



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Royal Grammar School  
Guildford Qatar**

**Doha  
Qatar**

Date  
Inspection number

**6<sup>th</sup> – 8<sup>th</sup> October 2024  
20241006**

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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 can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

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

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

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 47 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 students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Kirsty Sharp and Lewis Hammill.

## 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

The school provides a high degree of personalised care for its students, with strong relationships supporting their personal, social and emotional development. The school's own core values together with British values are at the heart of everything the school does. A culture of continuous improvement has set the school on a trajectory for even greater success.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- caring, visible and active senior leadership team, with high expectations; held in great respect by all stakeholders;
- commitment, enthusiasm and energy displayed by middle leaders, to move the school forward in all areas of school practice, but particularly teaching, learning, assessment and behaviour;
- positive and responsive staff body; on the journey to implementing key actions towards the school's priorities;
- students, who rise to the challenges set for them and are eager and proud to participate in school life;
- nurturing environment and strong pastoral care, led by the designated safeguarding leads (DSL), that ensures students' well-being and supports their emotional and social development;
- vision and values, which frame the school's ethos and have a visible impact on students' attitudes to learning and life;
- relationships across the school and with parents, which are warm, respectful and supportive;
- use of positive reinforcement and consistent pastoral processes, which positively impact on students' attitude and behaviour;
- welcoming and supportive learning environments where students confidently showcase their knowledge and skills, feel encouraged to take risks, and embrace mistakes as valuable learning opportunities;
- open doors policy and clear communications between parents, staff and school leaders.
- promotion of British values and the links made between these and Qatari Identity;
- support and guidance provided by the governors and Royal Grammar School, Guildford, UK.

## 3.2 Points for improvement

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

1. Continue to raise levels of student attainment and progress by:
  - Careful analysis and tracking of reliable assessment data, including external standardised data, to inform planning and teaching;
  - Ensuring appropriate support and challenge is in place for students with SEND, EAL, the most able, and gifted and talented;
  - Enhancing collaboration and the use of open-ended questioning techniques to promote student engagement in deeper, critical thinking and reflection; teachers 'letting go';
  - Further developing pathways at Key Stage 4 and 5 which match the needs and interests of the students;
  - Developing and embedding recently introduced initiatives, programmes and practices to further raise standards of teaching and learning across the school;
2. Raise levels of student attendance and punctuality;
3. Ensure robust policies and rigour in practice across aspects of health and safety, under the supervision of a suitably experienced member of the SLT.

## 4. The context of the school

|                                    |                                                            |             |             |              |            |
|------------------------------------|------------------------------------------------------------|-------------|-------------|--------------|------------|
| Full name of School                | The Royal Grammar School Guildford Qatar                   |             |             |              |            |
| Address                            | Umm Salal, Building # 17, Zone 71, Street 631, Doha, Qatar |             |             |              |            |
| Telephone Number/s                 | +974 4036 0450                                             |             |             |              |            |
| Website Address                    | <a href="https://rgsgq.com">https://rgsgq.com</a>          |             |             |              |            |
| Key Email Address                  | <a href="mailto:rgsgq@rgsgq.com">rgsgq@rgsgq.com</a>       |             |             |              |            |
| Headteacher/ Principal             | Previously Paul Williamson<br>Currently Fiona Scott        |             |             |              |            |
| Chair of board/Proprietor          | Mr Hamad Al Qamra                                          |             |             |              |            |
| Age Range                          | 2-18 years                                                 |             |             |              |            |
| Total number of pupils             | <b>743</b>                                                 | <b>Boys</b> | <b>466</b>  | <b>Girls</b> | <b>277</b> |
| Numbers by age                     | 0-2 years                                                  | 1           | 12-16 years | 175          |            |
|                                    | 3-5 years                                                  | 160         | 17-18 years | 9            |            |
|                                    | 6-11 years                                                 | 398         | 18+ years   | 0            |            |
| Total number of part-time children | 0                                                          |             |             |              |            |

The Royal Grammar School, Guildford in Qatar (RGSGQ) is an independent, co-educational, British International school. It was founded in 2016, the first international partner of the prestigious Royal Grammar School in Guildford, UK. The school caters for students between the ages of 3 and 18. The school is situated in Umm Salal Mohammed on the outskirts of the city of Doha.

