



**British School
Overseas**
Inspected by Penta International

Inspection report

Sherborne Qatar Prep School, Bani Hajer

**Doha
Qatar**

Date
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, 34 lesson observations took place. School documentation and policies were analysed and data 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 Karen Hanratty. The team members were Joanne Wild, Nick England and Caroline Mather.

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. Overall effectiveness of the school

Sherborne Qatar Prep School, Bani Hajer provides a high-quality education. Pupils are exceptionally well cared for and safe. The school's core values provide a strong framework for pupils' social and moral development and are reflected in the ethos of the school. School leaders understand the school's strengths and provide excellent guidance which has led to sustained improvements in all areas.

3.1 What the school does well

There are many strengths at the school, including the:

- pupils, who are polite, respectful, eager learners, and excellent ambassadors for the school;
- principal and vice principals, who lead the school with wisdom, kindness and passion;
- leading, teaching and support teams, who work tirelessly for their pupils;
- school ethos, which blends high expectations with respect and tolerance;
- blending of British, Qatari and Sherborne values, which are well known and embedded;
- strong relationships and teamwork across the school, between pupils, staff and parents;
- extremely high levels of care for pupils' safety and wellbeing;
- inclusive environment, supporting and nurturing pupils in the mainstream and Qetaf;
- exceptional attention to pastoral care which enables all pupils to thrive;
- language rich learning environments which promote English language acquisition;
- wide range of curriculum enhancements, including the innovative CUBE offering;
- strong and meaningful links with Sherborne School in the UK;
- parental support, involvement and communications.

3.2 Points for improvement

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

- i. Raise standards across the school in reading and writing, by:
 - ensuring curriculum progression in English is carefully sequenced and scaffolded.
 - reviewing systems of data collection, analysis and moderation to provide robust, reliable information on pupils' attainment and progress.

- ii. Evaluate and adapt provision in Early Years Foundation Stage (EYFS) to ensure learning experiences are consistently age-appropriate, play-based and exploratory learning experiences across the curriculum.

4. The context of the school

Full name of school	Sherborne Qatar Prep School, Bani Hajer				
Address	Building No 492, Street Number 1193, Zone 51, Nega Al Sahla Street, Bani Hajer				
Telephone number/s	+974 4495 4555				
Website address	Sherborneqatar.org				
Key email address	omolnar@sherborneqatar.org				
Headteacher/principal	Mr. Richard Williams				
Chair of board/proprietor	Sheikh Abdulla Bin Ahmed Al Thani				
Age range	3 - 11				
Total number of pupils	606	Boys	319	Girls	287
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	2	
	<i>3-5 years</i>	157	<i>17-18 years</i>	0	
	<i>6-11 years</i>	447	<i>18+ years</i>	0	
Total number of part-time children	0				

Sherborne Qatar Prep School, Bani Hajer, is a co-educational, independent school for pupils aged three to eleven, with a current roll of 600 pupils. It forms part of the Sherborne MENA group of schools in Qatar, which now consists of four schools. It was the first of the group to open, originally established in 2009 and operating on its current site since 2024.

The school serves an international community, with pupils drawn from approximately 36 nationalities. 34% of pupils are British and 31% are Qatari, reflecting the school's dual commitment to British educational traditions and its host country context. The school delivers the National Curriculum for England, alongside the required Qatari elements, including Arabic, Islamic studies and Qatar history. English language proficiency is a requirement for admission, and the school provides support for pupils with English as an additional language and for those with special educational needs and/or disabilities (SEND).

An integral part of the school's wider provision is Qetaf, a specialist unit for children with significant additional needs, catering for pupils aged five to fourteen. This provision supports 56 pupils and is staffed by a dedicated team of teachers and teaching assistants.

Governance reflects the school's close relationship with Sherborne School in Dorset, UK, with three out of seven of the board of governors drawn from the UK school. Strategic leadership is further supported through weekly meetings of the Sherborne executive team, which includes the four principals and vice-principals from across the group and senior central leaders.

