



CIS Accreditation

Preparatory Evaluation Report

Doha British School – Al Wakra

Basic Information

School Context

Doha British School Al-Wakra campus (DBS Wakra) is a member of the DBS cluster of schools in Qatar and was the second school within the group to open. The school was founded solely as a primary school in 2014 but has since grown into a through-school with students currently from EYFS - Year 11. The school continues to grow in terms of year groups and student numbers each year; in August 2022, for instance, we will open our first Year 12 cohort, who will be studying AS courses, and our number on roll will currently be 458. Our NOR has increased from around 370 in August 2020. We have a two-form entry in most of our year groups with the exception of our pre-school group, which is currently a large single class, Year 5 which is three forms and Years 11 & 12 - the first cohorts to come through the school up to KS4 during its period of growth - which also have only single classes.

During the 2021/2023 academic year, DBS Wakra also accommodated DBS Rawdat Al-Hamama senior leaders, teachers, other professionals and students from EYFS – Year 9 on our campus. This was predominantly due to the DBS Rawdat campus not being ready to open due to COVID related delays in building (published opening date of August 2021).

DBS Wakra has the following demographics:

- 58% of our students are male and 42% are female
- There are 33 different nationalities of students in our school, of which 54% are Arabs, 26% are non-Arab muslim and only 18% are non-muslim. 38% of our students are Qatari and only 5% are from the UK; of the latter, the majority of this cohort are the children of current teachers and other professionals.
- 46% of our students live in Al-Wakrah, meaning that they live within a few miles of the school.
- The majority of our students - 51% - are siblings of each other.

DBS Wakra is accredited as an exams centre with Pearson Education and our first cohort of Year 11 students to sit iGCSE exams will do so in summer 2022.


DBS Wakra serves predominantly the area of Al-Wakra, a small town to the south of Qatar with approximately 80,000 inhabitants, although students are also drawn from the neighbouring southern areas of Doha such as Al-Thumama, Barwa City and Abu Hamour. The current school site has been redeveloped to serve its growing needs. In August 2024, however, DBS Wakra plans to open a brand-new campus in Al Wakrah, approximately 3km from the current site. There are already a number of large international or British schools in the Al-Wakra area, many of whom have state-of-the-art facilities, including GEMS, Oryx International School and Hamilton International Academy.

Although DBS Wakra is a through-school, its sole divisions are the primary and secondary phases. Within this, EYFS and sixth-form are viewed as sub-divisions. The through-school feel of the school, however, is tangible, with many families and siblings not necessarily seeing the barriers between phases and talking simply about year groups within the school.

Teachers are recruited mainly from the UK and Ireland, although there are also some from South Africa. Teaching assistants and admin professionals are recruited locally and come from a diverse range of countries both in Europe, Asia, South America and Africa.

DBS Wakra's governance arrangements take place via ESLT (Executive Senior Leadership Team) meetings. The Executive Management of the School meets regularly, which include the CEO, Executive Director, Director of Education, Executive Principal, Principals, Director of Corporate Services and Heads of School. Weekly meetings are held to discuss the strategic direction of the DBS cluster of schools and a 3-weekly cycle of school specific strategic meetings. The CEO and Executive Director are a critical friend to the school and provide support, direction and guidance. A policy review committee consisting of senior leaders review the policies of the school on an annual basis, these also go through a vetting process at the Cluster Network meetings. DBS has a Senior Corporate Services Executive, based at DBS AK, who oversees all aspects of the financial and resource management of the school in conjunction with the Executive Principal and Executive Board.

Academic policies are written collaboratively by key stakeholders with a schedule of regular review.



The Head of Corporate services is present on the DBS AK site full time and has the following responsibilities:

In conjunction with the Executive Director, create and implement an overall strategic development plan of the school.

In liaison with the Executive Director and the Executive Principal, develop the school's annual budget to agreed deadlines.

Manage student enrolment in line with agreed financial targets.

Act as a liaison between the school and Artan Holding's Finance and Accounting team

DBS Wakra receives additional leadership support from within the wider DBS cluster, for example for subject leaders at secondary school level. Although the complement of teachers is growing, there is often only one teacher of each specialist subject at DBS Wakra. In addition, DBS AK's primary and secondary heads of school are employed as lead practitioners for each phase across the DBS cluster.

DBS Wakra complies explicitly with the requirements of local Qatar regulations through the delivery of the 3 Subjects - Islamic/Arabic and Qatar History. The demographics of our DBS Wakra school community, which are predominantly Arabic and Islamic in nature, ensure that this particular aspect of our curriculum offer is something that we do well; feedback from both parents and students indicate that they value and appreciate our efforts in this regard.

The curriculum at DBS Wakra includes the formal requirements of the National Curriculum for England as well as co-curricular provision. Our aim is that learners have a rich, rewarding and challenging education that provides continuity and progression and takes individual differences into account.

All subject areas have curriculum Road Maps which outline the content sequence and indicate the seamless journey from novice to expert learner throughout a child's time in our school. The maps ensure that each subject area builds on knowledge and skills acquired during previous years. They encompass the necessary skills for the end of Key Stage assessments.

Non-academic outcomes, such as our commitment to character development, for example, are tracked via our character development website which gives both students and teachers - as well as parents - opportunities to monitor progress against the agreed character traits.


The National Curriculum of England has been implemented in the primary phase. Curriculum plans have been developed ensuring horizontal coherence and vertical progression. All year groups in primary have schemes of work to accompany each unit of work, this is particularly true of the core subjects of English, Mathematics and Science where from Year 1 to 6 teachers use curriculums from Read 2 Write, White Rose Maths and Outstanding Science. All year groups use Knowledge Organisers, all of which are published to the DBS Wakra community, on a termly basis, outlining to parents and students a clear outline of the knowledge, skills, facts and figures they will need in all subjects. Teachers in primary continually refer to the knowledge organisers in all subjects, and low-stake quizzes are used regularly to transfer that knowledge into the long-term memory.

In secondary, the school's Road Maps and Curriculum Overviews, all of which are published to the DBS Wakra community on both an annual and half-termly basis, give parents and students a firm understanding of what learning will look like in all subjects for all students. There are three columns on our Curriculum Overview documents, all of which must be carefully completed each half-term by subject specialists. In simple terms, so that our community can be clear about the information, we ask what topic(s) will be covered in each subject, what knowledge, understanding and skills will be addressed and - perhaps most importantly - what excellence will look like for each topic so that students know what to do in order to reach the highest academic standards.

The school day begins at 7:00 am and ends at 12:45 for pupils in the Early Years Foundation Stage. For Key Stage 1 to Key Stage 4 the school day begins at 7:00 am and ends at 1:30 pm. Entry and exit times are staggered so that we can ensure a safe and orderly beginning and end to our school day due to the size of our current site in relation to our NOR.

The ratio of staff to children in Pre-School is 3 to 8, in Reception and Key Stage 1 it is 2 to 14, and in Key Stage 2 onwards there is one class teacher to a maximum of 28 children, although the numbers vary in each year group due to the current growth of the school. In addition to this, the school currently employs 12 teaching assistants, all of whom are placed with care according to the needs of each cohort by our SENCO who is in receipt of the UK SENDCO qualification (NASENCO). Classes throughout the school are capped at 28 students.

The Early Years Foundation Stage underpins all future learning by promoting and developing the seven areas of learning. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and



for building their capacity to learn, form relationships and thrive. The three prime areas of learning
Communication, Language and Literacy
Physical Development
Personal, Social, Emotional Development
The prime areas of learning are fundamental throughout the EYFS as they work together and move
through to support development in all other areas of specific learning. There are four specific areas
of learning
Literacy
Mathematics
Understanding of the World
Expressive arts and design

In **Key Stages 1, 2, 3 and 4** the curriculum incorporates subjects in the following areas of education:

English (Literacy) which includes reading, writing, spelling, grammar, speaking, listening and drama and in Primary, phonics and handwriting.
Spanish
Arabic and Islamic Studies (native speakers – as stipulated by the Supreme Education Council of Qatar)
Mathematics
Science
Technology
Computer Science
Design Technology (including Food Technology)
History
Geography
Personal, Social, Health Education and Citizenship
Qatar History

The curriculum is adapted to include the Qatar History elements as required by the Supreme Education Council of Qatar.


The admission process for EYFS is based on observations by one or more members of the EYFS team. Children who wish to join our Early Years are invited in for an assessment session where professionals will observe the social skills of the child (being away from parents, taking turns, sharing, responding appropriately to instructions); language skills, both verbal and written (if appropriate); mathematical skills (being able to count, recognise simple shapes, create patterns). The admission test for Key Stage 1 learners is based on a meeting with the Head of Primary, who administers Standardised Tests in English and Maths that provides a baseline data in line with the UK educational system. However, the Head of Primary may accept children into the school if there is potential for children to make progress, despite some new entrants being significantly lower than elsewhere within the DBS cluster.

The admission test for Key Stage 2 learners is currently a standardised test (Progress Test Maths and Progress Test English) that provides baseline data in line with the UK educational system. New entrants to DBS Wakra join with scores which may be somewhat lower than elsewhere within the DBS cluster due to the growth needs of the school; this includes an understanding of English which may not always be at a high level due to the EAL needs of the community which DBS Wakra is proud to serve.

Cognitive abilities testing (CAT4) is currently carried out through to Year 6 to provide baseline data that informs planning, target setting and a greater understanding of the learners' preferred learning styles.

In our secondary phase, baseline assessments are currently derived from a combination of Key Stage 2 levels. PTE/PTM assessments, CAT4 scores and teacher assessment. Continued assessment through Key Stage 3 is derived from a mixture of both formative and summative assessment, as in the UK.

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). DBS Wakra's KS4 offer will expand to include a greater number of subjects as the school continues to grow.



The school has an open access Admissions Policy however learners at our school must be able to access our curriculum, which is established by admissions testing. DBS Wakra places students in their relevant year groups according to their age, and from this point they will study relevant National Curriculum content.

Students are guided through subject options for Key Stage 4, albeit within a course selection process which is somewhat limited due to the current size of the school. A suite of post 16 qualifications are offered across the wider DBS cluster in the Sixth Form to better cater for students within that age group.

DBS Wakra's SENCO plays a key role in this work, seeking to identify, through screening and ongoing monitoring, the particular needs of individual students and putting in place strategies to support students in their learning. In line with the UK's SEND Code of Practice, DBS Wakra uses a graduated approach to identify and support students with additional needs based on a four-part cycle of 'assess, plan, do, review' where targets and support are regularly planned to ensure students make progress in their learning journey. As part of this graduated approach, the school implements three levels of support:

Wave 1: Quality-first, inclusive teaching

Wave 2: Targeted intervention

Wave 3: Additional and highly-personalised intervention


Through these three levels of support, all students, including those with additional needs are able to access our rich and diverse curriculum. Students who have a Special Educational Need or Learning Difficulty may have their learning modified through differentiation to take account of their particular strengths and needs, as appropriate. Adjustments may also be made to the learning environment and, where necessary, some students may receive additional assistance, to ensure that they can access the curriculum. Support, advice and training are also provided for all teachers and other professionals working with learners with additional learning needs.

DBS Wakra delivers schemes of work through which students acquire skills in speaking, listening, literacy and numeracy. Specific related objectives are contained within the English and Mathematics curriculum as well as throughout other subjects. DBS Wakra has an Associate AHT with specific whole-school responsibility for the effective development of numeracy skills for all students. We also have another Associate AHT who takes on the responsibility of whole-school literacy. These roles are in place because senior leaders have undertaken a careful study of our school's demographics and current needs.

With a high proportion of students whose first language is not English there is a real responsibility to ensure that each student has the literacy tools to enable them to function within the English-speaking community of our school. We have labelled this 'functional literacy' and have moved towards complementary EAL foci within the curriculum and adaptations of the British curriculum in order to assist this.

In secondary, English this is currently being demonstrated in a wider range of Learning Intentions within the planning; topics are being rewritten to include an EAL focus within the core planning and grammar is being taught discreetly with an understanding of the differences between first languages and English. Each term students will be expected to have formal assessment in all four areas of Reading, Writing, Speaking and Listening and the IGCSE pathway includes an option for Second Language and First Language or the more traditional First Language and Literature path depending on the specific needs of the cohort. Training for all staff has placed much more emphasis on the use of both speaking and listening within the classroom in all subject areas, something that will be further explored as the year continues and key vocabulary is displayed throughout the classrooms to enable students to learn the metalanguage of each subject early on. In addition, all subjects teach writing forms relevant to their subject area, and explicitly outline the key language and structural features required for students to be successful within that writing type (describe, inform, explain, analyse, review and comment).

In primary the literacy strategy has been rewritten and implemented from August 2021. It is a document with clear expectations of teachers and other professionals, detailing the specific requirements for both content and frequency of activities. Language acquisition is led through phonics but there is a clear, separate expectation of speaking and listening activities within the classroom and a continuance of skills throughout their whole time in EY, KS1 and KS2. Regular assessment and observation are a key focus wherein staff can pinpoint individual needs and put in place support programmes in order to ensure that the expected progress is made by all.



The language-rich environment of the primary classrooms was the inspiration behind ensuring the secondary spaces continued the development of all levels of words. These displays offer resources to help reinforce literacy, such as: connectives, writing frames, key words and language techniques. Schemes of work, across all subjects, provide opportunities for learners to talk as part of their learning. Activities such as discussions, debates, drama and reviews are evident across all areas of the curriculum. Wider student activities include Model United Nations and World Book Day.

The development of numeracy is viewed from a whole school perspective with carefully planned schemes of work that develop students' numeracy skills as they progress through the school. In Primary the White Rose Maths scheme of work is followed from EYFS to Year 6. This mastery-based approach exposes students to concrete, pictorial, and abstract mathematical concepts that enables students to apply and develop their numeracy skills in a variety of contexts. In secondary students build on their firm grasp of basic numeracy and apply these skills to the wide range of topics that make up the iGCSE Maths curriculum. When a student is identified as not as numerically developed as the age-related expectations would suggest, interventions are quickly put into place to ensure that key concepts are secure.

As well as a carefully mapped out vertical progression, numeracy skills are applied across the curriculum in a consistent and considered manner. This is ensured through the primary schemes of work and long term plans such as Outstanding Science. In Secondary, cross-curricular links with numeracy are embedded into the schemes of work and long-term plans. This has been supported and implemented through the provision of resources and training to ensure consistency in language and methods. Consistency and quality have been monitored through learning walks, lesson visits, and a specific, whole school, Maths audit.

The development of numeracy is supplemented by a range of resources that students can access at home including Numbots, Times Table Rockstars, My Maths, Century, and Dr Frost. In particular, Times table Rockstars has facilitated whole-school, cross-campus and inter-school competitions which have raised the profile of numeracy amongst the DBS community.

Our SLT have supported the development of a link with Commercial Bank of Qatar so that financial literacy skills can be taught explicitly to students. In addition, we have developed strong links with Qatar Stock Exchange, which included attendance at online seminars for all secondary aged students during the previous academic year. We will also be strengthening this link with additional tailored Qatar Stock Exchange tasks this year. These extra-curricular activities help to highlight the importance of strong numeracy skills for life beyond school.

In addition, DBS Wakra also provides curriculum enhancement opportunities with external providers for its STEM provision. For example, we have developed links with external providers such as Practeria UK and 3 Engineers, both of whom have delivered online sessions for both primary and secondary students.

English is the primary language of instruction at Doha British School. All prospective students are required to demonstrate a minimum level of English before they are admitted. All lessons are planned and delivered in English with the exception of Islamic Studies, Arabic and Spanish. Our DBS Wakra community is, however, predominantly Arabic speaking, so teachers and other professionals understand the importance of both promoting effective use of English to the highest possible standard within an EAL context.

In November 2021, all DBS campuses were inspected by BSO ([British Schools Overseas](#)) as part of a normal four-yearly cycle. This was the first ever standalone inspection for DBS Wakra, however, and we were delighted to be acknowledged as an 'outstanding' school. Copied below are some excerpts from the report, all of which offer valuable insights into the quality of our school. The report is available in its entirety [here](#).

Overall effectiveness of the school:

- This is an excellent school due to strong leadership from the principal and the head of primary

The quality of education provided by the school Curriculum

- Reading is a strength of the school
- A culture of reading is evident in all areas of the school
- In key stages 3 & 4, the curriculum is broad and interesting and provides a strong foundation for further learning
- Creative planning and cross curricular links enable the full curriculum to be relevant and meaningful to all pupils
- The curriculum is regularly reviewed and adapted to meet the needs of all pupils

Teaching and assessment

- All lessons observed were at least good and in a considerable number the standard was excellent
- Teachers in key stage 2 plan engaging and challenging lessons. There are no missed opportunities to learn
- Excellent routines are in place to ensure there is pace in the lessons. Pupils are fully engaged in their learning and are inquisitive
- Teachers' excellent subject knowledge enabled lessons to be adapted quickly based on the needs of the class
- 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

Spiritual, moral, social and cultural development of pupils

- 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 Wakra
- Pupils 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
- 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
- Reading, a demonstrable strength of the school, transports pupils to diverse cultures and allows them to learn and reflect on the richness of the human experience and the wonders of the physical world around them
- Pupils' and parents' views are regularly consulted through surveys every half-term, demonstrating the school's accountability to its school community
- 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

The welfare, health and safety of the 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
- The behaviour of pupils is excellent
- Relationships are excellent throughout the school and pupils feel safe while at school
- Teachers pay particular attention to pupils' happiness and wellbeing

The provision of information for parents, carers and others

- Parents enjoy the British aspect of the school
- One parent commented, "My child has blossomed here."



