

The Patron's Accreditation and Compliance Report

British School Salalah, Oman



Peer Accreditation Team:

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The Accreditation visit took place onsite between 28th February 2023 and 2nd March 2023.

Site visited: British School Salahah.

The Compliance visit took place onsite between 28 and 30 March 2022.

Compliance is valid for 5 years.

The next Compliance check is due in March 2027.

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ACCREDITATION STANDARDS

7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and that the quality of this helps to define the school. The school celebrates and supports the development of high-quality learning and teaching for all students and encourages positive attitudes to learning.

7A

STANDARD

The curriculum meets the needs of all students

The curriculum should be broad and balanced and aspire to develop learner qualities and skills

The curriculum offers broad opportunity and choice for all students at all stages

COMMENTARY

Developing learner qualities and skills is a considerable strength of the school and supports personalising of the curriculum so that the wider needs of students can be met.

Learning attributes are much more than a display on the wall but an integral part of school life. In every lesson observed, teachers referred to the school's learning ethos and high-performance learning goals. As a result, students use these to reference and guide their learning. For example one student told me 'There are no barriers in this school – I never thought I would overcome my shyness, but it is about using courage'.

In the Foundation Stage, students were observed working with a high level of independence. All resources are easily accessible for students and during a painting lesson the students were observed independently fetching and putting on painting aprons and subsequently selecting paint brushes and paper with the teacher continually articulating the fact that they were being independent.

Senior students currently have the opportunity to take part in community service through spending time supporting primary classes. This develops different skills sets – a student who was very confident responding to maths questions in Senior acknowledged that he was out of his comfort zone supporting younger children acting out a fairy story. Parents would appreciate further opportunities for students to have work experience.

In revision lessons, teachers took care to emphasise that learning is not all about exams: 'there is a better reason than passing an exam'. For example, in an English lesson, the teacher explained that the short-term goal was to be able to enter a speaking competition in three weeks; long term to be a persuasive communicator – a skill for life. There was an impressive breadth of choice by the students for the presentation to be selected for the competition, illustrating the students' awareness of a wide range of global issues.

Options for IGCSEs were initially limited due to small number of students (6) and the size of the school; however, on request from parents, staff worked hard to find innovative ways to provide the option to take IGCSEs and A levels. The school provides FlexED learning with their sister school British School Muscat (BSM) so that students can access online learning with staff from BSM.

On the week of the visit a teacher from BSM was visiting the school to do practical lessons face-to-face. It is testament to staff, students and the creative links with BSM that the first cohort of students took GCSEs last year with a one hundred percent pass rate. Each year the number of Senior students increases: from thirty-four last year to fifty-two this year and eighty predicted next year. As numbers increase opportunities for choice also develop. More teachers will be employed next year so that all three sciences will be taught on site. Face-to-face A level Mathematics will also be offered for the first time.

In Primary, staff have worked hard to review the curriculum, selecting engaging topics which ensure full curriculum coverage. Planning is detailed – cross curricular links are highlighted along with big questions, key vocabulary and potential for differentiated learning objectives. At the same time there is flexibility for the teachers to have ownership of the lesson. The school as a whole have been working on differentiation and in lessons observed this is still an area to develop further with less able students, through the scaffolding of activities, and for more able students through setting additional challenges.

The school uses the White Rose scheme to support Mathematics. This provides continuity and progression for learning and is used to the greatest effect when personalised by staff. Staff need to consistently ensure that this takes place. The school has also invested in a range of resources such as Literacy Shed, Rising Stars, PE Champions and Charanger to further support learning.

Year group provision maps give an overview of the targeted support provided for SEND and EAL students in each class and ongoing training is provided to staff to develop knowledge and understanding. The school has worked to develop wave two and three interventions. The Primary Deputy Head will have additional time next year to build on this and develop quality first teaching for SEND students. She currently models this

in her own practice, for example, a quiet area has been set up for a child who is easily distracted, and she is able to independently move to this space.