The language of instruction across the curriculum is English, with the exception of French, Spanish, Arabic and some Islamic studies and Qatar history lessons. The school follows the National Curriculum for England in Key Stages (KS) 1 to 3 alongside the Early Years Foundation Stage (EYFS) programme for the youngest children. IGCSEs and AS levels with some BTEC provision are the basis of the curriculum in KS4 and 5.

The school has seen significant growth since it opened, both in student numbers and in the age ranges accommodated. There are currently 743 students on roll. The school has over 60 nationalities represented, more than half of whom are Qatari nationals. There are significantly more boys than girls. The secondary section, which has extended from KS3 has now seen three cohorts of students complete iGCSE and two complete AS levels.

The school is housed in purpose-built accommodation, on a spacious campus. Classrooms are well-sized, light and airy, and suitably equipped. Outdoor sporting and recreation facilities are generous. Due to the growth in student numbers, a new secondary building was added in 2022, which has further increased the range of facilities available.

The school is a member of the Association of British Schools Oversea (AoBSO), and the Council of International Schools (CIS). It is also part of the Qatar British Business Forum (QBBF) and the British Chamber of Commerce, Qatar (BCCQ).

The school identifies some challenges:

- School location, distant from other similar international schools;
- Curriculum time taken meeting the requirements of the Qatari curriculum;
- Increasing number of EAL students in primary leading to curriculum accessibility concerns;
- Lack of engagement of some of the older students, due to ministry restrictions on curriculum offerings at KS4 and 5;
- Uptake of PE amongst the older students, due to local context;
- Disengagement of some parents who lack understanding of the UK education system;
- Attendance and punctuality of students;
- Many recent changes to the leadership team, together with leadership training needs of some newly appointed middle leaders;
- Staff retention, with a turnover rate of approximately 30% every year.

## 4.1 British nature of the school

RGSGQ has a strong British feel: it is one of the key features of the school.

The school enjoys strong and productive links with its parent school in the UK. There are frequent communications between the schools and governors make regular visits to the school. RGSGQ mirrors the vision, mission and values of the UK school. The promotion of British values is evident across the school, embedded in lesson planning, assemblies and Personal, Social and Health Education (PSHE).

The school's academic structure of EYFS, key stages and year groups align with the British system. The calendar is broken down into three terms. Timetables, lesson duration and curriculum allocation are similar to those in the UK. The curriculum delivered, teaching styles, resources, assessments and external examinations also align with UK expectations.

Almost all teachers delivering UK national curriculum subjects are British trained, and have UK qualifications and qualified teacher status (QTS). In addition, many of the school's leaders also hold national professional qualifications (NPQ). Additional continuous professional development (CPD) training opportunities are provided through the school's subscription to the UK's national college and TES. The school's model of distributed leadership reflects leadership structures found in UK schools.

Instruction is primarily in English, except for foreign languages and Qatari curriculum lessons. Communications internally and with parents are predominantly in English. Parents receive regular updates about the curriculum and their child's learning. Students' successes are celebrated with certificates and awards. Weekly assemblies are led by classes in rotation and parents are invited to attend.

The school's values, which are highly visible around the school, are closely aligned to British values. The structured teaching of these unites the school across all age groups. Students of all age groups are given appropriate leadership opportunities, ranging from classroom roles and duties to Head Boy and Girl. The Student Council is active in engaging school leaders in dialogue. Many leadership positions are democratically elected amongst the student population.

Students in RGSGQ wear a traditional British school uniform, with a tie; many older students also wear a blazer. Students are proud of membership to their House, which creates a sense of belonging and team spirit. The weekly House Shirt Day, together with a range of events and competitions allows students to feel connected across the school.

## 5. *Standard 1* The quality of education provided by the school

The quality of education provided is good. A broad and balanced curriculum, with British values thoroughly embedded, is supported by teaching which clearly imparts knowledge and develops students understanding.

### 5.1 Curriculum

The quality of the curriculum is good and meets the standard for BSO. Planning processes are a particular strength, with robust schemes of work and detailed plans informing lesson delivery.