Leadership and management of the school

- The school's leaders articulate and share a clear vision of outstanding teaching and learning at the school

Synchronised accreditation

Is your school's accreditation process synchronised with the IB or another agency?

- No

Reflective Statements

Reflective Statements – Head of School

The DBS guiding statements are appropriate for and understood by all members of the DBS Wakra community. This is the case even though they may be interpreted slightly differently according to each individual's, or even each cohort's, varying perspectives or daily lived experiences within our school community. DBS Wakra is an international school which serves a unique context within Qatar, one which is overwhelmingly Islamic in nature and in which English is spoken as a second language, but its purpose and the manner in which its teachers and leaders operate – with sensitivity and commitment to educational purpose – is appreciated by all.

DBS Wakra's guiding statements are tailored well for the community it serves. Our teachers understand that although achieving high academic outcomes is a key driver for our community it is also vital that we play a crucial role in creating people of strong and effective character who are able to thrive in a modern, diverse and inter-connected world.

DBS Wakra is an inclusive school with both strong leadership and a harmonious culture. In addition, teaching & learning and student behaviour are excellent; both elements, of course, are key building blocks for any effective school. Student academic achievement is strong when scores at entry point are taken into account, and as the school develops on its journey it will be important to note academic progress in IGCSEs and post-16 courses over time. The needs of our local community are catered for effectively within a wider international setting and in a manner which adheres to the requirements of the English National Curriculum. Student transience is an ongoing challenge for the school and reflects not only the ever-changing ex-pat workforce which accounts for 85% of Qatar's demography but also some local cultural issues, such as Qatari students (who make up over 40% of the school population) leaving to continue with a solely Islamic education or to attend military schools. As DBS Wakra continues to grow and moves to its new campus in 2024, it will be vital that priority continues to be given to the ongoing cultivation of a climate which currently supports the school very well. In addition, student attendance, which in 2021/2022 was around 90% across the school, is an area which must be addressed effectively as a matter of urgency.

Reflective Statements – Governors and Board

Doha British School (DBS) guiding statements are indeed appropriate for all members of the school community because it exemplifies our approach to holistic education as a top leading British International School in Qatar. The guiding statements are coherent in displaying high levels of commitment for student welfare, health and safety, standards of learning, effective school leadership and management. The strategic initiatives embedded in all levels of the school include the personalisation of learning, well-being, safeguarding of pupils and leadership development. Parents fully support the vision and the direction of the school. They recognise the important contribution the school makes towards the development of their children's lives. The school is held in high regard for the wider community and parents. The students are proud to be members of the school community and value the opportunities it provides.

DBS has clearly stated guiding statements which is known to all stakeholders. The guiding statements are encapsulated in the fundamental ethos of the school particularly around Internationalism, Teaching and Learning, the provision of an outstanding student experience and the development of pupils who become global citizens. The guiding statements perpetuates the commitment to providing first class British education for all students which reflects best practices both academically and pastorally. The purpose of the school to ensure that every young person should gain as much possible from the school is embedded in the development of the whole person and the focus on holistic education, in the form of extra-curricular provision, including sports, arts, clubs, societies and leadership development programmes.

The School's Strengths are the following:

- Strong Leadership
- Quality of Teaching is exceptionally good
- Pupil achievements are good in all aspects of their education and development
- Strong Relationships amongst the staff based on mutual respect

- Exceptional Progress in EYFS
- Strong Reading Culture
- Excellent British appearance and ethos
- Clear Curriculum Policy
- High levels of Inclusivity
- Creative Planning and Cross Curricular Links
- Cluster wide synergy
- Spiritual, Moral and Cultural development
- Excellent Pastoral House System
- Excellent use of Educational Technology
- Comprehensive extra-curricular activities
- Strong Community Engagement Links
- Excellent Safeguarding Measures in place
- Excellent CPD opportunities available to staff
- Safe Recruitment processes in place
- Good Facilities and Excellent usage of space
- Good communication strategy to all stakeholders
- Excellent digital footprint and exposure
- Good school policies and procedures in place

Challenges:

- Additional Teacher Assistant training required
- More rigorous work to be done on attendance levels
- Strengthening Secondary

The statements are reflections upon our mission, values and purpose, all of which can be found via the following link:

<https://www.dohabritishschool.com/wakra/mission-vision>

Reflective Statements – Parents

The statements are direct and precise in what DBS strive to provide for the young minds that enters the school. Knowing that a full and comprehensive education awaits them as well as preparing them for an ever changing world . This is well implemented and guided strategically in DBS Wakra.

By being at its level best in whatever that is taught and actioned through the teachers. Conducting STEM sessions , bring in speakers like the Qatar Stock Exchange and engaging students with the latest technology i.e application on devices and coding. Because something's cannot be taught from the books.

Those are appropriate for all members of the school community.

Purpose, mission, vision and values are taken by the vast majority of the parents as a positive sign of the school's commitment to our community and children's future.

The strengths are the school's willingness to go above and beyond what is expected from the students and nurturing them to adapt for the future. To implement a reality that each student can improve his or her overall performance by aiming for quantifiable goals.


As far as parents are concerned, they do feel that school is preparing pupils well, they are also challenged, and the curriculum is up to their expectations.

As for the challenges DBS have to have the ability to be robust in carrying out the changes that the world is very dynamic and to adapt as quickly in order to strive to fulfill its guiding statement so that no student is left behind.

Curriculum is well established and fits the parents' expectations. Pupils are challenged when needed and always encouraged to perform better. One of the challenges would be to ensure the school is kept on the same track while growing in size and capacity, to have even better facilities that would allow children to express their creativity.

Reflective Statements - Teachers and Support Staff

The school's guiding statements are at the heart of DBS Wakra. Teaching and support staff firmly believe that every young person in our school should have access to a relevant and challenging curriculum that provides them with the skills and knowledge to be successful in an ever-changing, diverse world. This is inclusive of all members of the school community, as in DBS Wakra, all



adults are considered teachers for their contributions to the holistic development of each child. This creates a really special environment in which everyone plays a role in ensuring every young person gains as much as possible from our school, from the moment they walk through the front gate. Parental involvement is a key priority for DBS Wakra as this creates a sense of belonging amongst all families. This is evident from the number of families who have sent their children to our school and the influx of interest in our campus over the past year. Our inclusive environment inspires diverse families from many cultural backgrounds to support their children in their learning journeys. This brings learning beyond the classroom and develops a love of lifelong learning. Children in our school feel a sense of belonging and take responsibility for their learning and achievements. The positive learning environment stimulates their natural desire to progress and thrive not only academically but also physically, emotionally and socially.

There are a variety of ways in which our school's guided statements are implemented. A key focus for DBS are the character development traits which are promoted amongst everyone in the school community. These traits are displayed around the school and in every classroom to stimulate natural curiosity and discussion between adults and young people. Every week, in both primary and secondary, the assemblies focus on a specific character development trait and our award schemes (such as Star of the Week, Dojo points and House points) provide an incentive and encourage our young people to show strength and awareness of these key attributes. Virtual postcards, which are accessible to our parents, are also awarded as a further incentive to develop these skills required to contribute to the school, the community and the wider world. As well as this, the Teacher of the Week award recognises adults around the school for their contribution and dedication to the school and its students and encourages everyone to recognise and celebrate all achievements, regardless of size or significance. We also embed our approach to character development by offering a wide range of extra-curricular activities such as debate club, eco-school, zumba and mini-millionaires. Each ECA aims to promote community spirit and inquisitiveness, whilst also allowing our young people to explore who they are beyond the classroom. New initiatives are discussed and organised with the aim of further developing student's global awareness and community spirit. An example of this is the Eco-Schools which started last year in order to give students the platform to not only learn about the idea of sustainability but also develop many skills in order to implement their ideas as they had to lead the initiative. Additionally, at the end of each half-term we identify students who may need extra support and provide Minibite sessions for the following weeks. These sessions are designed to fill the gaps in subject knowledge and build solid foundations so students can continue to learn. Furthermore, our school counsellor provision develops our young peoples' self-esteem, empathy and offers both guidance and a listening ear during times of difficulty in their lives. Above all, every member of our school acts as a driving force in ensuring that our young people are prepared and feel confident enough to be part of a global community.


We believe that our school's strengths in implementing its guiding statements effectively are that staff are genuinely dedicated to promoting the growth and development of the children in our care. As the school is very small and staff are relatively few in numbers, communication between staff and SLT is very effective such as when implementing whole school policies of praising students character by giving character development postcards. This further cements the vision of creating a vibrant and welcoming school which encourages students to enjoy learning.

Our young people are at the heart of everything we do; the policies, procedures and continuous professional development training aims to develop our teachers' skill sets and open their eyes to new ways of teaching and learning to deepen learning.

Teachers have a lesson observation every half term and this is great as the positive nature of this allows teachers to share best practices and receive guidance on how to improve in order for students to effectively learn.

We offer a very good program for value-added education, and our diverse community exposes our children to new cultures through our firm beliefs of inclusivity. Our teachers have excellent subject knowledge in their areas of expertise and year groups, which allows them to stretch, support, scaffold and create engaging lessons for our learners. Likewise, with a high population of EAL students, we offer an excellent English provision through schemes such as Read Write Inc and Read to Write, whilst also acting as language role-models to foster language development.

Students in year 9 and 11 have weekly careers sessions organised and led by qualified professionals which gives students the relevant information needed to progress their careers.



Unifrog platform is used where students have access to suggested career paths based on preferences selected, videos of various careers and links to many universities around the world as well as within Qatar. This foresight allows students to think about their futures and encourages them to be lifelong learners.

In regards to the challenges we face in implementing our guiding statements, our current school facilities could be improved to utilise learning opportunities and time. More specifically, the technology and equipment in both communal staff areas and the whole-school ICT suite could be modernised to allow for tasks to be completed in a more timely manner. However, we do understand that this need will be addressed with the plans for a new DBS Wakra campus in the near future. In addition, our senior leadership team recognises and appreciates the difficulties faced in regards to resources, however, the DBS cluster (which includes our Ain Khalid and Rawdat al Hamama campuses), could liaise more effectively with DBS Wakra to share best practice and equipment. However, we do understand that the Covid-19 pandemic has affected our ability to work more effectively as a cluster and meet on regular occasions. This cluster collaboration would also facilitate a better experience for our NQTs as their needs could be supported by more people and their opportunities to learn from other professionals beyond the Wakra campus would be hugely beneficial to their professional development.

Reflective Statements - Students

We believe that DBS Wakra has guiding statements that are right for us. We are all from different parts of the world and teachers respect us as individuals. They also help us to do well in our studies and support our emotional needs as we grow up.

Teachers talk a lot about our character development and this motivates us to do even better. We appreciate the care they show us each day.

DBS Wakra is small and feels like a family. When the school moves to its new campus it will be important to try to keep the same feel.

Domain A – Purpose and direction

A1

The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)

School Response

Exceeds

The Doha British School guiding statement – 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 – has been developed over time by the successive wider DBS Senior Leadership Teams in consultation with all stakeholders, to ensure the vision, values and direction are appropriate to the whole school community. The vision, mission and values of the school are all incorporated into the school's [Core Purpose](#). This Core Purpose is prominently displayed around the DBS Wakra campus and detailed school policies (which are consistent across all DBS schools) and communication to parents.

This Core Purpose defines our school, challenging both curriculum design and pastoral care. All staff understand the core purpose and work to ensure every young person gains a quality education and are of the belief that all learners can and want to achieve.

The guiding statements are discussed at Governors and SLT meetings. These statements provide the starting point for both senior leaders when creating school improvement plans. These plans are shared and discussed with middle leaders and other stakeholders.

The guiding statements were initially discussed with parents and members of the school, which includes friends of DBS (Friends of DBS are a group of parents who are actively involved in supporting the development of the school). They had direct input to the development of the school's guiding statements and continue to support the development of DBS Wakra as our school continues its journey.


Doha British School has [four pillars](#) which are seen to be central to both its ongoing development and its commitment to excellence: Teaching & Learning, Leadership & Management, Character Development and Community Engagement. A fifth pillar, supporting the DBS Cluster, can also be found on school improvement plans across the wider DBS cluster of schools. Our commitment in particular to the effective character development of our students is evident around our school in both a physical sense and in the behaviour and attitudes of the young people in our care, all of whom strive to meet the expectations of the seven characteristics which guide and support their growth: *respect, self-confidence, honesty & integrity, motivation & ambition, resilience, inquisitiveness and community spirit.*

We place great emphasis upon not only the academic progress of our students but also their character development. Our character development strategy is not a bolt-on initiative but rather a well thought out plan which permeates life in our school and which is designed to ensure that - along with the students' families - we take responsibility for preparing the young people in our care for successful lives in a modern world where how you are able to deal with life's challenges can often dictate the quality of your life. Our character development strategy links with learning in classrooms, our ECA offer, all external trips and visits and our pastoral systems.

Evaluator Response

Exceeds

A common understanding of the guiding principles of the school is evident among the stakeholders of DBS Wakra. The Principal, whose leadership unpinning the purpose and direction of the school is exceptionally strong and progressive, and the Head of Primary who has been integral to the successful evolution of the school, are united in their vision of a school which is international in enrolment and curriculum, inclusive and challenging in learning and where children enjoy and achieve in lessons and enrichment activities. Although the purpose, mission and vision are outlined on the school website, the most obvious characterisation and translation of them is through the



four “pillars” of Teaching and Learning, Leadership and Management, Character Development and Community Engagement. There is high visibility for students around the Character Development pillar with impossible-to-miss boards hanging from ceilings in corridors throughout the school.

Discussions with the Head of Secondary and Deputy Head of Primary, both of whom are new to post, indicated that these aspirations and values were key to their interest in joining the school. These four leaders aided by Assistant Heads form a strong team and display drive, energy and a will to innovate as they move the school forward. This zeal for continuing improvement should be grounded in the philosophy of the guiding statements as the school moves into the Self-Study period.

The influence of the guiding principles is evident in both the 2020/21 school development plan and the plan operational in the current academic year with the latter being based around themes grounded in the four pillars. Older students, in particular, spoke with warmth and honesty about how some of these characteristics are recognised as strengths of educational development at school. Several students pointed to how the climate of the school instilled confidence in themselves and their peers. One student, when asked how she would describe the school to a friend, felt “community-spirited” was the most appropriate phrase she would use.

Commendations

Domain A, Standard 1 - The Principal and his SLT for ensuring the ethos of the school, as illustrated by the vision, mission and other components of the guiding statements, informs planning, decision-making and aspirations.

Recommendations

Domain A, Standard 1 - The Board, Executive Principal and Principal should ensure that the principles and values espoused in the guiding statements help drive the school’s journey through further self-reflection and by implementation of recommendations from the Preparatory Visit during the Self-Study period.

A2

The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)

School Response

Exceeds

Doha British School has a well-established definition of high-quality learning and what it means within the context of both DBS Wakra and the wider DBS cluster. Our core purpose is based on our fundamental belief that all our pupils can, need and want to achieve. Central to this also is our commitment to [character development](#) and the clearly articulated characteristics which students in all phases are striving towards and which place pupil learning at the centre of everything we do as well as supporting us in preparing students for life in the 21st Century. We intend for our pupils to develop *respect, self-confidence, honesty & integrity, motivation & ambition, resilience, inquisitiveness* and *community spirit* as an outcome of actively taking part in lessons in all subject areas in our school. Learning is enabled by the promotion of creative, challenging, and rigorous lessons. Pupils are assessed by Cognitive Ability Tests and set targets that should stretch and challenge them. They are encouraged to master knowledge and develop skills appropriate to their age and ability. All Pupils are given the opportunity to develop, thrive and to reach their potential. We do this by providing the right opportunities and the right support.

Teaching & learning at DBS Wakra is driven by our belief that learners can, need and want to learn. Our DBS Wakra T&L processes provide senior leaders with up-to-date accurate information about both the current standard of teaching and learning across both phases and within year groups and subject areas and where any strengths and areas for improvement lie. This then informs next steps and allows senior leaders to plan appropriate CPD.

Our [Teaching & Learning policy](#), which is created centrally within the DBS cluster, is underpinned by our belief that our learners learn best when they are supported, challenged, have purpose, make connections, have ways to manage their learning and are engaged. Learning visits take

place weekly, with always more than one visitor leading the process so that subjective judgements can be avoided, and subsequent professional dialogue is enabled as an integral element of the process. Book looks and student voice activities also form part of the ongoing lesson visits process and indicate live standards in each area.

Policies and practices for Teaching & Learning are consistent across the wider DBS cluster and make clear reference to both the DBS guiding statement and the schools' commitment to the character development of its students.

High quality learning is highly visible within DBS Wakra because:

(Information from [BSO report, November 2021](#))

- All lessons observed were at least good and in a considerable number the standard was excellent
- Teachers in key stage 2 plan engaging and challenging lessons. There are no missed opportunities to learn
- Excellent routines are in place to ensure there is pace in the lessons. Pupils are fully engaged in their learning and are inquisitive
- Teachers' excellent subject knowledge enabled lessons to be adapted quickly based on the needs of the class
- 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

DBS Wakra follows the British National Curriculum offering EYFS, KS1, KS2 Primary education and KS3, IGCSE & AS in Secondary. At every stage there is a curriculum in place with clear aspirations for all Pupils. All Pupils have their specific targets and progress is regularly monitored as part of the rigorous quality assurance procedures in place at all level of leadership.

