



**British School
Overseas**
Inspected by Penta International

Inspection report

Sherborne Qatar
Mall of Qatar

Doha
Qatar

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Inspection number

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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 may 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, 52 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen during lessons, and discussions were held with staff and parents, and informally with pupils. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Glyn Kilsby, Jonathan McArthur, Sarah Arouche and Mable Newton.

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 school's culture and ethos. 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. Overall effectiveness of the school

The school provides a high-quality, holistic education for its pupils. Pupils are extremely well-cared for and safe. They enjoy a range of opportunities that help them develop leadership skills and compassion for others. School leaders are forward-thinking, with a clear vision for the school's future development.

3.1 What the school does well

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

- pupils, who are well-behaved, responsible, eager learners;
- vision and drive of school leaders, with a strong focus on raising standards across the school;
- commitment and passion of teachers to support all aspects of pupils' development;
- school's core values which unite British and Qatari culture and traditions and are central to the ethos of the school;

- strong relationships across the school based on kindness, honesty and mutual respect;
- extremely high levels of care for pupils' safety and wellbeing;
- wealth of opportunities for pupils to develop leadership skills and contribute to the school and wider community;
- wide range of curriculum enrichment opportunities, in particular the active and inspiring Model United Nations (MUN) programme;
- organisation, cleanliness and management of the school's premises;
- strong partnerships with parents and developments in systems for communications between home and school;
- ambitious plans for the school's restructuring and reorganisation;
- school governance, which is strategic and supportive.

3.2 Points for improvement

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

- i. Share and embed best practice in motivational and inspirational teaching across the school to engage pupils and raise standards.
- ii. Embed the analysis and application of progress and attainment data to support high-quality personalised teaching and adaptations to the curriculum.
- iii. Further promote behaviour for learning in Key Stage 3 to maximise learning for these pupils.

4. The context of the school

Full name of school	Sherborne School, Qatar (Mall of Qatar)				
Address	Rawdat Al Jahhaniya · 4459 6400				
Telephone number/s	+974 4459 6400				
Website address	www.sherborneqatar.org				
Key email address	office@sherborneqatar.org				
Headteacher/principal	David Butcher				
Chair of board/proprietor	Professor Nicholas Prowse				
Age range	3 – 18				
Total number of pupils	1074	Boys	589	Girls	485
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	572	
	<i>3-5 years</i>	99	<i>17-18 years</i>	69	
	<i>6-11 years</i>	334	<i>18+ years</i>	0	
Total number of part-time children	0				

Sherborne School, Mall of Qatar, is part of the wider Sherborne Qatar group, established in 2009. The group comprises four schools in Doha: Sherborne Mall of Qatar, Sherborne Girls, Sherborne Boys, and Sherborne Prep. The school offers an all-through British education for pupils aged 3–18, providing both Qatari and expatriate families with coherent and flexible educational pathways under a shared ethos and educational philosophy.

The Mall of Qatar campus is a purpose-built, well-resourced site located adjacent to the Mall of Qatar. The premises are large and spacious, with excellent facilities that support learning across all aspects of the curriculum, as well as independent study, sports and recreation. The school currently educates 1,073 pupils, with a capacity for over 1,400 and scope for further expansion.

The school demonstrates a strong understanding of, and respect for, the cultural traditions and values of the State of Qatar. Its strategic vision aligns closely with Qatar National Vision 2030, reflecting a commitment to delivering high-quality education that meets international standards while serving national priorities. The curriculum integrates Sherborne’s British educational heritage with local requirements, including Arabic, Islamic Studies and Qatar History, delivered in line with Ministry of Education and Higher Education (MoEHE) expectations.

The pupil population is diverse, with approximately one-third Qatari nationals, one-third British, and the remainder representing over 50 nationalities. This diversity informs curriculum planning, pastoral care and community engagement, enabling the school to remain both authentically British and firmly rooted in its Qatari context.

