



**British School
Overseas**
Inspected by Penta International

Inspection report

Doha British School

Ain Khaled

Qatar

Date 14th-16th November 2021
Inspection number 20211114

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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, 112 lesson observations took place, as well as a series of learning walks. 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 groups of pupils. The inspection team were in school for three days.

The lead inspector was Nicola Walsh. The team members were Siobhan Brady, Amanda Herron, Kathryn King, Simon Sharron, Sairah Shaukat and Wayne Ridgeway.

2. Compliance with regulatory requirements

Doha British School, Ain Khaled (DBS-AK) has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

This is a good school with many excellent features in its provision and academic outcomes. The school's leaders are driven to develop the curriculum further, to ensure that pupils are well prepared for life beyond the school. On entry to the school, pupils start with all the requirements to do well. By the end of each key stage, pupils' attainment is in line with age related expectations and they make exceptionally good progress in the secondary section of the school. The staff have high expectations of pupils, such that behaviour around the school, which is excellent. The focus on reading across the school has embedded a love of literature in pupils. Displays of pupils work throughout the school are of a very high standard.

The school's executive principal also has a wider cluster role which has included ensuring a consistent approach across all schools in strategic planning, school improvement planning and the implementation of the 4 Pillars and Character Development.

3.1 What the school does well

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

- High quality post 16 provision
- High attainment in science, English and mathematics in KSs 4 and 5
- The excellent standard of pupils' work in art, design, and technology
- The love of reading embedded in pupils of all ages
- Excellent behaviour and relationships across the school
- Curriculum provision in the primary and secondary sections
- The promotion of the school's values and character development of pupils

3.2 Points for improvement

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

- Enhance the quality of teaching across the school to challenge and support the needs of all pupils;
- Redesign curriculum delivery to meet the specific requirements of the Early Years Foundation Stage (EYFS), in line with UK best practice;
- Improve the deployment of teaching assistants to have a greater positive impact on pupil outcomes.

4. The context of the school

Full name of School	Doha British School - Ain Khaled				
Address	Rawdat Al Sagah Street, Street 453 Building 27, Zone 56 Ain Khaled, Doha, Qatar				
Telephone Number/s	+974 4019 8000				
Fax Number	-				
Website Address	www.dohabritishschool.com				
Key Email Address/s	info@dohabritishschool.com				
Headteacher/Principal	Paul Sherlock				
Chair of Board of Governors/Proprietor	Natra Saeed Abdulla				
Age Range	3-18 years				
Total number of pupils	1,969	Boys	988	Girls	981
Numbers by age	0-2 years	0	12-16 years	633	
	3-5 years	369	17-18 years	121	
	6-11 years	846	18+ years	0	
Total number of part-time children	0				

Doha British School, Ain Khaled is the largest in a group of three schools. It was founded in 1997 as a Montessori school and has grown into an all-through school. The sixth form was added in 2017 and has doubled in size since then.

The school is situated in Doha, Qatar where it operates as part of Artan Consulting and Educational Services (ACES). This constitutes 3 schools, a training centre, and a college. ACES has close links with

the British Embassy and Qatar business forums, advising the Qatari ministry on matters related to British education.

The majority of pupils attending the school are in the primary and early years sections of the school. Many of the primary and early years pupils are from Arabic speaking countries such as Egypt and Jordan. However, in the secondary section over half the pupils are from non-Arabic countries such as India, UK, America, and Canada. This is most evident in the sixth form. Overall, a very small minority of pupils are nationals of Qatar. 88% of pupils across the school are speaking in English as an additional language.

There are high levels of pupil mobility as many pupils return to their home countries at some point. This is most evident in the primary section of the school, where at the end of Key Stage (KS) 2 in 2021, less than half the pupils had been in the school since KS1.

4.1 British nature of the school

DBS-AK has a strong British appearance and ethos.

- The school delivers the English National Curriculum and the Early Years Foundation Stage curriculum: at KSs 3 and 4 BTEC, IGCSE and IB courses are offered
- The school is organised into KSs 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 Union flag is prominent in the reception area and the colours of the flag are represented in the school's logo and uniforms
- 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 British schools
- The professional development of staff is delivered by UK providers and there are links with UK teacher training providers
- All teachers are either trained with UK qualifications or experience of teaching in English National curriculum schools
- The academic calendar replicates that of a British school
- There are established links with UK universities as some pupils transfer to UK universities at the end of KS 5.