In line with all schools within the DBS cluster, DBS Wakra has clear monitoring and evaluation cycles to ensure consistent high-quality practice is being delivered. Senior leaders lead this process and the evaluation is shared with parents, staff, pupils and governors. All teachers at DBS Wakra deliver consistently good or better lessons and this evidenced as consistent practice across both primary & secondary. The quality of teaching over time continues to improve and is verified through a process which is aligned across the DBS cluster and which includes regular observations, learning walks, scrutinies of planning, marking and learning cycle data. The principal and the head of primary take responsibility for the quality of learning & teaching in their phases, which are regularly scrutinised and quality assured by the wider senior leadership team. The process of quality assurance has been established over time and is seen as supportive practice that staff are fully engaged with. DBS is a school that constantly reviews its practices and is always striving to improve. Teachers or teaching assistants are required to take part in annual performance management and are graded against the teachers' standards. Regular focused learning walks take place for each year group or subject area as well as marking scrutinies. The outcomes of this process is shared and reflected upon to ensure high quality learning is consistent.

DBS has established a reputation for providing academic excellence. Our aim is to nurture, encourage and equip every child with the tools to exceed their academic potential, whilst also developing confidence, self-efficacy and self-esteem. Our IGCSE results from our first cohort of students to sit these external exams, which takes place in summer 2022, are expected to be strong and internal assessment for students in other year groups, in both the primary and secondary phases, show excellent progress over time. This evidence combined with our BSO Outstanding judgement shows that DBS is performing in line with the highest performing British curriculum international schools globally.

Teacher planning demonstrates a good understanding of the prior learning, aptitudes and needs of learners and this can be seen with reference to:

- effective differentiation;
- personalisation of learning;
- identification and referral of learners for intervention and support;
- transitional handover arrangements through Year groups and Key Stages;
- access to prior and ongoing assessment data.

Evaluator Response

Meets

DBS Wakra has within its teaching and learning policy, available on the school website, both a sentence which indicates that one of the aims of the policy is to ensure high quality learning experiences for students and thirteen key principles which detail how teachers aim to ensure students reach their potential. All of these principles are rooted in good pedagogical intentions and, if incorporated into teaching repertoires with consistency, would certainly impact positively on classroom practice.

In addition to policy documentation, evidence from the school's submission demonstrates a belief that their learners learn best when they are supported, challenged, have purpose, make connections, have ways to manage their learning and are engaged. As referenced in Standard A1 the seven Character traits (respect, self-confidence, honesty & integrity, motivation & ambition, resilience, inquisitiveness and community spirit) should be evident as medium term outcomes from classroom experiences and learning.

Evaluators made almost 40 visits to lessons and whilst there were many good aspects of teaching and learning to be seen, achieving consistency of best practice is still part of the school's journey. Responses in Domain C characterise evaluators' views in more detail for this area.

Teaching and Learning "Brilliant Basics" (high expectations, feedback, routines and relationships, progress and differentiation) are referenced in classrooms across the school and are well known by teachers and students. A parallel set of "Brilliant Basics" are also on display for Daily Routines. References for both Brilliant Basics were made in the opening assemblies of the school year.

Discussion with teachers suggested that, although aspiration and ambition for students' learning were high, there was only a partial understanding/appreciation of the key principles and how they might be woven into practice at DBS Wakra. The viewpoint of Secondary students who have been with the school for several years, is that the quality of classroom experience has improved although several students voiced that they would like to see more "interactivity and fun" in lessons.

Despite the school rating of exceeded in the Standard, the evidence suggests that a rating of Met at the Preparatory stage is more appropriate.

Commendations

Domain A, Standard 2 - The SLT for their creativity in generating visible and accessible displays highlighting prioritised areas of teaching and learning such as the Brilliant Basics and key words associated with character development.

Recommendations

Domain A, Standard 2 - The SLT continue to drive for consistency in lessons, so that the quality of teaching and learning is equally high in all phases of the school.


A3

The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)

School Response

Exceeds

DBS Wakra is fully committed to developing intercultural learning. It forms an integral part within everything we do. We support intercultural learning by our very nature, as a school that has around 40 different nationalities.



At DBS Wakra we are preparing the young people in our care for a globalised future by offering a broad range of initiatives, programs, resources and a focus on 21st Century Learning Skills. We enable our students to explore the world and appreciate everyone for their unique qualities. Within the classroom teachers create inclusive environments in which our students feel safe, welcome and cared for. This type of learning environment supports the inclusivity of all students and ensures we are sensitive to the cultural needs of all are stakeholders.

Our commitment to intercultural learning goes beyond the classroom and can be seen in:

- Our extensive Extra-Curricular Activities programme
- School improvement plans
- The number of events that happen within in the school to celebrate our diverse nature
- International Day
- International Languages Day
- National Day Celebrations

As a school we are very mindful not to become tokenistic in our approach to intercultural learning, so embedding international mindedness and intercultural awareness continues to be a priority and will always remain a key focus. Our guiding statements endorse our commitment to developing intercultural learning, they drive every aspect of what we do to support our students to be model citizens and to be prepared for a dynamic global environment.

Senior leaders, teachers and other professionals at DBS Wakra understand the specific demographics of the community they serve. All members of staff know that around 40% of our students come from local Qatari families, that over half of our community are Arabs and that over a quarter are non-Arab Muslims. Teachers know that although there is an expectation that we adhere strictly to local cultural norms it is also vital that we support our students in their exploration of the wider world and expose them where appropriate and relevant to other ways of thinking and to cultural experiences which they may otherwise not gain access to. Our commitment to character development, for example, enables students from all cultural backgrounds to develop as well-rounded global citizens. DBS Wakra's culture is harmonious because of the diversity of both students and adults and reflects the multicultural nature of the community.

DBS Wakra's recent outstanding BSO report, in relation to our commitment to developing global citizenship, (November 2021) noted that:

- 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 Wakra
- Pupils' 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
- 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
- Reading, a demonstrable strength of the school, transports pupils to diverse cultures and allows them to learn and reflect on the richness of the human experience and the wonders of the physical world around them
- The intensely international and multicultural composition of the school's pupil and staff population underpins the understanding and celebration of cultural diversity

The school's curriculum provides appropriate opportunities for academic and sporting excellence and contributes well to students' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of the multi-cultural society in which we live. The DBS Character Development traits are embedded in the school's curriculum and pastoral and ECA programme and are highly visible around the school site.

The school complies explicitly with the requirements of local Qatar regulations through the delivery of the 3 Subjects - Islamic/Arabic and Qatar History. The demographics of our DBS Wakra school community, which are predominantly Arabic and Islamic in nature, ensure that this particular aspect of our curriculum offer is something that we do well; feedback from both parents and students indicate that they value and appreciate our efforts in this regard.

Teachers show a good understanding of cultural backgrounds of learners and this can be seen with reference to:

International days;

World Book Day;

Multicultural topics and contexts used to teach;

choice of literature both in classrooms and the libraries.

Our whole-school library is well-stocked and promotes both reading for pleasure and the support of learners' academic needs. Our whole school reading list, differentiated for students of each age, is compiled by teachers and published to our community annually with an explanation that we understand that reading for pleasure unlocks academic potential in all subject areas, and not just in English. The school has sporting facilities which support learners' physical development and the Physical Education curriculum.

Student leadership at DBS Wakra incorporates the formal roles of Head Girl and Head Boy - for both primary and secondary students and a student leadership team which consists of three councils which all meet on a half-termly basis; our primary and secondary councils feed into the school council. It is not easy being elected to our councils or to be chosen as a Junior/Senior Head Boy/Girl - both have rigorous application systems in place. We also have codes of conduct and constitutions for our councillors, such is the importance placed upon these prestigious roles.

DBS Wakra offers many opportunities for wider learning that prepare learners for adult life. An ECA programme operates throughout the academic year, offering a broad range of sporting and non-sporting opportunities. Other wider learning opportunities include international programmes (e.g. Model United Nations) and school and community based initiatives.

The PSHE curriculum and careers information also serve to prepare learners for life beyond school. Transition into the school and between Key Stages is deliberately planned so that learners' experiences are managed and monitored.

DBS Wakra has a climate which enables students to flourish both academically and in terms of their social development. All students are known and known well by teachers and effective routines and relationships form part of our commitment to ensuring effective pastoral care. Reward and recognition is provided regularly by teachers to students, by students to teachers and by teachers to teachers: we have Character Development postcards & badges, House Points, Dojo Points & Star Of The Week awards for students, all of which are high-profile acknowledgements of achievements; we have Golden Apple postcards which students love to award to teachers if they have supported them with their learning or delivered exceptional lessons; we have our weekly Teacher Of The Week award, which all members of our DBS Wakra community can win because we believe that every adult who works in a school should be seen as a teacher because every interaction with a child is an opportunity for them to learn something - this is a big part of our week and we celebrate our winners widely; in addition, the principal writes a formal letter of commendation weekly to a colleague whose efforts deserve recognition and this letter is shared with the Executive Principal and the Head of HR.

Our commitment to character development is not a bolt-on to the curriculum; instead, its essential components are woven into both our curriculum and our expected behaviours in school. All adults in DBS Wakra are seen as teachers and all teachers are expected to act as role models for students in the sense that they support the emotional development of the young people in their care at all times.

DBS Wakra's teachers and other professionals are interested not only in the achievements of the students in their care whilst they are in school but also in every success that they enjoy outside of school in clubs and other activities. To this end, we have a Celebration Board in school which displays such achievements and we ask parents to inform us at every step of every achievement which takes place outside of school.

DBS Wakra operates within a very clear moral framework, focused around understanding right and wrong. The adults with whom learners have contact on a daily basis model attitudes and behaviours that complement this framework. Our school clearly sets out expected behaviours. The

behaviour policies and the school Code of Conduct set out behaviours expected of all members of the school community. They provide a framework for developing mutual respect between students and teachers. A consistent approach to their implementation ensures very good behaviour from students, as indicated by behaviour records.

Teachers and all other professionals at DBS Wakra are expected to model the appropriate behaviours expected of students at all times. Our daily routines support adults' understanding of this expectation. All teachers and other professionals understand another of our DBS Wakra mantras: the parent on the shoulder - this means that teachers know that when talking to a student they must model both respect and linguistic high standards at all times

The school's behaviour policy is implemented consistently and effectively across the school, leading to responsible behaviour in general. Expectations from teachers and other professionals are high and this has a very positive impact upon how students approach learning. Learning is rarely interrupted by low level disruption as indicated by records of learning reminders. The Student Councils (Primary, Secondary and Whole School) are very active, with learners demonstrating a high level of initiative and responsibility. Suggestions from council meetings are tracked via a document which states 'what you said, what we did' so that actions and impacts can be monitored over time.

There are many other opportunities for students to experience responsibility, e.g. as house captains, library assistants. Our Ecoschools project also enables students to consider how they can support our wider local community as well as develop essential citizenship skills.

The National Curriculum for England provides the core curricular content at DBS Wakra. Qatar History is also taught, which includes content related to the citizenship and laws of the host country. Consequently, learners are provided with a broad range of knowledge that develops their understanding of citizenship from local and British perspectives. All learners are represented at the school's Student Councils and experience the rights and responsibilities of citizenship in this very tangible way. The school actively promotes the participation of students in local citizenship initiatives such as the FIFA World Cup 2022.

One of the school's guiding statements is: 'Through an understanding of cultures, our learners will appreciate the importance of interdependence of communities throughout the world.' The school takes deliberate action to build an intercultural appreciation and respect, including through: the PSHE programme where understanding and valuing of all cultures, including one's own, is explored;

Spanish and Arabic lessons, where a core component is valuing and understanding the target language and culture;

Qatari History lessons which result in students developing a strong knowledge of Qatar and its customs and traditions;

other curriculum units and themes that present different cultural perspectives and heritages; celebrations of internationalism and cultural diversity that involve the whole school community, e.g. International Day; Qatar National Day;

chances to participate in, and respond positively to artistic, sporting and cultural opportunities through local trips and inter school competitions;

opportunities to take part in DBS-wide international trips that see learners embedded within overseas communities in ways that help them to mediate among cultures;

the promotion of intercultural sensitivity and friendships during daily interactions at school.

Friendship groups typically reflect the diversity within the school community and there is no obvious segregation between cultures. The Humanities and PSHE programme in particular develop themes to do with democracy and freedom of expression. The Student Council and the Model United Nations allow students to participate in a democratic system which promotes debate and freedom of speech.

Evaluator Response

Partially Meets

There is detail and depth in the school's narrative to support this Standard and there were plenty of opportunities available during the visit to witness the school's commitment to developing students as global citizens. Intercultural learning is seen by all stakeholders as a key driver at DBS Wakra and it was easy to identify practices and events which are aligned with this component of purpose and direction. A written position statement or policy which defines this commitment, inspires the community and guides practice through a shared understanding is needed for the

Standard to be Met.

The school's submission expresses the wish to guard against "tokenism" and there is a recognition among staff that embedding principles and understanding of what intercultural learning means and how it can be achieved in the context of the school will continue to be an important priority. This is also referenced in the response to Standard D3 through the phrase "teaching to intentionally deepen students' understanding". Whilst there is plenty of evidence, therefore, which underlines a common understanding of global citizenship and intercultural learning among adults in the school, the journey to show impact of this area of the school's work on students will continue. The deliberate inclusion of more topics, resources and experiences in the curriculum so that students are more exposed in lessons to these areas will likely be part of the work of the Self-Study. It is notable that in some school policies (eg teaching and learning) there are few, if any, direct references to global citizenship and intercultural learning. As the cycle for review of many of these policies falls within the Self-Study period, there is an opportunity to make updates and ensure language supports and promotes the school's work in these dimensions.

There is a subtle difference in phrasing of the rubric between Met and Exceeded in this standard which relates to the learning experiences of students. Despite the school rating of Exceeded, the evidence suggests that a rating of Met at the Preparatory stage is more appropriate.

Commendations

Domain A, Standard 3 - The SLT for ensuring that international mindedness is visible through a common understanding of how teaching and other activities can have an impact on the development of global citizenship and intercultural awareness.

Recommendations

Domain A, Standard 3 - The SLT create a process to enable more deliberate learning of global citizenship, especially through the taught curriculum.

Domain A, Standard 3 - The SLT include specific written references to global citizenship and intercultural learning in the school's vision and mission and/or in major policies that are being reviewed wherever appropriate and meaningful.

A4


The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)

School Response

Exceeds

We believe that DBS Wakra aligns itself with 'future aspirations' regarding the commitment to the values inherent in the UN Convention of the Rights of the Child (1990). In addition, all teachers and other professionals at DBS Wakra strive each day to ensure that all children are cared for and safeguarded effectively in line with their rights as outlined in the [aforementioned document](#).

DBS Wakra is a school where the positive culture is clear to all adults, children and visitors immediately upon arrival. This positivity and warmth is intentional and is cultivated deliberately because we know that young people will thrive and flourish when they feel safe and cared for. To this end, we ensure that our daily pastoral care is effective by looking to deal with all concerns swiftly and appropriately; no issue is ever left unaddressed by any adult, with open communication being a clear strength of our school. We conduct half-termly surveys of all members of our DBS Wakra community – students, parents, teachers and other professionals – so that we can not only seek all perspectives but also address any points which are made. We have two full-time, highly qualified counsellors in our school; one supports the emotional development of our students and



the other assists with their careers needs as they make progress through their academic journeys. Effective SMSC is a priority of our school. DBS Wakra's recent outstanding BSO report (November 2021) noted that:

- Pupils' and parents' views are regularly consulted through surveys every half-term, demonstrating the school's accountability to its school community
- 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

All students are known and known well as individuals at DBS Wakra. The relatively small size of our school enables a family feel which helps teachers and other professionals to tailor support for individuals in an effective manner.

In relation to this aspect of pastoral care, our DBS Wakra BSO report noted the following:

- Relationships between all stakeholders in the school are excellent, contributing to safe learning environments
- Relationships are excellent throughout the school and pupils feel safe while at school
- Teachers pay particular attention to pupils' happiness and wellbeing

There is a recognised Growth Mindset ethos which permeates the school and throughout key areas of the school community. Pupils from preschool to secondary are actively encouraged to discuss their learning – student voice is recognised and supported across the school. Feedback is central to what we do in the classroom, parental workshops and staff CPD. Students are expected to be actively engaged in their learning and expectations from all staff are high.

A culture of 'I can't do it ...yet' has allowed the staff and pupils to develop in a positive, non-threatening environment.


The formation of trusting relationships from everyone in the school and the engagement with the wider community helps to build this culture. Extensive transition procedures are in place throughout the school to support pupils moving between key stages. Parental workshops extend throughout the school to support parents in the development of educational pedagogy and curriculum knowledge, understanding and skills.

As a school we actively report and act on issues of child protection following the school policy and procedures. Teaching staff have all completed Level 1 safeguarding training. A week of inset at the start of each academic year allows the expectations for staff to be set and the ethos of the school to be experienced.

The school's Guiding Statements have been formulated over time by successive Leadership Teams under the guidance of the Board of Governors. The statements make reference to the mission, vision and internationalism of the school. Our commitment to character development also describes the characteristics of the young adults we hope that the experience of the school will develop.