Some teachers work across key stages which ensures continuity of progression and a seamless transition from primary to senior lessons. In language lessons the teacher has successfully developed the breadth of learning opportunities through linking learning to real life situations, for example a café was set up so that the students could role play being the waiters and customers. One student said that 'there is nothing not to like about learning French'. The impact of creative language teaching is evidenced by the fact that two non-native Arabic speakers will be taking Arabic IGCSEs.

The enthusiastic art teacher works with both primary and senior students and examples of her impact on students are evident throughout the school, for example there is a rickshaw display of students' work and outfits that have been designed by students and made out of recyclable materials such as newspaper, paper plates and recyclable rags.

Transitions through different key stages are seamless due to the fact that all students are confident in all of the school spaces, whole school events promote cohesion, ongoing dialogues between staff and academic and pastoral information is held on a central system that all staff can view.

COMMENDATIONS

- The school is commended for their approach to developing learner qualities which ensures that this ethos permeates through all aspects of school life.
- The school is commended for its innovative approach in enabling students to access IGCSE and A Level courses.

NEXT STEPS

- To develop opportunities for work experience.
- To further develop quality first teaching to support students with SEND.
- To support differentiation with less able students through the scaffolding of activities and setting additional challenges for more able learners.

7B

STANDARD

Teaching consistently encourages and enables students to make progress.

COMMENTARY

Positive relationships underpin successful teaching that encourages and enables students to make progress. Staff know their students extremely well and students feel that they are listened to and that teachers enjoy teaching.

Clearly established procedures and expectations combined with effective behavioural management strategies support an ethos conducive to learning throughout the school. Students in all key stages are consistently quick to settle to tasks and lessons are calm and settled.

The children in the Foundation Stage are immersed in vocabulary with teachers maximising opportunities to introduce and re-enforce words. This focus on vocabulary was observed throughout the school with teachers consistently ensuring that students understood key vocabulary. This is appreciated by the students who say, 'teachers make sure we understand'.

The high energy, positive ethos in the Foundation Stage engages students and promotes an interest in learning. The two classrooms are set up to promote different areas of learning and there is free flow from one room to the next. Resources are accessible to the students. An art display captured the comments of the children by using speech bubbles.

Activities are well planned, language rich with lots of questions used to stimulate thinking. Creative opportunities for the development of fine motor skills were observed which included using tweezers to sort different coloured mini balls and providing a range of tools to use with play dough and promoted opportunities to introduce new vocabulary. The story 'The Owl Babies' provided a good stimulus for learning and encouraged students to reflect on what we need to do to care for others. The students have access to a large outside area and staff are aware that this is an area that requires developing so that areas are zoned, and the area becomes rich in vocabulary/questions. There have been numerous staff changes in the foundation team due to circumstances beyond their control but once the team is settled, new staff will develop the skills for in the moment planning.

Continuous provision has recently been introduced in year one – this supports continuity from the Foundation Stage and is having a significant impact on learning.

Students are continually immersed in well planned learning experiences and effective use is made of the outside to support learning, for example a range of activities linked to number and capacity were planned with each group of students having focused dedicated time with the teaching assistant and teacher whilst other students worked independently. The lesson was well paced, and all students were engaged and on task.

High quality, consistent phonics teaching gives students a positive start to developing reading and writing skills. Children work in small groups with teachers and teaching assistants – lessons are well paced, and all children were observed engaging.

During the visit World Book Day was celebrated – students were immersed in activities to promote reading such as a display in the entrance hall which encouraged all students to match teachers with their favourite books, a dress up as your favourite character competition with a focus on originality of costume, dedicated time for reading with students from other years groups and role play activities. Promoting a love of reading is not a one-off activity but an ongoing focus. 'ERIC' (Everyone Reading in Class) is timetabled and students in all age ranges were observed enjoying books at this time.

Talk for writing has been introduced and this has been received favourably by staff and students – it supports language development and has improved writing. Students from different year groups were observed enthusiastically retelling stories with actions.

The mathematics lessons that had the most impact were when open ended questioning was used and comments such as 'it's up to you as a mathematician to choose the method that works for you' gave students ownership of learning, any misconceptions were dealt with as an integral part of the lesson. Mathematics activities such as problem-solving linked to reading on World Book Day made mathematics meaningful – one boy described learning as being 'phenomenal'.