5. *Standard 1*

The quality of education provided by the school

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

5.1 Curriculum

The school follows the English National Curriculum (ENC) and Early Years Foundation Stage (EYFS). This provides for full-time supervised education for pupils from 3-18 years and the medium of instruction is English. The school complies with the requirements of the ministry of education regarding Arabic, Qatari history, and Islamic lessons by adapting the curriculum. There are comprehensive policies in place which describe the curriculum intent and rationale. The curriculum is very well placed to support the school's core purpose 'that every young person should gain as much as possible from our school, based on our belief that all learners can, need and want to achieve.'

Curriculum maps ensure progression of knowledge and skills throughout the school and enable seamless transitions between KSs. Knowledge organisers and retrieval practice are key contributors in increasing pupils' subject knowledge. There is a large focus on the use of subject specific terminology in all lessons and teachers regularly model correct terminology.

Regular reviews ensure standards are maintained and raised where necessary. There is a very broad offer of subjects in the secondary section where pupils follow a common core with optional pathways of study. At KS3, the curriculum is delivered to pupils in mixed ability classes except for maths, with two optional routes. At KS4, all pupils study English language and literature, maths, sciences and choose an additional 4 subjects from a broad range of options. These include subjects such as IGCSE music, fine art, textiles, French, Spanish, Arabic as first, or second language. This is a broad offer and ensures pupils are well equipped to enter sixth form.

In the sixth form, the curriculum is exceptional. Pupils can choose to study from a range of pathways suited to their strengths. The International Baccalaureate is offered, which develops a breadth of knowledge. Pupils can also choose to do IGCSE AS or A levels in subjects that they have a strength. The BTEC Diploma is another option that allows pupils to take a vocational route. This very broad offer of courses enables pupils to be very well prepared for the next phase of their education.

Throughout the primary school, there is a thematic approach to curriculum planning. English and maths are delivered following a published scheme of work, which ensures curriculum coverage and progression over time. There is a strong focus on pupils acquiring the skills to read well. Phonics is taught following the DfE UK Letters and

sounds. Topics are chosen to incorporate British themes as well as local interest topics. Qatari History is taught in line with the requirements of the ministry. Lessons provide pupils with a good understanding of Qatar alongside World, European and British history, and geography. Primary specialist teachers deliver music, physical education, library sessions and Spanish lessons in addition to Arabic and Islamic studies delivered by local teachers. Teachers use methods and approaches as used in UK schools. Homework is set regularly, and this includes age-appropriate spellings and reading.

The EYFS curriculum is based on the seven areas of learning. Teachers plan activities and create learning environments that are based on a theme. These often relate to high-quality texts, such as 'The Smartest Giant in Town' by Julia Donaldson. These provide interesting cross-curricular learning opportunities. In a reception class pupils made crowns, representing a character from a story they had listened to. The pupils were given opportunities to develop fine motor skills and justify the choices for the materials they selected. Phonics is delivered as a discrete subject and pupils build upon what they have previously learnt. The recently introduced 'talk boost' interventions develop pupils' confidence, communication and language in the pre-school and reception. Specialist teachers for physical education, Arabic and Islamic lessons deliver lessons weekly.

Curriculum delivery is further enhanced by stimulating learning environments. A balance of learning prompts, celebration of work and working walls to support learning are most evident in the primary section. Across the school displays are relevant, interesting, and relevant to learning in classrooms.

The PSHE curriculum is evident throughout the school, in displays, teachers plans and timetabling. A new character development programme has recently been introduced and although this is thoughtfully designed, it has not yet had time to show impact. The views of pupils are sought when looking at improving provision in PSHE lessons. An assembly to secondary pupils led by the teachers, promoted the message regarding zero tolerance of bullying in the school. Relevant and up to date materials, a Taylor Swift pop song and a poem about a human shield, engaged pupils to consider carefully the anti-bullying message.

Reading is a key strength of the school. The curriculum planning for reading is robust and comprehensive. Systematic approaches to the teaching of reading ensure there is a clear progression of reading skills throughout the school. A systematic and synthetic phonics scheme based on the DfE UK letters and sounds is introduced in reception and built upon in KS1. Whole class novels are shared with pupils to complement the curriculum themes. A culture of reading is evident in all areas of the school and as a result, standards in reading and the communication skills of pupils are excellent throughout the school.

Expertise from specialist teachers in the secondary schools are utilised effectively to support curriculum planning in the primary school foundation subjects. Subject leaders run enrichment weeks throughout the school to raise the profile of their subject. These

encompass themes such as STEM, Everybody Writes Week, International Literacy Day, business enterprise and languages.