The school is clear about its desire to see the highest quality of teaching and learning and that all pupils have the opportunity to reach their potential. Excellence is fundamental to our beliefs. We encourage an understanding of other cultures and the appreciation of the importance of the interdependence of people and communities throughout the world. Our belief that all children can, need and want to learn is fundamental to all that we do.

The Guiding Statements are in alignment with the CIS Code of Ethics. They influence decision making in so far as they are often referred to in SLT meetings, phase meetings and are referenced in council meetings. The statements, as well as our character development characteristics, are displayed around the school as a constant reminder to all stakeholders. The statement of Core Purpose has a very strong ethical underpinning. Our commitment, as a school, to the greatest benefit for each and every child in our care demonstrates our compassion, consideration and determination to enable every child to strive to reach their potential. The statement of Core Purpose prefaces all policies and procedures and is displayed prominently throughout the school. DBS Wakra has a noticeably positive, warm and welcoming climate which supports excellent academic outcomes and effective character development for students as well as offering a purposeful working environment for teachers. All members of our DBS Wakra



community are encouraged to enjoy life at school and to take part in our weekly inclusive events, such as our Wakra Workout on Wednesdays (delivered in our central area but Zoomed into classrooms) and our Music Performance on Thursdays - delivered in our central area by our Music teacher but regularly featuring contributions from other members of both our staff and student bodies. The wellbeing of teachers and other professionals is always an ongoing priority for senior leaders (the principal has published [a book on the subject of teacher wellbeing](#)) with wellbeing being a standing item on SLT meeting agendas and senior leaders intentionally operating in a supportive and sensitive manner. Rather than putting gimmicks in place to satisfy concerns, there is a genuine culture of wellbeing in place at DBS Wakra; for example, colleagues are discouraged from sending work-related emails to each other outside of working hours unless they are of an urgent or a safeguarding nature; senior leaders, teachers and other professionals know that all concerns raised will be addressed in a sensitive and considerate manner, with fairness always at the fore. Half-termly teacher surveys indicate that teachers and other professionals feel supported by DBS Wakra senior colleagues.

At DBS Wakra, the PSHE curriculum focuses on personal wellbeing; developing self-awareness, learning how to deal with emotions and with friendships. In line with the school's positive stance on internationalism, learners also focus on cultural diversity. Additionally, our emphasis on health, fitness and wellbeing is reflected in our ECA programme and is supported through topics covered within the curriculum. Our PHSE curriculum is delivered not only during allocated curriculum time, but also during our am form time sessions.

Personal, social and health education is embedded throughout our primary curriculum. Across all subjects, opportunities are given to address themes such as caring for our planet, healthy living, empathy for others, teamwork and cooperation. English lessons have a strong emphasis on spoken language which gives opportunities to develop students' self-confidence. Similarly, Maths lessons have strong emphasis on reasoning and problem solving which promotes resilience. Extracurricular activities including key stage productions, class assemblies and music performances provide opportunities for students to develop key personal and social skills.

Alongside this, explicit lessons are dedicated to personal, social and health education. Circle Time is delivered in the Early Years Foundation Stage which evolves into PSHE from Year 1.

Cross curricular links are made across a variety of subjects to support students' personal social and health education. Students explore issues including children's rights to education in English, slavery in History, sustainability in Geography and the impact of smoking and drugs in Science. Throughout these lessons students are encouraged to develop their understanding of the world and their place in it. More explicitly, students receive PSHE and Islamic Studies education focusing on their personal and social development.


Secondary aged students at DBS Wakra are provided with careers guidance throughout Key Stages 3, 4 and 5 via a centralised DBS programme, delivered weekly via careers advisors and through the PSHE programme. Provision builds self-development, career exploration and career management.

Options evenings are held in Year 9 for students and parents to help inform their choices at IGCSE. This is supported through our PSHE curriculum in which subject teachers present more detailed information about their subjects and careers associated with them.

This DBS-wide provision will also help DBS Wakra students conduct intelligent university research and improve their application writing when they reach post-16 level and understand how external stakeholders (university reps/agents) shape and influence our career guidance strategy, and how we need to adapt this strategy to different countries and higher education markets.

The school adopts a zero tolerance approach to bullying that is communicated to all stakeholders of the school. Students are aware of what bullying is and what to do if they experience or witness bullying. Senior Leaders maintain a strong visual presence around the school at break times and lunchtimes so that children feel supported and well cared for. Assemblies are themed around values including respect and diversity, supplemented by the PSHE curriculum in Key Stage 3. Primary reports of bullying are also treated as a serious matter. They are investigated in the first instance by the class teacher who then refers matters to Primary Senior Leaders. Primary Leaders liaise with parents to resolve issues and bring about modifications of behaviour.

Students are encouraged to model good behaviour and encourage good behaviour in those around them. The behaviour policy includes expectations for both teachers and students. It promotes the use of rewards and has a staged process for sanctions. This is supported through the use of displays around the school and forms part of our DBS Wakra culture. The policy is communicated to parents at information evenings and is on the school website.



Reward systems used in the school include house points, weekly Star Of The Week prizes and Character Development virtual postcards. Assemblies are used to celebrate and promote good behaviour. In Primary the positive behaviour policy is implemented through a traffic light system displayed in every classroom. Golden time is a reward at the end of the week.

The working hours of teachers and other professionals have been remodelled around the need for effective daily supervision of the young people in their care as they enter and exit the school. To this end, supervision duties begin promptly at 06.40 as students begin to enter the school. When the doors to classrooms open, teachers are responsible for the supervision of students in their class or form. Teachers and other professionals are expected to be in the corridors to monitor behaviour at lesson transition time. Adults are always on duty at break, lunch and after school and have assigned places to ensure adequate supervision. SLT are also on duty during these times and are visible in the corridors at the beginning and end of day. Consequently, students display excellent behaviour and contribute to a safe environment.

DBS Wakra has a secure environment. Anyone on the site is identified by a pass that is displayed by a lanyard. All visitors have to report to the guard first in order to enter. Apart from drop off and pick up times, school gates are locked, with access only through the front gate. During pm collection, all visiting adults are kept in our chessboard area on one side of a large glass partition whilst students are lined up in our central area. Once parents, nannies or drivers have been identified - and they are all known and known well by the senior leaders and teachers present each day - students are passed over to them.

We have security personnel on duty 24 hours a day. All gates and buildings are secured after the school empties. A CCTV system is in operation and is being improved. Raised fencing has been placed on the walls surrounding the premises.

Evaluator Response

Meets

The importance of well-being is implicit in much of the documentation that helps describe the purpose and direction of the school and evaluators have, as can be read in Domain E responses, seen multiple threads" of evidence that demonstrate and underline the importance that DBS Wakra places on well-being through the whole school community. Paradoxically, presumably because the mission vision and other components of the guiding statements were established before well-being" as a phenomenon became in the ascendency, there is little explicit reference to well-being in these statements.

Within the character development components of the guiding statements, there is only one bullet point which reflects on the benefits of support the school aims to give to the social and emotional development and the development of emotional intelligence of young people. It may be that this paragraph could be broadened so that there is a clear and unequivocal reference to well-being that is celebrated by all the community and highly visible through communication channels such as the school website.

There is no doubt, having gained evidence from the Board and key leaders that the school's guiding statements are fully aligned to the CIS code of ethics. For example, there is clear compliance with laws and regulations in Qatar and ethical expectations are raised through policies. Marketing and recruitment practices are managed and delivered appropriately (although please note recommendations in standard F1) and, in addition to the school's focus on well-being, there is abundant evidence that positive relationships throughout the school are instrumental in creating a culture of care and support. The warm, positive and welcoming climate that is referred to in the school's submission is instantly recognisable and discussions with staff and students confirm that this culture is retained through the school year.

Although evaluators are clear that well-being is a strength of the school and that some aspects of the standard are aligned to the rubric at the Team evaluation stage, the evidence suggests a rating of Met at the Preparatory stage is more appropriate.

Commendations

Domain A, Standard 4 - All within the school community for their commitment to making DBS Wakra an enjoyable place to learn and work and a happy and engaging environment.

Recommendations


Domain A, Standard 4 - The Executive Principal and Principal should work with other leaders in the DBS group to establish whether an explicit statement about well-being can be included in sections related to the purpose and direction of the school.

Domain Summary – School Response

Doha British School Al Wakra is a school which is both part of a wider cluster DBS schools across Qatar and rooted deeply in its own local context. Our school's first standalone BSO inspection in November 2021 not only graded us as outstanding but also identified many key aspects of our provision which make DBS Wakra unique. DBS Wakra is driven by its core purpose, its guiding statements and the pillars which underpin its aims and leadership planning, all of which are consistent across the DBS cluster.

Our [guiding statements and core purpose](#) can be found in a prominent position on our website and play important roles in everything that we do well as a school. All members of our DBS Wakra community know that we believe 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 and can see the very tangible progress that students make during their time in our school. Similarly, both the vision and the mission of our school, which are also displayed prominently on our website and on other key documentation, highlight a reality which is experienced daily by parents and students alike. For example, our statement that we seek to be a vibrant, welcoming international school that provides a first-class education enabling pupils to thrive within a dynamic, global environment is one with which all members of our community would certainly agree; we blend local cultural norms with the international aims and aspirations of the parents who send their children to use so that they can develop the linguistic, academic and cultural skills, understanding and awareness which will foster in them an appreciation of the wider world. Similarly, our mission to prepare all pupils through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community is one which our commitment to internationalism enables successfully; our small, international school serves a distinctive demographic and has a harmonious culture which is both inclusive and supportive. The [four pillars](#) of DBS Wakra – Teaching & Learning, Leadership & Management, Character Development and Community Engagement – are clearly articulated in all improvement plans and are clear strengths of our school because of the manner in which they are understood and implemented by our team of committed professionals. Although the pillar are another consistent aspect of the DBS cluster approach, they are implemented in a way in DBS Wakra which is appropriate to the contextual needs of our setting. Both parents and students appreciate that they are known and known well as individuals in terms of how we engage with our community, for instance.

Both DBS Wakra and, to a certain extent, the DBS cluster itself are organisations on a journey, even if the path is one of renewal under new leadership rather than embarking on a completely nascent trajectory. An area which may require some work over the coming years is to ensure that the guiding statements and core purpose continue to play a prominent role in the school's and the cluster's improvement in the sense that they don't become a little lost in the new ways of doing things. Leaders in all settings, of course, understand that key components of schools can evolve over time and that aspects of an ethos can develop organically into something different from how it presented previously, but the fundamental beliefs of a school must always be steered with great care. A similar area where both DBS Wakra and the wider DBS cluster will need to seek to continue to improve over time is the implementation of the cluster approach to teaching & learning. Although teaching & learning was quite correctly identified as outstanding during the recent DBS Wakra BSO report, processes have moved away from being specific to settings and towards a more consistent, cluster-wide set of procedures. The quality of teaching has remained and will continue to remain high because of both the rigorous monitoring processes in place and



the focus upon the high standards of professional practice in classrooms, but leaders will need to manage changes to policies and procedures with both care and sensitivity.

DBS Wakra's focus upon global citizenship and intercultural learning is a strength of our school and is held in high regard by our diverse community. Our commitment to high-quality SMSC, which was also highlighted as a hugely positive aspect of our school during our recent BSO report, enables students to learn about and from other because of its keen attention to details in terms of exploring the wider world and its many cultures. This particular aspect of our school is a success because teachers, senior leaders and other professionals understand the cultural context of our school and the community we are proud to serve; students, parents and all who work here are known and known well as individuals. Our school's climate also promotes effective leadership within our student body; there are many different leadership opportunities, all of which foster a culture in which the young people in our care are able to grow into the confident, competent and caring people we want them to be. Over time, our challenge will be to continue to maintain a culture in which students can flourish in a context of population growth for our school as we transition to our new campus and a changing demographic within Qatar itself. DBS Wakra is also a school which adheres strictly and very willingly to both the CIS Code of Ethics and the UN Convention on the Rights Of The Child, not because this is a path to accreditation but rather because both fit perfectly with our existing and intentional ethos. Creating a culture of both safety and challenge – where young people can flourish academically, socially and culturally but also be protected from harm and guided towards appropriate life choices – is paramount to what we believe as educators. DBS Wakra places the highest priority upon safeguarding our students effectively and in listening to the perspectives of all members of our community. To a large and very real extent, we are guided by the experiences of our parents, students and teachers and look to modify our practice wherever possible in line with the feedback we actively and regularly seek. Relationships between all stakeholders is a strength of our school, but where we must continue to seek improvements is to maintain this against a community with is often transitory. In international settings, and especially during a period when a school is growing – as is the case with DBS Wakra – it is vital to ensure that approaches and beliefs remain both positive and consistent even whilst teachers and students come and go. Our commitment to ethical behaviours must remain strong even whilst we aim to capitalise upon our growth and popularity in the local area.

Domain Summary – Evaluator Response

DSB Al Wakra recognises that it is on a journey in many areas related to school improvement in general and CIS accreditation in particular. This honesty, candour, and depth seen in the school's self-reflection and submission is a strength and the continuum and trajectory of improvement was commented upon several times in the Self-Study workshop.

The school rightly recognises the importance of ensuring that the mission, vision, principles, and values that constitute the guiding statements remain a high priority and visible through the Self-Study and beyond. The move to a new campus in due course will provide an opportunity to advance and evolve the very positive and nurturing culture evident at DBS Al Wakra into new dimensions.

There are a number of recommendations in this Domain which will need careful consideration; these have the potential to impact the DBS family of schools. Accordingly, patience, sensitivity and constructive dialogue will be important in helping define ways forward.

Domain B – Governance, ownership and leadership

B1

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)

School Response

Meets

All three DBS campuses – DBS Ain Khaled, DBS Wakra & DBS Rawdat Al-Hamama – are governed by a governing body comprised of members of Artan Holding and its subsidiaries, which is the organisation which owns the schools. The chair of the governing body, Lamese Abrahams, has been in position since October 2021 and reports to the owner of Artan Holding and Doha British Schools, Natra Saeed Abdullah.

The school is supported by an active Board of Governors in all strategic areas and in matters of the long-term vision and mission of the school. The school leadership and management team is headed by the principal who reports to the executive principal, who is the former principal of DBS AK and who is now based centrally within the ACES (Artan Consultancy and Education Services) team. The ACES Director of Education, Lamese Abrahams, works alongside the Executive Principal and is responsible to the Board of Governors. The school's strategic medium- and long-term goals are reviewed by the Senior Leadership Team and shared at all levels of leadership within the school. It forms a basis for the school improvement plan that determines the school's focus for continuous improvement. Regular inspections and reports inform this process of regular review and strategic planning. In all dealings, the Governing Body (Board Members) and the School Leadership and Management ensure compliance with all local regulatory authorities. Besides being legally compliant as an international school, DBS strives to make sure that its decisions are child centred and both culturally and environmentally responsible.

Governance is well informed and well placed to ensure DBS has a clear direction and that it can meet the needs of its stakeholders. These practices are published within school policy/procedure and would provide continuity in the event of sudden change in ownership or leadership.

Full governing body meetings are held bi-annually, with principals and heads of school from each campus required to report on all aspects of their respective areas of responsibility, including academic progress of students, safeguarding and curriculum developments.

At its meetings the Board of Governors:

Receives a report on the School from the Principal

Sets vision and strategy

Sets mission and roles

Defines policies and approves procedures

Approves the School's Development Plan (which covers academic performance and levels of investment)

Represents the campus in the community

Defines who can speak in public on behalf of the campus

Holds the Principal and Head of School accountable for school performance

Makes Principal and Vice-Principal appointments

Monitors and directs academic and institutional performance

Defines remunerations and benefits

Approves new functions and additional staffing positions at the School

Approves the School Budget on an annualised basis (Income and Costs Statement, Balance Sheet, Cash Flow Statement and Key Figures)

Approves capital investment for the School on a rolling three-year basis

Oversees all health, safety, security and quality topics

Proposes annual fee structures and increases, in liaison with the Ministry of Education and Higher Education

Defines members of various Governance sub committees, which are:

The Finance subcommittee (responsible for financial stewardship, cash management and financial reporting)

The Human Resources subcommittee (responsible for staffing, visas and sponsorships, accommodation, personnel policies, and Human Resources management)

The Procurement subcommittee (responsible for the procurement of goods and services for the School, and for contracts management)
The Management subcommittee (responsible for teaching and learning and extracurricular affairs)

Evaluator Response

Meets

The fact that all three members of the board made themselves available and gave their time generously for in-person discussions regarding this Domain demonstrates a sincere commitment to the accreditation process and enabled the passion, presence and purpose associated with governance at DBS Wakra and across the DBS group to be seen and explored. Discussions underlined the alignment between members of the Board and the school's vision and mission.

Formal board meetings are scheduled biannually, and it was clear from discussion that there are informal meetings taking place with greater frequency - between individual board members and the principal and executive principal - which help ensure that board members are fully involved in strategic activity. Individual board member roles are very well defined and understood by the board and senior leaders and the description provided in the school's submission about the ownership of the school through Artan Holding is accurate and current. There is a notable absence of information available on the school website and in the school generally about governance and this may be a missed opportunity to represent strengths associated with the Board and its critical role in strategic leadership to the school community. Evidence arising from discussions with staff in school, for example, indicated that most adults have a very limited understanding of the composition of the board, how the Board works and its impact on the school's development. Whilst there is a balance to be achieved about information provided about, and exposure and availability of, board members, there are gains to be made from acknowledgement of experience and expertise at this strategic level.