4.1 British nature of the school

Sherborne School Mall of Qatar is clearly identifiable as a British school with many distinct British features and characteristics, including:

- Formal and active links with Sherborne School, Dorset, UK.
- Promotion of British values throughout the school community.
- Delivery of the National Curriculum for England across all key stages, along with a sensitivity and awareness of local Qatari culture.
- Pupils are prepared for externally benchmarked British qualifications, including IGCSEs and A-levels.
- Teaching and learning place strong emphasis on critical thinking, independent learning and intellectual curiosity.
- Governance and leadership follow a British educational model, with the majority of staff holding UK educational and teaching qualifications.
- Pupils are organised according to UK age groupings and key stages, with a timetable and school day comparable to those found in the UK.
- Staff professional development is delivered through UK-based and British-recognised international providers.
- Pupil-centred teaching which is characteristically British in style, with assessment systems aligned to British frameworks and progress measured against UK norms.
- The pastoral system, including form tutors and class teachers, reflects established British practice.

- Safeguarding policies and procedures are consistent with current UK statutory guidance and best practice, with pupil voice and participation actively promoted.
- The campus environment reflects a strong British identity through displays, historical references and the provision of British-style clubs, societies and activities.
- Learning resources, including textbooks and library materials, are predominantly sourced from the UK, and careers and university guidance follow established UK pathways and conventions.
- Pupils up to year 11 wear a British-style school uniform, reinforcing the school's British identity and sense of belonging.
- The school is an active member of British Schools in the Middle East (BSME) and the Association of British Schools Overseas (ABSCO).

5. *Standard 1*

The quality of education provided by the school

The quality of education provided meets the standard for BSO and is good. A broad and balanced curriculum from Early Years Foundation Stage (EYFS) to year 13 offers pupils the opportunity to develop skills and interests across a range of areas, including mathematics, languages, sciences and the arts. Strong teaching based on clear objectives leads to good progress and attainment.

5.1 Curriculum

The school offers a broad and balanced curriculum that aligns with its aims and ethos. A curriculum policy is in place. Schemes of learning ensure a coherent structure from EYFS to post-16. The curriculum progression ensures that pupils build knowledge securely over time. Curriculum planning is broad throughout the phases, well sequenced and progressive. It is tailored to the needs and interests of pupils. It considers the high number of English as an additional language (EAL) learners both on entry to and across the school. The development of reading, writing and mathematics is clear, and the content is age-appropriate.

In EYFS, early language development is prioritised. It is strengthened through the use of a DfE-approved phonics scheme, delivered consistently across classes. In EYFS, the programme of activities appropriately prioritises early language, numeracy, physical development and personal, social and emotional growth. The curriculum effectively prepares children for the transition into Key Stage (KS) 1. Here, pupils continue to benefit

from structured opportunities to develop communication, problem-solving and independence, and make good progress.

In KS2, the curriculum builds progressively on these core skills. Pupils increasingly apply knowledge and skills across subjects and benefit from opportunities to develop independence and collaboration. The cross-curricular design of the curriculum keeps learning opportunities active, relevant and engaging for the pupils.

In KS3, pupils continue to experience a broad academic offer, in line with expected British standards. This prepares them well for the greater specialisation of KS4. Subject leaders have recently reviewed the curriculum content. This review took into account the pupil demographic and the proportion of EAL pupils.

Provision for pupils with special educational needs (SEND) is not yet consistently developed. Planning identifies these pupils, but the curriculum does not always cater for their needs as well as it might. Further development of provision for pupils with SEND is needed, and senior leaders are aware of this. A learning support team is now in place to add capacity to do this. Similarly, the level of challenge for pupils across the school is variable. In some cases, higher attaining pupils are not stretched consistently across all subjects.

The curriculum promotes positive attitudes, behaviour and social responsibility. Pupils experience meaningful opportunities to be enterprising and consider global issues, such as through the excellent MUN. The school runs an impressive range of extra-curricular activities. These provide valuable opportunities that extend learning and interests beyond the core curriculum.