The University Bridging Programme has recently been introduced to support pupils in their transitions to universities. Pupils apply to universities in countries around the world. The careers advisor supports pupils in applications and the school has plans to expand this support to lower year groups, so that subject options are informed. 95% of pupils attend university. Of the 5% who choose not to go to university, most take a gap year or enter military service.

Pupils who attend DBS-AK are provided with a seamless pathway to Further Education. The wider network of DBS schools and ACES holdings provide further education opportunities through a college and training centre. These have close links to Ulster University in the UK.

The wider curriculum is highly developed. There are extensive opportunities built into the curriculum for pupils to participate in community and school projects, develop leadership skills and explore further interests. The programme for extra-curricular activities is broad and balanced with unique offerings such as 'intro to the stock market' and animal welfare through a weekly PAWS club. All teachers offer an extra-curricular activity and contribute to wider school life. During virtual learning, all extra-curricular activities continued to be offered.

Throughout the curriculum, visits and visitors enrich learning opportunities for pupils. Trips and visits are frequently linked to curriculum learning and there are existing links with the local community to provide meaningful learning experiences for pupils. Parents are sometimes involved in offering activities such as gardening clubs, healthy eating workshops and career advice. Pupils are given opportunities to contribute to the local community through programmes such as beach clean-ups, supporting animal shelters and through gathering donations for people in need.

Provision for pupils identified with a special educational need or disability is good and meets the needs of these pupils very effectively. This is delivered through intervention and 1:1 support delivered by a dedicated team of trained teachers. However, this support is not always visible in the classroom. The school has a large majority of pupils for whom English is an additional language but only a few pupils require additional support. Individual and group sessions are in place to support those learners.

5.2 Teaching and assessment

Across the school, a large majority of lessons observed during the inspection were good or excellent.

Teachers plan and teach well-structured lessons. They work hard to provide topics that engage and foster pupils' interests. In the secondary section teaching observed was consistently stronger. Here pupils' attitudes to learning enabled teachers to promote independent learning strategies, discussion, deep thinking, and debate. Secondary pupils acted more promptly on teachers' feedback. In the primary section, the teaching of reading and phonics is very effective. The impact of this is beginning to be evident in pupils writing. Teachers provide ample opportunities to develop a love of reading, pupils frequently listen to and talk about stories that they have enjoyed. This broadens vocabulary and develops understanding in the primary years.

In preschool and reception, relationships are consistently positive. Each morning teachers talk to pupils about their feelings, and this enables pupils from an early age to talk about their emotions. In the strongest lessons teachers model the correct use of vocabulary and correct inaccuracies. Pupils speak confidently in English. Pupils described the different parts of an insect whilst sharing a book in the reading area.

However, in pre-school and reception classes teacher input sessions are mostly delivered to the whole class where there is an expectation that pupils listen well, give focus and attention. Pupils are given limited opportunities to explore and apply the concepts introduced independently. The curriculum is not sufficiently rich in continuous provision of activities, nor guided by the teaching as well as it could be.

Teachers plan activities that are mostly adult led. Teachers work with groups of children, whilst the other children move to activities and are supported by teaching assistants. This approach provides too few opportunities for pupils to be creative and think for themselves. Teachers ensured that pupils were given the resources they needed. However, there were too few planned opportunities to develop pupils decision-making skills. Using established routines monitored by teachers and assistants, pupils manage resources effectively and tidy up. Technology was rarely used by teachers during the inspection.

Assessment of pupils in preschool and reception was against the seven areas of learning, detailed in the EYFS outcomes. Processes for assessment require further development, ensuring observations of pupils support their next steps and are accurate. There was limited evidence of observations of pupils being recorded in lessons, or in the pupil's learning journeys.

In KS1, good or excellent lessons are characterised by teachers who review the previous learning and set clear lesson objectives that are constantly revisited. Teachers also check

that pupils are understanding the lesson objectives through a variety of assessment for learning techniques. In one lesson, a teacher asked pupils to demonstrate their understanding of the maths learning objective by showing their response on individual mini whiteboards. These lessons also demonstrate effective planning and differentiation to meet the needs of the mixed ability class. Motivation is enhanced by a sense of competition and relentless positive reinforcement. In a phonics exercise a teacher uses a puppet, Bongo the monkey, to ask pupils to find words hidden round the classroom with 'ea.' The teacher differentiated the task by colour coding the challenge words. Teachers organise smooth transitions from one activity to another and deploy a range of non-verbal or pre-rehearsed chants to concentrate attention to move on. One transition was marked by a very energetic brain gym song 'Wake Up.'

