



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Sherborne Qatar  
Preparatory School**

**Qatar**

Inspection Date  
Inspection number

**10<sup>th</sup> - 12<sup>th</sup> April 2022**  
**20220410**

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## 1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, over 40 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Rebecca Baggaley, Joanne Wild and Philip Yates.

## 2. Compliance with regulatory requirements

Sherborne Preparatory School (Sherborne Prep) fully meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

Sherborne Prep is an outstanding school, where the quality of teaching is consistently good or better; as a result, pupils achieve well in all aspects of their educational development. Pupils and teachers are enthusiastic and enjoy being at school. Strong, supportive relationships based on mutual trust and understanding are evident throughout the school.

#### 3.1 What the school does well

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

- The commitment by the Headmaster and key staff to further improving the school.
- Parents value the school's communication systems and the efficient way any matters are dealt with.
- The positive way the whole school team has striven to ensure all pupils were appropriately supported during times of covid restrictions.
- A well enriched curriculum that fully supports all pupils.
- The nurturing and caring environment that enables each and every pupil to flourish.
- Consistent high quality teaching that provides memorable learning.
- A wide range of innovative best practices adopted from best practice in the UK.
- High levels of engagement and enthusiasm from all staff and pupils.
- The effective and proactive involvement by the proprietors, in the strategic development of the school.
- The rigorous and effective attention by the human resource team to ensure safe recruitment strategies are fully embedded.

## 3.2 Points for improvement

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

- Continue to develop the STEM provision to further equip all pupils with high level learning skills.
- Ensure highly effective use is made of all physical learning environments to fully enrich the curriculum.
- Focus on the re-introduction and development of the enrichment opportunities for all pupils.

## 4. The context of the school

Full name of School	Sherborne Qatar Preparatory School				
Address	Building No 6, Street number 449, Doha, Qatar				
Telephone Number/s	+974 4459 6566				
Fax Number	NA				
Website Address	<a href="http://Sherborneqatar.org">Sherborneqatar.org</a>				
Key Email Address/s	<a href="mailto:secretary@sherborneqatar.org">secretary@sherborneqatar.org</a> <a href="mailto:execsec@sherborneqatar.org">execsec@sherborneqatar.org</a>				
Headteacher/Principal	Principal and CEO: Mr Nick Prowse Headmaster: Mr Nick Fawcett				
Chair of Board of Governors/Proprietor	Sheikha Noura Al Thani				
Age Range	3 – 11 years				
Total number of pupils	604	Boys	337	Girls	267
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	142	17-18 years	0	
	6-11 years	462	18+ years	0	
Total number of part-time children	0				

Sherborne Preparatory School is part of a growing group of schools in Qatar, linked to Sherborne School in the UK. The school is a member of Qatar's *Outstanding Schools Programme*.

The school has been established as a 'Not for Loss' school with profit reinvested into existing and future school expansions. The school aims to provide a wide and stimulating curriculum

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for all of its pupils; whatever their nationality, pupils' well-being and academic excellence are equally important. The school has a strong focus on meeting the 'whole' needs of every pupil within a culturally diverse environment which nurtures their skills, ambitions, and moral development. Pupils benefit from small class sizes and age-appropriate facilities, enabling the school to deliver provisions which encourage the 21st Century learner and develop the future global citizen. 'The Sherborne WAY' aims to retain the highest academic standards, but also provide a tailor-made curriculum that suits and meets every child's individual ability, without the loss of any academic rigour, challenging them in a variety of ways which will give them lifelong independence and confidence.

## 4.1 British nature of the school

Sherborne Prep fully meets the standard. It is an overseas school operated by Sherborne School in the UK. The appearance, ethos and nature of the school are recognisably British. British and Qatari flags are on display at entrances to the school and a number of British themed displays are located in corridors. The school promotes British values through the school's vision, curriculum and enrichment activities. Pupils confidently access the newly adapted EYFS curriculum and National Curriculum for England from Y1-6. Teachers are from the UK or are UK trained and qualified, having worked in British schools. A significant proportion (34%) of Sherborne Prep pupils are British. Communications from the school to families and pupils are provided in English, as are school publications, reports, letters and the website.