The school provided written evidence of the constitution of the board giving brief details of the Board's aims, post holders and how to communicate through the clerk. This document could be developed to become a board policy manual or similar document that draws together information about how the board is constituted, the full remits of members, the management of Board meetings and an outline of how strategy is constructed, and decisions taken, implemented and reviewed and how decisions are communicated to the school. As is the case regarding enhanced information about individual board members such a document would help the school community better understand how governance is exercised and emphasise the importance of transparency in medium and long-term decision making.

Commendations

Domain B Standard 1 - The CEO and board members for their passionate, authoritative and purposeful articulation of the vision, mission and guiding principles of the DBS Wakra school.

Recommendations

Domain B Standard 1 - The board and executive principal establish how they can make the governance of the school more transparent to all stakeholders.

Domain B Standard 1 - The board and executive principal ensure that the workings of the board are written in a policy manual or similar document that is accessible to senior leaders.

B2

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)

School Response

Meets

DBS Wakra is one of three Doha British School campuses. Over the course of the 2021/2022 academic year, the newly appointed Executive Principal was tasked with aligning all aspects of the three campuses in order to ensure consistency across the three schools. The executive principal, who was also the principal of DBS AK during this time, was supported in this task by the promotion of the heads of primary and secondary at DBS AK to the positions of lead head of primary and secondary across the DBS cluster. As a result, key processes and procedures in DBS Wakra now mirror that which takes place in the DBS AK campus, which is the lead school within the DBS cluster.

During the BSO inspection of DBS Wakra in November 2021, the following was noted:

- This is an excellent school due to strong leadership from the principal and the head of primary

The addition of a head of secondary in August 2022, which replaces the previous head of secondary who left in June 2021, will support both the principal and the head of primary to continue to lead in a strong and sensitive manner. Furthermore, the addition of a deputy head of primary will increase the capacity of the head of primary to work strategically in terms of supporting the ongoing growth of DBS Wakra.

From August 2022, the principal at DBS Wakra is supported by two Heads of School. The principal is responsible for the overall quality of teaching and learning, the monitoring of pupils' expected progress, the development of the curriculum, the development of school leadership at all levels, the uses of assessment in the school, improvements and narrowing gaps in pupils' attainment, being the public face of the school, new school development planning, and Health, Safety and Security issues. The Principal and Governors share the same shared vision, trust in each other and a common understanding in their roles. The principal's role is fully empowered and supported by the governors to provide the leadership for the school.

A key developmental issue for DBS Wakra over the coming years will be the creation of an effective middle leadership within the school. Currently, although key policies, procedures and practices from DBS AK are followed, there are middle leaders in place at DBS Wakra who are able to support their implementation. In our secondary phase, for example, there are no subject leaders and only informal arrangements with peers at the DBS AK campus are in place. This means that teachers, who are often the sole teachers of a subject area across the secondary phase, work without the support of a wider middle leadership network.

The principal is responsible for the implementation of the wider DBS vision, which emphasises the school as a vibrant, welcoming international community that provides a first-class education enabling pupils to thrive within a dynamic, global environment. The DBS vision is founded on a powerful mission statement of intent: that all learners can, need and want to achieve.

To achieve the vision and mission, DBS Wakra promotes an ethos that children should enjoy school and understand the world around them: the school balances fun, play, academic rigour and discipline on a daily basis.

The culture of DBS Wakra is positive and supportive of the needs of both students and the professionals who work there. There is a clear community feel within the school which has been cultivated intentionally during the eight years of the school's existence thus far and which leaders will continue to foster as DBS Wakra grows and enters subsequent stages of its development.

Evaluator Response

Meets

The distinction between strategic and operational leadership is understood and applied by Board members. It is clear from documentation and discussion that the principal retains autonomy with

his SLT and staff for short and medium-term planning within DBS Wakra as well as the operation of the school on a day-to-day basis.

Relationships between the board and the executive principal and principal, who were also present for the meeting with Board members, are positive and productive. It was evident that there is a mutual respect for the skillsets and experience that exist among principals and board members, and this provides opportunity for candid discussion and debate.

Documentary evidence demonstrates that board meetings are properly constituted and that the principal is an invitee to those meetings. Agendas are full, appropriate, timed and include a report from the principal.

A robust appraisal process is in operation for the principal which involves the setting of written objectives, a mid-cycle review and a full review at the end of the academic year. Both the board and the principal are committed to the principle of accountability in leadership. The principal's appraisal is not linked to his remuneration.

Commendations

Domain B Standard 2 - The director of education and executive principal for ensuring and maintaining a relationship with the principal that is empowering and enabling.

Domain B Standard 2 - The director of education and executive principal for ensuring that the principal is able to exercise professional autonomy for his campus.

Recommendations

Domain B Standard 2 - None at this time.

B3

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)

School Response

Meets

The head of corporate services for all three DBS campuses works centrally, alongside the executive principal, via the ACES team. Like the executive principal, the head of corporate services was formally based solely at DBS AK. The budget for the school is set by the head of corporate services and professionals from within the Artan Holding team and is discussed with the principal prior to the commencement of each academic year.

The principal and the heads of the school at DBS Wakra are responsible for the creation of the school's strategic plans. The school improvement plan (SIP) is created during term 3 of each academic year and both reviews the current year and looks ahead to the subsequent year, taking all previous actions into account. The SIP is broken down into the four key pillars of DBS – teaching & learning, community engagement, leadership & management and character development – with a fifth pillar, DBS cluster, having been added in 2021/2022 in order to highlight the importance of all DBS clusters aligning with processes and procedures coming from the lead school, DBS AK.

The school's guiding statements are considered in all aspects of the SIP planning phase and are reflected upon regularly throughout the academic year, with all members of the DBS Wakra

community aware of the importance of adhering to key values and aims.

The Guiding Statements drive strategic planning and the school's strategic decision making. The school's guiding statements are fully integral to the life and strategic direction of the school. They are displayed throughout the school in order to remind all stakeholders about the aims and objectives. In addition, the Core Purpose is displayed on the letterhead and is prominent in all areas of school life. It is easy to assume, therefore, that these guiding principles are the driving force of the school and are fully understood by the key stakeholders. The Guiding statements are always the starting point for the development, monitoring and review of the strategic plan. The school refers to the guiding statements in the preface to the 5-year strategic development plan on the first page and elaborate thus:

'Decision making, planning, action and self-evaluation at Doha British School, inclusive of strategic planning, is driven by the school's Core Purpose, Vision, Mission and Commitment to Internationalism. The Core Purpose commits the school to enabling all pupils to achieve to the very best of their ability. The school are totally committed to providing pupils with an inspiring academic experience that is pupil-centred and stimulating. Consequently, Personalised Learning is at the heart of the approach and is an ongoing priority.

Evaluator Response

Meets

The board has considerable expertise in managing complex commercial entities and the financial planning associated with the DBS Wakra and the DBS group is closely linked to that of other organisations within the parent company Artan Holding. The board is ambitious for growth and has been successful in expanding the DBS group with a new campus being opening in the 2021/22 academic year.

The current campus for DBS Wakra is a former Qatari boys' school and is a leased building. Plans are in place for a move to a new school campus in August 2024 to accommodate the growth in the school. This is one year later than indications on the school website, presumably related to the recent the pandemic, so it would be helpful for the school community to have reassurance that the date for opening is secure. Drawings for the building point to impressive facilities and the principal and head of primary spoke positively about their involvement with board members and design professionals regarding the internal configuration of education spaces. This new building is financed by 40% equity/60% loan and documentation and discussions with board members indicate that, despite uncertainties in education brought by the pandemic, strategy for completion of this campus is in place.

The financial landscape for the school, and therefore its sustainability, looks to be secure.

Commendations

Domain B Standard 3 - The CEO and members for their strategic and financial planning which has enabled the DBS Wakra campus to increase enrolment and develop a Sixth Form.


Domain B Standard 3 - The CEO and board members for their drive and ambition which has seen plans for a new school premises brought to fruition with an opening planned for August 2024.

Recommendations

None at this time.

Domain Summary – School Response

The leadership of DBS Wakra is, as noted by BSO during their 2021 inspection, strong. This is further strengthened by the welcome addition of both a head of secondary and a deputy head of primary for the commencement of the 2022/2023 academic year. Leaders understand clearly the unique context of DBS Wakra and its community and make plans and practices which are appropriate for and effective with the community they are proud to serve. DBS Wakra's leaders



are supported at a governance level by leaders with clear roles and responsibilities and who share the vision for the school.

A key developmental area for DBS Wakra is the growth of its internal middle leadership. At the school continues to develop in both student numbers and staffing, and as it plans its move to a new campus in 2024, it is essential that effective middle leadership is in place. Up to this point, there has been a cluster-wide approach to supporting teachers, but without any formal arrangements in place. This has been discussed at an executive leadership level and at a governance level, and there is an agreement that this will be a key strategy moving forward.

Domain Summary – Evaluator Response

The school's submission rightly points to strong leadership at senior levels in the school and active and progressive governance supporting strategic planning. The new members joining the SLT in this academic year will provide greater capacity. There is a recognition that the school has reached a point in its growth where the "engine room" of middle leadership and especially subject leadership needs to be addressed. The issue of middle leadership is commented on by evaluators in other Domains within this report.

In addition to points for development raised in the school's summary, recommendations in this Domain are designed to build on the strengths of leadership and governance by bonding it more closely with the school community. This should become an interesting and eminently achievable component of the Self-Study.

Domain C - The curriculum

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Exceeds


Our curriculum is underpinned by the 'DBS Ways' and embodies our whole school approach to character education, providing a deep and rich experience for all. We strive to offer our students the opportunity to meet and exceed their academic potential as well as equipping them with a growth mindset for learning. Doha British School is at the cutting edge of the British National Curriculum and our provision is reviewed and refined annually. This allows our students to access a curriculum that is relevant to current events around the world and which has become more progressive with research and technology. Our KS5 curriculum is relevant to universities globally and prepares students for degree programmes and higher education.

We also promote a curriculum beyond the classroom through offering students a wide range of experiences to develop cultural capital. Subjects provide additional learning contexts including trips, speakers, events and a high-performing sports teams. In the classroom we embrace all the opportunities a global community offers to us, enriching our lessons through our differences and similarities that we bring to our DBS community. In addition, our courses are designed to meet the academic, personal and cultural needs of our students and to better equip them for future challenges, while at the same time creating enjoyable learning environments that inspire and motivate. We focus on building strong characters who can face challenges in and out of the classroom, and who develop an inner belief in challenging themselves to improve every day. DBS Wakra follows the ENC (English National Curriculum). The curriculum designs, teaching practices and student learning are fully aligned with the school's purpose and direction. The curriculum is planned out vertically and horizontally to support continued progression from Early Years Foundation through to IGCSE. We are an accredited Edexcel examination center. We have a clearly articulated vision of what high quality learning is, set out not just in policy/procedure but within whole school practice. Responsibility for the curriculum is clearly distributed across leaders within the wider senior leadership team, which in turn is overseen and monitored by the executive leadership team and which is consistent across the DBS cluster. The curriculum is systematically reviewed and all levels of leadership and adapted to meet the needs of our pupils.

Across the cluster, DBS has designed a curriculum that is broad and balanced allowing the students in both the primary and secondary phases the ability to develop academically, socially, physically and emotionally. Through challenging and engaging lessons and cross curriculum links in the primary phase students are given time to deepen their understanding and challenge certain aspects of their thinking. In the secondary phase the Key Stage 3 curriculum has been redesigned to support the Core Skills and Knowledge required at IGCSE and beyond. There is a major emphasis across the school on the use of teacher and student feedback. Students are constantly asked to review their learning and suggest 'What Went Well and 'Even Better If'. This review of learning is fundamental to student progress and deepening the learning. Students are given time to reflect on their learning and if required make amendments and improves to secure or if possible mastery that concept piece of knowledge.

During form time and PSHE Secondary School students discuss current affairs focusing on key 21st century themes.

SLT systematically review the curriculum so that required changes and improvements can be made to ensure the best possible curriculum is offered. The requirement to offer additional EAL support has been identified across the school.



The academic curriculum at DBS follows that of the National Curriculum of England until IGCSE after which we offer AS Levels as pre-university qualifications. The National Curriculum is, to a certain extent, prescriptive but the recent review allows for significant interpretation and flexibility in delivery. To this end we modify our delivery to take account of the requirements of 21st Century Learning Skills and Themes. Teachers are encouraged to integrate themes such as Environmental Literacy; Financial Literacy; Civic Literacy, Global Awareness; and Health Literacy. They are also encouraged to integrate Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.

Our extra-curricular and co-curricular programme is extensive and offers the opportunity to enjoy an enriched curriculum to every pupil in the school. We provide a comprehensive range of extra-curricular activities which include practical sessions as well as a range of sporting activities. The matching of the programmes to the changing needs and aspirations of our pupils is central to our core purpose. We intend to make our pupils' time here as fruitful and productive as possible. We know they can, need and want to learn. We also know that the future is unpredictable. What they will need to thrive in this rapidly changing environment is enabled by us through the core curriculum supported by the extended enrichment curriculum. We monitor, evaluate and review our provision on a systematic basis to ensure its current value and appropriateness.


Evaluator Response

Exceeds

DBS Wakra delivers the English National Curriculum. The growth and development of the school has been referenced in many domains and, in the academic year 21/22, culminated in the success of the first iGCSE exam cohort. This led to the school celebrating excellent results for these students. DBS Wakra is now benefitting from its first year 12 cohort studying AS levels and, although current year 11 and 12 are small cohorts, larger year groups will follow. Students who preferred the IB route have been offered places in another of the Doha British Schools: DBS Ain Khaled. The English National Curriculum taught in Primary and early Secondary is broadened and enhanced through delivery of the "DBS Way", giving high profile to character education. Faculty staff view the character education programme as being crucial in providing "deep and rich experiences for all". At the heart of the curriculum also lies the requirements of the Qatar Ministry of Education offering Islamic studies, Arabic and Qatari History. All in all, the curriculum supports very effectively the realisation of the DBS Wakra mission 'To prepare all pupils through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community.'

A common understanding of high-quality learning, specific to the Doha British School group, is in place and supported by professional development and regular discussion relating particularly to the Brilliant Basics. Faculty staff talk at length about every child having the opportunity to fully access the curriculum and to make greater than expected progress in line with the ambition and challenge expected by the principal. Teaching and learning are monitored and as a result of self-evaluation school leaders identify differentiation, questioning and quality feedback as priorities for improvement in order that all learning opportunities are suitably challenging and engaging. Students with different learning needs are well known by the class teacher and, where needed, individual education programmes are in place.

Scope and sequence documents are published for most subjects and there is a planned review cycle. Discussions with teachers during the visit confirmed that a formal process of curriculum review across the schools has been inconsistent over the past two years due to the pandemic, although some revisions have been made informally. For example, the PSHE scheme of work was last reviewed in 2016/17 and whilst it has been enriched and deepened year on year the well-being leads are eager to review and update the policy formally. With regard to the review of the PSHE policy, staff will be mindful of cultural constraints however, in line with the mission, it is advised that important topics are introduced in an age-appropriate manner and deliberately embedded into the planned, written and taught curriculum to enable each student to "contribute to the global community".



The half termly curriculum maps are regarded by all as extremely informative. Indeed, students and parents commented on these being the lynch pin documents explaining what is to be taught and when. With regard to the delivery of the curriculum there are limitations within the school site regarding some specialist teaching areas. This will most certainly be resolved with the opening of the new school premises. School leaders, staff and students should give careful consideration to how the new campus will enable them to deliver their planned curriculum, including their commitment to the 21st Century Learning Skills and themes of environmental literacy, financial literacy, civic literacy, global citizenship, health literacy, whilst also giving a high priority to the integration of innovative skills, namely information, media and technology.

Commendations

Domain C, Standard 1 - Curriculum coordinators and staff for the creation of the curriculum maps which are routinely shared across the DBS Wakra community and effectively used to inform students and parents of what learning is to be covered each half term

Recommendations

Domain C, Standard 1 - Senior leaders ensure that the design and specification of the new premises fully meets the needs of the DBS Wakra curriculum, including facilitating the integration of learning and innovation skills.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Exceeds


At DBS Wakra, we publish detailed, user-friendly overviews of our curriculum to our whole-school community on a half-termly and a termly basis. In our primary phase, this takes the form of Knowledge Organiser, whilst in our secondary phase we use our own Curriculum Overview models to not only take into account the needs of our community but also ensure that we can include the finer details of the high-content nature of each subject area. Secondary Curriculum Overviews provide parents with detailed information about the content of each subject studied in each year group. Teachers outline not only what each topic is but also what knowledge, understanding and skills are covered as well as what excellence looks like so that the highest academic standards can be ensured. This approach ensures that both parents and students can be certain of what is being covered during each half-term in each subject so that discussions around learning can continue at home, if required. This also supports the wellbeing of our community in the sense that there is no need for families to become concerned about what is or isn't covered during each unit of study. In addition, we have also created and communicated curriculum Road Maps to our DBS Wakra community. These documents plot the seamless journey for each student in each subject area – from EYFS to IGCSE – as they move from novice to expert learners over the course of their school careers.