However, there is inconsistency across the key stage and in some lower KS2 classes, where not all teaching is good. Less successful lessons lacked pace and differentiated activities. Lessons observed saw the pupils sedentary at their desk during whole class teaching which did not meet the needs of all pupils. Teaching assistants were not always deployed well. They very effectively supervised the behaviour of pupils, prepared displays, and pasted work into books. Teachers' feedback to pupils was evident verbally.

Most teaching in KS2 actively seeks the feedback from pupils through targeted questioning and high expectations of pupils. Very positive relationships exist between teachers and pupils. This ensures behaviour in the majority of lessons is excellent, particularly in upper KS2. When teachers plan tasks that enable pupils to collaborate in paired or group activities, pupils work exceptionally well together.

There is a very high level of engagement of pupils in their learning. They enjoy learning, referring to lessons as 'fascinating' and 'exciting.' Teachers model subject specific vocabulary and pupils use correct terminology when explaining. As a result, pupils across KS2 can confidently explain what they are learning and the purpose behind it. Where teaching is excellent, pupils reference the working walls when working independently.

Teachers' planning for lessons is comprehensive and is taken from longer term plans. There are robust practices in place to develop curriculum planning documents and these are quality assured by leaders regularly. Practice is consistent across the key stage in the delivery of core subjects, with guided reading being a key strength. Pupils' engagement in guided reading in KS2 is very high and they find the texts they study to be stimulating.

In a few lessons, teachers plan opportunities for pupil-led learning. In these lessons, pupils show outstanding resilience and perseverance when faced with challenges. This is particularly evident in design and technology lessons and in some science lessons.

Teachers in KS3 make effective use of assessment to inform planning. Teachers encouraged pupils to collaborate through discussions and allowed for ideas to be shared with the class. In lessons that were more interactive, pupils were highly engaged, and this was particularly evident in practical subjects. Consistency across the key stage was

evident and a strength of the teaching. Where teacher input was reduced or segmented, this allowed for pupils to make more progress.

Self and peer assessment is used consistently throughout KS3. Pupils made the most progress in their written work when acting on feedback given by their teachers. Formative assessments cycles were clear across the key stage and evidence of tracking progress and attainment was evident.

Teaching and assessment in KSs 4 and 5 are consistently good or excellent.

Outstanding teaching and learning was observed in English, mathematics, geography, and languages. In lessons where teaching was not outstanding, there was a lack of a differentiated approach to meet pupils' individual needs. Assessment is used regularly to check progress of pupils. Evidence of feedback was observed to support student progress.

Assessment is used across both secondary and primary sections of the school. Pupils are assessed on admission to the school. Primary pupils are assessed before a topic and at the end of a topic to ensure pupils are acquiring skills. Preschool and reception pupils are assessed against the EYFS Early Learning Goals. Year 1 phonics screening has been in place for the past 2 years and this is beginning to inform planning. Progress tests in English and mathematics are in place for all primary pupils at the end of the year. Secondary pupils' attainment and progress is tracked through the use of CAT4 tests and teacher assessments against IGCSE grades. Summative assessment systems are in place and inform senior leaders of pupils' attainment that is benchmarked against UK standards.

5.3 Standards achieved by pupils

Pupils enter DBS-AK with a proficient level of spoken English through the process of admission. Since 2018, the school's assessment data indicates that the number of pupils in reception and preschool who are attaining a good level of development, is lower than the expected average in UK schools.

In KS1, the year 1 phonics results indicate that the standards in phonics for pupils is in line with what is expected in UK schools. This is related to the strong approach to the teaching of phonics. However, by the end of KS1 pupils' attainment in combined reading, writing and maths is still slightly below what is expected. Reading standards are consistently above the UK standards, and girls outperform boys consistently in writing.

By the end of KS2, pupils are attaining high standards in reading and maths and this has been consistently high for the past 3 years. Maths results improve as pupils progress from KS1 to the end of KS2 and pupils become more confident with mathematical language. Writing remains below the UK standards but the school's focus on reading is beginning to show an impact on writing. The standard of writing in pupils' workbooks evidenced pupils using phonic strategies in KS1 and ambitious vocabulary to write at age expected standards and above.

The school's data indicates that pupils who are consistently in the school from the end of KS1 to the end of KS2, do better than peers who have joined mid key stage. All pupils of the consistent cohort make the progress expected across reading, writing and maths and 17% of these pupils make accelerated progress.

In KS3, a new grading and reporting structure describes pupils' attainment using the terms, *Greater Depth*, *Expected*, *Working Towards* and *Below*. This grading structure is new and replaces the numerical grading. Over the past 3 years, the school's data shows an average attainment of 5.0 in Year 7, 6.3 in Year 8 and 7.0 in Year 9. There is a decline in attainment over the past three years which is attributed to the move to online learning in 2019 and blended learning in 2020.

