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British International School of Riyadh

Taif Campus

British Schools Overseas Inspection Report

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Age Group: 4 to 11
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by two inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas (BSO) accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The British Schools Overseas standards are as follows:

Part 1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
Part 2. The spiritual, moral, social and cultural development of pupils.
Part 3. The welfare, health and safety of the pupils.

Part 4. The suitability of the proprietor and staff.
Part 5. The premises and accommodation.
Part 6. The provision of information.
Part 7. The manner in which complaints are handled.
Part 8. The leadership and management of the school.
Part 9. The quality of provision for boarding.

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and carers and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	**Outstanding**
Grade 2	**Good**
Grade 3	**Satisfactory**
Grade 4	**Inadequate**

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

The British International School of Riyadh (BISR) manages seven school campuses across Saudi Arabia. Inspectors visited four of these campuses for the purposes of this inspection. Two of these campuses have been opened since the last BSO accreditation visit. Al Sharq, located in Riyadh, was opened in September 2024 and provides education for 37 pupils aged from three to seven years old. Al Sakr is located near Al Majma'ah, north of Riyadh. It also opened in September 2024 and has 56 pupils on roll aged from three to 11.

Two existing campuses at Taif and Tabuk continue to educate a further 16 and 38 pupils respectively. Taif is located in the west of the country. Pupils here are aged between four and 11. Tabuk is in the north-west of the country and pupils are aged between three and 11. The distances between the campuses are extensive, over 1000km in the case of Al Sharq to Tabuk.

The school offers an education based on the national curriculum for England (NCfE) and the early years foundation stage (EYFS). There are substantive headteachers at all four campuses, but BISR views the campuses as: 'one school, four campuses'. An executive headteacher, based at the Al Saqr campus, oversees the education and strategic development across all campuses. The majority of the pupils on each campus are children of families working for British Aerospace Engineering (BAE) systems. They live in the same compound as the school accommodation. Most pupils are British and there is a sizeable proportion of pupils at Al Sakr who are Australian nationals. Due to the time-limited nature of BAE employment contracts, there is significant inward and outward mobility of pupils. Upon leaving the school, pupils move to secondary provision, typically in Saudi Arabia or in the UK.

Pupils and staff at Taif are currently working in temporary accommodation within the compound whilst work on the main school building is completed. They have been in this accommodation since the beginning of 2025. There are two pupils in the EYFS, three pupils in key stage 1 and 11 pupils in key stage 2. They are divided into four classes.

Summary of the evidence base used by the inspection team

Inspectors divided their time between the four campuses, so that each campus received an inspector visit for one day. In between these visits, inspectors held a range of meetings by video-link, particularly with leaders based at BISR.

In total, inspectors visited 30 lessons across the four campuses. They looked at pupils' workbooks on each campus and school information about the progress and attainment of pupils. They spoke to groups of pupils and had meetings with school leaders and teachers about curriculum, teaching, learning and assessment. Inspectors held 24 meetings in total, covering the safeguarding arrangements across the campuses and looking at policies, procedures and risk assessments.

Inspectors were able to take into account the internal surveys at BISR as well as seeking the views of parents on each campus.

Evaluation of the school

BAE Schools, Taif Campus, is an outstanding school and provides an outstanding quality of education for pupils from four to 11 years.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Children make outstanding progress across early years. There are two pupils and both are progressing rapidly. The school conducts extensive baseline assessments to get to know the children in their home contexts and gain an understanding of their interest areas and their aptitudes. Although the inspection occurred just before the end of the school's first year, current assessment suggests children will reach good levels of development by the end of their time in the early years. Both pupils achieve very well across all areas of learning.

Across the school, teachers implement a high-quality, well-planned phonics programme that rapidly builds children's knowledge of letter sounds and early reading skills. In the foundation stage, teachers begin each day with early reading activities where children read with their teacher and write short sentences to read aloud to an adult. Children express excitement about selecting new and engaging books to read both at school and at home. These daily routines boost children's engagement, motivation, and development in reading and writing. By the end of the early years, most children can accurately name letter sounds and independently read and write short sentences.