The students would benefit from a consistent approach of having available practical mathematical resources in every room so that all students can automatically select equipment to support their learning at any time so that resources are seen as a useful and integral tool for learning. This is particularly important for less able students who are starting to learn new concepts. Number lines and number squares should be on display so that number patterns can easily be explored. In lessons where number lines and practical resources were an integral part of learning students were able to understand and explore concepts with greater ease.

A supportive learning environment throughout the whole school means that students have the confidence to 'have a go' and to challenge each other. In a senior mathematics revision lesson, an atmosphere had been established where students had the confidence to challenge each other and articulate the reasons for their answers. Positive affirmation such as 'you explained that well' supported this ethos.

Teachers throughout Primary and Secondary share learning objectives and consistently make links between lessons.

Senior students and teachers use the Google platform effectively as an integral tool to support learning. One student praised the Google platform saying that it is an effective use of time since teachers can see any problems and solve them. Students find the reminders for English very useful. The Google platform is also a very useful support for mathematics classes where students in one class are preparing for three different exams.

Senior students were very positive about their lessons, the pace of lessons was appropriate, and one student described them as 'very efficient - we are able to get concepts in a few days, teachers make sure we understand'.

Links to real life situations and how learning is useful engages students.

Although in the majority of senior lessons teachers led from the front, classes are small and students interact as a whole class. There were some examples of students working together, for example in a physics lesson students worked together to reach agreement on a task – the conversations that took place consolidated learning and addressed any misconceptions.

There are numerous talented students and planning opportunities for innovative, interactive learning with different students taking different roles would take learning to an even greater depth.

Throughout the school it would be useful to reflect on the amount of teacher/ student talk so that students are challenged even further and more students consistently have a voice throughout lessons, a positive example of this was when talk partners were used in some lessons. Some group activities were observed in lessons – these were enjoyed by students – there was further scope for one group to critic another group by highlighting strengths.

COMMENDATIONS

- Extremely positive relationships between staff and students which facilitate learning.

NEXT STEPS

- Ensure that there is a consistent amount of easily accessible mathematical apparatus in each class with number lines/number squares displayed.
- Develop the Foundation Stage outside area to support areas of learning.
- Optimise opportunities for innovative learning for the Senior students.
- Increase opportunities for student talk and student-initiated learning in lessons.

7C

STANDARD

The quality of learning and teaching is monitored effectively across the school to ensure improvement and to identify best practice which can be shared and celebrated

COMMENTARY

There is a monitoring, assessment, and reporting calendar in place so that staff are aware of expectations throughout the year. Monitoring is linked to the goals set out in the School Development Plan. Monitoring includes termly lesson observations, book looks, planning review, subject moderation and data analysis. Staff meetings and individual feedback are subsequently used to provide support and relevant training. The impact of monitoring could be seen in lesson observations, for example the approach to phonics lessons is consistent and feedback for opportunities for writing to be introduced had been implemented.

As a result of ongoing monitoring senior leaders have a good knowledge of both students and staff and respond quickly when interventions or support are required. Involving additional staff in monitoring processes, for example, participating in learning walks would empower additional staff, further embed expectations, and provide additional professional development for members of staff involved.

Staff meet weekly in phase meetings. A team approach to planning and reviewing topics has been implemented in the Primary phase meetings – clear expectations and knowledge of staff's strengths means that expertise is shared, and peoples' strengths utilised. Staff meetings have a systematic focus on sharing of best practice. Holding staff meetings in a different room each week or having a staff meeting once a term when all staff have the opportunity to visit each other's rooms might also be a useful way to further share expertise.

Sharing of expertise is also seen in the classroom, for example the Lead for Modern Languages is sharing her considerable expertise with the teaching assistant so that she can also learn and develop.

NEXT STEPS

- To consider involving additional staff in leading monitoring activities.
- Consider holding the staff meeting in different classrooms to facilitate sharing of best practice.

7D

STANDARD

Marking, assessment and feedback supports and enables students to make progress.