In KS4, standards are in line and sometimes above UK standards. In 2019, 25% of pupils attained a grade 9 across all subjects. This was recognised as exceptional performance by external assessors themselves. In 2020, 95% of year 11 pupils attained grades 5-9 in 5 subjects at IGCSE. Predicted grades for the 2022, indicate of the Year 11 cohort, 79% pupils will attain grades 5-9 in 5 subjects.

A detailed analysis of the school's exam results indicates that groups of pupils do better than others and the school's leaders are identifying the gaps and working to address these. Girls tend to outperform boys in most subjects in year 11.

Standards in KS 5 are consistently high. The school predicts that 84.6% of pupils are expected to be awarded grades A-C in A2 at the end of 2022 and pupils will attain 26 IB points overall. Again, detailed analysis of the assessment data is used to target support where it is needed. The school is looking to provide early intervention at the end of year 12 to ensure the needs of groups of pupils are met.

Pupils' attendance levels are almost in line with what is expected in the UK. Most pupils arrive promptly to lessons. They enjoy school and behaviour is excellent.

6. *Standard 2*

Spiritual, moral, social, and cultural development of pupils

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

The spiritual, moral, social, and cultural development of pupils at DBS-AK is outstanding. Character-building and personal learning goals which promote community spirit, honesty, integrity, self-confidence, respect, motivation, ambition, and resilience are displayed prominently throughout the whole school. They are being successfully embedded into the culture and fabric of everyday school life during lesson time and through the pastoral reward system of house points, praise postcards, badges and 'stars of the week.' Many extra-curricular activities target these character-building learning goals, while success is regularly celebrated in house assemblies.

Reflection about oneself in the school and wider community as well as learning about the wonders of the world in the science curriculum supports the spiritual development of pupils. In the secondary school, pupils track their own progress in personal learning by recording and having their achievements certified by teachers in 'Pledge Passports.' Year 2 pupils in the primary school understand the importance of inquisitiveness in their quest to understand the wonders of the world. Importantly, they feel respected and valued by their teachers who, as one pupil commented: despite 'knowing everything,' act 'humbly' towards them.

The school has a clear code of behaviour reinforcing the importance of keeping to the rules in a community and an overriding moral sense of right and wrong. During the visit, excellent courteous behaviour was observed in lessons, assemblies, corridors, and the outside shared spaces. Pupils were polite, respectful, and helpful towards the inspection team as well as being genuinely inquisitive. Their willingness to engage in conversation reflected their self-confidence. Their application to learning witnessed in lessons demonstrated their motivation and ambition. Overall, pupils' sense of individual responsibility across the school are excellent.

The school effectively promotes the fundamental British values of democracy and the rule of law. Pupil voice is encouraged through the secondary and pupil school councils. Pupil leadership is encouraged and well developed. The house system is evident across the school and actively engages pupils in whole school events and promotes competition. Members of the school council also take responsibility for promoting the views of pupils, initiating change and improvements across the school. In the primary section two girls took leadership positions. This would be usually represented by a head boy and head girl. However, seeking to demonstrate equality of opportunity the school's leaders chose to appoint the strongest candidates at interview.

The personal, social and health curriculum (PSHE) in the curriculum constantly promotes physical and mental health well-being, helping the young people of the school to explore issues around community, family and relationships as well as keeping safe in wider society. Pupils who

attend Arabic and Islamic Studies during PHSE sessions can access PSHE themes in tutor time. On Wednesdays, energetic brain gym activities take place in registration lessons

Cultural and social diversity in this international and multi-ethnic school is often celebrated formally on occasions such as world International Days. It is also manifestly conspicuous in the pupils' commonplace acceptance of otherness. In primary, pupils clearly understood the reasons why they were being asked to wear odd socks on 'Odd Socks Day' which was part of the anti-bullying week activities. A year 5 pupil explained that the odd socks represented 'How different we all are, and this does not matter.'

Pupils engage in charitable work in the community such as supporting Afghani refugees. Awareness of environmental sustainability is promoted in the curriculum. In geography lessons, pupils learn the importance of developing renewable energy sources across the world and in Qatar. Eco-captains in the pastoral house system help to promote recycling, while the well-organised 'Eco-School' extra-curricular group is multiplying environment friendly actions around the school.

The secondary library has a broad selection of British literature offering valuable insights into British cultural traditions. However, the pupils would benefit from having access to English translations of Qatari and other Arabic literature for wider cultural learning about the society around the school. This would supplement the teaching of Qatari history in the curriculum.

