



**British School  
Overseas**  
Inspected by Penta International

## **Inspection Report**

**British International School  
Riyadh  
BAES Joint Primary Schools  
Salwa**

**Kingdom of Saudi Arabia**

Date **13<sup>th</sup> February 2022**  
Inspection number **20220213**

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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 the three schools were visited over three days. Teaching was observed and included a series of learning walks. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the management team and a range of teachers, parents, and groups of pupils. The inspector was Nicola Walsh.

## 2. Compliance with regulatory requirements

BAES Joint Schools Salwa, Tabuk and Taif, British International Schools Riyadh (BISR) meet all the standards for British Schools Overseas.

## 3. Overall effectiveness of the three schools

BAES Joint schools Salwa, Tabuk and Taif BISR are very good schools with many excellent aspects of provision.

### 3.1 What the schools do well

There are many strengths across the three school, including the following:

- All leaders have a clear and accurate view of what needs to be done to maintain the schools' strengths and vision for the future
- The capacity of the schools' headteachers to work collaboratively and manage change
- Teachers know exceptionally well the strengths of each pupil and areas to develop
- Sharing of good practice across the schools and within BISR
- Pupils' personal, moral, social, and cultural development
- The quality of the curriculum
- Safeguarding of all pupils
- Pupils attitude to school and relationships with teachers
- A strong sense of community
- The high quality of resources in each school

## 3.2 Points for improvement

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

- Ensure that the method to gather and record evidence is for EYFS, SEND and EAL is aligned across all three schools
- The spiritual development of pupils is further enhanced
- Pupils' understanding of cultures other than their own remains a strong focus for all schools, to prepare pupils for life in modern Britain

## 4. The context of the schools

### BAES Joint Schools

Number of pupils	Total = 180	Boys = 89	Girls = 85
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 20	(6-11 years) 154
	(12-16 years) 0	(17-18 years) 0	(18+ years) 0

### Salwa campus

Full name of school	Salwa Campus - BAES Joint Schools - BISR		
Address	Salwa Compound, Riyadh, KSA		
Main telephone #	966 11 445 9300 ext. 4470		
Website	<a href="https://www.bisr.com.sa/about/our-campuses/salwa">https://www.bisr.com.sa/about/our-campuses/salwa</a>		
Email	rmcdermott@bisr.com.sa		
Principal	Helen Olds - Principal Rick McDermott - Head Teacher (Exec HT for BAES Schools)		
Chair of board of governors/proprietor	Neal Beevers		
Age range	3-11 years		
Number of pupils	Total = 114	Boys = 60	Girls = 54
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 13	(6-11 years) 101
	(12-16 years) 0	(17-18 years) 0	(18+ years) 0
Total number of part-time pupils	0		

The three BAES primary schools, Salwa, Tabuk and Taif are part of the larger British International School Riyadh (BISR) which constitutes five schools operating on campuses separated geographically. The other two schools are the Al Hamra site, and the Diplomatic Quarter site housed in the diplomatic region of Riyadh. The Al Hamra site is centrally located

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in Riyadh and accommodates the principal, the board of governors and central administration for all five schools.

The three BAES primary schools attached to BISR are in the Salwa Garden Village compound, which is approximately 30km north of Riyadh, Taif school is on the Al Wadia Compound in Taif which is inland from Jeddah in the West, and Tabuk which is located on Tabuk Garden village compound in the Northwest of the country. Each of these school sites serve the families of BAE Systems employees, its subcontractor families, and the MoD (Ministry of Defence) families that live in and around these compounds.

Salwa was established in 2007 and has had a service level agreement between BAE Systems and BISR in place since then. Tabuk and Taif joined the same service level agreement in September 2020.

Salwa currently has 114 pupils on roll of which 76% are British. Tabuk currently has 37 pupils on roll of which 68% are British. Taif currently has 29 pupils on roll of which 97% are British.

All three BAES primary schools are located on compounds. Within these compounds there is an extended opportunity for the children to play and participate in clubs together. The compounds are only accessible to people who have permission to enter, accessibility is restricted, and security is very high. Therefore, daily life is distinctly different in comparison with children who do not live on a compound.