4.1 British nature of the school

Sherborne Qatar Prep School demonstrates a clear and consistent commitment to the promotion of British values across all areas of school life. These values are embedded within leadership structures, the curriculum, pastoral systems and the wider school culture, ensuring that pupils develop a secure understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. These values are not taught in isolation but are lived and experienced through daily routines, pupil voice, House systems and enrichment opportunities.

The value of democracy is actively promoted through meaningful opportunities for pupils to contribute to decision-making. An elected Student Council represents each year group from year 2 to year 6, and pupils engage in a structured election process, developing an understanding of fairness, representation and social responsibility. The Councils meet regularly to discuss issues such as charity fundraising, school events and pupil wellbeing, giving pupils a clear voice in school activities. Democratic principles are introduced from an early age, for example, children in the EYFS voting to select the end of day story.

Individual liberty and personal responsibility are strongly promoted throughout the school. Pupils are encouraged to express their views confidently, make informed choices and take responsibility for their actions. Clear behaviour expectations help pupils distinguish between right and wrong, while positive behaviour management systems reinforce accountability. Personal safety, digital responsibility and online awareness are taught through personal, social and health education (PSHE), assemblies and e-safety programmes. Leadership roles, House events and a wide range of enrichment activities further develop pupils' independence and self-confidence.

The school fosters a culture of mutual respect and tolerance and celebrates the diversity of its international community. Pupils learn about different cultures and belief systems through the curriculum, assemblies and themed events. Languages are highly valued, with specialist teaching in Arabic, English, Spanish and French, reinforcing respect for linguistic and cultural diversity.

The rule of law is reinforced through consistent expectations, clear routines and fair behaviour management procedures. Assemblies and curriculum links support pupils' understanding of how laws protect individuals and society. Teachers model respectful behaviour and encourage thoughtful discussion and collaborative learning, ensuring British values are embedded naturally within the school's ethos and daily practice.

5. Standard 1

The quality of education provided by the school

The quality of education provided meets the standard for BSO and is good, with some outstanding features. A rich, comprehensive curriculum is delivered through effective teaching. Assessment processes identify pupils' strengths and any gaps in learning, which are addressed through targeting interventions. As a result, pupils make good progress and attain in line with or above UK national averages.

5.1 Curriculum

The curriculum follows the National Curriculum for England and the EYFS Framework. It is broad, thematic and well enriched. A curriculum policy is reviewed annually. Long and medium-term plans are in place, supported by progression documents. Strong cross-curricular links help pupils make meaningful connections in their learning.

Foundation subjects are taught through a thematic, enquiry-based learning approach. The innovative CUBE curriculum offers pupils weekly, timetabled opportunities to pursue interests through creative and practical projects such as drama, textiles, design technology and STEAM activities. Learning is further enriched by the provision of subject specialists in subjects such as physical education (PE), music and languages. Curriculum enhancement is a clear strength of the school, with a rich programme of educational visits and extra-curricular activities in place, enabling pupils to learn beyond the classroom. Events such as theme days and International Day provide opportunities for pupils to celebrate their learning, culture and heritage.

The PSHE curriculum is well-established and effectively supports pupils' development. The programme is delivered at an age-appropriate level, with some aspects being delivered separately to boys and girls in upper Key Stage (KS) 2, to allow for open discussion of issues. The programme reflects the school's aims and British values, whilst being compliant with Qatari regulations and culture.

Pupils benefit from hands-on learning experiences, such as practical science and enquiry activities, which deepen understanding and sustain high engagement. Core skills in speaking, listening, literacy and numeracy are prioritised. The curriculum is suitably adapted for pupils' individual needs, including those with SEND. Targeted interventions, including the 'Rockets' programme, provide additional support to address specific learning gaps, particularly in phonics and mathematics. The development of early literacy skills is further supported by language-rich environments, displays and visuals and manipulatives support learning, and approaches such as *Talk for Writing*, *Read, Write, Inc.* and *White Rose Maths* are well embedded.

The curriculum is reviewed regularly, with changes made to address any gaps in learning. Recent changes in subject leadership have impacted the pace of curriculum adaptation and refinement. Subject overviews, particularly in English, would benefit from a review to ensure they are appropriately sequenced, meet the needs of all groups of learners and are appropriate for the context of the school.