7. *Standard 3*

The welfare, health, and safety of the pupils

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

The provision for welfare, health and safety is good. The necessary systems and policies are in place. Mandatory safeguarding training is provided annually for all staff, for which a central attendance log is kept. This is followed up with small group workshops and case studies. Posters inform pupils of who they can talk to if they have a concern.

Both primary and secondary pupils feel safe from bullying and confident that issues brought to the attention of their teachers or a trusted adult in the school will be handled sensitively and effectively. The school takes a firm moral stance on bullying. This was reflected in the plethora of activities organised by the school in relation to 'Anti-Bullying Week.' Zero-tolerance for bullying was expressed powerfully in primary and secondary assemblies. Supported by their teachers, secondary pupils had made a video strongly denouncing bullying as wrong and harmful to the well-being of its victims.

Other strategies to safeguard pupils include security staff to monitor entry and exit to the school site through 2 gates. A CCTV system monitors the school site and is viewed regularly by security staff. A colour coded lanyard system is in place for different adults on site, such as school staff, visitors, and parents. However, teachers did not routinely wear lanyards and parents rarely displayed their lanyard to pick up their children at the end of the school day. All visitors must provide identification before entering the site and show their local government Covid-19 test application during the current pandemic.

Supervision of pupils at all times is visible and appropriate. Staff are deployed for duties and actively monitor pupils. Behaviour is excellent at all levels of the school, which is proactively encouraged through high expectations from all staff. Relationships between all stakeholders in the school are also 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.

Pastoral monitoring systems are in place to track attendance, behaviour and safeguarding of all pupils, through progress leaders, heads of house and the senior leader. These systems are robust, regular, and coordinated for consistency between the different houses and also the different sections of the school. Attendance data is scrutinised to ensure that non-attendance is followed up promptly. This ensures pupils who are not in school have a reason for absence and are safe.

The school has a team of three nurses and three counsellors on the site to support the whole community. The lead nurse is assigned to secondary, with two assigned to primary. Facilities are well equipped for the size of the school. Additionally, key staff are first aid trained to support first aid requirements, such as physical education teachers, science technicians, design

and technology technicians and school trip leaders. Accidents are logged and managed in accordance with health and safety best practice.

The counselling team supports all members of the school community, including pupils and staff. The team is proactive in supporting the wellbeing of pupils, through outreach programmes and enhancing visibility. They also work with parents and produce a monthly newsletter to promote community wellbeing. Staff wellbeing is considered important, with initiatives such as regular thank you notes, morning yoga sessions, meeting agenda items dedicated to staff wellbeing and support for colleagues that request it.

The school has made a positive response to putting in place measures to reduce the spread of Covid-19. Parents were positive about the provision in place during remote and hybrid learning. The school is frequently inspected by compliance teams to ensure the school meets the countries requirements. Rigorous measures are taken daily to provide a safe and secure environment for pupils, staff, and visitors.

Risk assessments are in place to minimise pupils' risks and prevent exposure to harm. The facilities manager keeps records of external contracts and compliance certificates with local authorities. Evacuation procedures are clear and documented in key locations around the school. Fire extinguishers are located strategically and in high-risk areas. Fire drills take place termly to ensure procedures are timely and efficient. Access to the swimming pool, design and technology and science laboratories is restricted, and chemicals are securely stored.

Safe exit of pupils at the end of the school day is an area that the school's leadership team and parents recognise as an area for prompt action. There are concerns around the safe dismissal and transport arrangements of older pupils at the end of the school day. This was observed and was raised with the senior leadership team and the school's directors.

Student wellbeing is continuing to improve, following the period of online and blended learning. It remains a priority for all members of the school's leadership and management teams. Student wellbeing is discussed in meetings across the school. Weekly meetings take place between the designated safeguarding leaders and the heads of school. The pupils are well supported by a highly effective pastoral team who regularly monitor and support pupils. Leaders set high expectations on pupils in both academic and behaviour.

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

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

The school ensures that all required checks are carried out on all staff who are employed to work at the school. This includes checks made against identification, medical fitness, the right to work in Qatar, qualifications, and suitability to work with children. These checks are made before the person is appointed to the role. All teaching staff and teaching assistants are expatriates so 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.

Qualifications are attested and the school asks to see a police check certificate, International Police certificate and ACRO ICPC. Two references are taken up to check against the person's identity. Questions are asked of referees to provide assurances that the person is suitable to work with children. The school now requests certification regarding vaccines before staff are appointed to the school. Systems regarding the suitability of staff to work at the school are robust and all information is stored centrally on a single record that is monitored and updated.