Due to the pandemic, the ministry of education in the Kingdom, required all primary schools to deliver lessons via remote learning from March 2020. The schools had only very recently returned to face-to-face teaching at the time of the inspection.

## 4.1 British nature of the schools

Across the three BAES primary schools, Salwa, Taif and Tabuk there is a strong British ethos.

- The schools deliver the English National Curriculum and the Early Years Foundation Stage curriculum
- Each school is organised into Key Stages and year groups
- Assessments are UK sourced and benchmarked against UK standards
- Each school promotes British values through the school's vision, curriculum activities, displays and events
- The schools' Board of Governors replicates that of a UK school, most members hold British passports
- The senior leadership at each school replicates a British school structure
- Policies mirror those required by UK government schools
- The school is very well resourced in materials that are in use in British schools
- Libraries are very well stocked with British literature, reflecting the modern multicultural character of the UK
- A British author visits each school annually to run workshops
- Each school has a uniform policy, like many English schools
- The school's house point, school council and rewards system reflect those used in English schools
- The schools house system names British explorers and British flags are evident in the school
- The professional development of staff is based upon the UK teaching standards, and teacher training is delivered by external UK providers
- 96% of teachers are British and are either trained with UK qualifications or experience of teaching in English National curriculum schools
- The academic calendar replicates that of a British school
- There are established links with schools in the UK as many students transfer back regularly to the UK

## 5. *Standard 1*

### The quality of education provided by Salwa school

The quality of education provided by Salwa primary school BAES, BISR meets in full the requirements of the BSO standards.

#### 5.1 Curriculum

The school has met the standard and the quality of the curriculum is excellent.

The school follows the national curriculum for England and the new Early Years Foundation Stage (EYFS) framework for pupils aged 3-5. This provides full-time supervised education for pupils from 3-11 years. The language of instruction is English. The school complies with the requirements of the Ministry of Education of Saudi Arabia. In every year group lessons on Arabic culture enables pupils to develop their understanding of their locality.

The curriculum is built around the three pillars of the school: enrichment, learning and wellbeing. All areas of the curriculum fit into one of the pillars. There are comprehensive policies in place which describe the curriculum intent and rationale and ensure the school delivers a broad and balanced curriculum. The school vision is embedded through the school motto; REACH, which stands for respect, excellence, accountability, challenge, and happiness. This is visible throughout planning, and lessons across the school.

Regular curriculum reviews ensure that the school adapts to pupils' needs. During the pandemic, the school revised their curriculum to ensure all students could access learning online. Currently the school's leaders are reviewing their curriculum long term plans to move to mixed age planning over two years. This will allow for greater collaboration and enable increased levels of progression. In key stages 1&2 English, maths and science are themed, and maths is planned separately following a published scheme. Where there are opportunities for cross curricular approaches these are used well. Such as year 6 pupils learning about percentages and linking this with the international theme. Pupils were given the task to calculate the percentage of different colours in national flags around the world.

Planning for lessons in the primary section is taken from longer term plans where a thematic approach creates cross-curricular learning opportunities for pupils. This enables them to apply their learning in different contexts and creates meaningful and relevant learning opportunities. Year 5&6 Pupils in an English lesson enjoyed researching unusual facts about Charles Darwin using an iPad, which linked to their

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science topic. Pupils reported that ‘topics are great’ and talked at length about how in a science lesson they extracted real DNA from a strawberry.

Specialist teachers deliver physical education, including weekly swimming sessions, music, science, French, library sessions, and Arabic. Art is overseen throughout the school by a specialist art teacher. Peripatetic piano and drumming teachers visit the school weekly. Ocarina is taught to years 1-3. Recorder is taught to all pupils in years 4-6. Art was observed as a strength of the school, displays of art work and pupils creating their own African masks evidenced a high level of achievement. Pupils work books contained detailed reviews of African masks and research work undertaken to support pupils design and create their own mask.