The school has successfully implemented a number of UK best practice initiatives including *Read Write Inc*, *Talk for Writing* and *White Rose Maths* for a mastery approach to the teaching of mathematics. Teachers are well skilled to deliver these initiatives and receive regular training and top-up training from UK facilitators. Languages, music and sport play a significant role in the life of the school.

The school has a strong commitment to continuous professional development (CPD). British practice is evident in approaches to performance management, staff target setting and annual review meetings. Sherborne Prep is a member of the *British Schools of the Middle East* (BSME) and is the representative lead for primary mathematics in the region. The school is well resourced with high quality learning materials; the library has an expansive range of British literature.

The school's house system, pupil council and pupil leadership groups reflect those used in British schools. The school celebrates special events and theme days linked to the UK to further enrich the curriculum that pupils' access such as Remembrance Day assemblies and The Queen's Diamond Jubilee celebrations. The curriculum design and designated games time mirrors UK independent school practice. Other enrichment activities such as the Junior Duke of Edinburgh award scheme further enhance opportunities for pupils preparing them for UK accreditations. Pupils' uniform contributes to the overall feel of this being a British school.

The school's links with and support from Sherborne in the UK, along with 'critical friend' internal reviews and support visits, help to further raise whole school standards.



## 5. Standard 1

### The quality of education provided by the school

The quality of education provided is outstanding. The school fully meets the standards for BSO.

#### 5.1 Curriculum

The curriculum at Sherborne Prep is outstanding.

It is designed to be rich, broad and balanced with intrinsic links between curriculum areas and over-arching themes. The curriculum is engaging and fun: it is directly relevant to the needs of the majority of pupils and offers appropriate programmes of study from Pre-Prep through EYFS, KS1 and KS2. Strong, robust medium and short-term planning is in place which is shared across year groups, ensuring consistency. Specific, well-chosen UK best practice schemes of work have been adopted and successfully embedded, with a proven track record of progress and academic achievement. It is broad, balanced, relevant and innovative. It is dynamic and specifically tailored to the children's needs and where progression was considered to be inhibited, new schemes of work were introduced to challenge and enthral the pupils, for example Read, Write Inc, White Rose Maths and Talk for Writing.

Planned activities were seen to be of a consistently high standard across the subject areas, with pupil engagement, curiosity and a love of learning producing many WOW moments and memorable learning experiences. Phonics teaching, communication and language, numeracy and writing skills are of a high standard across the Key Stages (KS) and planned tasks were shown to be effective in developing the children's knowledge, embedding good practice and ensuring a consistency of skill acquisition.

Effective planning for differentiated group work enables good progress throughout the year groups. The lessons, with the exception of Arabic lessons, were taught in English and methodologies were varied and exciting.

The children's behaviour was exemplary, with teachers and managers having high expectations, linked to school values. Values and learning dispositions are embedded into the curriculum and embraced by the children. The *Sherborne Way* curriculum has been fully embraced by the teaching team.

Many lessons in the Early Years, and in Years 1 and 2 were planned to enable the children to make their own learning choices, with critical thinking skills enhanced through carefully thought-out questioning skills and effective use of resources from the teachers. Support activities were planned to ensure that curriculum impact reached all of the pupils. Focus and intervention groups and individuals were highlighted, alongside challenge activities for the more able children. Curriculum coverage was excellent, and planning was robust.

In KS2, the curriculum is broad, balanced, interesting and innovative. Schemes of work have been carefully designed to make learning as cross-curricular as possible, resulting in high levels of engagement from pupils, who are able to make links between their learning. In Year 6 the 'Sport Around the World' topic was interwoven in all subjects observed, with links to the Qatar World Cup. Pupils thoroughly enjoy their learning. Planning is effectively annotated, bespoke to the individual needs of pupils in each class and schemes of work show plans to challenge the most able.