The curriculum reflects a strong British ethos while integrating elements relevant to the host country. Personal, social, health and economic education (PSHE) complements academic learning. It promotes knowledge, respect, and responsibility, as well as awareness of protected characteristics, within lawful limits in Qatar. Pupils are taught to use technology safely and purposefully. They are invited to bring their own devices (BYOD) from year 3, and these are utilised appropriately.

In the upper senior school, KS4 choices are designed to be future-focused and allow pupils to select options they may wish to pursue for post-16 study and employment. In KS5, pupil numbers have increased rapidly and now reflect growing numbers of both local and expatriate sixth formers. The school leadership's vision is to retain and promote the creative arts to ensure a broad and ambitious curriculum offer. Careers education is planned carefully and meets BSO expectations. However, additional vocational pathways at KS4 and KS5 that better cater to a wider range of pupils' needs and abilities would strengthen options for these pupils.

5.2 Teaching and assessment

Teachers know their pupils well and foster a positive learning climate. Relationships are strong and engender trust and mutual respect throughout the school community. Teachers display and apply strong subject knowledge across all phases of the school, enabling pupils to make good progress across subjects and phases.

Lessons are carefully planned and take into account the pupils' context and starting point. They focus on developing core English-language skills. Teaching in EYFS supports children's engagement, independence, and learning behaviours. Planned provision allows children to consolidate learning through self-initiated and adult-led play. Outdoor environments promote problem-solving, vocabulary, resilience, and appropriate risk-taking. For example, children design and build steps from plastic crates and discuss safe landing areas before jumping, developing perseverance and social skills. The impact of outdoor provision is not yet consistently embedded across all areas of learning and is an area of development. Adult interactions and questioning support language development and engagement, allowing children to make appropriate progress across the EYFS framework.

Clear learning objectives signpost the learning and planning structure, ensuring opportunities for both consolidation and extension of learning. Across the school, behaviour expectations are high, and pupils in turn are highly motivated and love learning. However, behaviour for learning is less strongly embedded among a minority of KS3 pupils, which can, at times, disrupt others' learning. Teaching is at its strongest when it promotes active, open-ended learning, enthusing pupils with stimulating tasks and hands-on practical activities.

Where teaching is most effective, tasks are challenging and promote critical thinking and problem solving. As a result, pupils are highly motivated and perform well. Teachers employ a variety of learning strategies to engage pupils. The use of praise and rewards is effectively pitched to give confidence and encouragement. Pupils work well together, challenge each other and seek teacher advice with confidence and without fear of failure. Feedback is immediate, which means that the pupils move their learning on rapidly. Conversely, where teaching is less effective, lessons are teacher-led, with closed questions and limited opportunities for active learning, peer discussions, and in-the-moment assessment.

The quality of marking and feedback varies. The strongest practice promotes dialogue between the pupil and teacher and leads to continuous improvement. However, this is not consistent across the school in accordance with the marking policy. At times, the various forms of feedback can be confusing for pupils. Effective techniques such as entry and exit tickets and confirming successful understanding of work are appreciated by pupils. At their best, pupils' books demonstrate pride, organisation and clarity of thought.

Pupils with SEND are identified and assessed, and this information is reflected in seating plans and lesson planning. 'Pupil passports' are provided to help teachers plan for adaptation of the curriculum and teaching. However, the clarity, consistency, and impact of

adaptive strategies within lessons vary. In stronger practice, effective formative assessment, targeted adult support, and planned adaptations, such as chunking information, the use of visuals, and tactile approaches, enable pupils to make good progress. However, in many lessons, adaptive teaching is insufficiently planned or embedded, with questioning often directed at more confident pupils. Support staff deliver withdrawal interventions effectively, though in-class support during teacher input is less consistent. SEND leadership is well structured and developing, with recent appointments strengthening strategic intent. However, the impact on classroom practice is not yet fully evident.