Published schemes of work for maths, and writing ensure teachers have a clear progression of knowledge and skills to teach and assess against throughout Years 1-6. Phonics is taught as a discrete subject, based on UK DfE letters and sounds. This is taught daily from the EYFS to year 2, matched to pupils’ abilities. Pupils were observed using phonic strategies to write challenging words such as ‘trepidation.’ Displays of year 1 pupils written work ‘I like to play cricket’ ‘I like to play with my Lego’ and ‘like to eat pancakes’ demonstrated not only the strong connection with British culture, but also the use of phonic strategies.

Weekly library sessions led by the school’s librarian enable pupils to share a whole class novel at an age-appropriate level. Reading within the curriculum has a high priority in the school. Guided reading sessions take place in classes regularly and pupils take home a reading book to share with parents.

Arabic is delivered by specialist teachers however within the Early years foundation Stage there were opportunities for children to embed their learning, as the names of animals in both English and Arabic were displayed. Displays of Arabic clothes, Arabian animals, Islamic art and ‘The Ship of the Desert’ display, ensured that pupils have opportunities to gain experience about their locality and strengthens their intercultural development.

The EYFS curriculum follows the new early years foundation stage and is delivered through a mixture of child initiated and adult led learning. Children when they arrived at the start of the school day, self-registered and chose from a wide range of activities. These activities developed creative skills, construction tasks, imaginative play, and fine motor skills. Here children talked confidently using peg boards about making a pattern.

The school’s PEEC curriculum teaches pupils to speak confidently, compassionately and, courageously while respecting the opinions of others. The impact this has upon

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the pupils is that debates are lively but respectful and meaningful. Pupils throughout the school were observed speaking articulately and confidently.

There is an extremely rich and varied programme for extra-curricular activities across the school which is available to all students from year 1 and above. Junior dukes is offered from FS2 to year 6.

Curriculum delivery is further enhanced by theme days, debates, and events. In addition, engaging and interesting learning environments enhance the provision of a broad curriculum. Displays throughout the school support learning and outdoor and indoor areas are very well resourced.

The curriculum for pupils who have been identified as requiring support is delivered by a support for learning team coordinated by a school based SENDco. Pupils are given support where there is an identified need. This is used very effectively to support pupils who enter the school mid-way through the school year and transfer from schools in the UK. One pupil reported the support she received 'really helped me to get better at maths.' The systems in place to identify pupils with a diagnosed special educational need is currently under review.

## 5.2 Teaching and assessment

The teaching observed was good in the large majority of lessons with outstanding teaching observed in a minority of classes. However, the quality of teaching across the school is not yet consistent and securely good in all aspects.

Overall teachers set high expectations of behaviour. Relationships are strong at all levels and the behaviour of pupils was excellent in all aspects. Pupils are expected to work hard and are given opportunities to collaborate on tasks and work independently. Teachers know their pupils very well and plan tasks that engage and enthuse learners.

Time in lessons is used well and little time is lost. Pupils are on task and engaged in their learning. Teachers regularly check on pupils understanding through asking questions. Tasks set meet the needs of the whole class and are at an age-appropriate level. Teachers work through examples with the whole class but where this is most effective teachers model step-by-step and use concrete examples or apparatus to enable a clear understanding of the task.

In the best lessons observed, good questioning and instant feedback enabled pupils to make progress during the lesson. In an EYFS music lesson the music teacher asked children to pass the beater round. Using questioning such as 'Can you do it this way?' and picking out the best examples to support children, ensured children made progress in the lesson and improved their abilities to listen and use the beater. In a year 6 maths lesson the teacher selected individual pupils to respond to challenging questioning and did not select those that knew the answer.

In a minority of lessons where teaching was less strong, the progress of pupils was restricted as the questioning did not challenge deep thinking and consolidated what pupils already knew. Some teachers set tasks that did not offer significant challenge for a small group of pupils so that these pupils lost interest. Heavy reliance on the use of the interactive whiteboard missed opportunities for pupils to learn through using concrete apparatus.