Early Years provision is rooted in strong relationships and a commitment to knowing and understanding each pupil as an individual, with an environment that supports opportunities for pupils to mix and learn together. A review of the curriculum and teaching practice, including ensuring a consistent balance between adult-directed tasks and purposeful child-initiated play is needed.

The Qetaf unit provides effective and inclusive provision for pupils with additional needs. Fifty-four pupils are supported. The curriculum planning is wholly appropriate for the needs of individual pupils. Integrated occupational therapy and speech and language support complement the curriculum and daily practice. While whole-school programmes such as *Read Write Inc.* and *White Rose Maths* are used, learning within Qetaf appropriately prioritises social communication, routines and emotional development; this has a positive impact on pupils' confidence, behaviour and ability to access learning.

Transition planning between Qetaf and mainstream is a key strength. Shared learning opportunities, trial days and strong cross-school communications support reintegration where appropriate and ensures pupils move on at a pace matched to their needs. Individual Learning Plans (ILPs) are reviewed termly and shared with parents, providing clarity of targets and progress. Enrichment opportunities, including music therapy and participation in whole-school events such as Sherborne's Got Talent, enhance inclusion and self-esteem.

5.2 Teaching and assessment

Teaching and learning at Sherborne Qatar Prep School are characterised by high levels of pupil enjoyment and engagement. Pupils are enthusiastic and show excellent attitudes to learning. Behaviour management strategies support British values and promote responsibility and independence. Consistent praise and encouragement, alongside very strong relationships between staff and pupils, create a positive, respectful and supportive learning environment in which pupils feel confident to contribute and take risks in their learning.

A variety of teaching strategies and approaches are used across all phases, taking account of pupils' needs and interests. Teachers plan well-structured lessons, with clear learning objectives and success criteria shared at the start of lessons. Learning is well-scaffolded, building in complexity, supported by effective recall of prior knowledge. Suitable adaptations are made to teaching to support the learning of pupils with SEND and the most able. Teachers use a range of questioning techniques effectively to promote reasoning,

critical thinking and deeper understanding. Opportunities for talk and collaboration are embedded throughout lessons, supporting pupils' communication skills and enabling them to articulate their thinking clearly.

Teachers and teaching assistants demonstrate good subject knowledge across the school. This is particularly evident in targeted interventions, where staff supporting 'Rockets' groups show a strong understanding of systematic synthetic phonics, enabling them to deliver focused and effective support. This consistency reflects the fact that professional development is well planned and is having a positive impact on classroom practice, ensuring pupils benefit from confident and informed teaching.

The school is well resourced, providing pupils and staff with access to a wide range of well-matched learning resources that support effective teaching and learning across the curriculum. Classrooms are well equipped with age-appropriate materials, visual prompts and displays that enhance understanding and engagement. Learning is further enriched through the effective use of digital platforms such as *Times Tables Rockstars* and *Accelerated Reader*, with the recent introduction of *Century Tech* offering additional opportunities for personalised learning.

The use of technology is well integrated into lessons and used effectively and discerningly to support learning. Teachers confidently and competently use digital boards as part of lesson delivery. The school has a bring your own device (BYOD) policy in KS2, with strict requirements to ensure pupils are kept safe online, including installation of the school's firewall on all devices. Pupils use their laptops where it is appropriate to support learning, not as a matter of routine in every lesson.

The Qetaf unit offers a flexible teaching model, based on social, emotional and communication needs rather than on a purely age-related basis. Small class sizes and high adult-to-pupil ratios enable tailored support, resulting in engagement, emotional regulation and readiness for learning, particularly for pupils with autism. Behaviour support systems are robust, with therapeutic targets embedded into daily routines and clear oversight of physical interventions, ensuring pupils' safety and wellbeing.

Assessment practices support teaching at classroom level, with most teachers using live marking, feedback and questioning to check understanding and address misconceptions. Marking in pupils' books provides meaningful feedback, particularly in KS2, helping pupils to reflect on their learning and identify areas for improvement. Periodic moderation of work across year groups bolsters consistency of teacher assessment. Teachers are becoming increasingly conversant with assessment information through the implementation of the *iTRACK* platform, which triangulates assessment data from a range of formative and summative sources. This is beginning to support more informed discussions about pupil progress and areas for development. The school holds a wide range of assessment information and pupil progress meetings are used to identify gaps in learning and plan support. Further work is needed to embed consistent assessment practices across all phases

and to ensure teachers, middle and senior leaders, can use data more consistently and impactfully to inform teaching, target support and drive improvement across the school.