Teachers have high expectations for the children and plan engaging activities for independent and whole class activities. Activities are aligned closely to areas of the EYFS curriculum in England and children work closely with teachers to create mind maps of topics that the children wish to explore further.

Teachers embed opportunities for critical thinking throughout the day. They pose targeted questions during independent tasks to encourage children to articulate their reasoning.

Children develop mathematical confidence rapidly. Most can name two-dimensional and three-dimensional shapes and carry out number operations up to 20, often within the context of commercial games. Teachers reinforce these skills through role play and continuous provision tasks, which support children's deeper understanding and retention of knowledge.

Through a mix of indoor and outdoor activities, children develop knowledge of the world around them. Many can talk confidently about their families and homes. Children come together to construct artwork that is then displayed on their own wall. Teachers encourage curiosity and critical thinking by asking questions such as why do plants need water to grow and what would happen if they did not have it.

Individualised planning in the foundation stage drives accelerated progress for all children, demonstrated in the high-quality vocabulary used by the children. They discuss the items that they could buy with 10 Saudi Riyals (SAR) using phrases such as 'too much' or 'not enough.'

Across the primary phase, pupils achieve outstanding attainment and progress in all subjects. Pupils demonstrate a strong passion for reading. For example, in Year 1 pupils read a poetry book with vivid expression and a precise understanding of metre and rhythm. Pupils engage enthusiastically with books during lessons and in independent reading. Exposure to a wide range of fiction and non-fiction texts significantly enhances their vocabulary, grammar, and spelling. Teachers support handwriting development by providing appropriately spaced lines in pupils' books. By the end of Year 2, many pupils use cursive writing, which improves their writing speed and fluency.

Teachers guide pupils to write for various purposes, such as pleasure, sharing opinions, or persuasion. In a Year 3 and 4 lesson, pupils fully understood the purpose of their writing, commenting on why they had used a rhetorical question. Most pupils display

writing skills that exceed expectations in England and make outstanding progress due to excellent instruction and high levels of challenge.

Pupils develop strong mathematical understanding through a mix of whole-class teaching, practical experiences, and problem-solving tasks. In Years 5 and 6, pupils analyse and organise their mathematics' knowledge to express number problems algebraically. The daily practice, consolidation, and precise use of mathematical vocabulary help almost all pupils to reach high levels of conceptual understanding and to apply confidently mathematics to real-life situations.

Science lessons offer pupils hands-on opportunities to explore the natural world. As they progress through the primary years, pupils build on their scientific enquiry skills. They plan experiments, analyse results, and explain their findings using appropriate terminology.

Pupils excel in other subjects across the curriculum, including information technology, music, and physical education. Their advanced skills and exceptional motivation equip them well for the challenges of secondary education.

The school provides highly targeted and carefully planned support for pupils new to English and for those with special educational needs and/or disabilities (SEND). This approach enables them to make accelerated progress equal to that of their peers.

- **Summary of other judgements against the BSO standards:**
- The quality of the curriculum provided by the school is outstanding (see Part 1 below).
- The quality of teaching and assessment is outstanding overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Part 2 below).
- The welfare, health and safety of the pupils are outstanding (see Part 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the Standard (see Part 5 below).
- The provision of information for parents meets the requirements of this Standard (see Part 6 below).

- The school's procedures for handling complaints meet the requirements of the Standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).

As a result of this inspection, undertaken during May 2025, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the **curriculum** is outstanding.