Assessment monitors and tracks pupils' attainment and progress against international standards in the core subjects. The school uses UK published assessment test to assess pupils' performances and checks these against UK national averages. There is an assessment calendar in place so that assessments are routine and regular although the recent pandemic impacted upon this. The accelerated reader (AR) programme is used effectively to identify what level the children are reading at. The EYFS assess pupil's performances against the early learning goals.

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Learning journeys indicate the next steps pupils need to take to ensure they are on track to meet the early learning goals by the end of FS2.

Teachers' use of the feedback policy is not yet embedded across the school. Marking in pupils' workbooks where teachers set high expectations and marking was routine, helped to motivate pupils and progress was evident. Much of their work is online.

### 5.3 Standards achieved by pupils

Pupils enjoy school and attend well. Pupils are punctual and arrive to school on time, ready to learn. Pupils' attendance for the period from the start of the school year September 2021 to the date of the inspection was 92%. The school reported that parents' leave periods often do not fall in line with school holidays and term times. This impacts on the high level of unauthorised absence at 5%.

Pupils' behaviour and attitude to school is exemplary. They enjoy school, and respect and value one another and the school. Pupils' attitudes to learning are positive and they actively engage in their lessons.

Pupils attain well and summative data indicates that most pupils are working at or above age-related expectations in reading, writing and maths, in each year group. The school's data indicates that reading is very strong and in term 1 pupils were working at or above the national averages, except for year 2 who were on track to do so. Previous to this, for the past two years the school's data is unreliable. This is due to long periods of pupils learning at home and online, where it was difficult for the school to get an accurate understanding of pupils' attainment.

The standards of reading are high across the school, with pupils demonstrating reading standards above UK curriculum standard in most lessons observed. The systematic teaching of phonics through a published scheme ensures progression of phonics skills through the Early Years and key stage 1. These pupils use a good standard of phonic knowledge to decode words in reading and this was also evident in their writing.

Pupils art work was exceptionally high standard as observed in work around the school and pupils work books in year 5&6. Almost all pupils achieve above the English national curriculum requirements for the end of key stage 2 in swimming.

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

The spiritual, moral, and cultural development of pupils provided by Salwa primary school meets in full the requirements of the BSO standards and is excellent.

Pupils' personal development and moral, social, and cultural development is exemplary in significant elements. A high quality PHSE curriculum and excellent understanding of British values is embedded across the school.

The school's motto REACH (Respect, Excellence, Accountability, Challenge and Happiness) is fully embedded across all areas of the school. It is highly visible throughout the school and is integrated into most aspects of school life including the school rewards system. REACH points are awarded when pupils display excellence in learning, for achievement and endeavour. They are awarded to an individual and closely linked to the school's house system named after four British explorers; Blunt, Palgrave, Pitts, Doughty. Within the classroom, community events and through the extracurricular programme pupils can receive REACH points.

Pupils are confident, courteous, and respectful to others with excellent manners. Pupils are highly positive about their school and enjoy school. Pupils' moral development is promoted through the rich curriculum and a consistently applied behaviour policy.

Pupils' cultural development is promoted through the curriculum and events and interest days and a rich program of extracurricular activities. An international week was being celebrated during the inspection visit. Weekly assemblies and whole school productions to which parents have been invited to attend in the past, celebrated different cultural events. Pupils take part in the Remembrance Day services and sell poppies in school. Festivals are celebrated in assemblies and events. Pupils can take part in the Junior Dukes programme.

Pupils are given the opportunity to attend off site trips both within the region and abroad. These have not yet restarted since the pandemic. Pupils will be taking part in the regions BSME sports events and trips off site are planned. The school has access to the desert and wildlife parks in the region and plan trips to engage pupils in the locality.

Pupils interact appropriately and have well developed personal social and emotional skills from an early age, they demonstrate sharing, taking turns and know how to resolve disputes. Pupils talked about how children arrive and leave the school in short periods of time and how children have to make new friends quickly. Therefore, social skills are well developed. One pupil said "It's not like anybody's school in the UK, because they normally stay all the way. But

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here they come from half way, some of my best friends have left but you do get to meet new people and make new friends.”