The school delivers the National Curriculum for England, together with the EYFS framework for the youngest children. In KS4 and 5, students follow courses prescribed by the examination body, in preparation for iGCSE and AS level examinations. To broaden the offering and meet the needs and aspirations of some students, the school also offers a small range of Level 2 and 3 BTEC subjects, which has been well received by students and their parents. The school is looking to extend this offering. In accordance with Qatari Ministry of Education and Higher Education (MoEHE) requirements, the school also delivers Arabic, Islamic studies, and Qatar history.

The large majority of the school's curriculum is broad, balanced and well-suited to the needs and interests of the students, supporting most learners to make visible progress in lessons. The clear structure, underpinned by long, medium and short-term plans, provides age-appropriate learning experiences across most stages of the school. This framework supports students' development in reading, writing, communication and mathematical skills. The regular review and adaptation of the curriculum, informed by leadership planning, team meetings and feedback from observations and learning walks, ensures that the curriculum remains relevant and responsive to the needs of the student body.

The curriculum places an emphasis on inclusivity; students with special educational needs and disabilities (SEND), those learning English as an additional language (EAL), and the gifted and talented (G&T) are considered within the planning process. These students are targeted for specific challenge and support, although a key development is to ensure that the strategies planned for are consistently delivered and effective. Refining these will drive improved progress and attainment.

Curriculum enrichment activities, including termly trips and visits, enhance students' academic and personal development, providing valuable learning experiences that

complement the taught curriculum. The growing extra-curricular programme reflects the school's commitment to increasing student engagement and catering to diverse interests. Notable examples, such as primary gymnastics and secondary Model United Nations (MUN), have proven to be effective in encouraging student participation. The school should continue to assess and adapt these offerings to ensure they remain aligned with students' evolving needs and aspirations.

The school's values-driven pastoral system is integral to the curriculum's success, promoting positive attitudes, well-being and responsibility. The embedding of the school's values such as scholarship and courage within assemblies, alongside British values such as democracy through the student elections and leadership structure, reinforce a strong sense of community. The curriculum's alignment with these values ensures that students are prepared academically, and equipped with the social skills and moral compass necessary for future success. The school effectively encourages students to take on responsibilities within the school and wider community, exemplified by initiatives such as fundraising during international day. This creates a sense of responsibility and significantly contributes to the students' social awareness.

The curriculum for the youngest students is well-structured, with hands-on, enquiry-based learning approaches that develop curiosity and engagement. This results in consistently good progress for almost all children under the age of five. Phonics teaching is well-embedded and consistently delivered. Age-appropriate strategies and well-established routines create a nurturing learning environment that supports children's developmental needs.

In summary, the school's curriculum is robust, well-structured and continuously evolving to meet the needs of all students. The school's efforts to further strengthen provision for KS4 and 5, alongside its focus on external assessment data and targeted support, will ensure that all students are well-prepared for their next steps in education.

## 5.2 Teaching and assessment

The quality of teaching and assessment meets the requirements for BSO and is good.

Teaching in the majority lessons is consistently good or better, enabling most students to make progress. Detailed lesson planning, derived from long, medium and short-term planning documents, provides clear pathways for students to develop their knowledge, skills and understanding across subjects. The use of learning objectives and success criteria to frame learning and set expectations are well embedded across primary, with greater challenge needed in secondary.

Teachers set high expectations, drawing on their strong subject knowledge, to deliver controlled lessons confidently. This ensures that most students are engaged in lessons. Students typically display positive attitudes and enjoy learning. The consistent, teacher-led approach helps maintain lesson pace, supports effective behaviour management and sustains student focus. This structured approach, combined with strong relationships between teachers and students, creates an environment in which students feel safe and supported; students are not afraid to take risks or make mistakes which sets a strong foundation for them to thrive academically and socially. There is potential to enhance student engagement and develop problem-solving and higher order thinking skills through collaborative learning and open-ended questioning. By fostering student-driven inquiry, teachers can encourage ownership of learning and improve critical thinking skills, particularly in stages and subjects requiring deep conceptual understanding. Incorporating this into appropriate lessons would positively impact student attainment outcomes.