5.3 Standards achieved by pupils

Pupils at Sherborne Prep School achieve well and make good progress across most subjects and phases. Outcomes by the end of KS2 are strong, with pupils on track to achieve above UK standards in reading and science. Attainment in writing and mathematics has improved significantly, helping to close gaps identified in the previous year. These improvements reflect the positive impact of strengthened teaching approaches and targeted support.

Evidence from lessons observed and pupils' books shows that pupils are broadly working at age related expectations and making good progress over time. In KS2, children in guided reading sessions were observed reading complex texts with fluency and comprehension.

At the end of the last academic year, 54% of Reception students were meeting age-related expectations in phonics, and 47% of Year 1 students achieved a pass in the UK Phonics Screening Check. The school identified phonics as a key area for development and subsequently implemented the 'Rockets' intervention programme, placing a strong emphasis on targeted small-group phonics instruction. Term 1 data from this academic year indicates that these interventions, together with consistent, high-quality phonics teaching and structured reading activities, are beginning to have a positive impact on student outcomes.

Recent changes to assessment processes are beginning to support teachers, middle leaders and senior leaders in monitoring and tracking pupil progress more effectively. However, trends in data over time, typically analysed over a three-year period, could not be evaluated due to the campus move and change in school structure in the 2023-24 academic year, which resulted in a significant cohort change.

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

The spiritual, moral, social and cultural development of pupils meets the standard for BSO and is outstanding. It is a particular strength of the school, thoughtfully embedded across teaching, learning and the wider life of the community. British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance, are promoted in an age-appropriate manner and within the context of the host country.

The school demonstrates a strong and well-embedded approach to pupils' spiritual development, rooted in emotional awareness, reflection and personal growth. Pupils are explicitly taught to recognise, understand and manage their emotions through structured programmes such as *Zones of Regulation*, *CloseGap* and *Jen Foster's Backpacks*. The vice-principal's office, school councillor's office, sensory rooms and music therapy spaces all offer pupils calm, safe spaces and contribute to a feeling of emotional security. Staff use consistent language around feelings, reflection and wellbeing across classrooms and year groups, supporting continuity and progression across the school. Weekly well-being sessions are embedded, supporting pupils' ability to self-regulate and reflect.

In lessons, spirituality is encouraged through both creative and observational activities, such as reflective doodling on wipe-away tables. PSHE lessons, assemblies and stories encourage pupils to explore the school's values of respect, honesty, kindness, perseverance, responsibility and teamwork. The school's emphasis on emotional safety, enables pupils to feel secure, valued and confident in expressing themselves. Events such as Mental Health Week further deepen pupils' understanding of inner wellbeing and the importance of a healthy mindset.

Moral development is a clear strength and is deeply embedded within the school's values-led culture. The school motto of 'be ready, be respectful, be safe', frames behaviour expectations in a child-friendly manner. Pupils are taught right from wrong through PSHE lessons, assemblies, daily interactions and consistent reinforcement of school values. One school value is introduced each term and revisited across the curriculum and wider school life, ensuring pupils have a clear moral framework to guide their behaviour. Pupils are encouraged to consider the impact of their actions on others and to understand consequences through real-life examples. They are taught to respect the law and take responsibility for their behaviour, with restorative conversations used effectively to support accountability, empathy and reconciliation. As a result, pupils' behaviour in lessons, during transitions and in unstructured times is exemplary. They demonstrate a secure understanding of fairness, respect and responsibility, particularly in group work and collaborative learning.

Ethical decision-making is further developed through leadership roles such as school council, prefects and House affiliation. British values are consistently promoted. Pupils learn to respect Qatari values and the laws of the land, reinforcing cultural sensitivity and social

responsibility. As a result, pupils show strong integrity and consideration for others, contributing to a positive and respectful school community.

