



**British School  
Overseas**  
Inspected by Penta International

**Inspection Report**

**Doha British School**  
**Al Wakra**

**Qatar**

Date	17 <sup>th</sup> -18 <sup>th</sup> November 2021
Inspection number	20211117

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## 1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit all teachers were observed. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents, and pupils. The inspection team were in school for two days.

The lead inspector was Nicola Walsh. The team members were Siobhan Brady and Simon Sharron.

## 2. Compliance with regulatory requirements

Doha British School, Al Wakra (DBS-AW) meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

This is an excellent school due to strong leadership from the principal and head of primary. The quality of teaching is consistently good and as a result pupils achieve well in all aspects of their education and development. Pupils and their teachers enjoy school. Strong relationships based on mutual trust and understanding are evident throughout the school.

#### 3.1 What the school does well

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

- Pupils' attitudes towards learning, one another, and the school
- Teaching that is consistently good or better
- The quality of feedback given to pupils particularly in the secondary section
- Progress in the EYFS from low starting points
- Phonics teaching
- Reading across the school
- The impact of school leaders on pupils' achievements

#### 3.2 Points for improvement

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

- i. Empower teaching assistants to impact more significantly on teaching, learning and assessment
- ii. Use the strengths of DBS Al Wakra School across the DBS network of schools
- iii. Promote the importance of attendance with all stakeholders

#### 4. The context of the school

Full name of School	Doha British School – Al Wakra				
Address	Al Jamiyah Street, Al Wakra, Qatar				
Telephone Number/s	+97440198080				
Fax Number	-				
Website Address	www.dohabritishschool.com				
Key Email Address/s	info@dbswakra.com				
Headteacher/Principal	Steven Miles				
Chair of Board of Governors/Proprietor	Natra Saeed Abdulla				
Age Range	3-18 years				
Total number of pupils	445	Boys	254	Girls	191
Numbers by age	0-2 years	0	12-16 years	121	
	3-5 years	77	17-18 years	0	
	6-11 years	247	18+ years	0	
Total number of part-time children	0				

Doha British School, Al Wakra is the second school to be established within a group of three schools. It was founded in 2014 as a primary school but now offers education from 3-16 years. The first cohort of Year 11 pupils started in 2021. The school is currently accommodating DBS Rawdat Al Hamama, the third school in the network. This opened in September 2021 with fifty-nine pupils.

The school is situated in Wakra on the outskirts of Doha, Qatar, although there are plans to relocate the school to a new campus close to the existing site. The school has close links with

the lead school in the group, DBS Ain Khaled. All three schools operate as part of Artan Consulting and Educational Services (ACES). This constitutes three schools, a training centre, and a college.

Almost half of the pupils live in Wakra and live close to the school. The majority of the pupils in the school have siblings in the school. There are slightly more boys on roll at the school than girls. 38% of pupils are Qatari and 56% of pupils are from Arabic speaking countries. There are over thirty-four different nationalities in the school, most pupils are from Qatar, India, Egypt, Sri Lanka, and Pakistan. A very small minority are from the UK, and these are mainly the children of staff.

## 4.1 British nature of the school

The school has a strong British appearance and ethos.

- The school delivers the English National Curriculum and the Early Years Foundation Stage curriculum
- The school is organised into Key Stages and year groups
- Assessments are UK sourced and benchmarked against UK standards
- The school promotes British values through the school's vision, curriculum activities, displays and events
- The colours of the Union Jack are reflected in the school's logo, in interior and exterior furnishings, and in the school uniform
- The Union Jack flag hangs in the school's central reception area
- The school is well resourced in materials that are in use in English schools
- Libraries are well stocked with British literature, reflecting the modern multicultural character of the U.K.
- The school has a uniform policy, like many English schools
- The school's house point, school council and rewards system reflect those used in English schools
- Recruitment of staff is through British based recruitment agencies
- Teachers' professional development is in line with provision in the UK
- All teachers are either trained with UK qualifications or experience of teaching in English National curriculum schools
- The academic calendar, and signage replicates that of a British school

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided by DBS-AW meets in full the requirements of the BSO standards.

#### 5.1 Curriculum

The school has a clear curriculum policy. The Early Years Foundation Stage (EYFS) curriculum is in place for pupils aged 3-5. The primary and secondary school follow the English National Curriculum (ENC). The curriculum is mapped from EYFS through to Key Stage 4 and these detail continuity and progress. Curriculum maps are displayed in every classroom and shared with parents. The curriculum is adapted to incorporate the requirements of the Qatar Ministry of Education offering Islamic studies, Arabic and Qatari History. The curriculum effectively supports the school's mission 'To prepare all pupils through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community.'