The school uses a wide range of formative and summative assessments to monitor pupils' progress and attainment. Data is collected and triangulated from a range of sources, including standardised and end-of-unit tests and teacher assessments. Termly pupil progress meetings discuss the outcomes and plan interventions as required. The application of assessment data by individual teachers varies across departments and phases. Improvements in the analysis and application of progress data at a whole-school level will support the adaptation of teaching, help identify trends, and raise standards.

5.3 Standards achieved by pupils

Overall, pupils achieve well from their starting points. They make good progress in the core subjects and demonstrate developing competence across the wider curriculum. Their outcomes prepare them effectively for the next stage of their education.

Pupils' books across year groups and lessons observed show that most pupils build knowledge, skills and understanding securely. Most pupils demonstrate positive attitudes to learning, except for a minority of pupils in KS3. Generally, pupils love learning, are motivated and keen to achieve well and progress. They engage well in lessons, and many show pride in their work.

In EYFS and KS1, pupils' starting points are below age-related levels, with a high proportion of EAL pupils. Due to the strong emphasis on language development, most pupils make good progress and develop their reading skills rapidly. The proportion of pupils achieving the expected standard in phonics is broadly in line with UK norms. They read at age-appropriate levels, with growing fluency and accuracy.

In KS2, a thematic approach to learning ensures a relevant and exciting curriculum which supports motivation and helps pupils to achieve well across core areas. Outcomes achieved are broadly in line with international averages. Writing in books shows progression in language development, structure and increasingly sophisticated content and ideas.

In KS3, pupils continue to develop their understanding and skills. Standards are broadly in line with UK expectations. However, the school should continue to raise standards in reading and writing for this cohort.

In KS4 and KS5, performance is above UK averages, as measured by external examinations. Pupils speak positively about the support they receive in preparing for post-16 pathways, with the process beginning with options in KS3.

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

The spiritual, moral, social and cultural development of pupils meets the BSO standard and is outstanding.

The school promotes pupils' spiritual, moral, social and cultural development effectively through its six Shirburnian values, British values and embedded pastoral systems. Provision for spiritual, moral, social and cultural development is planned coherently across the curriculum. It has a clear and positive impact on pupils' attitudes, values and personal development. Pupils are supported to develop self-knowledge, self-esteem and confidence within a diverse and inclusive community.

Spiritual development is promoted through regular opportunities for reflection, discussion and celebration. Pupil-led assemblies, daily PSHE lessons, tutor time and regular reminders all encourage pupils to explore identity, values, wellbeing and belonging. The school's merit assemblies play an important role in recognising effort, progress and personal qualities, reinforcing positive self-worth and aspiration. Whole school events, including International Day and other cultural celebrations, provide meaningful opportunities for pupils to reflect on diversity and shared values, strengthening their understanding of themselves and others.

Moral development is underpinned by clear expectations set out through the school's behaviour systems, Culture and Ethos Policy and consistent modelling by staff. Pupils develop a secure understanding of right and wrong and the importance of honesty, fairness and responsibility. Behaviour expectations are explicit and reinforced through structured pastoral support, restorative approaches and targeted interventions where required. Pupils are encouraged to take responsibility for their actions, resolve conflict constructively and learn from mistakes. PSHE and cross-curricular learning provide structured opportunities to explore moral dilemmas, including environmental responsibility, online safety, misinformation, and the ethical use of technology, and social justice, helping pupils apply moral reasoning in real-life contexts. In general, the behaviour of pupils across the school is excellent and reflects a good understanding of the school's core values. However, for a minority of pupils in KS3, responsibility and accountability for their behaviour is not yet uniformly secure and is an area for development.

Social development is strongly supported through positive relationships, opportunities for pupil voice, and the school's house system. This plays a significant role in fostering belonging,

collaboration and healthy competition. Pupils work across year groups within their houses, developing teamwork, leadership and mutual respect. Inclusive sporting, enrichment and inter-house activities promote cooperation, listening skills and resilience.