The positive relationships between students and teachers are essential to the school's successes. Students value their interactions with teachers and peers, which contribute to a respectful and encouraging learning atmosphere in most stages. Teachers frequently use personalised verbal praise, which fosters self-confidence and pride in students' achievements. For example, feedback such as 'Your reading has really improved, well done', in English reading tasks genuinely enhances student self-esteem and motivation. These personalised moments of feedback are instrumental in reinforcing student engagement and facilitating a love of literacy.

The integration of technology into learning further enhances engagement and understanding. Teachers across both primary and secondary use interactive whiteboards and apps such as *NearPod* and *Plickers* to enrich the learning experience and monitor wellbeing. For example, in primary science, students use iPads to consolidate concepts and reinforce prior learning, while in secondary mathematics, writing pads are utilised to model and scaffold solutions. This step-by-step approach builds students' understanding of complex problems and ensures interactive, hands-on engagement with the material.

In the EYFS setting, continuous provision is a strong feature of the best lessons. Well-planned and stimulating activities are used effectively to support student learning, encouraging independent exploration and play. Adults demonstrate effective language modelling through questioning skills, varied vocabulary, and correct grammar, playing a crucial role in developing children's communication skills. For example, students demonstrated their learning of phonics during playtime by independently identifying sounds in words, reflecting the successful integration of Jolly Phonics in the early stages of literacy development.

Cross-curricular links are utilised to enrich learning and make it meaningful. In year 4, students linked environmental themes from English lessons to their wider learning, embedding knowledge through multiple contexts. This approach is supported by initiatives such as Talk for Writing, which significantly enhances students' storytelling and writing abilities in primary. Furthermore, high-level differentiation in year 11 English challenges students through open-ended success criteria and questioning, encouraging the development of higher-order thinking skills. In secondary science, questioning techniques also play a vital role; in the best lessons, teachers used bounce questioning, asking 'how' and 'why' to push students toward deeper understanding and application of scientific concepts. This method reinforces critical thinking and fosters a culture of inquiry across the curriculum.

Assessment for learning strategies are utilised across the school. Teachers regularly assess students through formative tasks and live marking, providing immediate feedback that helps students adjust and improve their work in real-time. Similarly, in the best primary lessons, teachers use assessment for learning to adapt their teaching; for example, by changing 'you do' tasks into 'we do' tasks to offer more targeted support in challenging areas, such as mathematics. In secondary, effective teaching modelled key terms, such as 'evaluate', helping students gain an understanding of how they can meet higher-order thinking skills and assessment objectives.

Across the school, teachers use a range of summative assessments to measure students' attainment, and are starting to use the data to also measure progress. The data is analysed to identify students who require additional support or stretch, but is not yet effectively tracked over time. The introduction of standardised tests would enable teachers to more clearly identify students requiring stretch or additional challenge and track this across year groups and over time. Implementing detailed seating plans and targeted interventions based on this data will ensure that all students, including those with SEND, EAL and G&T, receive the personalised support and challenge necessary to make expected and above expected progress. International comparisons would also be helpful for the school to make more accurate analyses of its performance.

## 5.3 Standards achieved by pupils

The standards achieved by students meet the requirements for BSO.

Students' behaviour and conduct are generally of a high standard across the school, with respect for others consistently modelled by all members of staff. This is reinforced through assemblies, established routines and the wider curriculum. Strong relationships between staff and students creates an inclusive learning environment, where students feel supported in both their academic and personal development.

The consistent use of positive behaviour management tools, such as Class Dojo, help maintain high standards of behaviour. This approach encourages positive reinforcement, contributing to a learning environment where students are motivated to display positive attitudes. The recent removal of mobile phones from the school day has led to increased student engagement, improved well-being and a stronger culture. Students report feeling more connected and involved in the wider school community as a result.

Planning and lesson delivery meet curriculum and age-related expectations, leading to most students making expected progress over time. There is clear evidence of student progress within lessons, across most year groups and subjects. Additionally, some groups of students demonstrate above-expected progress, reflecting their strong understanding and active engagement with the curriculum.

Notable achievements in 2024 include the improved AS Level outcomes in biology and chemistry, alongside exceptional individual results in 2023, such as one student achieving the highest AS Level Arabic result in the world and another earning the top iGCSE psychology grade in Qatar. In June 2024, 85% of international students achieved 7 or more iGCSE passes; in six subjects, 100% of students passed. Additionally, one student attained all grade 9s at iGCSE, a considerable achievement given the small size of the cohort.