The school meets the learning needs of the full range of students.

COMMENTARY

The school is data rich. Assessment, marking and feedback is part of the induction process for new staff with the key focus being on how data is used to inform learning. The collation of data was time consuming but Senior Leaders have worked extremely hard to implement meaningful systems that are user friendly.

Data is shared on Google Drive. This is useful since it prompts the asking of questions, for example 'if a student is achieving well in all grades except one why is this?' 'If there are common trends in all subjects how can a shared approach support the student?' In interviews staff spoke passionately about the importance of assessment with one teaching assistant describing how it enabled groups to be frequently moved into different groups depending on their needs. The feedback policy emphasises the importance of using feedback to enhance learning.

The next step will be to increase opportunities for ongoing student self and peer assessment during lessons since very little of this was observed.

End of year predictions are made with the staff and there is triangulation of data looking at CAT tests, PASS and ongoing assessments. Termly progress meetings take place to track every student so that relevant interventions can be put in

place in a timely fashion. PASS data is used to inform understanding of pastoral needs as well as identify potential barriers to attainment and success.

The school has a consistent approach to marking and regular monitoring ensures that this is followed throughout the school. Students said that they had time to respond to marking comments. Students throughout the school are encouraged to reflect on their successes and next steps for learning on their reports.

COMMENDATION

- The school is commended on its focus on using data to inform learning.

NEXT STEPS

- To increase opportunities for ongoing student self and peer assessment during lessons.

7E

STANDARD

Student attitudes to learning.

COMMENTARY

The students are a credit to the school. The impact of the school's learning ethos can be seen in all aspects of school life with students truly engaging in learning behaviours that promote a growth mindset attitude. Students are constantly on task with their learning - Senior students who are currently preparing for their exams consistently commented on how helpful it was to have self-study time in school with teachers available to respond to any questions.

During the visit students were consistently polite, enthusiastic about learning and their school community and keen to talk about their school. The older and younger students frequently have opportunities to interact which foster a great sense of community. Ownership of the school by all stands out and creates happy, positive students that are able to focus on learning.

When observing whole school events such as world book day the positive support and encouragement that students across different age groups provide for each other

promote a sense of community. This was further emphasised during an assembly led by students when one student publicly thanked a friend, saying that without his kindness in encouraging him to enter a talent competition during a residential trip he would not have had the confidence to do so - he had subsequently won the competition. During the same assembly a student danced amongst spontaneous clapping – the kindness and support for each other is palpable and supports a positive ethos for learning.

COMMENDATIONS

Students are commended for their high level of enthusiasm and engagement and their positive attitudes to learning.

NEXT STEPS

None noted.

8.0 LEADERSHIP IN THE SCHOOL

The high quality of leadership, at all levels and different areas, guided by the educational ethos and values of the institution, creates the conditions in which students, staff and the school can thrive and develop.

8A

STANDARD

The school's leadership at all levels actively promotes the well-being of students and staff.

COMMENTARY

Senior leaders are proactive in promoting the well-being of staff and students and this ethos permeates throughout the school. The school is committed to ongoing development and continues to go from strength to strength – staff and students are proud to have ownership of this journey which fosters a great sense of community and well-being. A senior student captured this ethos beautifully when he told me 'We are for the school and the school is for us'.

The incredibly positive relationships that permeate throughout the school community ensure a high level of well-being for both students and staff. Students appreciate the fact that they have 'teachers who listen to you and want to hear' which is in line with the headteacher's commitment to employing staff that go the extra mile for students.

Primary students find the feelings thermometers in the classrooms useful to address their feelings. Parents feel that pastoral care is a strength of the school. The Primary Deputy Headteacher will take on the role of PSHE lead for the Senior School next year which will strengthen even further the links between Senior and Primary.

The newest members of staff spoke positively about their induction to the school and appreciated the buddy system. Induction also included sessions on adjusting to life in Oman, communication systems and training on safeguarding, pastoral and behaviour systems. One teacher, who is also a parent, highlighted the high focus on safeguarding since the current Headteacher has been at the school. Processes and procedures are continually reviewed to ensure that the school actively promotes the well-being of students, for example following the Compliance visit the accident book is now systematically monitored, trends noted and actions taken.