The curriculum is rich, diverse and provides excellent learning for all. It is creatively crafted, incorporating the REACH values of respect, excellence, accountability, challenge, and happiness. It is skilfully built round a wide range of learning frameworks that provide breadth and depth of learning. Through creative and meticulous planning, teachers spark pupils' curiosity and nurture deeper thinking at every opportunity. Well-structured schemes of work clearly map the progression of pupils' skills and knowledge. Teachers prioritise individual pupils' needs, resulting in a structured, personalised curriculum that drives strong rates of progress.

The school consistently emphasises the '6Cs' of creativity, critical thinking, communication, collaboration, character, and citizenship to develop pupils' essential skills. Both teachers and pupils describe this as reflecting strongly on how to learn. As a result, pupils are articulate, knowledgeable learners who think critically and engage meaningfully in discussions, preparing them exceptionally well for the next stages of education.

Teachers in early years plan the curriculum carefully to include opportunities for play, exploration, active learning, self-direction, and critical and creative thinking. They strike

an excellent balance between teacher-directed and pupil-led activities. Across the primary years, teachers routinely encourage pupils to apply their knowledge to real-world contexts and make meaningful cross-curricular connections. The school fosters independence by encouraging pupils to lead their learning through self-initiated, enquiry-based approaches, supported by appropriate guidance.

Teachers promote British values throughout the curriculum, focusing particularly on democracy, the rule of law, individual liberty, and mutual respect. Pupils understand democratic processes and confidently explain how they relate to school-based campaigning and elections to leadership roles for pupils. Many can compare and contrast laws in Britain and Saudi Arabia. With numbers so small, all pupils have a strong voice in contributing to decisions around the school and they respect the opinions of each other. Prospective house captains make speeches before an election takes place. During assemblies, they sit in their house groups of various ages, with older pupils assisting younger pupils in expressing their opinions.

Pupils also show familiarity with British institutions such as central government and articulate how their lives differ from those of children in the UK. Through opportunities to work with British authors including Sarah Roberts, pupils deepen their understanding of global matters such as the impact of war. For example, pupils in Year 5 and 6 wrote emotively about the consequences of air raids on people's homes and localities during the Second World War.

Staff regularly review the curriculum to ensure that it meets the needs of all learners, including those with SEND, language barriers, or emotional challenges. Data analysis demonstrates that these pupils make similar levels of progress to their peers through the personalised and targeted activities and pathways that have been created for them.

The school actively promotes respect for all, with special attention to the protected characteristics of age, disability, race, religion or belief, and pregnancy and maternity. In line with traditional Islamic law, the school excludes civil partnership, gender reassignment, sex, and sexual orientation from its curriculum. Nonetheless, it celebrates cultural and personal diversity, fostering an inclusive environment where pupils recognise, value, and respect differences. Pupils consistently demonstrate tolerance, respect, and empathy in all aspects of school life. During Black History Month, for example, they celebrate the contributions of important historical figures such as Rosa Parks and Mary Seacole.

The school enriches its curriculum through a range of complementary programmes, including a comprehensive personal, social, and health education (PSHE) curriculum. Through the positive education enhanced curriculum (PEEC), including a focus on relationships education, pupils develop personal and social skills and gain a strong understanding of well-being. During the inspection, almost all pupils demonstrated an acute awareness of the wider world, showing empathy not only toward their peers but also toward the broader community. For example, many pupils attend a school Scout group and enjoy linking up with other partners to hold events in the community.

Teachers offer high quality support and guidance to help pupils' transition into secondary school. Staff liaise closely with pupils, parents and staff from different schools to share assessment data and plan learning experiences that enable pupils' transition from one phase to another with ease.

The school provides a wide range of extra-curricular activities after school as part of its extended curriculum. Both teachers and students lead these clubs, which help pupils build diverse skills such as language development, life skills, and sports participation. A very high proportion of pupils attend such activities that include an Eco-Club that recently organised a pop-up market in the local community.

The quality of **teaching, learning and assessment** in the school is outstanding.