The school remains focused on improving student attainment and progress across the whole school, with great focus on examination groups, by enhancing its assessment processes, utilising data more effectively to identify learning gaps and providing targeted support for students requiring additional help.

Attendance, currently at 83% in primary and 72% in secondary, remains a key priority, with targeted plans in place to improve both attendance and punctuality across the school.

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

The spiritual, moral, social and cultural development of students is good, with many aspects that are outstanding. It is a key strength of the school.

There is a real sense of community at RGSGQ. Students are proud, motivated learners who enjoy coming to school. The elected student councils in primary and secondary are dedicated to creating an environment for student growth. During the visit the secondary prefects organised a 'We are grateful for...' event and students wrote about their teachers to celebrate World Teachers Day.

Students have meaningful opportunities to embrace and develop their spirituality through the assembly programme and events coordinated by the MoEHE, such as the annual prayer for rain. 'Calm Zones' are a feature of all primary classrooms with a structure for students to mindfully recognise, reflect on and regulate their emotions. Throughout the school, students are able to articulate strategies such as deep breathing to help them successfully manage their emotions. Students positively share and support each other in their reflections, adding to the sense of community.

The school's counsellor and pastoral leads provide emotional support to students who may require this. The counsellor also liaises with external agencies as needed. Students throughout the school are motivated and display positive attitudes towards learning. Attendance and punctuality remain a challenge, and consistent targeted efforts including positive praise and rewards are used to encourage attendance. All staff provide advice to parents and students with lower attendance through phone calls and meetings.

Students are reflective learners, who enjoy opportunities to collaborate at all ages. Most are eager to participate in lessons and learning. The best lessons encourage students to collaborate and take risks in their learning.

Behaviour is good across the school and bullying is extremely rare. Staff and students follow the relevant age-appropriate behaviour policy and consistently reinforce the 'RGS Way' enabling students to develop a strong moral foundation, learn the importance of making positive choices, and become responsible members of both their school and the broader community. Teachers and the leadership team deal with inappropriate behaviour swiftly, with parental engagement at the heart of the restorative process. The relationships between students and teachers are warm and respectful, with many students highlighting teacher dedication to improving both students' academic achievement and well-being. Both primary and secondary students note that the school feels like a family with one student stating that 'Teachers play a pivotal role in supporting our educational journey'.

The array of student leadership opportunities including head boy and head girl, student council, prefect, and eco-council all contribute to students' leadership development in both primary and secondary. ECAs enrich the social development of students with over 50 secondary students taking part in the Model United Nations (MUN). This term, students will attend MUN events in Qatar, providing opportunities to practise diplomacy, and learn about international relations and the purpose of the United Nations. Students benefit from a growing range of options to actively participate in the wider school community and the leadership team is committed to enhancing this provision. Most student leaders are elected following a democratic process into roles such as prefects, house captains and eco council. Students have a real voice in the school, and feel heard.

A programme of PSHE is taught across the school from years 1 to 12, supported by weekly assemblies to promote the RGSGQ values, which are key drivers of the school's ethos. Students are divided into six houses, encouraging a sense of community, belonging and competition. In a year 2 PSHE lesson, the students were keen to check the Class Dojo points for each house and encouraged each other to achieve more.

British values are taught discretely throughout the curriculum with key values interwoven into day-to-day expectations of students. Assemblies are instrumental in elucidating the connections between British values, RGSGQ values and students' school life, as well as their broader experiences in Qatar. Within these, students demonstrate a strong comprehension of how British values impact their lives within the context of Qatar.

Students and parents express confidence and satisfaction in the support provided to students for making informed choices about their future education and career. Students felt that visits from doctors and researchers from Hamad Hospital gave them inspiration and encouragement for their future studies. The secondary pastoral team maintains an open-door policy to offer guidance and support where needed.

The school takes special care to foster an appreciation for cultural diversity whilst deeply respecting Qatar's values, heritage, and traditions. In the classroom, students are exposed to a rich curriculum which helps broaden their cultural awareness. Special emphasis is placed on understanding Qatar and its rich history and culture. 3D-models created by the students of Qatari landmarks are proudly displayed in the school's main entrance.