Supply staff are not used at the school as cover is provided internally. Police clearance certificates are required for parents who hear children read on a regular basis. Other volunteers are not used regularly and have not been in school during the pandemic. Staff who have left the school since the last inspection are listed on the single central record.

Recruitment procedures highlight that the school is proactive in ensuring that suitability checks will be made by the school.

The directors are proactive in ensuring that the checks on staff suitability are made, through a centralised office. The owner of the school is a national of Qatar and well established in the local community. The owner, team of directors and executive principal support the ministry of education in Qatar in offering guidance about education matters. They are very well suited to meet the requirements and suitable to work in the school.

9. *Standard 5* The premises and accommodation

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

The school provides high quality and safe learning environments. The site is accessible to those with limited mobility having ramps and a lift. The site is enclosed by a perimeter wall and there are two gates for entrance and exit points for pupils at the start and end of the school day.

The primary and secondary sections of the school are clearly signposted and occupy two separate sections of the school. A corridor links the separate sections and central shared areas are used well. A piano and drum kit was arranged in the secondary shared area for a music performance. The primary shared area was used for intervention work and reading areas. Corridors are used well in the primary section for intervention work and extending work beyond the classroom for groups of pupils.

The sixth form area is separated from the main body of the school through a connecting walkway. Sixth form pupils have access to a common room and study room and there are areas for the sixth form teachers to work, in close proximity to offer support and guidance to pupils. The design fosters collaborative working and study.

The school is on two levels and stairways are wide and appropriate. Signage is clear and handrails in place. In the primary section the second floor was allocated to classrooms for older pupils and balcony areas were supervised. Balcony rails had additional plastic screens to reduce risk.

The school has a designated facilities manager responsible for ensuring the ongoing maintenance, safety, and security of the school site. The school site is well maintained by the maintenance team. Outside areas are clean and tidy, rubbish bins are located strategically, and signage is clear. Furniture is used appropriately and stored in designated storage areas. The school is very well organised.

The decoration of the school and many displays are stimulating. They are high quality and are visually appealing. Many displays focus on reading and writing in the primary section. Flags in the entrance hall represent the school values and the school house system, which create a sense of pride and belonging. Displays of pupils' work are evident throughout the school. There is an extremely high standard in the display of pupils' work in textiles and art.

Classrooms are well lit, ventilated and maintained. AC is available in all areas of the school. The specialised facilities and resources support pupils' participation in a wide range of academic and physical education indoor and outdoor activities. Pupils have access to specialised rooms in the secondary such as science laboratories, CAD labs, art labs and the

multi-purpose hall serve the different needs of pupils in the school and support the delivery of the curriculum. Some of the facilities are not in use due to the ministry of public health Covid-19 regulations. The swimming pool, canteen and libraries are closed. The 2 libraries are well-stocked and provide an engaging space for promoting a love of reading.

Toilet facilities are located throughout the school and are clearly designated for use by pupils or adults. Drinking water is normally available but due to the Covid-19 regulations pupils brought in water bottles.

There are sufficient spaces for outdoor play for pupils in the Primary and Secondary schools. A large outdoor artificial turf pitch is used by pupils at break times and in PE lessons. A large sports hall provides an additional space for PE. The playgrounds in the Early Years offer slides and climbing equipment. Only pupils in reception have access to dedicated outdoor learning environments. There is a lack of high-quality resources that limit opportunities for purposeful outdoor play and physical development in this area of the school.

There are sufficient shaded areas at break times. Congestion at break time for secondary pupils was reduced by careful supervision. There was a lack of seating and some pupils sat on the floor at break times as all available space was occupied.

The school clinic is appropriately resourced. A counsellor's office and offices for heads of houses are strategically placed. Administration is located centrally alongside the principal's office, by the main school entrance.

The school's buildings and premises are well designed to support the delivery of the English National Curriculum and the displays are stimulating.

10. Standard 6

The provision of information for parents, carers, and others

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

Parents report that having access to a range of communication systems keeps them fully informed about their child's education and all that is happening in the school. These include newsletters, emails, and messages on mobile phone apps.

The school's website provides a range of easily accessible information concerning all aspects of school life. This includes, academic programmes, contact details, admissions processes, selected policies, examination results, events calendar, and news. The virtual school tour is particularly helpful whilst on site tours are cancelled due to Covid-19 restrictions.

Parents receive regular and detailed reports as well as formal and informal updates about their child's academic and personal progress. Written reports have recently been revised and parents comment that the reports are helpful and clear to understand. Pupils' learning targets and predicted grades are now shared allowing parents, teachers, and pupils to work together and enable further improvement.