Leadership roles, including prefects, house captains, school council representatives and wellbeing monitors, empower pupils to contribute positively to school life and support others, including vulnerable peers. Pupils actively participate in democratic processes, such as elections for pupil leadership roles, and take pride in their contributions to school life. Pupils also have a voice in decision-making through school councils. Charitable initiatives, community engagement projects and pupil-led activities further develop pupils' sense of social responsibility and civic awareness.

To support the transition to senior education, Year 7 pupils remain in their home rooms on the prep phase floor for the first half term. Familiar routines and environments support them. Senior school staff come to their classroom for all lessons. This approach builds pupils' confidence, emotional security and readiness for the next stage of learning.

British values are effectively embedded across the curriculum and the wider school culture. Pupils develop a clear understanding of democracy, the rule of law, individual liberty and mutual respect and tolerance, alongside respect for the responsibilities of citizenship within the host country. Curriculum content, visiting speakers and pastoral education support pupils' understanding of public institutions, authority and civic responsibility. Pupils demonstrate respect for rules and expectations, reflecting an understanding of English civil law within the school context, which supports their preparation for life beyond school.

Cultural development is a strength. Pupils demonstrate respect and appreciation for different cultures, faiths and perspectives, reflecting the diversity of the school community. Teaching and discussion promote equality and respect for others, within the confines of Qatari law. Cultural awareness is reinforced through curriculum content, assemblies, themed events and enrichment opportunities that celebrate diversity and encourage intercultural understanding. When raised, political issues are presented in a balanced and impartial manner, and the school does not promote partisan political views, allowing pupils to consider differing perspectives thoughtfully and responsibly.

7. *Standard 3*

The welfare, health and safety of the pupils

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

The school has a strong culture of safeguarding, led by a compassionate team. The team, which meets each week, includes senior leaders, a school nurse and the counsellor. This

ensures that all key staff are informed and involved with safeguarding issues. The well-being and welfare of pupils are central to the work and priorities of school leaders. All teachers and support staff receive regular safeguarding training, and accurate records are kept of training sessions. Safeguarding training is provided in both English and Arabic. Safeguarding concerns are well-documented and tracked on a secure digital platform. Outside agencies, such as the local hospital, are used where required to support pupils with specific needs. Notices identifying the safeguarding team are displayed prominently throughout the school. As a result of strong safeguarding practices, pupils are kept safe.

Behaviour policies are in place in both the prep and senior sections of the school, providing a clear framework for promoting responsible behaviour. Records are kept of serious or repeated unacceptable behaviour. These logs provide a clear record of whether an issue is unresolved or escalates to involve the MoEHE.

Pupils and staff widely understand the school's anti-bullying policy. Incidents of bullying are rare, carefully documented and addressed urgently by the school. Pupils report feeling safe and knowing who to talk to if they have concerns. For additional reassurance for pupils, the school is considering further ways to report concerns confidentially or anonymously.

The school has an ICT acceptable usage agreement that is shared and agreed to by the parents, the school, and the pupil. This agreement is supported by ICT lessons and personal and social education activities that encourage the safe use of the Internet. A year 11 assembly, run entirely by pupils, focused on the reliability of online information and addressed these issues entertainingly and engagingly.

Health and safety are key priorities, and all local requirements are met. Fire safety policies and procedures are in place, and termly fire drills are carried out. More than 40 staff are first-aid trained and supported by three full-time nurses registered with the Ministry of Public Health. Logs are kept of any treatments given, and first aid is provided efficiently when required. Medicines are stored securely and can only be accessed and administered by the nursing staff.