A number of UK best practice initiatives are in place including Talk for Writing and White Rose Maths. Teachers receive training from UK facilitators to ensure that they are regularly upskilled with these initiatives. The use of working walls and the design of the learning environment linked to Talk for Writing ensures pupils are confident, independent learners. Pupils are immersed in vocabulary which specifically supports the learning for English as an Additional Language pupils. Reading is promoted throughout the Prep school with well-resourced class libraries as well as a whole school library. 'The Cube', a series of rooms within the school, provides pupils with innovative learning opportunities to enrich the curriculum. Innovative learning opportunities are made available and classrooms are equipped with stimulating, interesting resources which support and encourage pupils to be independent and creative. Pupils consider themselves to be Digital Citizens.

A clear progression of knowledge and skills are planned for in lessons across each year group. The impact of a varied enrichment programme and the wider curriculum is that pupils are helped to become well-rounded, knowledgeable global citizens.

## 5.2 Teaching and assessment

The quality of teaching and assessment at Sherborne Prep is outstanding. A wide variety of stimulating resources and a variety of teaching methodologies were used to promote creativity, critical thinking, independence, interest and a wide and ingrained skills base.

In EYFS, pupils were assessed in the moment and misconceptions were addressed and discussed. Assessment opportunities were varied and it was evident that the teachers had a good knowledge of their children's levels and next steps, with 'feed forward' comments being delivered in a supportive manner. Even with the youngest pupils, this teaching style enabled excellent progress to be made during most lessons and strengths and weaknesses to be identified and acted upon. Incisive feedback was effectively given and personalised goal setting was recognised and accepted by the children.

The on-line journal, *Tapestry*, is currently being used across the Foundation Stage and the progress of the pupils is recorded in individual on-line documents which inform teaching and assessment for future planning, as well as showing progress to parents. Teaching assistants were well deployed to ensure support was given where it was needed, either by small group or individual intervention, or with whole class support. Some teaching assistants were note taking in a non-intrusive manner and this enabled effective feedback and communication between members of the teaching team. The Learning Support team support, assess and have impactful systems in place for the SEND and EAL children.

Teaching in most areas was challenging, delivered confidently and effectively and ensured progress was scaffolded, especially between the key stages. Arabic language teaching is of a high standard.

Teachers' subject knowledge is consistently high, good practice is shared and year group teams are collaborative. In the best lessons, teaching was well-paced, enthusiastic and dynamic with a range of teaching strategies successfully implemented. Class sizes are small and teachers offer moments of discovery and wonder promoting an infectious enthusiasm for learning amongst pupils.

Teaching is differentiated to challenge the most able whilst supporting the needs of those with special educational needs (SEN) or who speak English as an additional language (EAL). In mathematics, the 'mild', 'spicy' and 'hot' tasks are self-selected, promoting independence of learners and the opportunity for appropriate challenge. Teacher questioning is open-ended, challenging and differentiated. Books are neatly presented with pupils' targets and next steps identified. Marking and feedback across KS1 and 2, are consistent and in line with the policy. In the best lessons, teaching assistants were deployed effectively, although this was not always consistent throughout lower KS2. In KS1, teaching assistants are tasked with leading *Read Write inc* groups, phonic interventions and pre-teaching, all of which are done to a high standard.

Reading for pleasure is promoted effectively, with a well-equipped school library, engaging class book corners, successful whole class guided reading sessions, displays (The Book Factor), whole class storytime and key texts for literacy. Oracy and communication skills are exceptionally well embedded across the curriculum and excellent phonic knowledge enables pupils to tackle unfamiliar words.

Behaviour systems are embedded and led to a high standard of participation and learning. Behaviour management strategies are highly effective and behaviour in all lessons was exemplary. Pupils are enthused by the challenge of learning and are resilient to failure. They are happy to be in school because their learning is fun. A year 2 child cheered his teacher on with a joyful, “*Yalla habibti*” whilst waiting for the next phonic challenge.