Pupils have opportunities to take on leadership roles such as the school council and head girl and head boy. The school council meet weekly and were currently creating a video to explain about their roles.

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

The welfare, health, and safety of the pupils at Salwa primary school meets in full the requirements of the BSO standards and is excellent.

Pupils and parents reported that safety and security of pupils is given a very high profile. Pupils are safe at the school. All staff are trained in safeguarding practices following best practice in the UK. First aid training is routine and undertaken by all staff.

Pupils and parents reported that bullying is very rare at the school. One pupil stated that “No one really does any bullying here. Everyone knows one another.” An anti-bullying policy is in place and pupils in year 4 were learning a rap about anti bullying. Pupils are taught how to stay safe. Pupils’ behaviour is managed through a positive and restorative approach.

The local compound manager/site works manager to ensure the maintenance and safety of the site. The school works closely with the BAE Systems, Safety, Health, and Environment team (SHE) both for safety training and advice on best practice. SHE has supported the First Aid training of the staff at the school.

All required policies in relation to the welfare, health and safety of pupils are in place, regularly reviewed and shared with all relevant staff. The policies are coherent and comprehensive. Records of fire and evacuation drills are maintained and clear signage, evacuation routes and meeting points are clearly visible around the school. Fire extinguishers are regularly maintained, and this is recorded on each appliance. There is a weekly fire alarm test.

Lockdown procedures and fire drills take place regularly when pupils are in school, and pupils know what to do in when they hear the fire alarm or lockdown drill. They clearly understand the different commands for each alarm.

The school has made every effort to ensure IT systems are secure and robust, both to protect staff, pupils, and data.

The school site and its’ facilities are clean, well-managed and maintained, with a clear system for reporting any issues in operation and swiftly acted upon by the operations team. All utilities are checked to meet the requirements of BAES, and compliant to UK standards. Water supplies to the school are brought in via a tanker and checked that they are safe. Pupils currently are bringing in drinking water from home. Risk assessment policies and practices are in place and records show these are conducted appropriately. For example, these are in place for the eco garden, workshop, off site trips, events in school, swimming and the EYFS area.

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Daily checks by the maintenance team check that the playground equipment -which is a shared facility on the compound- is safe and fit for purpose. The swimming pool is not on the school site but within the compound and managed by BAES.

Security at the school is good with access to the compound, in which the school is located, restricted by the highest standards of security. Different coloured lanyards identify staff, pupils, and visitors. All staff wear lanyards with a photograph of the member of staff. Visitors must produce identification, and sign into the school before entering the school. Entrance and exit procedures for all pupils are in place but due to the siting of the school within the security of the compound this is monitored and comparatively relaxed. Older pupils arrive at school by bicycle and travel independently to school. Most parents travel to pick up and drop off pupils on foot or bicycle. There are no issues with parking at the entrance to the school as very few people arrive at school by vehicle. However, children leaving and arriving at the early year's foundation stage area and key stage 1 are closely supervised. Handover is smooth and for EYFS takes place within a gated area, within the perimeter of the school.

All staff in the school are trained routinely in safeguarding and the school operates an online recording system for staff to report concerns. Accurate records are kept. Training is regularly updated. The school has a designated safeguarding team which is displayed prominently around the school so that staff and students are aware of who to report any concerns to. The school has highly efficient and qualified medical support within the compound and near the school.

The well-being of pupils is a strength of the school. Parents commented positively about the efforts the school has gone to ensure pupils have settled well back into school after a long period of absence from school due to the pandemic. They also commented upon the support they received when arriving new to the country and the school, so that each child feels welcomed and supported. A school counsellor is available to support parents and their children where it is required.

Around the school pupils are encouraged to think about how they feel and articulate their feelings. Books in the library about 'how are you feeling?' and a selection of books regarding emotions are in each classroom. Year 6 pupils are offered a course on the basic awareness of sex and relationships education, in line with UK standards and parents' consent to this.

Pupils are encouraged to stay healthy. Physical education is a very popular subject and swimming is timetabled for every pupil in the school from FS1 to year 6. Cycling safely is integrated into the curriculum for all pupils.