The school provides extensive opportunities for pupils to develop strong social skills and a sense of belonging. Relationships between pupils and staff are warm, respectful and supportive, contributing to a calm and inclusive atmosphere. Pupils are encouraged to contribute ideas that shape school life, such as environmental initiatives and community displays. A notable example is the Sherborne Tree display, developed through pupil leadership and voice, symbolising unity and belonging.

Social development is strengthened through collaborative learning, shared events and structured group work. Pupils learn to cooperate, resolve conflicts and support one another effectively. The House system promotes unity, teamwork and collective responsibility. Leadership opportunities such as School Council, prefect roles, monitors and Head Boy and Head Girl positions enable pupils to develop confidence, responsibility and communication skills.

Social responsibility is further reinforced through eco-initiatives, charity work, service projects and Junior Duke activities. Pupils actively contribute to the lives of others. The school also recognises the importance of staff wellbeing in supporting pupils' social development. Wellbeing initiatives for staff contribute to a positive emotional climate, which directly benefits pupils' relationships and sense of security.

Pupils' cultural awareness and development is a significant strength and is woven throughout the curriculum and wider school life. The school celebrates its diverse international community and actively promotes respect, tolerance and understanding of different cultures, beliefs and languages. Events such as International Day, House Days and cultural assemblies provide meaningful opportunities for pupils to explore global perspectives.

Pupils are encouraged to take pride in their heritage while learning to appreciate and respect others. Linguistic diversity is celebrated, with pupils encouraged to share and value their mother tongue as bilingual and multilingual learners. As a result, pupils demonstrate empathy, curiosity and confidence in engaging with cultural diversity.

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

The provision for welfare, health and safety of pupils meets the standard for BSO and is outstanding. Arrangements are exceptionally well established, carefully managed and consistently applied across the school. As a result, pupils are well cared for, kept safe, and able to thrive in a supportive and secure environment.

Safeguarding arrangements are highly effective and embedded into daily practice. Clear policies and procedures are in place, supported by regular safeguarding training for all staff. This includes all administration and ancillary staff, and is delivered in the home-language of non-native English speakers. A well-structured safeguarding team, led by a highly effective Designated Safeguarding Lead (DSL), ensures that concerns are identified promptly, recorded securely and followed up with rigour. The DSL is a visible and trusted figure within the school community, providing clear guidance to staff and ensuring accountability at all levels. Systems for reporting and tracking concerns are secure and well understood. Safeguarding records are thorough, confidential and well maintained.

Pupils report that they feel safe in school and know who to speak to if they have concerns. This reflects a strong culture of safeguarding, with care, openness and trust at its core; safeguarding is viewed as a shared responsibility. Pastoral provision is proactive and responsive, ensuring that pupils' emotional, social and wellbeing needs are identified early and addressed effectively. Pupils are also able to self-report concerns through the digital platform, CloseGap. Any concerns raised are addressed promptly by the DSL and school counsellor. Positive relationships between staff and pupils underpin this work and contribute to pupils' confidence and sense of belonging.

A clear behaviour policy is in place and implemented consistently. Staff apply expectations calmly and fairly, and records of serious misbehaviour and sanctions are maintained appropriately. Systems are in place to ensure that any incidents are monitored and addressed promptly. Behaviour is managed through self-regulation and current restorative practices. An anti-bullying policy is embedded effectively, and pupils report that bullying is rare and dealt with swiftly when it occurs. Pupils feel confident that staff will listen and act, reinforcing a strong sense of safety across the school.

Maintaining pupils' health and safety are treated as a high priority and managed through robust systems and regular monitoring. Policies are comprehensive and comply fully with local legal requirements. Clear procedures are in place for daily, weekly and termly checks, with responsibilities well defined. Fire safety arrangements meet statutory requirements, with appropriate policies, maintenance of equipment and regular checks in place. Emergency procedures are well understood by staff, and documentation provides clear evidence of compliance and oversight.

First aid provision is highly effective. A clear first aid policy is in place, and first aid is administered in a timely and competent manner. The school benefits from the availability of qualified medical staff, including outsourced nurses, ensuring pupils receive appropriate care when required. Procedures for the administration and storage of medicines are clear and consistently followed, and individual healthcare plans are in place for pupils with specific medical needs. Staff receive appropriate training to support pupils safely and confidently.