The British curriculum is enriched by a comprehensive programme of school events, educational visits, and pastoral initiatives to develop the whole child. Extra-curricular activities are aligned with the four pillars of Qatar's National Vision 2030 and the school's character development programme. PHSE is taught weekly across the school and is delivered through form time.

Subject specialist teachers deliver the secondary curriculum and in the primary section specialist teachers are in place for Islamic studies, Arabic, Spanish, music, and physical education (PE). All lessons follow schemes of work from the ENC or EYFS, except for Arabic, Islamic Studies and Qatari history. Therefore, pupils are well equipped to re-enter the UK education system. The curricular on offer, including art, PE, and music, follow closely schemes of work, teaching methods and assessments in use in UK schools. Year 6 pupils explained how they study The Eye and Light in science and improper fractions in maths.

Teachers ensure that curriculum planning and delivery builds upon what pupils have learnt. In Year 7 PE pupils recalled what skill they learnt the previous week, when learning how to play volleyball. Year 9 pupils recalled the previous weeks learning in a maths lesson on congruent triangles.

The curriculum is used creatively by teachers to plan lessons that engage pupils. A year 9 English lesson used a film trailer. Pupils were asked to identify the methods the film directors had used to make the pupils feel frightened.

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Reading is a strength of the school. The curriculum planning for reading is robust and comprehensive. Systematic approaches to the teaching of reading ensures there is a clear progression of reading skills throughout the school. A 'reading for pleasure' list has been carefully created with subject specialist books to complement the full curriculum. A culture of reading is evident in all areas of the school. As a result, pupils' vocabularies increase once they become fluent readers and their communication skills improve quickly. Parents reported that their children 'learn new words that we don't know.' The school's librarian takes an active role in ensuring that reading in the timetabled curriculum is purposeful and relevant to pupils. Timetabled classes in the library allow pupils time to read silently or talk about a book with the librarian or teacher.

In the Early Years Foundation Stage, teachers secure pupils' curiosity and independence through a balance of teacher led, play based and child-initiated learning. Teachers plan topics and activities that are relevant and well matched to the needs of individuals and groups of pupils. An outdoor learning area provides a safe and stimulating environment. This area is well equipped with trikes, chalk boards, tented areas, water, and sand play areas and is easily accessed from the classroom.

In the Primary School pupils enjoy British topics and themes that are studied in UK schools, such as the Rainforest and Civil Rights. Good quality English literature is shared with pupils such as *The Gruffalo* by Julia Donaldson. This was evident in displays and pupils' workbooks. Commercial schemes ensure coverage and progression, particularly in English, science, and maths. A design technology lesson enabled students to create a chocolate box to be sold at the FIFA World Cup in Qatar. The teacher helped to embed the concept of design, linked to the vision of the country.

In Key Stages 3 and 4, the curriculum is broad and interesting and provides a strong foundation for further learning. Pupils have four lessons weekly in maths and five lessons weekly in English. Extra reading and library sessions ensure that pupils are well prepared for the rigors of the external exams.

Pupils have a good choice of iGCSE courses and are well prepared to move to A-Level courses. At Key Stage 4, students sit external assessments that are in line with those offered in the UK. They sit Edexcel GCSE/IGCSE examinations in the following subjects: First Language English, Second Language English, First Language Arabic, English Literature, Mathematics, Physics, Biology, Chemistry, Double Science, French, Spanish, Geography, History, ICT and Design & Technology (resistant and graphic materials).

Those pupils wishing to follow IB are supported in their transition to DBS Ain Khaled. The Year 11 students are proud to be the first cohort to complete their iGCSE and wear a badge to celebrate this. The pupils say they receive useful careers advice to help them prepare for the future. A year 9 class used from time to time to look at the career paths they can choose, using an online platform. The school also has links with Commercial Bank and Qatar Stock Exchange to develop pupils' understanding of finance.

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The provision for and identification of SEND pupils is very good. Teachers ensure there is access to the curriculum through a range of resources adapted for pupils requiring support. Interventions are well organised and well-structured to ensure progress is made. This secures high levels of inclusivity and curriculum access for all. Provision is made for pupils who are not making expected progress, to catch up through mini bites.

Creative planning and cross curricular links enable the full curriculum to be relevant and meaningful to pupils. The through-school planning has given all stakeholders a good overview of the curriculum. Parents are kept well informed of the topics and themes through the knowledge organisers which are shared on the school's website. Homework is an important part of the curriculum. Parents talked about the expectation from teachers that pupils are responsible to complete the homework tasks. Homework from a parent's perspective is 'hands free.'