Teachers' excellent subject knowledge is a key feature of teaching across all four campuses. Teachers are confident in the instruction that they give and the guidance they provide, setting high expectations for all learners. In a Year 5 and 6 mathematics lesson, pupils explored algebraic equations of increasing difficulty, skilfully explained by the teacher. By the end of the lesson, the pupils had mastered the concept and then preferred to continue during their break time, so immersed were they in their learning.

Teachers choose teaching schemes with much precision. There is a consistency of practice across classrooms, for example, in the way the systematic, synthetic phonics scheme is taught. This assists pupils to make links and to build on prior learning.

The small number of pupils in each class enables teachers to question each pupil methodically. There is a concerted effort to elicit extra information from pupils, challenging them to explain and extend their learning, leading to learning of great depth. For example, in a Year 3 and 4 English lesson, pupils excelled in identifying a variety of literary devices to assist them to write a rousing speech for a Viking invader. Teaching makes good use of time so that pupils can reflect on their learning and evaluate their work.

Teachers have high expectations of themselves and are reflective, eager to learn. They use a common guide that acts as the basis for the expectations of teaching and learning, focusing on the learning environment, the transfer of concepts and teaching methodology. A culture of self-improvement is evident across all campuses. Planning is shared, although teachers skilfully adapt this for different groups, abilities and for those pupils with SEND.

Thoughtful and targeted adaptations support those pupils with SEND to make excellent progress. Teaching assistants are skilfully deployed to support pupils with their personal targets, for example, providing different types of equipment to assist with their writing.

An outstanding feature of the teaching and learning at the school is the degree to which pupils have agency over their own learning, displaying excellent communication and collaboration. They are encouraged to develop resilience and independence and this leads to lessons where pupils sustain interest and concentration for long periods of time. Excellent behaviour means no lessons are affected by interruptions or low-level concerns.

Teachers have a very clear understanding of how well pupils are attaining and making progress and adjust their planning and expectations accordingly. As a result, pupils make excellent progress in lessons. Teachers assess learning well during the lesson, providing each child with feedback and guidance. They make sure that periodic assessments of pupils' work are matched to curriculum expectations in England.

Teachers sustain good relationships with parents to enhance learning, whether early reading guidance or the through information that is sent home. They use secure digital applications to showcase the learning of pupils and then share this progress with parents. For example, children in the early years leave voice notes for their parents explaining their learning from the day.

Part 2. The spiritual, moral, social and cultural development of the pupils

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The **spiritual, moral, social and cultural development** of pupils is outstanding.

Pupils thrive in this school, becoming confident and independent learners. They show exemplary behaviour and a strong commitment to learning. Pupils demonstrate an excellent understanding of the REACH values, using them to reflect on and modify their behaviour by considering how their actions affect others. The school effectively uses restorative justice to create a safe, supportive and respectful learning environment. Excellent behaviour is recognised at weekly reward assemblies.

In lessons, pupils maintain high levels of focus and perseverance. They eagerly tackle challenging tasks and independently set goals to deepen their learning. Collaboration is a key strength and small class sizes allow pupils to ensure that everyone's ideas and interests are considered. This fosters strong teamwork in both classroom and play settings. Pupils support one another with kindness and care, taking time to ensure that every child is safe and happy in school. There is very strong sense of unity, reflected particularly well in the school song that was recently composed by one of the teachers. The pupils performed this with great pride during assembly.

Pupils enthusiastically take on leadership roles such as house captains. They approach their responsibilities with seriousness and commitment, often working on projects for extended periods. Teachers regularly seek pupils' views through structured feedback and open dialogue and during regular assemblies. During the assembly attended during the inspection, all pupils helped define a series of strategies for 'bouncing back' after disappointment. These regular opportunities to contribute their opinions boost pupils' confidence and self-esteem.

The curriculum integrates the protected characteristics through a variety of initiatives, including a wealth of opportunities for community engagement, often led by the school. The school strongly promotes social responsibility, encouraging pupils to consider how they can contribute positively to their community. As a result, most pupils develop a strong moral code and a clear sense of right and wrong. They speak passionately about global injustices and the role of the wider community in tackling them.