The combination of robust planning and curriculum design, excellent teaching, resourcing and high expectations lead to exceptional attainment and progress for pupils of all abilities, from a range of starting points. Ongoing and thorough assessment in KS1 phonics, allows for precision teaching and ongoing targeted interventions. Classroom Monitor is used effectively to inform pupil progress meetings, held with the SEN department, middle and senior leaders, to ensure the sustained outcomes for all.

In KS2, all lessons and teaching observed were either good or outstanding. Teachers have excellent subject knowledge and as a result, pupils thrive and make exceptionally good progress. Teaching engenders an infectious enthusiasm and enjoyment for learning among pupils. Technology is used seamlessly by pupils who use digital devices to enhance their learning independently. Evidence in books shows high quality marking and feedback as well as progress made by pupils over time.

Throughout the school, relationships between teachers and pupils, and amongst pupils themselves, are excellent. Pupils possess outstanding attitudes towards their academic studies. Pupils were able to collaborate effectively in groups or pairs to support learning. Learning time is maximised with identified pupils accessing 1-1 intervention sessions with teaching assistants at various points of the day, along with group interventions with Middle Leaders.

In KS2, class sizes are small with all observed lessons having less than 20 pupils in each class. As a result, teachers know their pupils well and plan specifically to their individual needs to effectively challenge and support each pupil. Extensive formative assessment is a part of day-to-day practice. Teachers use Classroom Monitor to effectively assess and track their pupils, using the data to inform future planning. Teachers are accountable for the levels of attainment and progress of their pupils and rigorous monitoring systems and pupil progress meetings with middle leaders are in place. Due to the inspection taking place during The Holy Month of Ramadan, lesson timings were shorter but in the best lessons observed, pupils had more time to apply the strategies taught to them, with less teacher talk taking place.

## 5.3 Standards achieved by pupils

Standards achieved by the pupils at Sherborne Prep are outstanding.

Substantial progress has been made in many subject areas across the curriculum. In one pre-school class, teacher interventions with individuals and small groups had considerably improved the reading and phonics abilities of the more able children, with phonic knowledge being embedded for the less able pupils in preparation for early reading skills.

In several pre-school classes, pupils were reading red words from their reading books and discussing word meanings, and in reception and Year 1 classes, high phonics standards had already been embedded and enabled good early reading and writing skills across the year groups.

Standards in numeracy were considered to be high, with the introduction of a new numeracy scheme, in conjunction with innovative and exciting teaching strategies, enabling high attainment levels to be consistently achieved. Secure knowledge, understanding and skills were attained and inclusive teaching strategies ensured that all children had the opportunity to make progress. In one class a child with SEND was working confidently and mostly independently in the classroom and all children were seen to be developing a good knowledge base in numeracy, regardless of the different starting points in their learning.

In KS2 the standards achieved by pupils are significantly higher than the UK average. Pupils make substantial and sustained progress. Data trends year on year are consistent, with the most recent data showing significant progress being made in reading, writing and mathematics. In the 2020-2021 academic year, writing standards dropped due to the COVID-19 pandemic and the effects of online learning. The school has put rigorous systems in place to address this gap. The high standards achieved by pupils is replicated in their workbooks where pupils make exceptional progress from their starting points at the beginning of the year. Rigorous formative assessment takes place with Classroom Monitor data showing that in reading and maths, girls are performing higher than boys. SEND pupils make equally as good progress as other pupils.

GL CAT4 assessments are administered to Y4 and Y6 pupils. Data from these cohorts shows a high number of pupils operating above the expected age-related level, with many identified as gifted and talented. Further utilisation of such externally standardised assessments would allow for further comparison of data against UK standards and validation of formative assessments.

Pupils are well prepared for the next stage in their education.