Staff that have been at the school for a while appreciate the current stability of the leadership team. They also appreciate the fact that they feel listened to and have ownership of change.

Staff are busy but a listening culture and ongoing review forms strong foundations for a positive sense of well-being. Recent initiatives that have been appreciated are tickets for staff that they can use to have a break covered once a term and leave school early once a term. There has also recently been a staff well-being pamper day and staff are looking forward to the social event visiting the Headteacher's new house.

In line with the school's commitment to being a listening school, staff surveys are sent out and responded to. Examples include providing training for TAs and developing the staff room - a new, larger staff room will be available next academic year. An EDI survey was also completed by staff and as a result the school identified the need to further increase a shared sense that all colleagues' cultures and backgrounds are recognised within the school. Assigned classrooms that can be used for prayer time have been established and a prayer room is planned to be included in the new building. Staff were asked how they would like to celebrate their culture, and this resulted in a very successful Omani National day celebration.

COMMENDATIONS

The school is commended for its 'listening culture' and the sense of being one school, one community, with ownership by all.

NEXT STEPS

- To further increase a shared sense that all colleagues' cultures and backgrounds are recognised within the school.

8B

STANDARD

The leadership at all levels has high expectations and works to improve and enrich the educational experience of all students.

COMMENTARY

The high expectations of the senior leadership were evident in every interview and incidental conversation. One senior leader said that 'we talk about students every week across every subject' and it is this shared passion for providing high quality education for every student that ensures that the school continues to go from strength to strength.

The senior leaders bring different approaches and ideas which complement each other. They are respectful of each other's views and are quick to praise and incorporate new ideas as well as to support, challenge and question.

There has been an increase in the allocation of responsibility to other members of staff; during the Compliance visit the Headteacher had, through necessity, taken the lead for all standards. This time it was evident that staff felt empowered, that their ideas were appreciated and that they were making a difference, for example, a temporary pastoral lead has been appointed for the time that the initial lead is on a sabbatical, and he has focused on raising attendance and the science teacher is liaising with BSM to prepare for the increase science teachers and classrooms next year. This has included ordering resources. Working parties have been devised for mathematics, talk for writing and high performance learning – the Headteacher has identified the need for further training to ensure these groups have greater impact.

There has been a lot of change in the Foundation Stage, which has been managed by the appointment of a new Foundation Stage Lead and the temporary support of a highly experienced Early Years Leader. Their impact is visible and there should be stability for the next academic year which will enable the new Foundation Lead to develop and build her team.

The school is growing rapidly, and the school has identified the importance of appointing and developing middle leaders. There will be increased capacity for this next year with the appointment of three new senior teachers. This will enable the Senior Deputy Headteacher the opportunity to delegate and share some of his responsibilities. The Primary Deputy Headteacher will not be class based next year which will further increase leadership capacity. Appointing Maths and English leads, core subjects that are currently led by the Senior Team, would further support ongoing sustainability and offer additional staff leadership opportunities.

NEXT STEPS

- Delegate responsibility further.
- As the school increases in size appoint middle leaders and provide appropriate training to maximise their impact.

8C**STANDARD**

The leadership gives clear direction and vision for the school

COMMENTARY

The significant progress that the school has made over the last two years is testament to the clear direction and vision of the leadership of the school. Monitoring, training and professional development goals form part of the ongoing cycle of evaluating progress towards key goals and identifying future targets. Staff and parents complete surveys which are also used to inform next steps.

The Leadership Team ensure that there are strong foundations for growth and continuous review, for example, the deputy heads are explicit about phase meetings, ensuring that there is a clear agenda that people can add to during the week and that meetings are focused and run to time. Minutes are kept of meetings. This clear direction ensures that the focus is on impact and continual growth during team meetings.

Ongoing professional development is a priority for the school and linked to the School Development Plan. Performance management is carried out by the Headteacher, and three goals are set. Two of these are standardised for all staff. These are Accountability for Progress and Attainment and this year linked to the working party staff are involved in, such as Talk for Writing, Differentiation in Mathematics and HPL. The third goal is personalised to the needs of the teacher but also linked to the SDP.