Pupils are well supervised by both teachers and locally employed security staff, who are visible around the school. Entry and exit from the school are securely managed through four staffed gates. Parents and visitors are required to wear lanyards when entering the school. Attendance is tracked using online systems, and parents are contacted on the first day of absence. An automated email system sends the parents of all senior pupils a weekly update of their children's attendance and punctuality. Parents of younger children receive information about attendance via the ClassDojo app—pupils who are late sign in at reception. If a pupil is late three times in a week, this triggers a sanction and conversation with their form tutor. Records of lateness indicate that a minority of pupils arrive at school on time. Average attendance is 91%. Further improvement in attendance and punctuality should remain a priority.

Risk assessments are completed for activities and systems within the school, and for all off-site visits. Areas including the swimming pool, design technology rooms, and science laboratories have been risk-assessed and meet local safety standards and best international practice.

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

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

Strong recruitment processes focus on ensuring that staff appointed are suitable to work with children. All necessary background checks, including ID, qualifications, medical fitness, and the right to work in Qatar, are completed before an offer of employment is confirmed. These fully meet local statutory and BSO requirements.

A comprehensive recruitment policy is in place and reviewed annually, before the start of the recruitment cycle. All staff involved in the recruitment process receive regular safer recruitment training.

The single central record is detailed and well-maintained. Regular audits and oversight by the Chief Education Officer ensure compliance with requirements. Staff personnel files are well organised and comprehensive.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meet the standard for BSO.

The school premises are of an exceptionally high standard and provide a high-quality, attractive, and stimulating learning environment. Spacious communal areas and wide corridors give the school a calm and purposeful atmosphere.

Standards of maintenance are high, and a well-staffed facilities team works quickly and proactively on all maintenance issues. Careful records are kept of regular maintenance inspections. Systems, including lighting, air conditioning, and sound insulation, are all of good quality and meet the needs of the school.

The school facilities are well matched to the needs and ages of pupils and its curriculum. For the youngest children, furniture is of an appropriate size. There are well-resourced outdoor areas which can be accessed directly from the EYFS classrooms. For older pupils, areas of exceptional quality include the school's auditorium and the sixth form centre for pupils in years 12 and 13.

Classroom learning environments vary throughout the phases of the school; the strongest practice is in EYFS and prep. There, stimulating displays and learning environments both celebrate pupils' work and actively signpost and support their learning.

Pupil toilets and appropriate washing facilities are located on each floor; they are clean and in excellent condition. The physical education (PE) department has four large changing rooms. The school's cleaning team regularly checks the cleanliness and hygiene of these areas. There are toilet facilities on each floor for people who may be using wheelchairs or have mobility issues. Lifts, accessed by security cards, are also available for pupils who may be unable to use the stairs.

Drinking water is provided throughout the school at water fountains, drawn from a regularly inspected and tested supply tank. There is a dining area where pupils may purchase food that meets all local hygiene and food safety requirements.

Security is managed by a full-time team of staff who supervise entry into the school through the main entrance throughout the day. The team also monitors CCTV, controls traffic and manages the entry and exit of pupils. The school's clinic is located on the ground floor, where it can be accessed by prep and senior pupils, and it meets the health and first-aid needs of pupils.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO.

The school provides parents with clear and accessible information about its work, policies and procedures. A wide range of required policies is published on the school website, including safeguarding, behaviour, anti-bullying, health and safety, first aid and complaints. However, the website needs greater clarity and clearer navigation to optimise its accessibility. The most recent BSO inspection report, the school address, and relevant contact details for senior leaders, including the headteacher and chair of governors, are also available. Printed copies of key documents are available on request. Leaders review published information regularly to ensure it remains accurate, compliant and current.

The school effectively utilises digital platforms to share information; *EduLink* is used across both schools, while *ClassDojo* is successfully embedded within the prep school. Curriculum overviews, assessment timelines, revision guidance, and academic performance information, including public examination outcomes, all help provide clear and relevant information to parents.

The school uses a range of methods to share information about pupils' progress, attainment, and well-being. This includes written reports, face-to-face meetings, and online access to staff. Parents of pupils with SEND and EAL receive regular updates and guidance through meetings with the head of learning support or pastoral team.