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

The spiritual, moral, social and cultural development of pupils at Sherborne Prep is excellent.

The school's nurturing, caring and supportive culture engenders the notion of being valued and cared for. This creates a safe environment for children to take risks, learn and flourish. The pupils at Sherborne demonstrate exemplary manners and overall pro-social behaviours. Pupils' attitude to school is exceptionally positive with attendance of 94%. The majority of pupils arrive at school and for lessons on time, well prepared and they work hard. Pupils are aware of their place in their school community and wider world and are empathetic of the thoughts and feelings of others. This is embedded through the teaching and study of the Zones of Regulation and appropriate study of texts, such as the Colour Monster. A school counsellor supports those in need of therapeutic interventions, such as Lego Therapy.

Differences in faiths, beliefs and celebrations are recognised through Arabic and other curriculum area focus days. The pupils find a sense of enjoyment and fascination in learning about themselves, others, and the world around them. The school's core values support imagination and creativity in their learning, which is taught through discreet and explicit PSHE.

Pupils are considerate, polite, well-mannered and thoughtful young people who are aware of the consequences of their actions. They have active responsibilities within the school, including prefect roles, school council and Head Boys/Girls. They volunteer their help willingly for the benefit of others, have a strong sense of right and wrong and apply these values within their lives. They are accepting, open-minded young people who are inquisitive about, have good knowledge of and show respect for the lifestyles of others.

Through embedded PSHE lessons, they respect the civil and criminal law of England and Qatar.

Pupils' social conduct is exemplary and reflects the school's effective core values and learning dispositions. Relationships are excellent and pupils feel safe and valued. A welcome board in Year 6 greeted the class with 'Good Morning wonderful humans'. Pupils develop strong and respectful friendship, regardless of religious, ethnic or socio-economic background. They actively ensure the inclusion of all. Pupils have a sense of belonging and loyalty to their House teams and are looking forward to the reintroduction of the House Days, once Covid restrictions are lifted.

There are many high value opportunities for pupils' cultural development, so that they emerge as well-rounded individuals with a strong awareness of culture, within Qatar and the wider global community. The donation of Ramadan Suitcases reinforces this. Acknowledging a variety of different festivals, celebrations, and traditions, and participating in the extensive enrichment programme, pupils are able to broadly develop their interests, knowledge and understanding.

Pupils are aware of and can make links between the shared cultural and historical, religious, ethnic and socio-economic communities of Britain and Qatar.

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

The provision for welfare, health and safety of the pupils at Sherborne Prep is excellent.

Welfare, health and safety is seen as integral and pupils feel safe, listened to, cared for and valued. All staff contribute to the day-to-day safety of the pupils. Attendance registers are taken and information is recorded on an excel database. Pupils who fail to attend and therefore do not reach the 90% attendance target, are tracked for historical offences and parents are informed through Class Dojo. Parents are sent a more formal letter should absences continue and then family liaison meetings with the Head of Arabic ensue in order to go over safeguarding concerns. The Head Teacher, who is also the Designated Safeguarding Lead (DSL), meets with any parents who do not then ensure their child attends school regularly after measures have been exhausted.

Healthy lifestyles are encouraged and there are many opportunities for active play during continuous provision in and out of the classroom and at breaktimes. Healthy eating is encouraged and in one of the Pre-School classes there were large sets of false teeth, toothpaste and toothbrushes and the teaching team were encouraging the children to correctly brush the false teeth, demonstrating techniques and explaining procedures to keep the children's teeth clean. Children were aware that holes in their teeth and black teeth could be because they had eaten too many sweets or had not cleaned their teeth well.

Effective policies are in place for the prevention of bullying, including cyber bullying, and positive behaviour management, including values, rewards, sanctions and a whole school behaviour ladder. There is also a thorough child protection policy. The focus for the policy is designed to ensure the school's commitment to supporting the emotional well-being of children and staff.