Events such as World Book Day help pupils deepen their understanding of the diverse communities within the school and beyond, through shared experiences involving a range of authors. Pupils also celebrate aspects of British culture through events such as Remembrance Day and Victory in Europe (VE) Day. Additionally, the school's house system, named after four British explorers: Blunt, Palgrave, Pitts, and Doughty, further supports pupils' learning of British heritage.

Part 3. The welfare, health and safety of the pupils

The **welfare, health and safety of pupils and staff** is outstanding.

Leaders across the organisation work together to provide an exceptionally safe and secure environment for pupils to learn. At Taif, staff worked tirelessly to establish this same quality when moving to temporary accommodation recently. A well-trained team based at BSIR communicates regularly with designated safeguarding leads on each campus to centralise policies, procedures, systems and training. Staff are all clear on how to raise a concern and how to document it appropriately. There is a strong focus on the safeguarding of pupils that at least meets the expectations typical in England schools. Staff, parents and pupils are united in praising the culture of welfare and care that exists across each campus. There is a deep determination on the part of adults to do all that is possible to support each pupil's well-being. This highly personalised approach assists each child, as parents said, 'to be the best that they can be'.

Staff and pupils work in brand-new accommodation that is spacious and equipped with high-quality resources. Leaders assess risk with great vigilance and attention to detail. Fire and lockdown procedures are practised regularly with staff and pupils so that they are very clear about what happens as part of these drills. There are regular checks on the rooms within the current accommodation, as well as in the sports hall and swimming pool. Staff are equipped with walkie-talkies to maintain contact with each other during journeys between classrooms, the swimming pool and sports facilities.

There are clear procedures in place to assist pupils and their families when they start the school. Staff make home visits to get to know each pupil. As a result, pupils settle in quickly. This is similarly smooth when pupils leave to go to secondary school. Parents appreciate the care taken to maintain communication with the new school, often in the UK.

Staff take opportunities to teach pupils about how to be safe. For example, they are encouraged to be hydrated by refilling water bottles at regular times during the school day. All staff are trained first-aiders and they sit together with pupils at lunchtimes, and supervise at breaktimes, creating a family atmosphere with a very high level of staff supervision.

Small numbers of pupils make comparisons difficult but typically attendance is consistently above average of that found in the UK. Where patterns of attendance fluctuate, the school is quick to identify reasons and take prompt action to support families.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

School leaders maintain rigorous procedures to ensure the safe recruitment of staff. There is a central human resources team that oversees all BSIR recruitment and this is further strengthened by executive leaders who provide an extra level of oversight. This team provides ongoing support to each campus headteacher to ensure all policies and procedures are consistently followed. All school leaders have recent training in the safer recruitment of staff.

A digital single central record is maintained and updated regularly. It contains all important information related to the employment of staff including checks on identity, medical fitness, right to work, qualifications, criminal record checks, and references. As an added check, an external company is used to check on prospective members of staff's social media history. Similar checks are also carried out on governors, specialist teachers and contractors.

School leaders and safeguarding leads monitor the single central record on a regular basis and control access to maintain compliance and confidentiality.

Staff also agree with the careful attention paid to safer recruitment. In a recent questionnaire, all staff felt that the checks on their suitability to work were rigorous.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

Across the four campuses, school leaders and members of facilities teams provide an outstanding environment for pupils to learn. Since the beginning of this academic year, there are new school buildings at Al Sharq and at Al Saqr with significant improvements underway at Taif.

At the temporary premises at Taif, there has been a united effort to try and replicate the expectations and quality found on other sites, but there is understandably a significant difference when compared to the other campuses. Space is limited and there are fewer specialist facilities available to staff and pupils. Specialists from BAE

are planning the improvements to the existing school building that is a two-minute walk from the current accommodation. Staff and pupils work in two converted villas, with appropriately sized classrooms, toilet facilities and outdoor play. Space is limited outdoors but the school has use of a sports facility that is approximately a five-minute walk from the villas.