Teaching assistants spoke enthusiastically about the training that is available to them this year as a response to a staff questionnaire. The teaching assistants were very enthusiastic about the comprehensive training, which includes introduction to SEND, learning ethos, phonics, positive behaviour and much more. Each teaching assistant has a training booklet with follow up activities to complete after the training they have been able to access this year. Teaching assistants currently have a mentor. Next year the primary deputy headteacher will introduce performance management for them.

Staff can access the BSM network so that they can attend webinars. All staff have access to the TES Develop online courses. Staff are given two days a year to pursue their own personal professional development. One teacher is completing his master's degree and says it has helped develop his teaching skills further.

The early career teachers felt that their well-structured induction over two weeks meant that they had time to get to grips with expectations.

COMMENDATIONS

- The progress made in a relatively short period due to the clear vision of leaders.
- The school is commended for its commitment to professional development for all staff.
- The comprehensive TA training programme that is given greater depth and meaning by the follow up activities linked to training.

NEXT STEPS

- To ensure that the Headteacher makes time for her own focused professional development.
- Implement performance management for teaching assistants.

8D

STANDARD

Student leadership and the student voice contribute to the development of the school and the quality of the students' experience.

COMMENTARY

Instead of a structured school council there is an ethos where every student knows they have a voice and can contribute ideas. The success of this was strongly evidenced in interviews with students and during incidental conversations. The students wanted to provide support for Syria – one student told me that they sent an email to the Headteacher and within a day got permission to organise a fundraising event. This they did with great success.

Students have also initiated and organised interschool football matches. During the visit a student asked to interview me – he wants to be an editor so asked the Headteacher if he could produce a school magazine – he is currently considering expanding his team. He is considering offering three house points per article submitted and will then review them and give feedback. Students are able to grow in confidence, develop new skills and make a meaningful difference to their school and the world in which they live.

One student informed me that they get motivation from the Headteacher – ‘she gives us security – any idea you have you can do it’. Each month a standout student leader is celebrated with key leadership attributes that have been demonstrated highlighted.

Key Stage One were very enthusiastic about producing their own museum in their classroom and they were bringing in materials from home so that they could make dinosaurs.

Each week a selection of students have hot chocolate and cookies with the Headteacher – this provides another opportunity for students to celebrate success and have a voice.

More formalised student leadership systems that are currently in place are Sports Leaders who supported EYFS – year four on Sports day - and house captains who motivate their teams. In addition, School senior school students support a class with their learning.

Next year the school would like to implement a BSS round table so that any child in the school can contribute either individually or as a group. It may be useful to reflect on more structured opportunities with a focus for the younger children to discuss how they can help with focused areas of development for the school.

COMMENDATIONS

The school is commended for creating an ethos where students are empowered and feel they have a voice and can make a difference.

NEXT STEPS

- Develop further the younger children’s understanding of the impact they can have on the school.

9.0 COMMUNICATION

The school communicates effectively with parents to keep them informed and to support the progress of their children. Parents have the opportunity to be actively engaged in the life of the school.

9A

STANDARD

Parents are aware of the school's aims and ethos and regularly receive news relevant to their children and about the development of the school.

COMMENTARY

The school's aims and ethos are highlighted on the school's website and evident upon entrance to the school. The person responsible for admissions discussed the 'importance of a smile' saying it immediately illustrates the school is a kind school.

Parents receive a wealth of information from the school. Meet and greet/parent information sessions are held at the start of the year to provide the parents with an overview of expectations of the year. During the visit, the Foundation Stage parents were invited into school so that their children could show them the learning environment and tell them about their learning. Parents receive weekly newsletters which keeps them up to date with relevant news and useful information.

Each class has a parent as a class link who takes responsibility for sending out reminders for upcoming events and important updates - this also supports parents with English as an additional language.

It would be useful to have additional workshops to clarify the differences in education systems and the ways that parents can help their children at home since some parents interviewed were unclear about how the education system worked. They want to be able to support their children but find this hard without textbooks.