Evaluator Response

Meets

In delivering the English National Curriculum, DBS Wakra recognises that adaptations are necessary to reflect the international community of the students which it serves,





whilst taking into account cultural sensitivities. For the most part the curriculum is documented in subject schemes of work as well as half-termly and termly curriculum overviews, available to both students and parents. The DBS Wakra curriculum road maps plots students' journey from early years all of the way through to year 12 and, in time, year 13. Academic leaders are confident about how they are able to develop cultural competencies through agreed knowledge, understanding, skills and attributes. Discussions with faculty staff led some to agree that the written curriculum would benefit from a more explicit capturing of these competencies and the means through which to achieve them. Additionally, social-emotional learning and student well-being are given high profile in the school and the schemes of work were shared during the visit. These are adequate but well-being leaders have ambitious plans to re-shape and deepen the documented curriculum's design. With the advent of year 12 the school is advised to review its guidance regarding how it will facilitate the exploration of diverse personal, community and cultural values to support students' intercultural competency, in a culturally acceptable way. This work would then permeate through the school to all year groups.

Despite the school rating indicated, the evidence suggests that the school meets the Preparatory Evaluation criteria but does not yet exceed this criteria.

Commendations

Domain C, Standard 2 - Curriculum coordinators, supported by SLT, for effectively monitoring, evaluating, and reviewing the curriculum on a systematic basis to ensure it is fit for purpose and sufficiently ambitious.

Recommendations

Domain C, Standard 2 - The secondary curriculum coordinator and counsellor extend the documented curriculum for year 12, and year 13 students to include planned opportunities to explore diverse personal, community and cultural values.

C3

Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response


Exceeds

During our recent BSO inspection, the following was noted:

- The intensely international and multicultural composition of the school's pupil and staff population underpins the understanding and celebration of cultural diversity

Discussions around the importance of respect being shown for all members of our DBS Wakra community form part of both daily life and our wider SMSC curriculum. This links also with our commitment to character development and our aim to support the development of young people who are globally & culturally aware and driven by ethical values.

Effective use of appropriate technologies to complement and support classroom learning are also a vital element of what works well in our school. We have not only researched and invested heavily in online platforms which help to build upon academic content covered in school but also encouraged all members of our community to engage with each respectfully and appropriately online at all times. We hold regular online sessions with parents regarding the use of our platforms and monitor feedback about these resources via surveys and informal chats.



DBS Wakra follows an adapted 2014 National Curriculum for England, this takes into consideration the international context of the students and the location of the school. We ensure short, medium and long term planning takes place and this is monitored and tracked by senior leaders. The schemes of work and methods of assessment are shared with students and parents, the curriculum and assessments are designed to challenge students, a spiral curriculum ensures students return to the core knowledge and skills throughout all key stages. Topics reflect the cultural context of the students and the curriculum framework is articulated to staff in such a way that enables freedom of delivery but tracked through robust monitoring and evaluation.

The ENC in use at DBS Wakra has been adapted to ensure all our students can develop as dynamic global citizens and is clearly articulated within the schools vision statement. At DBS we are preparing students for a globalised future by offering a broad range of initiatives, programs, resources and a focus on 21st Century skills that will enable our students to explore the world and appreciate everyone for their unique qualities. Within the classrooms teachers create inclusive environments in which our students feel safe, welcome and cared for. This type of learning environment supports the inclusivity all students and ensure we are sensitive to the cultural needs of all are stakeholders.

Our commitment to intercultural learning goes way beyond the classroom and can also be seen in:
The variety of Extra Curricular Activities we offer

Whole school planning

The vast amount of events that happen within in the school to celebrate our diverse nature

International Day

Winter & Spring Fair

International Languages Day

National Day Celebrations


We have no specialised mother tongue programme but we have an EAL specialist who provides support and training for all our teachers. Depending on the needs of specific classes our EAL specialist provides bespoke support for the teachers and strategies to support pupils learning.

The school uses many different resources to teach about different cultures and traditions, which include, books, apps, music, art and digital technology. These tools provide our students with opportunities to share their culture and traditions with others. Pupils use assemblies, displays, topic lessons and PSHE as opportunities to share their cultures & traditions with others.

Our curriculum promotes the development of digital citizenship. We are a school that supports and develops safe and responsible use of technology. All pupils have access to technology either through use of a dedicated IT suite or through tablet use across Primary and mobile phone use in Secondary.

Throughout Primary we use the National Curriculum in England 2014 for the computing and digital education curriculum. This ensures pupils are responsible, competent, confident and creative users of information and communication technology. In the Secondary school pupils have Computer Science lessons and to ensure our students have a clear understanding of digital development in the 21st century. E-safety education is exceedingly important and these is focused lessons (Primary/Secondary), assemblies, PSHE lessons and workshops to highlight the importance of the issue with our pupils.

The school has adopted a BYOD for pupils throughout secondary and students are taught how to keep safe online and make sensible choices when using technology. There is a Digital Learning policy with significant references to digital use. The reference points also included within both the staff and student code of conduct. Staff are fully aware of these policy points and it referred to within the yearly whole school safeguarding training. The school has a BYOD policy and states clearly the expectation of use. We promote positive use of BYOD and have a zero tolerance to the use of social media as part of our policy.



Students across the school use technology to inform their learning and communicate effectively. As part of our commitment to providing an improved digital learning environment the school needs to invest in improved digital technology to ensure all students regular access that can be monitored and secure.

Parents are kept informed about developments in Digital Safety through our monthly parental workshops.

Evaluator Response

Meets

DBS Wakra is proud of the richness and diversity of its student and staff population and celebrates similarities and differences throughout its work. 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.' School leaders and teachers intentionally promote character development as a means of preparing students as life-long learners and global citizens. The curriculum documentation that was shared in the visit and discussions with students and parents provided evidence of the creativity which teachers put into their planning to develop intercultural learning. Parents did suggest that, with the easing of Covid-19, restrictions it is timely for students to get back into the local community to see first-hand and better understand the local cultural perspective.

With regard to the role of languages, students learn English, Arabic and Spanish. The school is ambitious to extend the range of taught languages but as a relatively small school with a limited pool of staff this has not been possible over recent times. The school might explore opportunities to embrace its multilingual community and extend language options for its students.

Digital citizenship is also valued by the school and learning is aligned to the English National Curriculum. Secondary students participate in computer science lessons and there are a range of cross curricular opportunities to occasionally use devices as a learning tool. For example, Century Tech is used by students to practise mathematical skills and concepts which are not yet securely embedded in learning. The digital learning policy is in place and guidance on e-safety is shared with students and families. This is further reinforced through the student code of conduct. The bring your own device scheme has begun to provide opportunities for students to select technology as a tool at an appropriate time. However, staff and students comment that this approach is too ad hoc and there is no guarantee that students will have access to a device at an appropriate time. There is also a concern that the technology to support teaching is in need of upgrading, replacement and extension. Observations across the school through the visit confirm this to be the case. The governors acknowledge the digital journey the school has embarked on and a five-year strategic plan became available to view after the exit meeting. Reference is made to this plan and recommendations are also made about next steps in the digital journey in Domain G. The school will doubtless aim for an ambitious vision for DBS Wakra of students as digital citizens who confidently self-select the appropriate technologies to enhance their learning.

Despite the school rating indicated, the evidence suggests that the school meets the Preparatory Evaluation criteria but does not yet exceed this criteria.

Commendations

Domain C, Standard 3 - School leaders and teachers for deliberate actions which promote character development.

Recommendations

Domain C, Standard 3 - School leaders to use a digital transformation plan to pursue the aim of developing digital citizens who confidently self-select the appropriate technologies to enhance their learning. (Major)

Domain Summary – School Response

The curriculum makes a significant contribution to pupils' learning and achievement in line with our core purpose "Learners can, need and want to achieve".

We are well established international school and comply with the directives of the Ministry of Education and Higher Education while delivering an essentially British educational learning experience. Our curriculum is broad and well balanced, giving ample opportunity for intellectual curiosity, independent learning and creativity. The academic curriculum is enhanced by a very wide array of Extra-Curricular Activities (ECAs), which enrich the pupils' learning experience and offer leadership opportunities for pupils.

Curriculum planning is collaborative and overseen by our SLT. Standards Reviews take place across the DBS cluster. This has been effective in identifying effective planning and occasional areas for improvement.

DBS Wakra follows the National Curriculum for England, adapted to meet the needs of the pupils. The majority of our students do not have English as a first language and throughout the school there are many planned opportunities for speaking and listening activities. This is helping the children to become fluent and confident in spoken English. Teachers work closely with the EAL specialist and our SENDCO to develop key strategies to support their EAL students.

In the senior departments of the school, the curriculum is modelled on the National Curriculum of England in Years 7, 8 and 9, and preparing for iGCSEs in Years 10 and 11. This leads to a range of AS subjects in the sixth form. Pupils are guided to make subject choices appropriate to their chosen career paths with the support of the guidance councillor, whilst still enjoying a broad educational experience.

Pupils in Key Stage 3 benefit from as wide a range of subjects as possible. In addition to English, Mathematics, Science and Physical Education, a number of foundation subjects form part of the curriculum. This ensures a broad and balanced education, and also enables pupils to see in which fields their interests and talents lie. All pupils take part in all aspects of the curriculum, including Personal, Social and Health Education (PSHE).

At the end of Year 9, pupils choose the subjects they wish to follow at GCSE and IGCSE examination level during Years 10 and 11 (Key Stage 4). The compulsory subjects are Mathematics, English, Science and PE. PSHE is also taught to all pupils.

The curriculum for the pupils is further enriched through the provision of and access to a tremendously wide and varied range of extra-curricular activities, coordinated by the school's Assistant Head Teacher ECAs. We also complement our curriculum via links with external organisations, such as Practeria and Commercial Bank of Qatar.

In addition to the taught curriculum and after school activities, pupils can choose to join trips and visits, both locally and internationally.


The school has a SENDCO who is responsible for coordinating provision for those with Special Educational Needs. Identification of such need may be by teachers or parents and, following investigation, an appropriate course of action is decided upon. Support normally occurs via in-class attention with pupils only taken out of class where warranted.

Progression is carefully managed across year groups and from Primary to Secondary. Pupils are provided with clear guidance on issues to consider when choosing options for key stages 4 and 5, and in university applications through the school's Careers and University Guidance Counsellor.

Domain Summary – Evaluator Response

Overall, DBS Wakra is very well prepared for the self-study period within Domain C and school leaders have a good understanding of those curriculum areas which require review in the near future.

Underpinned by a solid policy, the DBS Wakra curriculum is mapped out for the youngest to the



oldest students as the school grows upwards into years 12 and 13. The school has a robust approach to delivering the English National Curriculum and this success is evidenced through good outcomes in the recent iGCSE results. The curriculum is appropriately adapted to incorporate the requirements of the Qatar Ministry of Education, whilst effectively facilitating 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 school has a golden opportunity to enhance the curriculum as it prepares for the building of a new school. Faculty staff and students are advised to seize this chance and ensure that the modern and purpose-built premises enhance the delivery of the full DBS Wakra curriculum, including the development of students as confident and competent digital and global citizens.

Domain D - Teaching and assessing for learning

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Exceeds

DBS Wakra's approach to effective teaching and learning is informed by our Brilliant Basics teaching and learning agreement. This was put in place as a whole-school agreement following discussions around what makes an outstanding lesson. This is not a checklist approach, but rather a simple understanding of the essential components of any outstanding lesson in any year group or subject area.


During our BSO inspection in November 2021, the following points were noted about teaching & learning at DBS Wakra:

- All lessons observed were at least good and in a considerable number the standard was excellent
- Teachers in key stage 2 plan engaging and challenging lessons. There are no missed opportunities to learn
- Excellent routines are in place to ensure there is pace in the lessons. Pupils are fully engaged in their learning and are inquisitive
- Teachers' excellent subject knowledge enabled lessons to be adapted quickly based on the needs of the class

Teaching at DBS Wakra engages students in their learning to ensure that planned learning outcomes may be achieved. Lessons in both the primary and secondary phases are pitched at age related expectations and provide differentiation and challenge. The ENC forms the basis for all lessons within the primary phase. Teachers provide meaningful feedback marking to enable students to feedback and improve their knowledge, understanding and skills.

DBS Wakra provides an outstanding quality of education for all students. Student achievement at primary level is higher than the UK average and students at secondary level, who will achieve DBS Wakra's first set of IGCSE exam results in 2021, are expected to either meet or exceed their ARE. A strong and effective leadership team is in place, led by a principal with significant leadership experience from his time in the UK which included a position as a head teacher of a secondary school which was on its own journey to become a through-school, a position as a member of the Challenge Partners organisation and a position on the UK character development parliamentary steering group led by Nicky Morgan MP. The school has outstanding capacity for further growth and development. The quality of teaching, learning and assessment is very good, as evidenced by our ongoing teaching & learning dashboard which collates information from a continuous schedule of lesson monitoring and which allows senior leaders to know with accuracy where our current strengths and areas for improvement lie.

DBS Wakra provides an excellent quality of education complemented by a high level of pastoral care. Throughout each year group and across the curriculum students make substantial and sustained progress. The broad and balanced curriculum inspires students to learn. The school's curriculum provides appropriate opportunities for academic and sporting excellence and contributes well to students' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of the multi-cultural society in which we live. The DBS Character Development traits are embedded in the school's curriculum and pastoral and ECA programme and are highly visible around the school site.



The school complies explicitly with the requirements of local Qatar regulations through the delivery of the 3 Subjects - Islamic/Arabic and Qatar History. The demographics of our DBS Wakra school community, which are predominantly Arabic and Islamic in nature, ensure that this particular aspect of our curriculum offer is something that we do well; feedback from both parents and students indicate that they value and appreciate our efforts in this regard.

Expectations of students are high and teachers engage enthusiastically in CPD to improve their practice; indeed, weekly CPD sessions in school are informed by the current needs of the school as indicated on the aforementioned dashboard. Students are challenged in lessons to do well with an understanding that labelling of students is to be avoided so that no ceilings are to be placed upon potential progress. Another mantra referred to regularly in DBS Wakra is *swimming in the deep end*; teachers and other professionals understand this to mean that we expect all students to be accessing the most challenging aspects of lessons, with support in place for those who may currently require it. We intentionally avoid potentially damaging terms such as low or high ability as we feel that this could create false perceptions of individuals' academic potential. Teachers and other professionals are aware of the prior attainment of all students but do not use this information as a means of limiting the access to the most challenging academic exercises.

DBS Wakra's T&L dashboard is analysed and communicated weekly to all teachers and other professionals so that key trends and patterns can be identified and actioned in terms of consolidating current strengths and seeking to work against areas for improvement. The format of lesson visits is such that best practice can be identified and shared with other colleagues. If a teacher whose lesson has been visited displays a skill from which their colleagues can learn then they are placed upon our Excellence Register; when needs arise, other colleagues are directed towards visiting this colleague so that they can also learn from them.


DBS Wakra is highly innovative in developing reflective teachers who evaluate and develop teaching pedagogy to support high levels of achievement. The school has adopted a broad range of new innovative approaches and best practice in British education development and as a result has greatly enhanced the learning experiences for all students.

Learning and teaching at DBS is driven by our belief that learners can, need and want to learn. Our DBS Wakra T&L dashboard provides senior leaders with up-to-date accurate information about both the current standard of teaching and learning across both phases and within year groups and subject areas and where any strengths and areas for improvement lie. This then informs next steps and allows senior leaders to plan appropriate CPD.

Our Learning and Teaching Policy is underpinned by our belief that our learners learn best when they are supported, challenged, have purpose, make connections, have ways to manage their learning and are engaged. Learning visits take place weekly, with always more than one visitor leading the process so that subjective judgements can be avoided, and subsequent professional dialogue is enabled as an integral element of the process. Book looks and student voice activities also form part of the ongoing lesson visits process and indicate live standards in each area. At various points during the COVID period, a blended learning model has been in place with lessons taking place both in school and online. The school uses Google Classrooms, Century Tech, Class Dojo and live Zoom streaming as part of the VLE provision in school. The Department of Education teaching standards are used to measure the performance of new teachers to the school as well as Newly Qualified Teachers (NQT/ECT) during their probation period and they are also used as a benchmark for all teaching staff to ensure they are upholding the required professional standards at all times.

Thanks to a consistent approach between Primary and Secondary on the structure of lessons, we ensure that our students understand clearly their learning journey.

A Teaching and Learning Network Cluster has been formed whereby senior leaders across the wider DBS cluster work collaboratively to share best practice and current teaching and learning strategies.



Our DBS Wakra T&L dashboard indicates that lessons are delivered effectively; this includes a student voice dashboard which asks students if the purpose of the lesson was clear and that they understand what they are required to do. Teaching and learning strategies follow from our T&L Brilliant Basics agreement, as well as our Daily Routines Brilliant Basics agreement; both documents make our expectations clear in terms of what the essential components are in terms of planning and delivering outstanding lessons. The Brilliant Basics agreements provide frameworks in which teachers are still able to flourish as individuals in the classroom; rather than being prescriptive straitjackets, they ensure a consistency of approach but also encourage professional trust of each other.