The school actively celebrates a range of cultural events and festivals through activities such as National Day celebrations, where students learn about Qatar's heritage, and International Day, where students can showcase their own cultural backgrounds. These events encourage a spirit of inclusiveness while reinforcing the importance of respecting the host country's values. At RGSGQ, the balance between global cultural exposure and respect for Qatari values is thoughtfully managed, ensuring that students develop into culturally aware and globally responsible individuals.

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

The provision for welfare, health and safety is good and meets the standard for BSO. The school ensures that students are educated in an environment where their physical and emotional well-being are safeguarded.

Students are extremely well cared for at RGSGQ. The school has a well-established safeguarding and child protection policy, which includes clear measures to protect students. A team of DSLs is in place who respond swiftly and appropriately to concerns. Posters displayed throughout the school provide names, photographs and contact email addresses of the DSLs. All staff receive regular and comprehensive safeguarding training. Safeguarding concerns are recorded, followed up and monitored. The recent introduction of CPOMS in primary will be extended to secondary shortly.

The behaviour of students is very good, and meets the high expectations of staff and leaders. The school has a clear and enforced anti-bullying policy, which outlines procedures for reporting and addressing incidents of bullying. Students report that incidences of bullying are rare and that they feel confident the school would deal with any situations quickly. Students are well supervised at all times including lesson transitions and break times. Students throughout the school use a 'pass' system to go to the bathroom or nurse during lesson times.

A well-established pastoral care system provides emotional support to students through regular interaction with class teachers in primary and form tutors in secondary. The school has a counsellor to work with students who may require extra support. The school surveyed students and parents and as a result mobile phones are no longer permitted in school. The school teaches safer internet and staying safe online through the first 4 weeks of the secondary ICT curriculum.

The school has one main entry point which is monitored by an external security company. Entry beyond the reception area is controlled by the school staff. All staff wear green lanyards, parents wear white and visitors are given red lanyards; all unfamiliar visitors are supervised by RGSGQ staff. The school has 3 bus routes with their own entry and exit to the school campus. Students are supervised and accompanied by staff on the bus journey to and from school. Bus rules are clearly displayed and adhered to on the school buses.

The provision for first-aid and medical care is good and a key aspect of pupil welfare. The school has two well-equipped medical rooms, each with a registered nurse. In addition, several staff have received first aid training. Defibrillators and first aid kits are clearly visible throughout the school campus. All medical incidents are logged meticulously by the school nurses and there are clear procedures for informing parents.

RGSGQ has a health and safety policy and practices that fully meet local requirements, including fire safety protocols and emergency evacuation drills. Regular inspections of the physical environment are carried out, although the thoroughness and frequency of these could be improved. Risk assessments are conducted for on-site and off-site activities, these should be reviewed by the senior leadership team before approval. The school has a range of sports facilities including gymnasium and swimming pool. Specific risk assessments for these areas should be carried out and reviewed regularly.

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

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

Thorough recruitment procedures including job advertisements on TES, extensive interview processes, checking of ID, qualifications and other background checks ensure that teachers are qualified and fit to teach the age group and subject areas for which they are employed. Two references are sought on the school's own reference proforma, one of which may be followed up by a phone call. An in-school induction day and comprehensive new staff handbook provide a detailed guide to working in the school and life in Qatar.

A three-month probationary period is compulsory for new teaching staff, which may be extended by another three months if required. During the probationary period new staff are observed teaching. The school employs a small number of early career teachers (ECTs) who receive suitable coaching and training from experienced members of staff.

Systems are in place to monitor standards of teaching and learning for all staff and provide opportunities for teachers to reflect on and develop their practice, including learning walks, book scrutinies and lesson observations.

Teacher professional development plays a key role in driving school improvement. The school's CPD programme has been streamlined and is now carefully aligned with staff needs, ensuring that teachers receive targeted support that directly impacts classroom practice. This is evident in the carefully curated INSET days, regular staff briefings and peer observation programmes, which all contribute to a shared focus on improving teaching and learning outcomes. Staff triads, in which teachers are grouped based on complementary strengths and areas for development, promote collaboration and professional growth. These initiatives ensure that staff are constantly developing their pedagogical skills, which in turn elevates the quality of teaching across the school.