Healthy lifestyles are strongly promoted across the school. Pupils understand the basis and need for healthy eating; lunchboxes and conversations with pupils reflect this. The school is nut free and the sharing of food prohibited. Drinking water is encouraged throughout the day. PE lessons and playground equipment provide regular opportunities for exercise.

Supervision of pupils is a notable strength of the school. High levels of staff presence during breaktimes, lunchtimes and transitions ensure pupils are well supervised at all times. Arrival and dismissal routines are calm, orderly and well managed. Transport and bus arrangements are extremely well organised, with clear systems in place to ensure pupils' safety at the start and end of the school day.

Admission and attendance registers are accurately maintained and regularly monitored. Systems are secure and comply with statutory requirements. Leaders place a strong emphasis on attendance, with clear strategies in place to promote good attendance and follow up absence promptly. Attendance is closely monitored through secure systems, with clear procedures for following up absence and providing targeted support where concerns arise.

Risk assessment procedures are thorough and well embedded. Comprehensive risk assessments are in place for on-site areas such as playgrounds, specialist rooms and practical learning spaces, as well as for specific activities. Detailed risk assessments are also completed for off-site visits, ensuring pupils' safety is carefully considered and managed beyond the school site. Actions to reduce identified risks are implemented effectively and reviewed regularly.

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

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

A clear recruitment policy is in place, which is updated annually. Robust recruitment and vetting procedures are in place and are applied consistently for all appointments, including supply staff. All required checks are completed prior to appointment. These include verification of identity, confirmation of medical fitness, checks on qualifications and professional status, confirmation of the right to work in the country and appropriate police clearance certificates including the International Child Protection Certificate (ICPC), or equivalent. . Two written references are sought, at least one of which is followed up with a phone call. All checks are undertaken in line with local legal requirements and statutory guidance.

Appropriate checks are also completed for the proprietor and members of the governing body. These are carried out in accordance with local requirements and are recorded clearly.

A single central register is in place and provides a comprehensive and accurate record of all required checks for staff, supply staff and proprietors. The register is up to date, well maintained and regularly audited by the school's Chief Education Officer to ensure accuracy and completeness.

Personnel files are well organised and securely stored. They contain clear copies of all relevant documentation, including evidence of checks and recruitment records, and are easily accessible for inspection. These are updated on an ongoing basis during the employee's time at the school

Staff involved in recruitment receive annual safer recruitment training. This includes HR staff and senior leaders involved in the recruitment process. As a result, recruitment practices are informed, consistent and focused on safeguarding and promoting the welfare of pupils.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standard for BSO.

Sherborne Qatar Prep School is exceptionally well maintained and clean, providing a safe, welcoming and appropriate environment for learning. The campus is secure, with effective systems in place to manage access and ensure the safety of pupils and staff throughout the school day. There are regular checks on all areas of the school, ensuring the environment remains safe. Facilities are well matched to the age range of pupils and are fully support the school's curriculum and wider provision.

Learning spaces are age-appropriate and well organised to support teaching and learning. Furniture is of a high quality. Displays reflect the curriculum and both support and celebrate pupils' learning. Specialist facilities such as science laboratories, music and art rooms, and the library are of a high quality and are used effectively to enhance the curriculum. These areas are appropriately resourced, enabling pupils to access a broad range of learning experiences.

Internal and external lighting is appropriate and supports both learning and safety. Heating, cooling and ventilation systems are effective and provide a comfortable learning environment in all areas of the school. Sound insulation is sufficient to minimise disruption and support focused learning.

Toilets, changing rooms and showers are appropriate in number and are conveniently located. They are clean, well maintained and suitable for the age of the pupils using them. Drinking water is readily available, and water used for washing is maintained at a safe and appropriate temperature. Outdoor spaces for PE and recreation are generous, suitably shaded and well maintained. They provide pupils with ample opportunities for physical activity, play and social interaction.

The school makes suitable provision for pupils with disabilities. Access around the campus is well considered, with suitable adaptations in place to support mobility and inclusion. Facilities enable pupils with additional physical needs to participate fully in school life and to access learning and recreational areas safely and independently.

