



**British School  
Overseas**  
Inspected by Penta International

## **Inspection Report**

# **Doha British School Rawadat Al Hamama**

## **Qatar**

Date **19<sup>th</sup> June 2022**  
Inspection number **20220719**

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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 students; 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 students and students' 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. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents, and students. The inspection team were in school for two days in November 2021, followed by a further day of lesson observations in June 2022.

The lead inspectors were Mark Evans and Nicola Walsh. The team members were Alastair Downes, Siobhan Brady and Simon Sharron.

## 2. Compliance with regulatory requirements

Doha British School, Rawadat Al Hamama (DBS-RAH) meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

DBS-RAH is providing high quality education and care for its students. The high quality is due to the hard work of the principal and his team, well supported by the executive principal. The quality of teaching is consistently good or better. As a result, students achieve well in their education and development. Students 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:

- Students' attitudes towards learning, one another, and the school
- Teaching that is consistently good or better
- The quality of feedback given to students 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 students' achievements

#### 3.2 Points for improvement

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

- i. Use the strengths of DBS-RAH to prepare for the move to permanent accommodation
- ii. Empower teaching assistants to impact more significantly on teaching, learning and assessment
- iii. Promote the importance of attendance with all stakeholders

## 4. The context of the school

Full name of School	Doha British School – Rawadat Al Hamama				
Address	<i>Currently occupying</i> DBS Al Wakra campus 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	Robnawaz Khan				
Chair of Board of Governors/Proprietor	Natra Saeed Abdulla				
Age Range	3-16 years				
Total number of students	57	Boys	28	Girls	29
Numbers by age	0-2 years	0	12-16 years	19	
	3-5 years	16	17-18 years	0	
	6-11 years	22	18+ years	0	
Total number of part-time children	0				

DBS-RAH is the third school to be established within a group of three schools. It opened August 2021 and offers education from 3-16 years.

The school is currently occupying facilities at DBS Al Wakra. This is due to the DBS-RAH campus not completed due to the restrictions on building work during the pandemic. The

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school has close links with other schools in the group. All three schools operate as part of Artan Consulting and Educational Services (ACES). This constitutes 3 schools, a training centre, and a college.

The numbers on roll at the school are very low as the school has only recently opened. However, the school reports that a substantial number of students are waiting to enrol once the new campus opens. There are currently 17 nationalities on roll representing a diverse school community: 5 students are nationals of Qatar, and 19 students are from Arabic speaking countries. Currently students are either brought to the school by bus or parents' transport.

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.

## 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 (EYFS) 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 UK
- 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-RAH meets in full the requirements of the BSO standards.

#### 5.1 Curriculum

The school has a clear curriculum policy. The EYFS curriculum is in place for students aged 3-5. The primary and secondary school follow the English national curriculum. 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 students through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community.'

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, students 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.

The ENC is delivered through stimulating choices of content. Text based lessons, using texts such as 'What the Ladybird heard' with preschool and reception, and 'Henry's freedom box' with years 5 and 6 are offering an appropriate level of challenge and engage students. The curriculum is delivered using methods and approaches used in English schools, such as sequencing stories in years 3 and 4 and analysing the key features of information texts with years 5 and 6. There is a focus on acquisition of vocabulary. Each week there is an ambitious word of the week, shared with students and parents. Phonics is studied in Key Stage (KS) 1 following the UK DfE Letters and sounds.

PHSE is timetabled within the curriculum. Floor books are in use in KSs 1- 3 and jigsaws with EYFS. There are currently limited opportunities for extracurricular activities, due to current restrictions required by the Ministry during the pandemic.

## 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. Teachers plan and teach well-structured lessons. Teachers engage the interest of students. Feedback observed was relevant and informative.

In a preschool and reception music lesson the teacher planned a task to listen and take turns sharing a wooden percussion instrument. Students were attentive and shared the instrument appropriately. In a preschool and reception class the teacher played a listening game which enabled students to develop good listening skills.

In years 1 and 2, students highlighted tricky words in a text, the tasks were differentiated to meet the needs of the mixed abilities and year groups. Guided reading sessions were observed with years 3 and 4 where students followed age-appropriate texts and used intonation well to put expression into reading aloud.