School leaders are carefully selected, either through new school appointments or via internal promotion. The majority of senior leaders have NPQ qualifications or are currently studying towards these. Senior leaders mentor and support newly appointed middle leaders and a programme of middle leader training will be delivered shortly. The leadership team as a whole are notable for their commitment, energy and enthusiasm, with a keen awareness of school development priorities.

A board of governors from Royal Grammar School, Guildford, UK, provides an oversight of the school's work and development, and acts as a critical friend. Strategic development decisions are made in partnership with the principal and owner. Governors from the UK visit the school regularly. An academic team from the UK make an annual inspection visit and provides a detailed report of findings and recommendations.

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

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

RGSGQ is housed in purpose-built premises which were significantly extended in 2022. Facilities include spacious classrooms with age-appropriate furniture; an indoor shared atrium space which is used for primary assemblies; primary and secondary libraries and dedicated spaces for the teaching of music, design technology, art and ICT. There are five fully equipped science laboratories used by both primary and secondary. All classrooms are suitably lit, ventilated and sound-proofed. Window blinds block direct sunlight, keeping rooms cool and allowing for interactive whiteboards to be easily readable.

A range of designated PE facilities include two gymnasiums, outdoor running track, pitch with markings and an outdoor pool, however, a lack of shade for outdoor PE spaces restricts their use. Outdoor play areas are age appropriate and suitably equipped, but also lacking shade. The premises allow for effective supervision of students by staff during break and lunch times. Changing and washing areas are available and well maintained.

The early years learning environment is suitably furnished and equipped to cater for children's development across all aspects of the EYFS curriculum. Continuous provision and children's independence are enhanced by the large rooms and easily accessible resources. Each classroom has direct access to an outdoor area which is used during continuous provision and break times, although the outdoor resources are limited.

The school has two medical clinics, mixed for primary and segregated for secondary. These are appropriately staffed and resourced to provide care for students who require it. The school has two stations selling light snacks; most students bring their food from home. The primary dining room is small and some students eat lunch in classrooms on a rotational basis. Drinking water is readily available and easily accessible throughout the school.

The school entrance is clearly signposted. The main central area is welcoming, light, bright and airy. RGSGQ's mission, vision and values are clearly displayed throughout. Signage throughout the school is clear and refers to year groups and key stages. Displays are of a high standard and contain an appropriate balance of information and pupils' work. Interactive whiteboards are available in all classrooms. Both libraries are well-resourced, accessible to all age groups and well used.

Access for people with reduced mobility is in place; ramps are provided at entrance to the school and a lift gives access to all floors.

Highly professional and well-trained security staff work vigilantly, ensuring students' safety throughout the school day is maintained to a good standard.

## 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 requirements for BSO and is outstanding.

The school provides high-quality information to parents, prospective families and the wider community, meeting the highest standards of communication. The comprehensive and well-organised website prominently displays the school's values, mission, policies and academic results, ensuring clarity and transparency for all stakeholders. Parents speak positively about the frequency and depth of communication, with weekly newsletters in primary and bi-weekly in secondary providing timely updates; the inclusion of student successes within the newsletters is particularly appreciated. The complaints policy is clearly outlined and accessible to parents, who report that concerns are handled efficiently at all levels, reinforcing confidence in the school's processes and leadership.

Termly academic reports are comprehensive, providing parents with the necessary insight into their child's academic and pastoral development. In addition, the secondary school provide half termly *Attitude to Learning* reports. Parents express their satisfaction with the level of information shared about their child's progress, particularly for those with SEND. Class teachers and form tutors are approachable, creating open lines of communication, and the wider leadership team is accessible and responsive to higher-level queries, reinforcing a strong sense of partnership between the school and its families.

While resources are generally easily accessible, parents have highlighted a desire for greater consistency in the use of Microsoft Teams in secondary. Parents are particularly pleased with the curriculum maps shared at the start of each term for the whole-school, and the weekly curriculum reviews in the primary newsletters. This allows parents to better support their children's learning at home, and aligns with the school's priority of increasing engagement with the parent body. Careers and university guidance which the school offers is highly valued.