Throughout the Covid-19 restrictions, the health and safety and facilities teams have been responsive to ensure that all KSA government requirements are implemented to maintain safe procedures within the school.

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

The suitability of the proprietor and staff at Salwa Primary School, BISR meets in full the requirements of the BSO standards.

The school ensures that all required checks are carried out on all staff who are employed to work at the school. These checks are completed by staff based at the Al Hamra school in Riyadh. Details are shared with the Salwa school and both schools work very closely to ensure the staff are suitable for their role.

The team of staff based at Al Hamra make checks against a person's identification, medical fitness, the right to work in the Kingdom of Saudi Arabia, qualifications, and suitability to work with children. These checks are made before the person is appointed to the role. This includes a detailed medical questionnaire to highlight health needs before a person is appointed to the role. This is to ensure that the school can offer the required level of support where a member of staff may have a diagnosed health need. Teaching staff and teaching assistants who are expatriates must be approved by the ministry to gain a residence VISA. This ensures further, that the checks on a person's suitability to work in the school are robust.

Qualifications are attested and the school asks to see a police check certificate, International Police certificate and DBS. Three references are taken up to check against the person's identity and these include a reference from the most recent place of work. Questions are asked of referees to provide assurances that the person is suitable to work with children. Systems regarding the suitability of staff to work at the school are robust. All information is stored centrally on a single record that is monitored and updated.

Where supply staff are used their details are stored on the single central record and contain the same checks as required for staff employed full time at the school. They are also required to complete all safeguarding training. Police clearance certificates, DBS checks and identity checks are required for volunteers who work in school. However there have been limited volunteers working in school during the pandemic.

Recruitment procedures highlight that the school is proactive in ensuring that suitability checks will be made by the school. The recruitment and vetting policy has been recently revised to ensure the school is fully compliant and acting to a very high standard in recruiting people who are well suited to the role and working in a school. Advertisements all contain a statement that promotes the schools very strong commitment to safeguarding its' pupils. An induction week and probationary period for staff new to the school is also monitored. This ensures that staff new to the school are well trained, understand the school's high expectations and actions can be taken swiftly where they or the school have concerns.

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The BISR schools HR staff attend training to ensure that the practices in school are in line with the highest expectations of the UK government regarding safeguarding pupils. They work closely with ACRO, the criminal records office and have led training with other international schools.

The Board of Governors are proactive in ensuring that the checks on staff suitability are made. A designated board member is assigned to check the safeguarding systems within the school and meets regularly with the HR team. They are updated on safeguarding concerns by the principal at regular meetings. Members new to the governing body complete online safeguarding training and take their responsibilities very seriously. Board members are regularly informed around their responsibilities to keep children safe in school.

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

The premises and accommodation at Salwa Primary School BISR meet in full the requirements of the BSO standards.

The school is sited within the Salwa Garden Village compound close to Riyadh. The school was purpose built in 2007. It is a single storey building, hosting a spacious entrance hall, large wide corridors, and a large central hall. Specialist facilities are provided for art, design & technology, cooking, music, and ICT. Also, a large well-equipped library and well-resourced outdoor areas. All classrooms have access to the outdoor areas, with EYFS and key stage 1 having direct access. The outdoor areas host a pagoda, an eco-garden and the school has access to a large grass field, for sports activities.

Signage is clear throughout the school. Fire exits are signposted. Classrooms across the school are well lit, have appropriate ventilation and are furnished with age-appropriate tables and chairs. Adequate resources and storage facilities are available within classrooms and communal areas. An area designated as a lockdown area is available if the need arises.

Picnic tables are available throughout the school's outdoor areas and are well used at break times. Shaded areas are appropriate and offer suitable protection from the sun. There is shared use of the outdoor play equipment by residents on the compound. The swimming pool is off site but located on the compound and within walking distance of the school. Here there are appropriate showering and changing facilities for boys and girls.