In the best lessons observed in the secondary section, the teachers had high expectations of the students. A lesson on the feudal system in history students demonstrated a high-level understanding of the subject. The teachers checked on the students understanding and asked questions that prompted deep thinking.

In a year 8 art lesson, students were asked to design a face mask. Students worked conscientiously on the research and design stage of their work. A year 8 science lesson on heart rates prompted a lively and thoughtful discussion, due to the strength of relationships between the teacher and students.

Assessment routines are in place and the school has informative baseline data which is informing teachers planning. Students are admitted into pre-school and reception following an informal assessment of the student's communication and language skills and personal social and emotional development. Students are admitted into KS1 after completing an age-appropriate test and meet with the head of the primary section or assistant head. Students entering years 3 to 9 complete an online test and submit a piece of writing in English. The school will have its first intake of students in KS4 in August 2022

The majority of teaching observed was good with some outstanding practice in Key Stage 2. In the best lesson's students were challenged appropriately and extension activities were available for students to continue their learning. Questioning was sometimes used effectively to extend learning, as observed in a year 7 English lesson, and students were given opportunities to collaborate and share their ideas, for

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example when discussing properties of shapes in year 2 mathematics. Prior learning was often reviewed to support students in connecting their ideas.

Due to the very small class sizes the teachers know their students well which ensures a more personalised approach to both social and academic learning. Relationships between teachers and their students were excellent, as highlighted by the outstanding relationship in year 3/4 between teacher and students. All teachers observed were enthusiastic and a supportive and a caring rapport exists with students. As observed in Key Stage 1 Arabic and Spanish lessons, the enthusiasm of the teachers aided the engagement of the students and encouraged greater levels of learning. In the majority of lessons behaviour was excellent and a range of effective behaviour management techniques were observed.

Teachers in all lessons displayed good subject knowledge. This was particularly evident in a Key Stage 1 phonics lesson focusing on Phase 5 phonics, a year 7 music lesson during which students were learning chords on the ukulele, and a year 7 English lesson on creative writing.

Assessment of primary and secondary is overseen by the head of primary and principal respectively. All children are assessed upon entry to the school and regular end of unit tests are completed throughout the academic year, in addition to SATS in year 2 and year 6. These more formal tests, combined with ongoing assessments made by the teachers during lessons, ensures that student progress and achievement are tracked. The school benefits from regular cluster meetings with the other DBS campuses.

DBS-RAH assessment data is placed on a shared spreadsheet, which is accessible to all staff. Thus they can see the progress students are making in other classes, as well as their own subject. The spreadsheet is reviewed every half term to identify trends and patterns in the secondary school. In the primary school, class teachers hold student progress review meetings with the head of primary or assistant head each term.

## 5.3 Standards achieved by students

The standard of attendance 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. Students enjoy school and behaviour is good; they arrive on time to lessons and are ready to learn.

Baseline data for the students who started school in 2021 indicated that students on entry to the school are very low in their communication and language, and personal social and emotional development. Almost 66% of students are entering the school at below age-related expectations across the seven areas of development. However, students 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, students are almost in line with age related expectations. This indicates that students are making rapid and sustained progress in the early years.

Year 1 phonic results show that the students have attained consistently above the UK average. This could also be seen in students' workbooks where students used phonic strategies to write. At the end of Key Stage 1, the data indicates that students are attaining age related expectations in mathematics, in reading and writing.

In Key Stage 3, progress is good in mathematics, and in English is at an age-related expectation. As cohorts are small, data is unreliable and the school knows each individual student very well.

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

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

Students' personal development and spiritual, moral, social, and cultural development is at least good in all respects. Student 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. Students 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.

Students receive rewards when they demonstrate one of the seven-character learning goals. Students collect postcards, of which there are 10 for each aspect of character development. The idea that over the lifetime of a student at DBS-RAH 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 school's use of technology creatively records where students 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 students' school life. Teachers are proactive in ensuring opportunities are not missed to award postcards when a student demonstrates one of the seven-character traits.

Extra-curricular activities, as well as the PSHE curriculum, are designed to support the students 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 students there are, for example, the 'Super Storytelling' and 'Eco Warriors' activities. KS2 students can join the 'Fiction Addiction Club', the 'Marvellous Mindfulness Club' or the 'Discover Debating Club'. Secondary students 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 students.