British values such as democracy, the rule of law, freedom and respect are delivered through a strong pastoral curriculum, progressive curriculum plans, schemes of work and extra-curricular activities. Theme days, competitions, cultural events are celebrated throughout the year. Pupils have taken part in local and national competitions including BISQ Games, KS1 and KS2 Choir, Times Table Rockstars and Arabic Debating. The school has in the past delivered themed weeks in science, maths and reading days. External speakers have been utilised to enhance the curriculum further. Students were introduced to the importance of STEM subjects in Engineering, and of 'Engineering' in today's world through Practeria. Every week both pupils and staff take part in a brief whole school physical exercise session or enjoy a musical performance led by staff.

The curriculum is regularly reviewed and adapted to meet the needs of the pupils. There is now a strong focus on mathematical language development in the curriculum. The curriculum was adapted as a result of senior leaders identifying an area of underperformance. This was observed in Key stage 2 maths lessons. The school is presenting short musical performances each week with the aim that it will promote an interest in instrumental tuition, thereby replicating what is offered routinely in UK British curriculum schools. The focus on pupils' fitness and wellbeing within the curriculum is also an expectation of a curriculum in a British school.

## 5.2 Teaching and assessment

All lessons observed were at least good and in a considerable number the standard was excellent.

Teachers in the preschool and reception classes use assessment data well to plan tasks and activities that are well matched to the needs of the pupils. A thorough understanding of the EYFS outcomes enables the FS leader to assess each pupil on entry and track their progress across preschool and reception classes so that well matched tasks are planned and delivered that enable pupils to make sustained and rapid progress.

A preschool session on understanding the concept 'more or less' had different activities for the pupils to complete, some with the guidance of the teacher or teaching assistant and others independently. Pupils were guided in their outdoor play as the teacher modelled play, taking turns, and sharing with a group of pupils using Lego bricks. The teaching assistant spoke to the pupils in both first language and English to ensure understanding. As a result, the pupils, new to the school with low levels of attainment on entry were making progress and enjoying preschool.

In reception classes and Key stage 1, Teachers check on pupils understanding both in class and in the marking of workbooks. Teachers correct routine errors, so pupils are clear in what is right and wrong. There is a strong focus on pupils learning the phonics sounds and high frequency words. These are displayed around the classrooms. Pupils in year 1 identified 'bossy verbs' in a text 'How to escape a troll.' A clear learning objective enabled the teacher to measure which pupils were making progress and the impact of the teaching. Year 2 pupils used colour highlighter pens to identify similes in a text. Workbooks detailed the success criteria, and where support had been given by the teacher. As a result, pupils knew when they had achieved the learning objective and felt a sense of success.

Teachers in Key Stage 2 plan engaging and challenging lessons. There are no missed opportunities to learn. Pupils took part in practical science activities during form time, where they had a balloon, test tube, baking powder, and vinegar. Pupils were asked to predict what would happen based on prior scientific knowledge before they completed the experiment.

Excellent routines are in place to ensure there is pace in the lessons. Pupils are fully engaged in their learning and are inquisitive. In the best lessons teachers planned for collaboration and pupils were able to learn from each other. Targeted questioning was used effectively to move learning forward. Teachers ensure their lessons are language rich and this is particularly evident in maths, where pupils are given many opportunities to explain their thinking using mathematical language.

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Teachers' excellent subject knowledge enabled lessons to be adapted quickly based on the needs of the class. Formative assessments were used effectively to revise plans. In a year 6 lesson on fractions the teacher identified that pupils had struggled to understand the task. The teacher presented different methods and then encouraged pupils to work together, supporting individuals where required. Marking in workbooks in Key Stage 2 had a positive impact on pupils' progress. Teachers offered pupils different levels of challenge and often the learning was led by the pupils.

In Key Stages 3 and 4 behaviour for learning is excellent. Therefore, pupils make good progress in their lessons and demonstrate significant learning over time. Teachers plan lessons using assessment information and routinely check that previous learning has been secured by a variety of methods. Positive teacher, pupil relationships foster trust and motivation. In the best lessons, teachers assessed understanding and offered challenge through skilful questioning. In a science lesson pupils were asked not only to evaluate their experiment results, but how they could verify and improve the scientific method. Good lessons were often characterised by the encouragement and correct use of subject specific vocabulary, reflecting the competent subject knowledge of the teacher. In Year 10 ICT, a fast paced, multi-activity lesson developed and tested pupils' knowledge of on-line data security strategies. They discussed the relative advantages of biometric authentication over traditional password security. The ICT pupils engaged both in dialogue and independent research to refine their understanding of the topic and moved swiftly on to the complexity of software viruses known as malware.