PSHE/PSED is discussed in monthly management meetings and pupil progress meetings between class teachers and Heads of Key Stage have a strong pastoral element. Should need arise, the Learning Support team and the School Councillor are informed of concerns and effective systems are in place to provide the pupil with support.

Behaviour in the school is excellent. Expectations are reinforced in the classrooms, with visual reminders and classroom displays encouraging the children to make the right choices. Playtimes are well supervised. Most children were engaged in collaborative play. The atmosphere was calm and purposeful. Children feel confident that an adult will help them resolve issues, should they arise.

Water was easily accessible and the play areas were safe and well maintained. In the playgrounds for the younger children, the flooring was soft and the resources safe and appropriate and auxiliary staff were visible throughout the school. Out of class toilets are clearly signposted for specific users and regularly cleaned. Once clean, the checklist inside the room is signed. There are 12 cleaners employed full time in the school and they are highly



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visible throughout the day. Corridors and passageways are wide and generally uncluttered, with directions and spacing measures clearly labelled. Movement around the school is controlled and calm. A security team were noticeable at the outer school gates and during home time, when doors were opened to parents and carers.

A defibrillator is available outside the nurse's office. There are 8 First Aid boxes placed around the campus at strategic points and designated staff members are trained to use the equipment. There is information pertaining to pupils who need epi-pens and a box is located on the wall for each child, with their photo and relevant information regarding their medical issue. Children who came to the nurses' room were either brought by an adult or arrived with a card from their class teacher. A letter was sent back to the teacher, and then to the parent, stating the treatment the child received and the date and time they were in the clinic.

Systems are in place to ensure health and safety laws and fire standards are met. Fire extinguishers are in abundance throughout the school. Evacuation procedures are displayed throughout the school and systems are in place to ensure pupils are safe and accounted for in the event of an emergency evacuation.

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

The suitability of the proprietor and staff at Sherborne Prep fully meets the requirements of the BSO standard.

Recruitment procedures follow the corporate Sherborne policies, with a clear focus on safeguarding of all pupils. These procedures were recently reviewed and updated to comply with changes in UK guidance for safeguarding, child protection and safer recruitment. A highly effective Human Resources (HR) Department ensures that all the required checks are in place. While on site, inspectors saw documents which stated that staff could work in Qatar and that they were suitable to work with children. The HR department maintains meticulous records and every step is taken to ensure that staff are fit to work at Sherborne Prep School and great effort is made to attract high quality staff to the school. All staff are given a probationary period so that safer recruitment is a continuing process from the interview and through the time of induction. The school's board members and leaders understand how important it is for these checks to be made and are vigilant in ensuring these are carried out especially for staff transferring from other overseas positions, which may not be their home country. The school puts a high regard on the additional international police clearance certificates, and DBS checks to ensure all staff are suitable. The safeguarding and child protection procedures are very thorough and mirror the expectations of both UK legislation and of the host country.

The school keeps and made available to inspectors, a single comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation at Sherborne Prep are good, with some outstanding features.

The school is based at the Al Rayyan campus and comprises of several buildings. The premises are well maintained and have been modified to adapt to their current usage of a preparatory school, housing pupils from Pre-School to Year 6. The ground floor classrooms are all now connected to the various outdoor spaces, including several new heavy-duty doors being recently installed. Classrooms and corridors are air conditioned, with 10 new air conditioning units being planned for installation in the summer once the school has closed for the holidays. Classrooms are well lit and with appropriate furniture. Some of the EYFS classroom areas are very spacious, facilitating free flow movement and movement between indoor and outdoor areas. Classrooms are well resourced and each have at least one interactive whiteboard. On the whole, classrooms are grouped according to the age group of the children. Corridors are wide and generally uncluttered. Movement inside the school is calm and orderly, with the corridor areas allowing for fluid movement of pupils and ease of passage.