In addition to the written reports, parent-teacher consultations provide opportunities to discuss the achievements of their children. Parents commented that teachers are accommodating and available for meetings if needed, they respond quickly and arrange additional meetings to discuss their child as needed. Parents felt supported by school leaders and were satisfied by their approachability and accessibility. The school actively seeks the views of parents through surveys and parents comment that they feel that their views and opinions are valued and considered.

The information provided by the counsellor and the SEND department are welcomed by the parents. The Counsellor's monthly newsletters inform parents of initiatives that support pupil wellbeing. Personal communication from the inclusion team to parents of pupils receiving support is highly effective.

The information received to support transition from primary to secondary is a strength. Parents appreciate the opportunity to have tours of the secondary facilities and meet the secondary teachers as part of the transition.

Overall, parents felt very well informed about matters regarding the school.

11. *Standard 7*

The school's procedure for handling complaints

The school's procedure for handling complaints at DBS-AK 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 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. Parents confirmed that this is the most likely course of action when they have a concern or complaint. They also stated that concerns are dealt with quickly at this stage and resolved promptly. Parents will raise concerns with class teachers either through an app that is used to communicate messages between home and school or at pick up and drop off times. Class teachers in primary and form tutors are approachable and available at these times at the entrance and exit to the school.

Where 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. All correspondence was documented, and outcomes stated.

12. Standard 8

Leadership and management of the school

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

The executive principal leads across the network of three Doha British schools. He is supported in his role by two directors and the school's owner. Together they plan strategically for the development of education across the network.

The school's executive principal wider cluster role has included ensuring a consistent approach across all schools in strategic planning, school improvement planning and the implementation of the 4 Pillars and Character Development. For example, the school hosted a joint DBS inset day based on the vision and direction of travel followed up by workshops led by all SLT across three schools.

Policies and administrative procedures are centralised, but each school retains its own identity. The directors regularly spend time in DBS-AK meeting the executive principal and the senior leadership team. Their cycle of meetings brings the schools under the Doha British School network together every four weeks. The recently appointed director of education will enhance the strength of this team, and further develop the identification and sharing of best practise within the network.

At DBS-AK, the secondary and primary sections of the school are led by the lead head of secondary and the lead head of primary. They are both accountable for the performance of their sections of the school and meet regularly with the executive principal. The primary section has a team of middle leaders who are the heads of key stages, learning support and head of Arabic. The secondary section has subject and pastoral heads. The middle leadership team receive training and guidance to ensure they are effective within their role. The leadership team covers both the academic and pastoral elements of the school effectively. The lead head of primary joined the school at the start of the pandemic when the school moved to online and later blended learning, this has restricted his impact on face-to-face provision.

The school's leaders are committed to school improvement. The school's action plans are detailed and based upon a range of information to inform school self-evaluation. Pupil and parent surveys demonstrate that consultation and accountability are intrinsic to the school's system of governance and improvement. The priorities in the school's action plans focus on improving teaching and learning, community engagement, leadership, character development and the links with the cluster of schools. The senior leadership team use pupils' assessment data effectively to analyse the school's performance and address areas of improvement. There is yet to be a clear impact on improving the quality of teaching so that all teaching across the school for all pupils is consistently good or better. The most measurable impact is the Character Development initiative. The school are well on track to having this fully embedded

by the end of the academic year.

There is a whole school approach to continuous professional development (CPD). There is a 6-week rotation of CPD which covers training within individual departments, led by the teaching and learning community and senior leaders. Staff have received training from external providers and the school has supported aspiring leaders through their National Professional Qualification for Senior Leaders qualification. Middle leaders have opportunities for professional development and opportunities to develop in their career. Newly Qualified Teachers (NQTs) and Early Career Teachers (ECT) follow a well-structured programme to support their teaching practice. Members of the senior leadership team coordinate the ECT/NQT programme across the DBS Cluster. The school is working with a UK provider to support a local teacher gain an International PGCE.

Staff are happy in the school and talk positively about the leadership team and the pupils. Recruitment and retention of staff is challenging due to the competitive salaries from other local schools. New staff feel welcomed into the school community and there is support throughout for those moving to the school from abroad. The performance management process requires some consideration to ensure it has an impact on the outcomes of pupils. So that judgements about quality of teaching in each section of the school are reliable and focussed accurately on priorities for development.

The school operates effectively. The school has created a community feel where all opinions are considered, and this has led to improvements in many areas. The administrative and support staff play a pivotal role in improving the school further.

The capacity for DBS-AK to further improve is strong, given the support from the team of directors and network of schools within the group.