Evaluator Response

Meets

“Learning in DBS Wakra is fun and hard work”, reports a Year 5 student. The recent BSO inspection report (Oct 2021), inhouse self-evaluation and classroom visits confirm this to be the case for the majority of the time during a student's school day. The school promotes active engagement and students in Primary speak enthusiastically about opportunities to be fully involved in practical learning opportunities which regularly involves them working with peers to discuss their learning. Students in Secondary also welcome this style of teaching and learning and comment that they would appreciate it more often in lessons.

Discussions with staff reveal a shared understanding of the key principles of high-quality learning and teaching. The DBS Wakra, Brilliant Basics are displayed in all classrooms and teachers talk knowledgeably about shared expectations regarding quality feedback, pupil progress, high expectations, differentiation and establishing effective routines and relationships. In Secondary, the Brilliant Basics are still influential although more recently there has been the introduction of the teaching and learning policy from the DBS group. The newly appointed Head of Secondary is giving due consideration to how to introduce the policy in a way which will enable staff to feel ownership and pride in its implementation. Observations and discussions with leaders highlight differentiation as being the most challenging aspect of high-quality teaching and they agree that it is yet to be fully implemented in all parts of the school. Differentiated learning and teaching is not only essential due to students' learning differences but also because, for many students, English language acquisition is still developing, and additional scaffolding is needed in order for these young people to access the curriculum and achieve the learning objectives. School leaders have a shared understanding of where best practice can be seen and the importance of these practitioners modelling effective pedagogical tools and techniques to their colleagues. This information is recorded on the Register of Excellence retained by the SLT.

The school is committed to every child "being known and well known" and leaders use this phrase to underline the expectation of understanding and support for the academic, social, emotional, and physical learning needs of all students. At the beginning of the academic year many of the classrooms and corridors have displays which celebrate student diversity and the message that difference is positive is given high profile.

Despite the school rating of exceeded, the evidence suggests that the school does not yet fully meet all aspects of the team evaluation stage criteria. School leaders, lesson observations and discussions with students highlight the need to further develop the use of technologies to engage, challenge and enhance access and differentiation. DBS Wakra has invested in a variety of high-quality technological software for example Google Classrooms, Century Tech, Class Dojo and Zoom video conferencing and students and teachers report that they enjoy and benefit from these experiences. In only a small number of lessons were students seen making independent choices to use technology as a learning tool. There is certainly the enthusiasm from staff to develop this area but currently the "bring your own device" scheme is not robust enough or sufficiently innovative to enable this to happen. As referenced in other Domains, Governors report that a five-year plan is in place to deliver a digital transformation across the whole school. Implementation of the plan and impact on outcomes for students will be discussed during the team evaluation visit. In the longer term the strategic plan should underpin the development of the new school site.

Commendations

Domain D, Standard 1 - Teachers for their commitment to implementing the DBS Brilliant Basics and to have reflective conversations about what works well in the learning environment and where improvements can be made.

Domain D, Standard 1 - SLT members for identifying that "differentiation" is the Brilliant Basic which is yet to be embedded throughout the school.

Recommendations

Domain D, Standard 1 (Major) - Teachers to increase the use of technologies to engage, challenge and enhance curriculum access and differentiation. .

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Exceeds

DBS has a clearly defined admissions policy across all campuses that is fully aligned with our Guiding Statements. The policy contains information concerning the alignment between students' learning needs and the programmes of study offered. This policy is available on the school website and on demand from the school reception. As part of the admissions process parents must share relevant past school information for internal and Qatar MOEHE use. The school uses a variety of assessment methods to diagnostically assess each student's proficiencies, talents and learning styles to ensure we can meet their academic and emotional needs. At DBS Wakra we use formal assessments such as CAT testing, progress testing in English & Maths and reading and writing tests. We also use informal testing to see how pupils work in groups, socialise with other pupils, converse in English and how they interact with adults. Diagnostic reports are shared with staff so that teachers can plan and support the needs of their students. Any student that is admitted to the school is done so after a very rigorous admissions process and only once it is agreed that the school can best meet the needs of that child.

The school has an open access Admissions Policy however learners at our school must be able to access our curriculum, which is established by admissions testing. DBS Wakra places students in their relevant year groups accordin

g to their age, and from this point they will study relevant National Curriculum content.

Assessment procedures in place at DBS Wakra:

Formative and summative academic assessment (Class teacher)

Early intervention assessment and referral to SEN or EAL support (Class teacher)

Parental involvement (Teacher, SLT and parents)

Physical or medical assessment (School paediatric nurse)

Emotional, behavioural, social, adaptive behaviour assessment (School Counsellor)


Communication assessment (EAL or SEN support)

Psychological assessment – (School Counsellor)

Cognitive abilities test (CAT exams)

At DBS Wakra we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on. Assessment plays an important part in helping parents, teachers and the school to recognise children's progress, understand their needs, and to plan activities and support.

Assessment is an intrinsic part of all lessons across the whole school school and the assessment



policy has been fully embedded. Pupils are given the opportunity to assess their own understanding against learning objectives and next steps or gaps in understanding are highlighted by teachers. Pupils respond well to the constructive feedback which they receive on their written work, generally adding their own further thoughts or clarifications during dedicated marking review time.

We use summative assessment data to track and pinpoint whole class and individual targets. Teachers build clear pictures of pupils' attainment and progress across the school. Assessment strategies are applied consistently across age groups and subject areas and rigorous moderation activities are in place.

As part of the admissions process pupils are assessed using a range of different assessment tools including, interviews, cognitive ability tests, age-appropriate assessments (PTM & PTE), letter to the Principal and small group sessions (EYFS). When a child is offered a place at the school key information is passed on to the class teacher and if required any specific learning needs they may have. All teachers have access to their pupils' information through the school's management system iSAMS. Pupil information allows our teachers to see the different learning styles and needs of the pupils so that they can support and plan appropriately.

Teacher meet regularly to reflect and moderate assessment. Within these meetings staff share best practice, effective strategies and how best to improve student learning. These meetings support the development of teaching a learning and the school has grown into a very collaborative learning society.

The school is well equipped with Information Technology support. There is Wi-Fi throughout which supports students who bring their own device and we have a fully equipped computer room. The school uses strategies that are supported by the technology and all classes benefit from the availability of interactive whiteboards. All teachers use GSuite to support teaching and learning and Google Classroom is commonly used for support, assessment and recording of pupil progress. We use iSAMS as our Management Information System. This enables us to store and retrieve information about all of our pupils and students quickly. Any information about ability or learning needs is used and disseminated from here with proper safeguards in place.

The school employs a teacher who specializes in teaching of English as an Additional Language. The EAL teacher has initiated programmes of in-service professional development, for all Primary staff, to support them in the best pedagogical practice to support those children whose first language is not English. In addition, the EAL teacher has supported Subject Areas in the Secondary school to enable teachers to implement strategies that support students who have English as a second language. For example.


DBS Wakra's SENDCO plays a key role in this work, seeking to identify, through screening and ongoing monitoring, the particular needs of individual students and putting in place strategies to support students in their learning. In line with the UK's SEND Code of Practice, DBS Wakra uses a graduated approach to identify and support students with additional needs based on a four-part cycle of 'assess, plan, do, review' where targets and support are regularly planned to ensure students make progress in their learning journey. As part of this graduated approach, the school implements three levels of support:

Wave 1: Quality-first, inclusive teaching

Wave 2: Targeted intervention

Wave 3: Additional and highly-personalised intervention

Through these three levels of support, all students, including those with additional needs are able to access our rich and diverse curriculum. Students who have a Special Educational Need or Learning Difficulty may have their learning modified through differentiation to take account of their particular strengths and needs, as appropriate. Adjustments may also be made to the learning environment and, where necessary, some students may receive additional assistance, to ensure



that they can access the curriculum. Support, advice and training are also provided for all teachers and other professionals working with learners with additional learning needs.

DBS Wakra is committed to providing all students, including those with Special Educational Needs and Disabilities, with opportunities to achieve the best possible educational outcomes and to enable students to participate fully in the school. To ensure this is achieved, the school implements three levels of support:

Wave 1: Universal provision, which is to effectively include all learners in high-quality lessons, through suitable differentiation of teaching and learning, a rich curriculum and a supportive and inclusive learning environment. Examples include behaviour charts (primary), behaviour reports (secondary), visual prompts (e.g. the 5 point scale, sound mats), dyslexia-friendly fonts and spelling dictionaries and effective use of technology (e.g. talking tins). Since taking the position in August 2020, the SENDCo introduced changes to the role of teaching assistants to ensure that they are deployed effectively to support teaching and learning.

Wave 2: Targeted small group intervention to support students to make accelerated progress in line with age-related expectations. Interventions have specific learning intentions and are time-limited. Examples of interventions include Time to Talk, Read Write Inc Phonics, Read Write Inc Fresh Start, Word Shark handwriting and numeracy skills. Interventions are led by qualified teachers and trained teaching assistants. The SENDCo runs English support lessons for students in the secondary phase and the school counsellor runs intervention groups for each Key Stage termly.

Wave 3: Additional and highly personalised intervention for small groups or individual students identified as requiring SEND support. Provision at Wave 3 draws on specialist advice and provision including from external agencies. Currently the SENDCo liaises with several speech and language therapists, behavioural therapists, psychiatrists and medical practitioners. The SENDCo communicates recommendations and targets given by specialists to class and subject teachers. The SENDCo works closely with teachers to advise adjustments to curriculum content, where necessary, and to ensure that teachers employ strategies that support these learners to make progress. The school has systems in place to hire additional teaching assistants to provide learning support for students when necessary.

The school seeks early identification of students with Special Educational Needs and Disabilities. Students who are identified as having additional needs during the admission process are placed on the Learning Support Register with any specific learning difficulty or disability noted and links made to recommendations for support, adaptations or accommodations required within the classroom.

Through the school's implementation of the graduated approach, students who fail to make progress or shows signs of difficulty in some of the following areas: acquiring literacy and/or numeracy; presenting persistent behaviour, emotional and social difficulties; have sensory or physical problems; or communication difficulties are referred to the SENDCo. After referral, the SENDCo will review the differentiation strategies that have already been employed within the classroom; the communication between the teacher and parent and the results of any standardised or summative assessments. Further specific tests and/or observations may be carried out by the SENDCO or parents may be recommended to see a medical practitioner. If it is determined that support that is additional to and different from the differentiated curriculum is required this will be provided through a learning plan. The pupil will be placed on the Learning Support Register.

Students who have a learning plan are provided with additional support in a number of ways including:

classroom organisation and management;
in-class support by trained teaching assistant or teacher;
withdrawal for individual/small group work;
use of specialist equipment;
home/school learning initiatives.

Parents are informed and offered involvement in the generation of the learning plan. Students will be involved in the decisions made at this stage, in accordance with their age and ability to contribute effectively to this process. This is currently completed in the form of parent meetings and pupil view.

We recognise that a small number of students may have additional needs which require specialist support.

The school also employs several members of staff to ensure that students with additional needs are supported to achieve academically, personally and socially:

SENDCO (Academic support)

School Counsellor (Social and Emotional support)

School Nurse (Medical support)

We employ highly-trained teaching assistants from within our DBS Wakra community to support students with their learning. Teaching assistants receive regular training to ensure that they know how to scaffold and support students in all areas of learning. Teaching assistants are trained to promote student independence from a young age so that during their time at school, students develop the skills needed to be independent and life-long learners.

The school employs a fully qualified and experienced assistant head teacher with SENDCO responsibilities. She is supported by a fully qualified and experienced English as an Additional Language teacher. These leaders are further supported by a team Teaching Assistants and a number (depending upon demand) of one-on-one learning support assistants; in 2022/2023 we are currently expecting to have only one TA working on a one-to-one basis. DBS Wakra has a fully qualified nurse and a fully equipped clinic.

The ratio of staff to children in Pre-School is 3 to 8, in Reception and Key Stage 1 it is 2 to 14, and in Key Stage 2 onwards there is one class teacher to a maximum of 28 children, although the numbers vary in each year group due to the current growth of the school. In addition to this, the school currently employs 12 teaching assistants, all of whom are placed with care according to the needs of each cohort by our SENCO who is in receipt of the UK SENDCO qualification (NASENCO). Classes throughout the school are capped at 28 students.

Students are guided through subject options for Key Stage 4, albeit within a course selection process which is somewhat limited due to the current size of the school. A suite of post 16 qualifications are offered across the wider DBS cluster in the Sixth Form to better cater for students within that age group.

Evaluator Response

Exceeds

DBS has a clearly defined admissions policy across all campuses that is fully aligned with their guiding statements. DBS Wakra prides itself on being an inclusive establishment which is committed to high quality assessment in order to swiftly identify a student's individual needs. Only then can teachers understand a student's strengths, where stretch is required, any gaps in learning and what the next steps in learning should be. As part of this process DBS Wakra uses a range of formal assessments such as CAT testing, progress testing in English and maths and reading and writing tests, as well as teacher observations.

In some lessons, teachers deploy a range of well-established strategies to assess understanding and learning in the moment and to adapt teaching accordingly, e.g., the excellent use of whiteboards by all students in a maths lesson. During discussions teachers and teaching assistants are able to pinpoint where students are in their learning and mark books provide evidence of

ongoing assessments. Students report that oral and written feedback is helpful to them in knowing what they do well and how they can improve. The BSO inspection report also reflects the high levels of inclusivity across the school as well as the well organised interventions which are delivered. Whilst so much is in place, visits to classrooms revealed that this wealth of assessment information is not consistently used to appropriately differentiate learning and teaching. Academic leaders also confirm this to be the case and share that this is a priority for school improvement, as evidenced in the DBS Wakra strategic plan.

The head of primary was able to share two highly effective bespoke tracking data bases: one which collates findings from monitoring activities and one which collates summative assessment data. The dashboards provide an at-a-glance analysis, pinpointing whole class and individual targets for learning. The systems in place enable teachers to build clear pictures of students' attainment and progress across the school, underpinned by assessment strategies which are rigorously moderated across the Doha British School group.

Commendations

Domain D, Standard 2 - SLT for effectively tracking student progress through a bespoke data management system, allowing them to swiftly identify areas of good practice in teaching as well as under-achievement in learning and the need to implement interventions.

Recommendations

None at this time.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response

Exceeds

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)
Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development

Within the History curriculum of both the primary and secondary phases, Qatar History is an integral part. Students develop knowledge, skills and understand of the cultural context of which they are in. Furthermore, Arabic students benefit from a comprehensive Islamic studies curriculum. We fully comply to all Ministry requirements for the teaching of Arabic and Islamic studies. Non-Arabic students learn Spanish as a modern foreign language, this language development enhances intercultural development.

Every year the school community celebrates cultural and language diversity in the form of an International day and languages day.

Outside of the normal curriculum students take an active role in community projects, such as our Eco Team, who were the only school from Qatar to be featured on the CNN website in 2021 as part of their global climate emergency campaign.


Teachers show a good understanding of cultural backgrounds of learners and this can be seen with reference to:

International days;

World Book Day;

Multicultural topics and contexts used to teach;
choice of literature both in classrooms and the libraries.

Pupils at DBS Wakra are polite, respectful and excellent ambassadors of our school. Their attitudes to learning are extremely positive and they recognise and appreciate the opportunities that are made available to them by the school. The school takes every opportunity to support pupils with their social, emotional and physical growth needs. Personal, Social, Health Education is taught



across the school to support our pupils in becoming global citizens by developing them fully as individuals, and as members of a global society. We have a full time school councillor, Careers adviser, school nurses and highly trained safeguarding members of staff that support all our pupils' needs.

Evaluator Response

Meets

The school's guiding statements explain that "through the understanding of cultures, our learners will appreciate the importance of interdependence of communities throughout the world". Whilst this reflects the school's commitment to developing global citizenship and intercultural learning more could be done to crystallise a solid definition of global citizenship which can be explored, expanded, and discussed across the community forum. When students are asked about teaching and learning opportunities which develop them as global citizens, they refer to annual, special events such as International Day, community environmental projects, and some topics which require them to extend their knowledge of other countries. Activities such as these were seen during visits to classroom - for example a primary lesson which involved the geographical study of France. Despite the delivery of well planned, inspiring events students' general understanding of global citizenship is still relatively vague and in the main they were only able to give a limited number of examples of their intercultural learning. It is suggested that staff and students should explicitly and systematically embed the concept of global citizenship in the written and taught curriculum. This will supplement the already existing 'enrichment' special events and enable students to develop a greater understanding of global issues from a perspective other than their own. In tandem with curriculum embedding, reflection by students on their intercultural learning should be encouraged so that its development can be measured in individual students.

Despite the school rating indicated, the evidence suggests that the school does successfully meet the Preparatory Evaluation criteria but does not yet meet the Team Evaluation criteria.

Commendations

Domain D, Standard 3 - Teachers for prioritising the creation of displays early in the academic year which celebrate diversity. This includes proudly flying flags for every nationality represented in school.

Recommendations

Domain D, Standard 3 (Major) - Curriculum leaders, alongside teaching staff, consider how they intentionally deepen students' understanding of what it means to be a global citizen, appreciating the values, norms, beliefs and behaviours of others.

Domain Summary – School Response

DBS Wakra is a school in which high standards of teaching and learning are consistently present. Our internal monitoring processes enables and teachers to be aware of current strengths and areas for improvement, and these are either capitalised upon or addressed swiftly so that best practice can be used to secure improvements wherever required. Teachers understand what makes for outstanding teaching and learning and are trusted as professionals to be the experts in their classrooms, with support from senior leaders as appropriate. A further strength is our understanding of our school's contextual needs and the makeup of our local community. To this end, both our Arabic and Islamic provision and our support for students with additional linguistic needs enables high-quality teaching and learning in all areas.