The school is actively trying to engage parents in wider school activities. A parent teacher association (PTA) is at a formative stage, with leaders seeking to engage parents in this initiative.

Parents can communicate directly with teachers informally during drop-off and collection times. Teachers' email addresses are shared with students and parents in their classes. Students report that teachers quickly respond to any messages sent, seeking guidance or support. Social media is used effectively to share the school's successes or urgent updates.

The school's responsiveness to feedback and commitment to continuous improvement, including its efficient handling of complaints, further reinforces the strong partnership it seeks to create with new families and maintain with existing ones.

## 11. Standard 7

### The school's procedure for handling complaints

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

The school's complaints policy is available through the school's website. The policy clearly outlines the steps and timeframes required for parents or carers to raise a concern and in which they can expect it to be resolved.

The procedure is broken down into four distinct stages, handled within the school, and a fifth stage involving the formal complaints team. The policy also allows for a complainant to raise their issue with the MoEHE should they wish.

The first stage requires a complaint to be raised informally through a conversation with any member of the school's staff. The intention is that most issues can be quickly resolved through dialogue.

The second stage is employed if a parent is not satisfied with the response received and wishes to escalate the issue to a member of the school's leadership team. At this stage the complaint should be recorded using the form provided. However, should the complainant have communication preferences due to language issues or disability the school will allow for an appropriate alternative. In stage 3 the complaint is escalated to the appropriate head of school, either primary or secondary. The fourth stage escalates the complaint to the principal.

Should a resolution not be reached through these steps, a team of school leaders will launch a thorough investigation. One of the team will have had no prior involvement in the matter. The parent may be accompanied to a team meeting by another adult of their choosing. Any parents who remain unsatisfied following the team investigation have recourse to the MoEHE who will conduct a further, independent inquiry.

Complaints received will be acknowledged within two working days. Clear timeframes are set out for procedure, with the expectation that no stage takes longer than two weeks to be conducted.

All formal complaints received are recorded, stage by stage, tracked and the final outcome also noted. All information related to the complaint is stored securely.

Most issues are satisfactorily resolved through informal means, discussion and dialogue.

## 12. Standard 8

### Leadership and management of the school

The leadership and management of the school are good, and fully meet the standard for BSO.

In recent years, the school has seen significant changes to its leadership, including several changes of principal. At the time of the inspection the head of secondary was very effectively in place as acting principal. Thoughtful development of the leadership teams in primary and secondary have created a British style structure of distributed leadership, including newly appointed deputy heads and year leaders in primary, and assistant heads in secondary appointed last year.

School leaders have a clear understanding of the school's development priorities and have created effective improvement plans to address these. The leadership team work tirelessly to bring about positive change in all aspects of school life, with a keen focus on raising standards in teaching and assessment, student attainment, behaviour and attendance. These measures are already having a positive impact on student outcomes.

School leaders monitor standards of teaching and learning effectively. They promote a collegial approach to staff development, sharing good practice through the Peer Observation Programme (POP) which carefully matches teachers with complementary skills. Leaders are working hard to improve levels of staff retention, which have been negatively impacted by the pandemic and changes in school leadership.

The school's values drive the ethos of the school and have been very well embedded by school leaders. They form the basis of the PSHE programme and unite the school across all age groups. The values and vision are highly visible around the school. School leaders create a positive, energetic environment, reflected in good staff morale and happy, willing learners.

Leaders ensure that the safeguarding of children is thorough and seen as a key priority. All staff receive annual safeguarding training, in their mother tongue. Children feel safe at school. Any concerns are raised with the DSLs, and are followed up swiftly. Staff recruitment processes are robust and ensure the appointment of suitably checked, qualified and experienced staff.

Leaders ensure that the school runs efficiently on a day-to-day basis. Classrooms are well resourced and the budget is carefully managed. Communications with parents are a strength and parents describe leaders as visible, welcoming, open and good role-models.

The school is supported by the RGS Guildford UK governing body, which acts as proactive critical friend. The school is visited regularly by governors and inspected annually by a team of teachers and leaders from the school. Their support, in liaison with the principal, helps frame the strategic direction of the school.