In classrooms and corridors walls and are decorated with displays of pupils' work. The learning environments are of a good standard. There is a balance of learning prompts, celebration of work and working walls to support learning. Work on displays is relevant to learning in adjacent classrooms. A display about wombats by year 1 pupils was informative and engaging. The EYFS and KS1 have separate outdoor areas with permanently installed, age-appropriate play equipment, including large sand pits and climbing frames. The sand pits are covered at the end of each day.

Ramps allow access for wheelchairs and a disabled toilet is available should it be required.

The health and safety staff work in partnership with the facilities team to ensure the premises are well maintained, that they are safe and provide a positive environment for learning. Regular weekly health and safety walks, along with an online system of reporting allows the relevant maintenance teams to be responsive in ensuring that the premises and accommodation are well-maintained.

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The school benefits from the investment made by BISR in up-to-date technology resources. BENQ screens, Wi-Fi laptop access for teachers, iPad that all pupils can access and a variety of ICT curriculum additions such as cameras, beebots and other robots are available and in frequent use.

Adequate and well used storage of pupils' personal belongings was evident throughout the school. Even in the EYFS and key stage 1 pupils had personal areas to store personal belongings. These were used well to keep the classroom and corridor areas tidy.

The school clinic is located off site and within the compound. It is very well equipped and staffed by a qualified doctor and nurse. The school has a small facility on site that hosts a camp bed and staff are trained in first aid. EpiPens are kept securely in a locked cupboard at reception and medication when it is required regularly, is administered by parents.

## 10. Standard 6

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

The provision of information for parents, carers, and others at Salwa Primary School, BISR meets in full the requirements of the BSO standards.

The school mission, vision and values are clearly communicated through displays around the school, the school website, and newsletters.

The website is informative for information regarding the BISR schools, with appropriate information regarding the Salwa campus. It provides information about the BISR schools and the shared policies and common features of the BISR schools. Both the name of the schools' principal and the name of the executive headteacher of the three BAES schools, Salwa, Tabuk and Taif is stated in the organisation structure.

Parents reported that communication from the school was good and felt well informed about events, key dates, and information regarding the school. A weekly newsletter and a weekly BISR newsletter helped them to stay informed about Salwa school and events across the five BISR schools. Key dates to parents are also emailed out and a parent hub, which was originally organised to support parents during online learning, has continued and parents like this. Parent representatives for each year group are a useful source of information. Parents also reported that they can communicate concerns to the school via the representative anonymously where there were general concerns. This was a useful form of contact. A social media site is also in use where photographs and posts are shared.

Parents are highly supportive of the school and value the opportunities it provides for their children. Parents receive half termly updates about the curriculum themes. Online parent teacher conferences are available, or parents now can visit the class teacher face to face. Parents reported that all teachers are very approachable and can be emailed if they cannot be met at the beginning or end of the school day. A written report is available online, parents receive an email and log in to view this. Parents reported that the information about their child's progress and attainment in school was appropriate and timely.

Online workshops further support parents and parents also commented that arriving new to the school they felt very supported. As transient pupils are a feature at this school, this support was valued by parents who often arrive onto the compound mid-way through a school year. They reported that the support they received enabled their child to settle and make friends quickly.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints at Salwa school, BISR meets in full the requirements of the BSO standards.

The school has a complaints policy and procedure, which is available to view on the school's family portal and available on request. The policy clearly outlines the steps in the complaints process across the 3 different stages. Clear time scales are set out for the management of the complaint. The handling of complaints and how it is dealt with are clearly defined. This ensures that concerns or complaints raised with the school are dealt with quickly and effectively. Further the complaints policy is clear on the difference between a concern and a complaint. If a concern is raised and not dealt with, it becomes a complaint.

The policy defines each stage. At stage 1 concerns and complaints are handled firstly by the relevant class teacher or form tutor. Parents confirmed that this is the most likely course of action when they have a concern or complaint and as teachers are very approachable almost all complaints are dealt with at this stage. If the complaint is not addressed at this point, it will be addressed by the head of the school.

If a parent feels the complaint has not been resolved, it is escalated to a stage 2 formal complaint. The complaint will be addressed by either the head of school, the chief operating officer, or the principal.