On campus there are several new buildings and learning areas. The multi-purpose hall (MPH) is considered to be outstanding. It is a large, air-conditioned indoor space, which will be used for different purposes once some restrictions relating to covid have been lifted. Currently PE and games take place in this space and resourcing for this subject area is extensive. The MPH leads on to a large Astro turfed sports court. The school library is another outstanding space. It is well designed and well resourced. There are many newly converted rooms in the school, including the WOW Room which is still being developed. The entrances to each part of the campus buildings have ramps installed alongside the steps in order to cater for wheelchair access.

For maintenance on a day-to-day basis, the premises officer oversees 12 cleaners, 1 gardener and 2 maintenance staff members. 7 security officers patrol the buildings, 5 day time security and 2 night-time security. Cameras are also located at points around the campus and key locked doors protect the classroom areas. All buildings on the campus conform to MoE and MoH regulations and are inspected on a regular basis. The maintenance team conduct stringent daily cleaning checks and weekly maintenance checks.

Fire alarms and emergency equipment are installed throughout the campus and monthly checks are made to ensure they are in good working condition.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others at Sherborne Preparatory School is outstanding and fully meets the BSO standard.

The school's mission, vision and values, along with pupil dispositions are clearly visible around the school and are posted on the school's website. Numerous displays around the school reinforce the Sherborne values of: Teamwork, Perseverance, Responsibility, Respect, Honesty and Kindness.

Parents interviewed reported that having access to a range of communication systems keeps them fully informed about their child's education and all that is happening in the school. These include weekly newsletters, emails sent through iSAMS, communication through various social media channels and daily uploads to Class DoJo. Class DoJo messages can be translated to Arabic to support Arabic speaking parents. Parents reported that teachers were easily accessible and appreciated how well the school communicated messages and responded to the disruption to learning during the COVID-19 global pandemic. A parent portal also provides parents with key information and allows them to complete administrative tasks.

The school website has key and relevant policies which are easily accessible to parents. The complaints policy is clear, concise and is informed by Department for Education guidance regarding the differences between a concern and a complaint. Previous inspection reports and key findings from the Qatar National Schools Accreditation (QNSA) can also be located. The website includes a range of key information and a number of informative videos from the Headmaster, Heads of Houses and pupils to give visitors a feel for the school. A highly detailed prospectus with an abundance of information can also be found. The school's five-year strategic plan from 2017-2022 is listed on the website with an honest, evaluative reflection to inform parents of the journey the school is on.

The school regularly surveys parents to obtain their feedback. Survey information indicates high levels of satisfaction from parents with regards to the quality of education their children receive. One parent made specific reference to the quote: "Made in Sherborne made for life" and said that they couldn't think of a more suitable slogan to summarise their happiness with the school. Recently introduced parent representatives for each year group provides a bridge between the school and the parents. Parent representatives collate suggestions and feedback from other parents and regularly meet with the leadership team to address any issues and to further school improvement. A highly supportive parent teacher association are at the heart of Sherborne Prep and support the school with organising key events to improve overall enrichment in the school. The COVID-19 pandemic has restricted some of their plans but as the country recovers from the pandemic the school should continue to utilise the support from this highly engaged parent body.

Parents are well informed about their child's overall pastoral and academic development. Initial meetings in October notify parents about how well their child has settled into their new class and year group and further meetings throughout the year discuss academic progress. Detailed mid-term and end of year reports inform parents about the academic and all-round development of their child. Targets are set at these points so that parents are aware of their child's individual targets. Highly detailed topic webs sharing curriculum statements which will be covered are shared with parents on a termly basis. Parents interviewed expressed their delight at the number of high-quality workshops that have been offered online (due to COVID-19 restrictions), to help them to support their children at home, including Read Write Inc and how the school teaches mathematical concepts. One parent commented: "It made me want to come to Sherborne myself and learn maths all over again".

The school's admissions process and procedures are easily accessible online with both electronic and paper application forms available. Parents who applied from overseas, even during the pandemic complimented the highly efficient and supportive process of admissions.