Classrooms are warm and bright. Appropriate lighting and excellent acoustics assist in making lessons calm and focused. Pupils' work is celebrated through engaging displays in classrooms and on stairwells. Leaders have prioritised a large space for a well-stocked library for all ages. A swimming pool is located next to the school and whilst this is used for the whole compound community, pupils have exclusive use during school hours. There are clearly marked toilet facilities for staff, pupils and pupils with physical disabilities. The school benefits from emergency medical facilities to triage pupils and a dedicated medical centre adjacent to the school staffed at all times by UK-trained doctors and nurses. This centre provides isolation rooms for sick and injured pupils.

Access to water is promoted through well-placed drinking stations. Safety is given a high priority through a secure entry system across the school. There are smooth procedures for overseeing the safe arrival and departure of pupils at the beginning and end of the school day.

Part 6. The provision of information for parents, carers and others

The school meets the requirements of this standard.

There is a range of clear information for parents provided through the BSIR website, including key policies and procedures. The current website provides a link to basic information about the four campuses that make up the BAE Schools. Leaders are currently working on an upgrade to raise further the profile of each campus.

There is a detailed admissions policy on the school's website. Parents are given a range of further information to assist them when their child enrols at the school. Home visits and welcome meetings ease the process of transition to the school. Leaders make available a variety of information to assist with the admissions process. This includes information about child protection and safeguarding, admissions, curriculum, SEND, EAL, behaviour and sanctions, bullying, first aid and medicines and complaints.

There are regular opportunities for parents to find out about their children's progress, either through termly written reports or consultation meetings at which pupils present their learning. Given the small size of the campus, there are many informal opportunities for parents to communicate with staff. Parents report a high degree of transparency at the school, and value the individual attention that each child receives. Weekly newsletters share information and celebrate pupils' achievement. In addition, there is a secure digital information system that allows parents to log on securely and view the learning that is taking place at school.

Teachers organise regular events, workshops and information sessions to assist with parents' understanding of the curriculum or ways to support pupils' emotional well-being. For example, in discussions with inspectors, parents referred to the excellent support received from the school psychologist and how this had assisted them greatly.

If there are concerns raised by parents, they are dealt with swiftly and sensitively. Parents are consulted regularly about their views on a range of matters and their responses are taken into account when making any changes that affect pupils. Parents appreciate the efforts to make the best of the temporary accommodation, and value the way in which leaders put the school at the heart of the community.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school maintains a clear policy that outlines in detail the procedures for anyone wishing to make a complaint. However, such is the small size of each campus, that on almost all occasions any concerns are dealt with satisfactorily in an informal manner. Any complaints, no matter how informal, are used by school leaders as a way of monitoring the school's procedures and policies.

Should this not be the case, there Is a clear procedure within the policy for a stage 2 procedure where the executive headteacher will investigate and report to the complainant within a designated timescale. At stage 3, this is escalated to the central office in Riyadh where the director of schools will convene an independent committee to undertake a hearing. This takes place within a fixed timescale. BSIR keeps the records of all complaints centrally and confidential.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

Leaders across all campuses work tirelessly to assist all pupils to thrive within an exciting and stimulating curriculum. They have the highest of expectations for their pupils. As a result, pupils progress rapidly across the curriculum, and this is particularly true from the beginning of this academic year. This excellent progress is all the more impressive when considering the logistical changes in 2024 which saw two new campuses open and the campus at Taif move into temporary accommodation. The unity and commitment from the staff at Taif during this period of change has ensured an unwavering focus on the pupils and their learning.