Admissions arrangements are clearly published and supported through tours, open events and interviews. EYFS 'stay and play' sessions and outreach to local nurseries support prospective families. Information is accessible to Arabic-speaking parents.

Communication with parents is effective and continues to improve. Parents value the open-door approach, prompt responses to concerns, and access to staff through face-to-face meetings and online communication. Engagement is further supported through curriculum workshops, PTA coffee mornings and dialogue with parent representatives.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the BSO standard.

The school has an effective and well-managed complaints policy that meets BSO requirements and complies with MoEHE guidance. The policy is clearly written, accessible on the school website and outlines a structured, staged approach for raising and resolving complaints. Clear timescales are identified at each stage so that issues are addressed promptly and transparently.

The policy encourages the early, informal resolution of concerns, fostering positive communication between parents and staff. Where concerns are not resolved, the formal complaints procedure is clearly defined, including investigation processes, the role of the complaints committee and escalation to a review panel where necessary. Communication with parents throughout the process is timely and clear.

The school maintains detailed and confidential records of all complaints. These records are centrally logged, securely stored and monitored to ensure compliance and consistency. Further formalising how themes and trends from complaints are analysed and reported would help to inform strategic school improvement planning and staff training.

Senior leaders and governors provide effective oversight of the complaints process, ensuring accountability and compliance with statutory expectations. As a result, the procedure is consistently implemented and supports a culture of openness, fairness, and continuous improvement.

12. *Standard 8* Leadership and management of the school

The leadership and management of the school meet the standard for BSO and are outstanding.

School leaders carry out their roles with proficiency and skill, ensuring all BSO standards are met. The leadership team is united in its drive to raise standards across the school in all aspects of school life and has a clear, ambitious vision for how to achieve this.

The school's vision and values are clear and central to its ethos. School leaders ensure that these are consistently promoted and therefore embedded in school culture. The six Shirburnian values are promoted visibly around the school, in PSHE, assemblies and the rewards system. They are known and understood by pupils, parents and staff, and live across the daily life of the school.

School leaders promote a culture of excellence through example and expectations. They have a clear knowledge and understanding of the school's strengths and areas for development. Self-evaluation is accurate and honest, based on a wide range of evidence sources. Key priorities are clearly identified. As a result, school improvement plans are detailed and specific, pupil-centred and focused on raising standards and achievement. They include clear timelines and criteria for measuring progress and success. Whole-school improvement plans feed into departmental priorities, ensuring consistency of focus.

Leaders have developed a culture of trust and openness that promotes staff development and well-being. The contributions of staff, pupils and parents are valued. Leaders seek regular feedback across a range of key areas and take steps to act on it. An open-door policy, responsive communications and high levels of visibility lead to strong relationships with parents. As a result, leaders are well respected and trusted to move the school forward.

The needs and well-being of pupils are at the heart of all decision-making. There is an unrelenting focus on pupils' safety and well-being. A consistent approach to developing the curriculum and practices in teaching and assessment, including meeting the needs of pupils with SEND and the most able, is starting to have an impact on academic outcomes. This is a continued area of focus and effort. Staff development is seen as core to school improvement. Refinements to the performance management system, focused on developing a culture of peer coaching, are already underway. Continuous professional development (CPD) for staff supports strong teaching and assessment practice.

Leaders have a clear, ambitious, and shared vision for the school's realignment. Well-considered plans are already in place for physical and leadership structural changes, which will see the school move fully to a pre-prep, prep and senior model, in alignment with

Sherborne UK. These changes have been clearly communicated to staff and parents, and are eagerly anticipated.

Governance is strategic and supportive. School leaders regularly report to governors on all key aspects of school performance and are effectively held to account. Governance provides clear, meaningful links to Sherborne UK, helping ensure group alignment on key priorities and standards.

The school's finances are well-managed and balanced. As a result, resourcing fully meets the school's current and development needs. The day-to-day running of the school is efficient because of the clear and consistent processes in place.