NEXT STEPS

- Clarify how the British education system works.
- Provide more information on how parents can support their children at home.

9B**STANDARD**

Parents are suitably informed about their child's progress and pastoral welfare as well the curriculum, wider opportunities and important stages as their children move through the school.

COMMENTARY

Members of staff have ongoing dialogues with parents, both formally and informally. The school is pro-active in organising sessions to provide information and advice. Workshops are held regularly, recent workshops have provided information about phonics and learning ladders. In a few weeks' time there are planned information sessions about IGCSEs and universities.

Coffee mornings provide opportunities for parents to informally ask any questions. Parents appreciate whole school events such as sports day, world book day and National day, saying that they are well organised. Parents are invited to class assemblies which provides further opportunities to see what their children are learning.

Parents receive regular reports which contain student reflections which include their thoughts on the learning ethos behaviours. Some parents felt it would be useful to receive further information about the meaning of some of the reports.

NEXT STEPS

Provide further information to clarify report content.

9C**STANDARD**

Parents know how to contact key personnel and how to raise issues or seek advice and information.

COMMENTARY

Parents were unanimous in saying how responsive the school is and how easy it is to contact key personnel. One parent spoke passionately about the support the school had provided for his child and the information he had been given, another parent said that they 'know their children are in safe hands'. During the visit the in depth exploration of key issues and the holistic approach to any questions was observed first hand.

The contact and complaints procedure is on the website and is included in the information pack for new parents. It outlines clearly who to contact in case of concerns for behavioural/pastoral or academic/progress. Details of governors and their roles have been included in newsletters.

Parents have the opportunity to complete parent surveys. Parents were overwhelmingly positive. The summary of results was shared with the community as clear next steps in line with the school's ongoing commitment to improve and develop.

COMMENDATION

The proactive, holistic approach when supporting parents.

NEXT STEPS

None noted.

9D

STANDARD

Parents are aware of admission arrangements and have open access to relevant school policies.

COMMENTARY

The Admissions process has been completely reviewed and as the person who is responsible for admissions says, 'has changed from dark to light!'. There are organised systems in place and more information available. This enables the school to plan for the future, both in terms of planning strategically and in terms of looking at providing for the individual needs of students. This is important since the school is steadily increasing in size and the school is celebrating its largest number of students thus far! The school supports a personalised approach to admissions.

The Admissions Policy is available on the website, along with a range of policies which provide further information about the school such as the Home School Agreement, Promoting Positive Relationships and Behaviour Policy and the Safeguarding Policy. Permission from the Ministry of Education is required for Omani Nationals in order to attend the school and relevant information is provided to support families to do this.

The form to complete requesting an application for the school is clearly signposted on the school's website and parents interviewed felt the process was straight forward.

Families are encouraged to book a personalised tour of the school and parents said that they appreciated this opportunity to talk to the Headteacher.

Students are invited to attend the school for a day so that the school has an informal opportunity to observe the potential needs of the child. One parent spoke passionately about the needs of his child being identified and the support they subsequently received. Foundation Stage parents receive a leaflet about how to prepare their children for school.

The Admissions Manager checks that all relevant paperwork is completed before children start school.

COMMENDATIONS

The school should be commended for the successful review of admission systems and the personalised approach it offers to every student.

NEXT STEPS

- The school is increasing in size and going forward it will be necessary to conduct a further review of face-to-face meetings prior to admissions to ensure this is manageable.

10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT

The school offers a wide range of clubs and activities and charitable, community and global opportunities which exemplify and strengthen its educational ethos and values, promote good health and well-being and, through the active, ethical and purposeful engagement with the outside world, enriches learning and the development of learner and human qualities.

10A

STANDARD

The school provides a broad range of extra-curricular, enrichment opportunities for all students.

COMMENTARY

There are a range of extra-curricular activities that take place. Students were observed enjoying chess, music and times tables rockstars. Parents spoke about cookery and sewing clubs. Students also participated in a successful football match. Advanced Arabic is offered for both Primary and Senior students. Students that attend extra-curricular activities spoke very favourably about them, however, only small numbers attend. Parent and senior students said this was because there were also opportunities to attend extra-curricular activities outside of school. Some parents felt it would be good to further develop provision and consider including swimming as an option.