Written feedback pointing the learner to improvement and progression was evident in most pupils' books. One outstanding and innovative example of teacher feedback was in a Year 10 English exercise book where the pupil was given a QR code to access the teacher's verbal feedback on-line. The owner of the exercise book thought this was very 'efficient.' In a Year 7 maths lesson, the teacher was able to demonstrate common gaps in learning by using on-line assessment software applied to work the children had done at home. In good or even better lessons, teachers made expert use of educational technology to feedback information to pupils.

Summative assessments take place regularly using tests that are in use in British Schools. A baseline test and observations are used to assess a pupil's development against the early years' outcomes and early learning goals. In Primary, Progress Test in English (PTE) and maths (PTM) are used to track pupils progress, phonics test are completed at the end of year 1. Cognitive abilities testing takes place which is an added source of information for teachers.

In the secondary section PTE/PTM assessments, CAT4 scores and teacher assessments inform teachers planning and enable the schools' leaders to track pupils' progress. At key stage 4 pupils sit external assessments Edexcel GCSE/IGCSE.

### 5.3 Standards achieved by pupils

The standard of attendance over three years is below that expected in British Schools. This is partly due to the pandemic. Where attendance is low it is attributed to parents not feeling confident to return their children to school. Pupils enjoy school and behaviour is good, pupils arrive on time to lessons and are ready to learn.

The standards of pupils' attainment in entry are low into the preschool. Pupils arrive with little spoken English as most pupils speak Arabic at home. In preschool pupils were quiet and struggled to identify an 'apple' on a work card. In a reception class the teacher reminded pupils to speak in English as they were more confident using Arabic with their peers. In the primary and secondary sections this was much less evident. Pupils used English confidently at break times and as they moved around the school in discussions with peers and staff. This indicates the progress that pupils make in learning English as they progress through the school.

Baseline data for the pupils who started school in 2021 indicated that pupils on entry to the school are very low in their communication and language, and personal social and emotional development. Almost 66% of pupils are entering the school at below age-related expectations across the seven areas of development. However, pupils are entering preschool with proficient level of physical development. A group of preschool boys were seen actively using trikes to move across the EYFS outdoor areas. By the end of the early years, preschool and reception, pupils are almost in line with age related expectations. This indicates that pupils are making rapid and sustained progress in the early years.

Year 1 phonic results show that the pupils have attained consistently above the UK average since 2015. In 2020 72% of pupils passed the year 1 phonics screening test. This could also be seen in pupils' workbooks where pupils used phonic strategies to write.

At the end of Key Stage 1 the data indicates that pupils are attaining age related expectations in maths and are still catching up in reading and writing. By the end of key stage 2 the reverse is true, and pupils are doing better than expected in reading and writing and falling below the UK averages in maths. The school attribute this to the pandemic and the complex mathematical language that pupils need to understand mathematical concepts. The school has acted swiftly to address this.

In Key Stages 3 and 4, progress is good in maths, and in English is at an age-related expectation. As cohorts are small data is unreliable and the schools know each individual pupil very well. Most pupils in the Year 11 cohort are on track to achieve or exceed their predicted grades. There was a sense of pride and excitement in Year 11, the first cohort in the school to take these exams. Where the pupils are not on track the school's leaders can explain the reasons why and have plans in place to address each individual pupil's needs.

## 6. *Standard 2*

### Spiritual, moral, social, and cultural development of pupils

The spiritual, moral, and cultural development of pupils provided by DBS-AW meets in full the requirements of the BSO standards.

Pupils' personal development and spiritual, moral, social, and cultural development is at least good in all respects and is exemplary in significant elements at DBS Al Wakra. Pupil attitudes to school life and the rich variety of learning opportunities that the school offers both in the curriculum and in extra-curricular activities are exceptionally positive.

This holistic, wider curriculum learning is supported by a constant emphasis on seven key character and personal learning goals. Pupils are encouraged throughout their school journey to strive towards: community spirit, honesty and integrity, self-confidence, respect, motivation and ambition, inquisitiveness, and resilience. These features of personal development are prominently displayed throughout the school, while the pastoral house system promotes this individual learning through an imaginative rewards structure.