## 11. Standard 7

### The school's procedure for handling complaints

Sherborne Prep's procedure for handling complaints fully meet the BSO standard.

The school implements effectively a clear policy for handling complaints which meets host country requirements and reflects good practices from the UK. It is made available for the parents and sets out clear time scales for the management of a complaint following informal and formal stages. The board of governors monitors the effectiveness of the complaints procedure in ensuring the complaints are handled properly.

The school encourages parents to communicate any concerns. Parents reported valuing the very good communications with the school ensuring that all issues and concerns are dealt with in a timely and efficient manner. Parents interviewed appreciate this process.

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

Leadership and management at Sherborne Prep are outstanding.

The school is run in a highly efficient manner. Senior leaders are supportive, inclusive, and inspirational to the whole school community. A robust and well thought out strategic plan has been implemented and is the over-arching influence that links all levels of leadership and management. Through close oversight, review and development, leaders at all levels have an accurate and shared understanding of how well the school functions and what needs improving. The carefully structured leadership team feel valued and heard, they prove themselves capable of sustaining outstanding outcomes for pupils. Pupil achievement and quality of education are of an excellent standard which feeds directly into exceptional pastoral care and well-being.

A significant change in staff, post-Covid, has been handled seamlessly, with no loss to quality and outcomes. Staff morale and engagement is exceptionally high and they are completely invested in being part of the Sherborne family. Opportunities for professional growth are strong and staff are proactive and enthusiastic about their own development. Since the restrictions, staff have initiated cluster groups, shared CPD and a development community with other BSO schools in Qatar. Peer coaching and support are planned into the staffing plan for each year group and has been highly effective in the dissemination of new teaching styles and methodologies. This has created a highly motivated and enthusiastic teaching team.

The school improvement plan is produced based on the outcomes of year group 360° reviews. These include teaching and learning lesson observations, book looks, data scrutiny, identified training needs and curriculum reviews. Action plans are created from the main improvement plan and resources are implemented to support these. Staff professional development and appraisal targets are well judged and challenging – something that staff appear to relish.

Leaders have clearly and effectively communicated the school vision into the culture of the school, allowing all to excel. Safeguarding the pupils and their interests is integral to the overall ethos of the leadership team; this is fully embraced by all stakeholders. Pupils' welfare is actively promoted, and they feel safe. The newly introduced Sherborne Way is building on the foundation of the core values and learning dispositions of communication, independence, curiosity, risk-taking, resilience and creativity. These are at the heart of an already vibrant culture, which develops the whole child, enabling pupils to flourish and fulfil their potential. Pupils at Sherbourne are happy and motivated to learn. They enjoy their education and even the very youngest are able to develop their personal qualities to the full.

Relationships in the school, at every level, are exemplary. Leaders model the best examples of relationships and behaviours, so that respect, courtesy and good manners are the norm.

Leaders have a deep and accurate understanding of the school's strengths and weaknesses and there is a relentless focus on driving forward an ambitious and collaborative development plan, with the main interests of the pupils at the forefront. This is then disseminated down through to middle leaders and class teachers at ground level. The cyclical process of subject leaders feeding their action plans back into the whole school improvement plan mean the process is fully inclusive.

The expectation for outstanding quality of education and performance is the norm. Leaders are able to make and carry challenging decisions for the good of the school. The successful recruitment processes employed, and targeted CPD opportunities have resulted in maintaining a high quality of education and in excellent progress and achievement for all pupils. The performance management cycle is robust and well monitored, leading to professional development that encourages, challenges and supports staff. School leaders are effective in holding staff members to account and supporting their development needs.

Practices implemented by the Deputy Head for assessment have enabled all teaching and SEN staff to have a deeper understanding of the school data and tracking over time. Data is analysed through pupil progress meetings and a 360 vision of child development and progress within each year group. At all levels of leadership, there is obvious trust and an open dialogue meaning leaders do not shy away from challenging the data to obtain the best outcomes for different cohorts.