A well-equipped medical clinic is available on site and is centrally located. It provides an appropriate space for the care of pupils who are unwell, injured or with more complex medical needs.

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.

Communication at Sherborne Qatar Prep School with all stakeholders is timely, clear and effective. All required school policies, including safeguarding and complaints procedures, as well as inspection reports, are readily shared through platforms such as the school website and Class Dojo, ensuring parents, carers and the wider community have easy access to important updates. Curriculum overviews, weekly round-ups, regular academic reports and scheduled parent-teacher meetings provide parents with detailed insights into their children's learning, progress and wider opportunities available.

Parents value the openness of the school and the range of opportunities to engage directly with staff. Parent workshops, face-to-face conversations with key staff, and meetings with both pastoral and academic focus enable parents to discuss their child's progress and wellbeing in depth and to support learning at home. The school works closely with the parent teacher association (PTA) and year group parent representatives to ensure information is distributed clearly and consistently, maintaining strong home-school communication.

New families are welcomed into the school community with detailed welcome packs containing essential policies and guidance, helping them to settle quickly and feel included. Overall, the school has established strong and effective communication systems that ensure parents are well informed, engaged and able to participate fully in both the academic and wider life of the school.

11. Standard 7

The school's procedure for handling complaints

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

The school has a clear and effective complaints procedure. It is published on the school website and in the parent handbook. The policy is available in both English and Arabic, reflecting the needs of the school community. The policy is well understood by the school community, providing parents and other stakeholders with a clear route to raise concerns.

The policy sets out clearly defined informal and formal stages, with appropriate timescales. It requires concerns to be raised initially with the class teacher or relevant member of staff, to allow issues to be addressed promptly and informally.

Where a concern progresses beyond the initial stages, a formal written complaint should be submitted. An investigation is carried out by school leaders and the outcome fed back to the complainant. There is provision for a review panel to be convened, which would include members with no prior involvement, as well as independent representation. This ensures objectivity, fairness and transparency. Parents are informed of their right to be accompanied at a panel hearing.

Formal complaints are recorded appropriately, including outcomes and actions taken, and are stored confidentially. Written findings and recommendations are shared with the complainant and, where appropriate, with those concerned. Complaint records are reviewed by senior leaders to identify patterns and inform 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 have created a school ethos where pupils' wellbeing and wider outcomes are at the centre of all decision making. The school's mission – to create *'well-educated, well-rounded individuals who have high aspirations and achieve their potential, in a happy and nurturing school'*, is fully supported by six core values. These values, modelled by leaders, are not only displayed, but lived across the school.

School leaders display excellent skills and knowledge appropriate to their roles. Self-evaluation is accurate and honest; leaders have a very clear understanding of the school's strengths and development priorities. As a result, school improvement plans are focused and well-targeted. Leaders work effectively together to ensure that plans put in place are implemented according to clear timelines. Progress is monitored at regular intervals to ensure developments move forward as intended.

Staff development is seen by leaders as a key driver of school improvement and raising standards of achievement. The Professional Growth Programme encourages staff to focus on their own development and career trajectory, whilst linking to school priorities. Through a supportive annual cycle, development target setting is closely linked to teachers' professional growth needs, whilst also promoting wellbeing. Teaching and learning are monitored regularly by leaders through learning walks, lesson observations and book looks to maintain high standards. There is a shared commitment to continuous improvement, and leaders are now looking to develop peer observations further as a way of sharing best practice, strengthening professional dialogue and supporting consistent, high-quality teaching and learning across all phases.

Governance of the school is excellent. Governors provide clear strategic direction and oversight, along with secure financial management. Links with Sherborne School in the UK are strong and meaningful. The governing board meets in person twice per year. The principal provides an annual report to the board on key aspects of school performance.

The school runs efficiently on a day-to-day basis, with clear systems in place for all aspects of school operation. Communications with all stakeholders are clear and effective. As a result of effective and compassionate leadership, morale across the school is high.

As a result of outstanding leadership and management, the school meets or exceeds all BSO standards. Leaders show strong capacity to make further improvements to the school over the coming years.