Pupils receive rewards when they demonstrate one of the seven-character learning goals. Pupils collect postcards, of which there are 10 for each aspect of character development. The idea that over the lifetime of a pupil at DBS Al Wakra they will aspire to gain all 70 cards, demonstrating aspects of character development over the seven areas. This is now just beginning to show an impact. The schools use of technology creatively records where pupils have been awarded a character development post card and this can be shared with parents. As a result, the values are very well embedded through the pupils' school life. Teachers are proactive in ensuring opportunities are not missed to award postcards when a pupil demonstrates one of the seven-character traits.

Pupils also give rewards to teachers when they recognise that the teaching has helped them to do well. These are posted into a post box, so that teachers can be informed. These are distributed by the school's principal. They give pupils a clear voice and a sense of involvement in the teaching. They also embed the use of feedback at all levels.

Extra-curricular activities, as well as the PSHE curriculum, are designed to support the pupils achieve their seven-character development and learning goals. They also link to the Qatari National Vision 2030, the pillars of which are human, social, economic, and environmental development. For KS1 pupils there are, for example, the 'Super Storytelling' and 'Eco Warriors' activities. KS2 pupils can join the 'Fiction Addiction Club', the 'Marvelous Mindfulness Club' or the 'Discover Debating Club'. Secondary pupils can sign up to clubs that offer insights into journalism, Eco-Schools and Arabic literature for those fluent in Arabic. The investment in extra-curricular activities reflects the school's commitment to the social and cultural development of the pupils.

Pupil behaviour in lessons, in the corridors, in outdoor recreational spaces and in the immediate vicinity of the school is excellent. This is demonstrated by the respect that pupils show to their

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teachers and to one another. This respect is reciprocated by school staff at all levels and pupils feel uplifted and valued by it. In the primary and the secondary school, pupils were engaging, self-assured, courteous, and appreciative of the care and education afforded to them. They enjoy their learning in the school and this impacts positively on their progress and achievement.

Pupils are given opportunities to be reflective about their perspectives on life and the perspectives of others. The use of imagination and creativity in their learning supports their well-being, fascination for the world around them and consequently their spiritual development. Reading, a demonstrable strength of the school, transports pupils to diverse cultures and allows them to learn about and reflect on the richness of human experience and the wonders of the physical world around them. This is clearly a pronounced feature in English, geography and science lessons.

House assemblies that combine secondary and primary pupils, with reception class children looking on from their classroom, help build a healthy community spirit in the centre of the school. The assembly observed was energetic, musical, entertaining, and fun. Its key anti-bullying message was meaningful and conveyed in a creative, artistic manner.

The school successfully promotes the fundamental British values of democracy and the rule of law. Active school councils in secondary and primary bear witness to this. There are class representative elections, hustings are mandatory in the secondary classes and each pastoral age phase has a council. Pupil council motions for school improvements submitted to the school management and leadership team are always carefully considered. The request to have spare Covid masks provided by the school was accepted and implemented, while the request to use mobile phones to carry out research during lessons was denied.

Pupils and parent views are regularly consulted through surveys every half-term, demonstrating the school's accountability to its school community. Further opportunities for youth leadership include senior and junior head girls and head boys, house captains and sports captains. Pupils in KS3 also have the possibility to participate in middle School Model United Nations, Qatar. The pupils' impeccable behaviour and display of personal responsibility throughout the school indicates clearly that they accept the school's code of behaviour and can distinguish between right and wrong.

The intensely international and multicultural composition of the school's pupil and staff population underpins the understanding and celebration of cultural diversity. Pupils are encouraged to participate in charitable activities such as QAWS, Animal Welfare Society, or support through donations the lives of Afghani refugees in Qatar. A wide range of school trips and residential visit, exploring the local communities and further afield, provide additional personal, social, and cultural enrichment opportunities. The latter includes visits to the Fire Station and the annual Ajyal Film Festival organised by the Doha Film Institute, an annual celebration of film, music, art, and pop culture. High quality careers guidance is provided by staff from Al Wakra's sister school DBS Ain Khaled. It is evident that the school is preparing its pupils well for the next stage of their life-long learning and citizenship in the global community.

## 7. *Standard 3*

### The welfare, health, and safety of the pupils

The welfare, health, and safety of the pupils at DBS-AW meets in full the requirements of the BSO standards.

The school has clear Health and Safety policies in place which are reviewed annually. The designated safeguarding team are clearly communicated throughout the school on posters. Staff and pupils know the process should they have a concern about keeping children safe. All teaching and non-teaching staff receive training annually and know who to report concerns to.

