to provide access to lesson materials, assignments, and announcements. Parents also receive direct emails, phone calls, and hard copies of key documents where necessary, ensuring inclusivity for those who may prefer traditional methods of communication.

The school fosters ongoing dialogue with parents through structured meetings and digital platforms. A curriculum overview is presented at the start of each year, ensuring families understand the learning journey ahead. Regular updates on positive behaviour and behavioural challenges are shared weekly, as needed, reinforcing a collaborative approach between home and school. In the upper school, *WhatsApp Business* is used effectively to communicate coursework deadlines, while *Google Forms* enable parents to provide input on key aspects of school life, such as the virtues to be prioritised each month.

Parents receive detailed termly reports on their child's academic and personal progress, with clear targets on how to improve. Parent conferences and pupil reports are accompanied by scheduled follow-up meetings to discuss their development. These reports provide clear, personalised insights, ensuring parents are well-equipped to support their child's next steps.

Beyond formal reporting, parents are actively engaged through celebration assemblies, trips, and programmes, as well as communications regarding sporting events. Larger events, such as sports fixtures, are communicated through *Google Classroom* and *ClassDojo*, ensuring broad awareness and participation. The school values its parent community and facilitates its

involvement in key initiatives, including the organisation of the school fair and community events. A dedicated team supports translation needs, with reception staff providing bilingual assistance in English and Arabic. Information is regularly posted in both languages, ensuring accessibility for all families.

A structured parent liaison system is in place, with plans to introduce *Google Classroom* groups for parent access. This initiative will further strengthen communication by creating a centralised space for key information and discussions. Dedicated school phones have also been introduced to enhance direct communication, providing parents with a reliable channel for enquiries and updates.

The school has developed an inclusive, responsive, and well-structured communication framework, ensuring that parents remain engaged and well-informed.

11. Standard 7

The school's procedure for handling complaints

A standardised Newton Education Group complaints policy is available to pupils, parents, and staff. The complaints procedure follows a structured process, with all complaints recorded, tracked, and addressed by the appropriate individual based on the nature of the complaint.

There is a clearly defined process outlining responsibility for handling complaints, and the policy states that complaints should be resolved within 48 hours. Complaints are monitored both centrally and at the school level. All records are formally closed following a check-in communication to confirm that the issue has been satisfactorily resolved.

12. Standard 8

Leadership and management of the school

The leadership and management of the school meets the BSO standard and is outstanding.

The school has undergone significant positive transformation under the leadership of the current principal, who was appointed in January 2024. As the sixth principal in a decade, he has successfully communicated his strategic vision to all stakeholders. His leadership is strongly supported by the senior leadership team, who consistently articulate high expectations using deliberate and precise language, reinforcing the school's overarching vision.

The principal and leadership team are visible throughout the school day and maintain a strong presence within the school, ensuring high levels of visibility and engagement. Senior leaders and members of the pastoral team are actively present at the beginning and end of each day, greeting parents and pupils. The school's culture and ethos are consistently reiterated and reinforced through deliberate, consistent language and positive recognition. The leadership team models exceptionally high expectations, which are reflected in the behaviour of pupils, their growing sense of pride in their school, and the professional enthusiasm exhibited by staff.

There is meticulous attention to detail in all aspects of school operations. Policies, processes, and routines are clearly defined, and staff report feeling trusted and valued in their roles. This structured approach fosters a supportive and professional environment where consistency is maintained, and high standards are upheld.

A strong focus on wellbeing, character development, and academic achievement has resulted in a significant cultural shift within the school. The environment is now purposeful, energetic, and positive. Pupils express pride in being part of the school, and evidence from staff surveys and discussions held during the visit demonstrates high staff morale. The unwavering commitment to holistic pupil development, the creation of opportunities for pupils to thrive, and the establishment of an inclusive environment have ensured that pupils feel valued and well-supported.

Leaders uphold the highest expectations regarding behaviour, fostering a culture where respect, courtesy, and good manners are the norm. Throughout the visit, pupils demonstrated engagement, politeness, and helpfulness. School prefects and pupil leaders serve as true ambassadors for both their school and their country. The ethos and culture of the school actively counter any form of direct or indirect discrimination, with leaders, staff, and pupils displaying zero tolerance for prejudiced behaviour.

The self-evaluation process is rigorous and ongoing, allowing leaders to maintain an accurate understanding of the school's strengths and areas for further development. The strategic plan, underpinned by well-structured and ambitious action plans, is both aspirational and

achievable. Outcomes for pupils are carefully monitored and evaluated, with leaders basing their plans on a deep and precise understanding of school performance, staff expertise, and pupil needs.

Performance management and appraisal systems are well-implemented, leading to professional development opportunities that encourage, challenge, and support staff. Commitment to the appraisal system is strong, with most staff feeling motivated by the process and recognising it as an essential component of reflective professional practice.

A collegial atmosphere among year group teams fosters professional dialogue and the continuous sharing of good practice. The leadership team acknowledges that the school is on a journey of sustained improvement, with teaching becoming increasingly consistent in quality across all phases.

The school CEO demonstrates a clear awareness of her responsibilities, ensuring compliance with BSO standards. There is a strong working relationship between the principal and the school proprietors, with leaders held accountable for the quality of education, the effective deployment of staff, and the management of accommodation and resources. As a result, pupils benefit from a well-resourced and effectively led learning environment. The CEO possesses a comprehensive understanding of the school's operations and plays a pivotal role in its continued success by providing both challenge and support to senior leaders.

The school continues to make significant strides in fostering a culture of excellence, and the leadership's vision for sustained improvement is clear throughout all aspects of school life.