There is excellent coordination across the school campuses, overseen by a visionary executive headteacher. He is well supported by the BSIR director of schools in providing a very clear steer to the school's development. This is communicated clearly to all stakeholders. Weekly online meetings between the headteachers assist in aligning curriculum goals and school development priorities. Staff value the online weekly professional development session and the opportunities to share expertise with colleagues. Appraisal procedures link seamlessly to the school's improvement priorities so that staff understand the key priorities within the three pillars framework of learning, well-being and enrichment. The school's self-evaluation is robust and accompanied by evidence to support assertions. Recently, a data dashboard has provided more detailed information to judge the performance of pupils at an individual level. The school is in the early stages of developing more curricular partnerships that link across the four campuses to further enrich the provision for all staff and pupils.

A central board of governors oversees the strategic vision and objectives of the school with an appropriate combination of support and challenge. There is an educational performance committee that regularly scrutinises the ongoing progress of pupils and the targets set by leaders to hold them accountable. The board of governors is well supported by representatives from BAE systems who provide high quality support for buildings and resources, typified by the recent new builds at Al Sakr and Al Sharq. They are also committed to a very high level of staffing across all the schools, allowing pupils to receive a personalised curriculum, matched to their needs.

There is a very high level of satisfaction reported by pupils, parents and staff members. Parents appreciate the strong identity pupils feel within a school environment that

allows them to grow in confidence. Staff feel listened to, and they welcome the wide range of professional development opportunities available to them. Leaders make good use of the best research from the UK and beyond to train and guide staff. They assist staff to grow and take on new roles through participation in a variety of National Professional Qualifications (NPQ) pathways. For example, all the campus headteachers have completed or are currently completing the National Professional Qualification of Headship (NPQH).

Leaders respond to themes that emerge from consultation and questionnaires. In the previous year, it was noted that many pupils and families required additional support with their well-being or with specific special educational needs. A psychologist was then appointed to work across the school campuses, which both parents and pupils have valued greatly.

School leaders carry out their safeguarding responsibilities with a high degree of rigour. They are very well supported by a team of experts based centrally at BSIR. No stone is left unturned in the pursuit of a safe, happy environment where pupils can flourish.

Leaders demonstrate a commitment to promoting equality and reducing discrimination. Policies and procedures constantly emphasise the values of fairness and inclusion and this is clearly seen in practice throughout the school.

Compliance with regulatory requirements

BAE Systems School meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5 (b)(vi). British International School of Riyadh, Al Sakr Campus, encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race and religion or belief, as set out in the Equality Act 2010.

What the school could do to improve further

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

The opportunities for staff and pupils to come together in person and work on school improvement priorities have been limited since the development of the two new school campuses and the temporary relocation of Taif campus. Leaders should seek to further develop partnerships across the four campuses in order to enrich the curricular provision for all and share best practice. As a result, pupils will benefit from an even broader curriculum that will develop their knowledge and skills in school and prepare them for their next stage of learning.

Summary of inspection judgements

	Outstanding	Good	Satisfactory	Inadequate
The quality of education				
Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			
Pupils' spiritual, moral, social and cultural development				
Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			
Welfare, health and safety of pupils				
The overall welfare, health and safety of pupils	✓			
Leadership and management				
Overall effectiveness of leadership and management	✓			

School Details

Name of school	Taif (British International School of Riyadh)
Type of school	Independent
Date school opened	September 2020 (joined BAE Schools)
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number on roll (full-time pupils)	16
Number on roll (part-time pupils)	0
Annual fees (day pupils)	46,679SAR to 73,202SAR
Annual fees (boarders)	n/a
Address of school	2786 Ibrahim Mubarak Said Ad Dusari, 7693, Riyadh 13241, Saudi Arabia (Central office)
Telephone number	+966 011 511 6200 ext 5001 (Taif Garden Village)
Email address	generalenquiries@bisr.com.sa
Headteacher	Ms Andrea Robson
Proprietor	British International School Riyadh

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of His Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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