Security staff monitor the entry and exit to the school site. All staff on duty wear high visibility jackets. There is a colour coded lanyard system for different adults on site. Visitors must provide identification before entering the site and all over the age of 12 must show their local government application during the current pandemic. The school site is monitored by CCTV.

Parents of primary pupils enter the school site to meet pupils within the school building at the end of the school day. They assemble in a clearly marked area with spacing to allow for social distancing. Pupils are handed by the teacher to the parents. This is a very effective and safe approach to the handover of the youngest pupils in the school. At the start of the school day on entry to the school teaching assistants are visible and available as pupils enter school to guide and deal with any day-to-day issues. Teachers remain in their classrooms and greet pupils there. The staggered start allows a safe and calm start to the school day and pupils are purposefully engaged with activities as they enter their classrooms.

The school has a clear perimeter which ensure pupils remain safe while on the premises. The school is held to account by the Ministry of Health, Ministry of Education and Civil Defence with regards to Health and Safety. The school receives frequent unannounced inspections from the authorities to ensure compliance. The ministries inspect policies including the Critical Incident Policy which is written in both English and Arabic. The ministries are very thorough and highlight potential hazards and potential 'near misses' that may occur.

Throughout the school there are fire extinguishers and there are additional units in science laboratories. Fire extinguishers are maintained and there is a clear record of this on each unit. The exit and evacuation points are clearly labelled throughout the schools. Fire marshals are allocated in each area of the school and there is a process in place should a person be absent. The school has a Fire Certificate issued by Civil Defence to show their compliance.

The school keeps the chemicals used in science locked securely. The Lab Technician has received the relevant training and understands the importance of keeping pupils safe during practical experiments. There are clear signs of safe practice within the classrooms and there is evidence in science books to reinforce pupils' understanding of safety. The school is also compliant with CLEAPSS.

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Supervision of pupils at all times is excellent. Staff are deployed for duties and actively monitor pupils. Behaviour is exemplary at all levels of the school, which is proactively encouraged through high expectations from all staff. Relationships between all stakeholders in the school are excellent, contributing to safe learning environments. Pupils report that they trust the adults to act on any concerns that they may report to them. They also report that the teachers do everything they can to promote their welfare and safety. Pupils are aware of the school counsellors and know they can speak to them should they require additional support. The counsellors are proactive in ensuring all stakeholders are aware of their services.

The behaviour of pupils is excellent. If there are any concerns these are recorded and monitored. Most concerns around behaviour were related to homework. As a result, the school reissued the homework policy to parents to address any misunderstandings. Relationships are excellent throughout the school and pupils feel safe while at school.

The Nurse is trained, and the clinic is accessible throughout the school day. Staff and pupils report to the nurse if they are feeling unwell. There is a private room with one bed and medication is kept securely. The nurse is also responsible for checking the weight, height, and sight of pupils as per the local regulations. Appropriate staff have been trained to administer an EpiPen should this be required. The EpiPen is accessible but kept safe. There are First Aid kits positioned throughout the school. PE staff are first aid trained.

Packed lunches are monitored by the teachers and only fruit is allowed at break times. Healthy eating is encouraged. There are posters throughout the school encouraging healthy eating. Pupils know the importance of healthy food saying, "we should only eat the food that help us learn better." Teachers pay particular attention to pupils' happiness and wellbeing.

Risk assessments for the school site and trips are in place. The risk assessments are detailed and used effectively to keep all stakeholders safe.

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

The suitability of the proprietor and staff at DBS-AW meets in full the requirements of the BSO standards.

The school ensures that all required checks are carried out on all staff and volunteers who are employed to work at the school. The school also maintains a log of staff who have left the school in the past three years. All teachers at the school are UK qualified or have English National Curriculum experience.

All newly appointed staff undergo a rigorous recruitment process. This includes checks made against identification and includes having fingerprints captured as part of the residency process. Police clearance certificates from home countries are essential, and these must be notarized by a solicitor and attested by the Qatari embassy.

A person's medical fitness, the right to work in Qatar, qualifications, and suitability to work with children and the taking up of references are checked for all staff members before being appointed to the school. As all teaching staff and teaching assistants are expatriates, they must also be approved by the ministry to gain a residence visa. This ensures further, that the checks on a person's suitability to work in the school are robust. All employees of the school must have a work permit and any staff transferring from another position in Qatar must transfer this document to DBS when commencing employment. This information is stored centrally on the DBS centralised HR system, to which the school has access.