Student 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 students show to their teachers and to one another. This respect is reciprocated by school staff at all levels and students feel uplifted and valued by it. In the primary and the secondary school, students were engaging, self-assured, courteous, and appreciative of the care and

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education afforded to them. They enjoy their learning in the school and this impacts positively on their progress and achievement.

Students 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 students 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 students, 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. Student 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.

The students' 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.

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

The welfare, health, and safety of the students at DBS-RAH 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 students 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 students enter the school site to meet students 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. Students are handed by the teacher to the parents. This is a very effective and safe approach to the handover of the youngest students in the school. At the start of the school day on entry to the school teaching assistants are visible and available as students enter school to guide and deal with any day-to-day issues. Teachers remain in their classrooms and greet students there. The staggered start allows a safe and calm start to the school day and students are purposefully engaged with activities as they enter their classrooms.

The school has a clear perimeter which ensure students 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 students safe during practical experiments. There are clear signs of safe practice within the classrooms and

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there is evidence in science books to reinforce students' understanding of safety. The school is also compliant with CLEAPSS.

Supervision of students at all times is excellent. Staff are deployed for duties and actively monitor students. 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. Students 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. Students 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 students 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 students feel safe while at school.

The nurse is trained, and the clinic is accessible throughout the school day. Staff and students 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 students 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. Students know the importance of healthy food saying, "we should only eat the food that help us learn better." Teachers pay particular attention to students' 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-RAH 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 students 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 DBS-RAH is fully updated.

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

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

DBS-RAH is currently located within the DBS Al Wakra campus, which provides students with a safe and clean learning environment. Facilities include a sports hall, artificial sports pitch, music room, library and multipurpose hall. Furniture is age appropriate and displays in communal areas are excellent. Gender and age-segregated toilet facilities are available for pupils across the school.

Security upon entry to the school is efficient and effective with all parents and visitors issued with an ID card which must be worn at all times. Procedures for the start and end of the school day are well established and drop off/pick up was managed well with Senior Leaders present outside to support security personnel. The school has a fully equipped and up to date medical room.

The majority of classrooms are inviting, clean, well ventilated and lit, and of an appropriate size for the number of pupils and the learning taking place. However, due to the lack of available space, some lessons took place in environments that prohibited effective teaching and learning. These spaces were often very cluttered and/or noisy, in addition to being shared between multiple different users.

In the primary classrooms, displays supported learning through highly effective working walls. There were also displays celebrating pupils' achievements. In Key Stage 3, the learning environments are less appealing.

## 10. Standard 6

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

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

The school provides the following for parents:

- the school's address and telephone number and the name of the principal;
- a statement of the school's ethos (including any religious ethos) and aims.
- particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
- particulars of educational and welfare provision for pupils with special educational needs and pupils for whom English is an additional language.

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.

Parents enjoy 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 students' 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 6 transition and year 7 understanding of data.

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 handbook and the school's website are useful and regularly updated as sources of information.

## 11. Standard 7

### The school's procedure for handling complaints

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

The aims and vision of the DBS group of schools are clear in school publications and around the school.

The day to day running of DBS-RAH is led by the principal and the head of primary. The principal has responsibility for the secondary school department in addition to overall responsibility for the school. Together, they work closely with the senior leadership team at Al Wakra and the executive principal based at Ain Khaled.

The Head of Primary previously worked at DBS Ain Khaled for a number of years and has been an important member of the Senior Leadership team as DBS-RAH to date, bringing extensive knowledge of both DBS and Qatar to the new School.

The principal has a clear vision for the future and is mindful of the need to build capacity amongst the team. Both an assistant and associate head of primary have been appointed for August 2022, in addition to two senior leaders in the secondary school to lead on academic and pastoral matters respectively. Many of these appointments have been made from within the DBS group, ensuring that the values and culture of DBS is maintained at the new campus.

Daily operations at the current Al Wakra site are highly effective with routines well established. There is a sense of togetherness amongst the DBS-RAH staff members who expected to be working in their new campus during academic year 2021/22, until this was delayed to an August 2023 opening. Staff are flexible and hardworking, both essential requirements when starting a new school. They are highly positive about the opening of the new campus.

Day to day management of the school's site is well managed between the leaders of DBS-RAH and DBS Al Wakra. They are visible leaders and can be seen in and around the school.