The school also offers 'invite only' clubs, such as support for exams and a 'Speak out' Speech and language programme. These clubs target learners that require extra support.

The school has recently introduced the Duke of Edinburgh International Award which challenges the students and develops life skills. The students had lots of tales to tell and told me that they had to improvise in an unexpected situation and that they learnt that you need teamwork and co-operation.

This year the school offered a residential for the first time for students from years six to eight. Students that attended were in 'a safe place to step out of their comfort zone' and felt a sense of pride at their achievements. They had opportunities to experience kayaking, orienteering and bush craft. Students told me that they had been brave and tried new experiences. The school hopes to extend this to year five. Students have been asked to present their experiences in an assembly in order to promote residential trips since some students did not participate.

The school has an ongoing focus on providing a diverse range of enrichment activities. The annual calendar is planned and adapted to respond to the needs of the students and to respond to events taking place in the world, for example last year the focus was on kindness which included creating a kindness garden with kindness stones and having a friendship week. This year they have focused on students' understanding of self, taking responsibility and managing their well-being. Parents appreciate events such as world book day, which further enhance opportunities for learning.

NEXT STEPS

To review and potentially extend extra-curricular activities.

10B

STANDARD

There are a range of opportunities for all students to engage with the outside world - locally, regionally and internationally - which support and promote the school's educational ethos and values and provide rich learning experiences

COMMENTARY

Trips have now resumed after the COVID pandemic. These are linked to learning which enable students to learn about their local environment, for example, Key Stage One visited a UNESCO site that used to be the port of Asahah to support their topic 'Once upon a time' and senior students learnt about coastal erosion and the impact of pollution.

A member of staff talked about the importance of making learning relevant. Senior students attended a Green conference at Dofhar technical college which A level students attended. One of the science teachers from this college will subsequently support STEM activities in school.

The student population is made up of numerous nationalities and conversations with students demonstrated their impressive awareness of global issues. Kindness is a key value lived throughout the school and each house selects its own charity to support. The house with the most house points can give the most money to their chosen charity. Fund raising events that have recently taken place include cake sales and non-uniform days. Year 9 students went head-to-head as two teams, taking charge of budgeting, marketing, making food and selling at the school sports day.

Recent opportunities to participate and reflect on international activities include participation in the International beach clear up and celebrating the International day of languages. Four students also entered the Wellington Schools Maths Challenge. Students have also participated in COBIS competitions and the UK Mathematics Trust competition.

The school was proud to have celebrated Omani National Day through attending a high-profile community event attended by His Highness the Governor of Dhofar. Parents and staff spoke enthusiastically about the Art exhibition and dancing provided by the school. It promoted a cohesive community and recognised the importance of quality education to support the further growth of Dhofar.

NEXT STEPS

To increase the number of students attending residential trips.

OVERALL OBSERVATIONS

It is an exciting time to be working at Salalah – this is a school that knows itself well and continues to go from strength to strength. During the visit it was a pleasure to observe the enthusiasm and passion from all stakeholders and the sense of a shared vision by all. An increasing number of staff are now taking on leadership roles and the instant response to the next steps identified during Compliance is an indicator of the school's commitment to ongoing development.

The community appreciates the stability of the leadership team, the ethos of care and sense of community that has enabled considerable progress to be made. Student numbers have significantly increased due to its success and new classrooms will be built during the summer to facilitate this increase including purpose built science labs.

PRIORITY NEXT STEPS

- Develop facilities and provision, especially around external examination courses to meet the significant increase in student numbers.
- Develop increased opportunities for student-led, innovative activities.
- Develop and empower middle leaders as the school increases in size, for example appointing Mathematics and English leads and reviewing delegation of tasks by the Deputy Senior Headteacher.

Recommendation to COBIS Director of Accreditation:

The British School, Salalah, has met the COBIS Compliance and Accreditation Standards and is recommended for COBIS Patron's Accredited Member School status.