The school employs safer recruitment processes to ensure all staff are suitable to work with children. Interview procedures are rigorous and led by senior leaders who understand the safer recruitment procedures. References are taken from two referees one of whom should be the applicants current line manager. If any part of the reference causes concern, the school will make direct contact with the referee as a further check. All staff are given a probationary period of 3 months so that safer recruitment is a continuing process from the interview and through the time of induction.

The school's leaders understand how important it is for these checks to be made and are vigilant in ensuring these are carried out especially for staff transferring from other overseas positions, which may not be their home country. The school puts a high regard on the additional international police clearance certificates, and DBS checks to ensure all staff are suitable.

The proprietor and directors do not have direct involvement with pupils at the school. However, the same procedures regarding checks on identity, work permits, and criminal checks are in place as for any resident of Qatar. The HR centralised office is proactive in ensuring the single central record of staff employed at Al Wakra is fully updated.

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

The premises and accommodation at DBS-AW meets in full the requirements of the BSO standards.

The school buildings and premises including facilities for outdoor physical activity and specialist learning are good. The school makes highly effective use of the space available to it. At the time of inspection, the school was providing accommodation for fifty-nine pupils from DBS Rawdat whose new school is awaiting completion. Space and the schools' timetabling were used very creatively to ensure safe and adequate provision for the education requirements of both schools.

The buildings, both exterior and interior, are in good condition and well maintained with good lighting and cooling. There are additional outdoor buildings which are in use to accommodate extra pupils and staff. The school is tidy and clean. Pupil and staff toilets which provide adequate cubicles and washing facilities are regularly cleaned so that hygiene arrangements are always very good. This frequent maintenance ensures the health and safety for pupils, staff, and visitors. Pupils' bags are stored appropriately, and walkways are wide, clear, and tidy. Stairways are wide with appropriate handrails and signage.

The school has a secure perimeter and CCTV installations inside the building ensure security surveillance of the corridors. The one-way 'drop and go' facility for private cars and school buses inside the main entrance of the school improves road safety for the children. Having just two gates for entrance and exits into the school are well manned and secure.

Although there are some temporary adapted learning spaces to accommodate the Rawdat School pupils, most classrooms are purpose built and well-appointed with good furniture and audio-visual equipment including modern projectors and interactive whiteboards. Furniture is age appropriate and sufficient for the numbers of pupils.

Specialist learning areas such as pre-school play areas, sports hall, secondary science laboratories, music and design technology workrooms are equipped to a high standard in respect of resources, machines, and safety. Design technology benefits from both laser and 3-D printers. There is no on-site swimming pool at DBS Al Wakra. Before Covid restrictions were introduced, the school hired a local swimming pool for lessons to meet ENC requirements. An outdoor artificial turfed area is suitable for ball games and is in use at break times. The outdoor areas have sufficient shaded and seating areas to meet the needs of pupils. The accommodation meets the needs of the delivery of the ENC and is adapted well to meet the needs of different age groups and subject specialisms.

Corridors and classroom displays are a good balance of pupil displays and information. No opportunity is lost to advertise the school's 7-character development and personal learning goals. Displays are a balance of pupils' work and information and support for pupils. Displays

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are of a good quality, pupils' work is named, the displays have a clear title and are attractively presented.

The combined primary and secondary library is prominently sited in the centre of the school to provide ease of access and ease of use. There is a large stock of books, and seating areas that are conducive to reading. Books are stored appropriately, and stock is returned in line with the current COVID requirements.

There is a spacious medical room, although it lacks the provision of a toilet with disabled access. The medical room can be accessed by pupils or staff with reduced mobility. The ground floor classrooms can be used for disabled access, however there is no lift to the first floor or ramp to mezzanine classrooms.

## 10. Standard 6

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

The provision of information for parents, carers and others at DBS-AW meets in full the requirements of the BSO standards.

Parents are very happy with the provision of information at the school. A group of parents and parents chosen randomly were consulted during the inspection. Without exception they were all happy overall with the provision of information regarding school events and their child's work in school.

However, there is a wide range of information, and a very small minority of parents found the range of information difficult to keep up with, especially as it was not the same across the different sections of the school. Also, as the school has grown parents were not always assured that their child would have a place in the next years cohort of pupils. These uncertainties caused some anxieties. The parents stated that it would be useful if the school could ensure, as much as possible, that parents are updated with the next steps regarding the future plans for the school.

Parents enjoyed the British aspect of the school. They like the focus on reading and the approach that the school has to focus on each child. The teachers focus on and celebrate pupils' individual strengths. One parent commented 'My child has blossomed here.' Parents felt that children become more confident and articulate as they progress through the school. 'They talk more.'