If the complainant is not satisfied with the school response at any stage of the complaints process or they believe the complaint is of a serious nature, they can make a stage 3 formal complaint to the BISR school principal. The principal will meet with the complainant and attempt to address the complaint to their satisfaction. If this is not achieved, the principal will establish a three-person panel not directly relating to the matter to hear the complaint. All meetings will be recorded in writing. Written records of panel findings and recommendations will be available for the complainant.

Where the complainant remains unsatisfied with the school's response, or the complaint involves the principal, they may make a formal complaint to the board of governors. The chair of the board of governors will then investigate the complaint and respond in writing. All meetings regarding a stage 3 complaint will be recorded in writing. If a panel has been set up to investigate the complaint the panel chair will report the panel's findings to the chair of the board who will decide on the appropriate response to the complainant.

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The school maintains written records of all formal complaints. The register of complaints records information about the matter raised, the person who raised the complaint and the date at which it was raised and at which stage of the complaints process it was resolved.

Correspondence, statements, and records of complaint are kept secure and confidential. Complaints at the school that are unresolved are extremely rare. Most complaints are resolved at stage 1.

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

The leadership and management at Salwa primary school BISR is very good and meets in full the requirements of the BSO standards.

The principal leads across the British International Schools Riyadh group of five schools and works closely with the board of governors to determine the strategic direction, financial planning, and development of all staff across the five schools.

The BISR schools' board of governors constitutes 12 members who each take on an aspect of the BISR schools' development on which to focus. They possess a broad range of skills well suited to the needs of the school and function as a critical friend to the schools' senior leaders across the five schools. A recently appointed member of the board is based at the Salwa compound and has a good understanding of the Salwa school and its context.

Over the past few years and during the time of the pandemic the school's senior leadership team have very effectively centralised policies and procedures across the five schools. Policies and administrative procedures have been centralised, but each school within the group retains its own identity. The identification and sharing of best practise across the group of schools is already showing an impact, through the work around the three pillars of enrichment, Learning and wellbeing.

The Salwa school's senior leadership team have a strong sense of purpose identified in the school's mission statement and a clear vision for the future. They are very focused on ensuring that the school represents a high standard of British international education within the BISR community, and that there is the capacity to sustain this drive into the future. The three pillars of enrichment, learning and well-being, common to the BISR schools, are visible across Salwa primary school. Staff are allocated areas of responsibility based upon one of the pillars and work together collaborating on tasks with staff from one of the other BISR schools.

At Salwa, the headteacher leads the school collaborating closely with the head teachers at Taif and Tabuk to ensure there is consistency of practice across the three BAES primary schools. They also work together to ensure that they are represented and have a voice within the BISR community. The BAES joint schools' development plan is based upon the three pillars, with an additional section on accreditation. The three schools had prepared well for the accreditation visit and the BAES joint self-evaluation document was informative and succinct. The headteachers at each of the three BAES schools know their school's strengths and areas to develop very well and have worked together very effectively to create a joint schools development plan. This references the central targets from the BISR group of schools and feeds down into their own school's development plans.

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The learning primer is also a common document that details the expectations around teaching and learning, referencing 4 areas: the learning environment, planning for transfer, pedagogy, and responsive teaching. Learning walks and lessons observations are a regular feature at the school which use the learning primer to identify areas for development and staff training.

There is a BISR whole school approach to continuous professional development (CPD). This is based around the three pillars of learning, well-being, and enrichment. Staff are asked to reflect on the school's vision and mission and consider their own professional growth targets. Ensuring staff are updated in the latest approaches based on educational research is a strong feature at the school. Regular weekly CPD meetings and a CPD newsletter help to keep staff updated in the latest approaches and those that will impact on pupil outcomes.

The school's deputy headteacher and assistant learning leader have recently introduced a regular bi-weekly monitoring and evaluation schedule across the school. This aims to increase the professional dialog around teaching and improve the consistency of practice and improve outcomes for pupils.

The school operates very effectively on a day-to-day basis. Supervision and movement around the school is safe, calm and purposeful.