Reporting to parents is informative. All reports are translated in Arabic so that parents are fully informed. However, in Key stage 3 there have been some changes which parents felt needed more clarification. The lack of parental workshops due to Covid has impacted on the school's ability to inform parents where changes have been made. These have included in the past year 11 exam preparation, year 6 transition and year 7 understanding of data.

DBS Wakra has a YouTube channel with examples of learning that pupils and parents can access at any time.

An active parent teacher association has been recently reformed after the pandemic and is involved in supporting the school. This helps to ensure parents are updated with relevant and useful information. A parent's handbook and the school's website are useful and updated sources of information.

## 11. *Standard 7*

### The school's procedure for handling complaints

The school's procedure for handling complaints at DBS-AW meets in full the requirements of the BSO standards.

A written complaints policy is available on the school's website and on request to the school. The policy is replicated across all three schools in the DBS network. The policy sets out clear timescales for the management of a complaint at an informal level and at a formal level. The policy also details how to raise a complaint against a senior leader at the school.

The school expects that complaints raised by parents are first raised informally with their child's class teacher or form tutor. The school reported that they work hard to ensure that there are always open channels of communication between home and school. At the start of the day teaching assistants and administrative staff are visible and available to speak with parents. At the end of the day class teachers are visible and available. The school's weekly newsletter is in English and Arabic and encourages parents to raise concerns with the school, either by emailing the teacher directly or via a social media app, or to come into school. All new entrants to the school are given the school Principal's mobile number to ease settling in and resolve any issues quickly.

Parents stated that concerns are dealt with quickly at this stage and resolved promptly. Parents reported that the principal has brought in positive approachable changes. They felt that complaints are dealt with fairly.

If the parent is not satisfied that their complaint has been dealt with to their satisfaction, then parents may raise their complaint with the senior leadership team. It is expected that at both the informal stage and at this stage the parent will receive a response within 48 hours. This ensures that parents concerns are taken seriously and acted upon swiftly.

If a parent remains dissatisfied with the response from the school's leadership team, then the matter can be raised with the directors at a formal level. The parent must raise the matter in writing and the directors will meet to discuss the matter within 1 week of receiving the complaint. They will share their findings with the parent and their decision will remain confidential.

The school maintains records of complaints that are made to the school, and these are kept confidential. At a formal level, complaints were rare. The log of complaints recorded by the school evidence that parents' complaints are listened to and dealt with fairly. In a very few cases complaints were raised with the school that were beyond the control of the school's leadership team.

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

The leadership and management at DBS-AW meets in full the requirements of the BSO standards.

Al Wakra school is led by a leadership team of the school's principal, the head of primary and five assistant headteachers. They together articulate a clear vision for the school based upon the DBS four pillars and character development.

The principal and head of primary know the school very well. They use a range of information on which to evaluate the school's performance. Technology is used well to store data on pupil's achievements academically and their character development. They can access information quickly regarding behaviour and attendance. They are in regular, daily contact with parents, on the school gate at the beginning and end of the school day. Questionnaires seek the views of all stakeholders including a teachers' questionnaire. This is shared half-termly, asking teachers for school improvement suggestions. School development plans and actions are relevant and targeted to have influence on identified areas of priority.

The school's leaders articulate and share a clear vision of outstanding teaching and learning at the school. They meet regularly and with teachers to define 'brilliant basics' as a checklist of excellent teaching, on which teachers' observations are based. Regular book looks and supportive performance management of teachers, ensures that consistency of good teaching is maintained. Where there are elements of excellence, this is shared with the whole staff.

On-boarding processes are thorough and communicated well before arriving at the school. A week of induction activities prepares new staff well. All teachers new to the school complete a paired observation with the principal or head of primary. This ensures that all teachers share a clear understanding of brilliant basics. One teacher commented, 'My teaching has been improved.'

Performance management targets are set, and these are directly related to pupils' performances, so that teachers are accountable for the performances of the pupils they teach. Teachers feel that the work life balance is appropriate and talk about how the senior leadership team monitor teachers' welfare in addition to that of the pupils. They feel valued and respect the school's leadership team.

A newly qualified teacher (NQT) induction programme is organised by the deputy head teacher at DBS Ain Khaled. NQTs are regularly observed by members of the Senior leadership team and supported.

Day to day management of the school's site is well managed between the leaders of Al Wakra and Rawdat Al Hamama. They are visible leaders and can be seen in and around the school. The recent addition of fifty-nine pupils and teachers from Rawdat Hamama have been managed well. There has been very little disadvantage to the Al Wakra pupils and teachers.