A clear area for improvement in terms of supporting all students within our school community is in regards to our current campus, which offers no support for students with additional physical needs. We have neither ramps nor lifts to our second floor or to the classrooms outside of the main building. DBS Wakra will open a brand, new campus on a site near to the current location in 2024, and this issue will be rectified at this juncture.

Domain Summary – Evaluator Response

Overall, DBS, Wakra is very well prepared for the self-study period within Domain D and has a strategic plan in plan identifying priorities for improvement.

The school is proud of the quality of teaching and learning in all phases. At the heart of policies and practices is teachers' commitment to the implementation of the DBS Brilliant Basics. Many lessons inspire students to participate as active, inquisitive learners who enjoy being challenged and collaborating with their peers and especially so in the Primary phase. Teachers see the value of both formative and summative assessments although the rich information gathered is not consistently well used to differentiate learning and teaching. The bespoke data management system is an effective tool employed by leaders to swiftly identify areas of good practice as well as under-achievement. The BSO inspection identified the need to empower teaching assistants to more fully support student learning. From the visits to lessons it would appear that this is developing well.

With regard to global citizenship and intercultural learning the school enthusiastically celebrates the many nationalities of its students and staff through special events and displays. The challenge for DBS Wakra is to consider how teaching intentionally deepens students' understanding of what it means to be a global citizen, appreciating the values, norms, beliefs, and behaviours of others.

Domain E - Well-being

E1

The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)

School Response

Exceeds


DBS Wakra has a tangible positive climate, both in classrooms and in all other areas of the school. As a school, its leaders are committed to ensuring that wellbeing for all members of the community remains a priority year after year. The favoured approach, essentially, is to not rely upon gimmicks cut and pasted from other organisations in order to address wellbeing but rather to ensure that it is central to all strategies, plans and daily decisions.

All leaders, teachers and other professionals at DBS Wakra understand this collective commitment to ensuring that the school community maintains a positive culture at all times. Although we have a full-time emotional guidance counsellor on site, for example, we do not rely upon situations becoming so difficult that we must call upon interventions after the event. Instead, we base our daily actions around the idea that all professionals look out for each other at all times, that all students are cared for appropriately and effectively by adults and that all interactions between all members of our community are positive. Where this is not the case, which may be inevitable from time to time in any large community, we seek to address issues swiftly and with appropriate guidance about next steps.

Leaders, teachers and other professionals at DBS Wakra follow a Brilliant Basics agreement around professional behaviours which outlines precisely what we expect to see from our adult team members whilst they are at work. Teachers work also against the informal understanding of the 'parent on the shoulder' approach, which explains that all interactions on our school site should only be of a kind which professionals would also be happy to have in front of a parent visitor to our school. Students are known and known well as individuals within our DBS Wakra school community, not because our school is small but rather because all adults understand that seeking to develop strong and purposeful relationships within a community are the best way of creating a positive daily experience for all.

DBS Wakra has a well-established culture of openness, fairness, trust and mutual respect. This is evident through our relationship with visitors, prospective parents, students and staff. Students are able to communicate effectively and collaborate on their learning and other matters. Students take responsibility both for their own learning and for their behaviour. DBS Wakra has a well-established code of conduct and pupils are aware of our high expectations. Pastoral leadership is strong and serious incidents that result in fixed term or permanent exclusion are very rare. Students have a strong positive self-image and idea of their own self-worth that is supported by the values and ethos of the school. Student leadership and student voice is very important at DBS Wakra and there are regular opportunities for pupils to meet all levels of leadership. Leadership opportunities are available to pupils in both primary and secondary with a head boy and head girl appointed annually for each. The councils in both the Primary and Secondary meet regularly to give input on school developments and students issues, and then feed into the greater school council. Their views are minuted and shared with senior leadership to support whole school improvements. In our reception area, for example, we have a board which indicates 'what you said' and 'what we did' as the academic year progresses, essentially monitoring what adults were able to do about suggestions made by the young people in their care. Surveys are carried regularly in order to ascertain the views of a wider group of students across the whole school.

The school has several parental support groups that help out in many different areas. They help support the running of many events, covid and local restrictions permitting. The



Friends of DBS group is well established and they have been pivotal in supporting many improvements across the school and in the running of many large scale school events over the eight years since DBS Wakra was formed.

Both the Primary and Secondary phases have weekly assemblies and use these opportunities to celebrate specific themes and pupil success. Success at DBS Wakra is not just about academic achievement but about effort and progress. We by our very nature are an inclusive school and actively look for success in the different ways it may manifest within our students. All pupils get opportunities to celebrate their success throughout the year; for example, we actively promote achievement outside of school on our celebration board and highlight such successes via our social media accounts.

DBS Wakra has a climate which enables students to flourish both academically and in terms of their social development. All students are known and known well by teachers and effective routines and relationships form part of our Brilliant Basics agreement. Reward and recognition is provided regularly by teachers to students, by students to teachers and by teachers to teachers: we have Character Development postcards & badges, House Points, Dojo Points & Star Of The Week awards for students, all of which are high-profile acknowledgements of achievements; we have Golden Apple postcards which students love to award to teachers if they have supported them with their learning or delivered exceptional lessons; we have our weekly Teacher Of The Week award, which all members of our DBS Wakra community can win because we believe that every adult who works in a school should be seen as a teacher because every interaction with a child is an opportunity for them to learn something - this is a big part of our week and we celebrate our winners widely; in addition, the principal writes a formal letter of commendation weekly to a colleague whose efforts deserve recognition and this letter is shared with the Executive Principal and the Head of HR.

Our commitment to character development is not a bolt-on to the curriculum; instead, its essential components are woven into both our curriculum and our expected behaviours in school. All adults in DBS Wakra are seen as teachers and all teachers are expected to act as role models for students in the sense that they support the emotional development of the young people in their care at all times.

DBS Wakra's teachers and other professionals are interested not only in the achievements of the students in their care whilst they are in school but also in every success that they enjoy outside of school in clubs and other activities. To this end, we have a Celebration Board in school which displays such achievements and we ask parents to inform us at every step of every achievement which takes place outside of school.


During our BSO inspection of November 2021, the following was noted:

- 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
- The behaviour of pupils is excellent
- Relationships are excellent throughout the school and pupils feel safe while at school
- Teachers pay particular attention to pupils' happiness and wellbeing

Evaluator Response

Meets

The DBS Wakra school site, although having some restrictions in facilities, reflects the determination of leaders and staff to develop spaces and opportunities for students which promote



a positive, supportive, and culturally sensitive environment. For example, a library has been created in the heart of the school as a quiet, colourful, and inviting area in which students can work, relax and explore texts and related materials. The librarian, who is new to the school, has some excellent ideas for the development of her area. Opposite this space is the emotional guidance counsellor's room, again available to all and in a high-profile position which promotes supportive conversations as the norm.

Professional behaviour is expected at all times by everyone. The Brilliant Basics agreement is the go-to guidance which ensures that everyone is on the same page and that all adults within the community understand, embrace, and demonstrate the DBS core values in all their choices, behaviours, and interactions. Staff refer constantly to the importance of students being "known and known well as individuals" and all adults are committed to developing strong and purposeful relationships with every student in order to create positive daily experiences for them. There is a clear understanding and emphasis that this approach, where relationships are prioritised, cannot be compromised as the school grows. Students, themselves, feel cared for and describe teachers as "going above and beyond what is expected" to support them to learn and grow as individuals. When asked who they can turn to when they need support, the list of adults in school appeared endless. Students of all ages recognise that they, too, have a role in helping other students, particularly those who are new to DBS Wakra.

At the beginning of the new academic year, and reflecting the easing of COVID-19 restrictions, school leaders are exploring strategies to enhance student voice and extend leadership opportunities for all. The process of electing the school counsellors and the head boys and girls is underway and generating a great deal of excitement across the student body. Staff and older students are mindful of the need to make every effort to be inclusive and ensure that all students have a voice when it comes to student leadership. Developments such as suggestion boxes are one example of a strategy to more effectively capture student voice but are acknowledged as being under-promoted. Senior leaders perceive success in the building of genuine leadership skills when students, themselves, are able to identify and lead initiatives relating to school improvement, local and global citizenship and environmental stewardship. Discussions provided some evidence about how students could be involved in the development of the new school. For example, bringing forth questions such as those relating to environmental sustainability, the use of non-renewable plastics and whether rooms, spaces and access to technology facilitate learning.

Despite the school rating indicated, the evidence suggests that the school is not yet sufficiently aligned to the rubric at the Team Evaluation stage. DBS Wakra has appropriately met the Preparatory Evaluation criteria and is well placed to enhance student voice and leadership capabilities.

Commendations

Domain E, Standard 1 - School leaders for creating an exceptionally strong culture of openness, fairness, trust, and a climate in which students voice can be heard.

Recommendations

Domain E, Standard 1 - The pastoral team lead the strengthening of student voice and leadership capabilities for all through the development of quality in-school responsibilities which promote environmental stewardship and community related activities.

E2

The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)

These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.

School Response

Exceeds

The welfare, health and safety of the pupils are taken very seriously. All safeguarding procedures are up to date, monitored and evaluated regularly

There are formal learning programmes in place across the school for pupils relating to personal safety, grooming, on-line safety and sexual behaviours but only to the extent permitted by the Ministry of education.

DBS Wakra safeguarding and child protection policies and procedures are systematically reviewed annually. As part of the review process revisions are made and passed to the Governing board for approval. The school has an open and good working relationship with a number of external partners. To maintain our standards of child protection we work closely with international child protection services and regularly attend child protection workshops. All practices are in line with CIS expectations of good practice. DBS Wakra safeguarding and child protection policies and procedures meet local, international and UK standards.

The school has a robust safeguarding procedure that is overseen by the school's safeguarding lead. All reports of safeguarding issues are fully investigated in line with whole school policy and procedure. All information relating to these investigations is securely stored on our My Concern account. Advanced training takes place for the designated member of staff for child protection several other member of designated staff. Training is made compulsory for all staff on child protection. There is a generic health and safety policy and the leadership team ensures that this is effectively and appropriately applied across both schools.

As school we provide good support and guidance for our pupils that enables them to make good progress, develop confidence and self-esteem and cope with everyday life in and outside the school. The pastoral systems at DBS Wakra work well and have high profile across both the Primary and secondary phases. There are effective mechanisms in place to ensure progression at points of transfer between year groups and key stages.

The code of conduct, safeguarding and child protection policies are given to all staff at the beginning of every year with a slip that must sign that includes a statement that declares that the documents have been read and that they will agree to abide by it.


DBS Wakra provides a safe physical environment for pupils. There are appropriate health and safety policies in place and all requirements are fully met. Premises are maintained to a good standard. All visitors are required to check in with security staff at the gate and wear a badge around school. The grounds are secure and arrangements for the dropping off and collection of pupils are robust and strictly adhered to.

The school has a child protection policy. This is supported by a clear set of procedures. All teaching and non-teaching staff receive safeguarding training during the school's inset week as well as at regular intervals throughout the academic year. All staff are aware of who DSL and key staff are in the school.

Records are kept centrally in a confidential online file which can be accessed by the DSLs. This ensures that all staff know what to do if they have a concern about the welfare of a child, or if they are concerned about the conduct of a member of staff.

The school is a gated site with a single guard. The guard is well informed of procedures and protocol for allowing visitors onto the school site. All DBS Wakra staff and visitors entering the grounds are required to wear an ID badge. During school hours there is only one entry point to the school. All other gates remain locked.

DBS has anti bullying, child protection, complaints, security, safeguarding, behaviour, discipline,



sanctions and rewards policies/procedures in place. These policies and procedures are systematically reviewed and updated. The school goes beyond the policies identified with in domain E part 3 and has a full list of policies covering all aspects of pupil welfare. The list of policies can be found with in evidence folder of the domain.

The policies and procedures adopted by the school in regards to pupil welfare are highly effective and are support of the whole school community.

There is proper supervision for learners during break, lunchtime and after school. Teacher absence is always covered internally using a range of appropriate measures. DBS Wakra is a gated site with a single guard who monitors and restricts access throughout the day.

The school benefits from shaded areas in the playground and in the adventure playground. If the temperature exceeds 40 degrees C then learners are not permitted to play outside of the shaded area. In this event, alternative, supervised areas are opened up for break times. The Science Laboratories are equipped with emergency buttons to stop the gas. During experiments learners follow safety procedures routinely. Chemicals are stored separately from the laboratories and supervised by a technician. There is a fridge to ensure the safety of some chemicals. The school has completed the necessary documentation for safe removal of chemical waste in accordance with local ministry requirements. There is access to a shower in each laboratory in the event of a chemical spill.

The school has a firewall that blocks harmful material being accessed on the premises. In addition we have a filtering system, *Websense*. In Computer Science /ICT lessons learners are made aware of the how to be safe online and this is also reinforced during Anti-bullying week.

Evaluator Response

Exceeds

Safeguarding is rightly regarded as everyone's responsibility in DBS Wakra with specific roles and responsibilities which are understood by all. DBS Wakra's safeguarding and child protection work are explicitly reported in the DBS policy and procedures documents. The names and photos of the safeguarding leads are clearly displayed in the reception area.

Evidence gathered during the visit confirms that policy and procedures are lived out in practice. The guiding documents provide quality stand-alone information as well as providing valuable links to further reading e.g "Keeping Children Safe in Education". Annual updates ensure that staff are aware of changes to the policy and any new thinking regarding safeguarding and child protection. The discussion with one of the designated safeguarding leads (DSL) reflected a thorough understanding of developments in international best practices. Through the work of the DSLs local child protection laws are adhered to and the suggestion is that safeguarding practices are strengthened by well-established links across the Doha British School group. The DSLs are committed to aligning with best international practices whilst being mindful of cultural sensitivities.

Safeguarding training is ongoing, with all adults participating in at least one refresher session annually. Staff induction ensures that safeguarding is given priority. The DBS Wakra Brilliant Basics explicitly addresses expectations regarding acceptable behaviours in school, as a means of safeguarding the students. When interviewed staff were able to articulate these expectations. They also accurately described the procedures for escalating a child protection concern and the DSLs reported that as a result of these clear systems and robust practices, records are accurately kept, primarily using MyConcern. This platform gives key staff all of the information required to understand the whole situation for a child requiring support.

Discussions with senior leaders reveal that they are committed to safeguarding every child in school and that they understand their responsibilities in overseeing this work. A governor has been

recently designated to contribute to this aspect of the school's work. This is good practice and it would be helpful for the nominated governor to be involved in the Self-Study and the forthcoming team visit.

There is an online safety policy in place and evidence from interviews with students and lesson visits suggests that most, but not all, students know how to keep themselves safe online. The school has identified the need to enhance e-safety practices further, including the introduction of an acceptable use policy which students understand and are required to sign annually.

Commendations

Domain E, Standard 2 - Designated safeguarding leads for their strength of purpose, knowledge, skills, and professionalism in driving safeguarding forward in a culturally sensitive but rigorous manner and for their dedication in analysing, reporting and tracking concerns.

Domain E, Standard 2 - All staff for their use of MyConcern in the reporting of safeguarding issues.
Domain E, Standard 2 - The Board's commitment to safeguarding as reflected in the nomination of a safeguarding governor to support the school's effectiveness in this area.

Recommendations

Domain E, standard 2 - Leaders with responsibility for digital and on-line safety to further develop safety practices for students of all ages whilst accessing school technology or their own devices.

E3

The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)

School Response

Exceeds


Looking after the physical and mental health of all enrolled students is a priority at DBS Wakra. To this end, the school has a fully staffed and resourced clinic suitable for the size and makeup of the school community. Our nurse works closely with senior leadership to carry out the necessary Ministry health requirements which are effectively communicated to all parents. She also keeps comprehensive medical records of all visits by staff and students. Concerns about any student's health and/or welfare is highlighted to the relevant member of staff. First Aid training is provided to all staff leading and/or supporting school trips and visits.

We also understand, however, that we are not able to meet the potential needs of all members of our wider school community at all times on our current site. Our current campus, for example, does not allow students with mobility issues to access our first floor. The new DBS Wakra campus, which is due to open in August 2024, has been designed in a manner which address these concerns.

The school has a written policy and procedures about the use of the nurse. First Aid is carried out by our nurse. There are also defined procedures for medical emergencies.

The working hours of teachers and other professionals have been remodelled around the need for effective daily supervision of the young people in their care as they enter and exit the school. To this end, supervision duties begin promptly at 06.40 as students begin to enter the school. When the doors to classrooms open, teachers are responsible for the supervision of students in their class or form. Teachers and other professionals are expected to be in the corridors to monitor behaviour at lesson transition time. Adults are always on duty at break, lunch and after school and have assigned places to ensure adequate supervision. SLT are also on duty during these times and are visible in the corridors at the beginning and end of day. Consequently, students display excellent behaviour and contribute to a safe environment.

The school provides health care and health education to support students' well-being and enhance access to learning opportunities



All students receive timetabled PSHE lesson. These support the emotional, physical and health development of the students, for example dental, road safety, health eating, e-safety and adolescent development.

The Early Years and Foundation Stage focus on health and development of the child both physical and emotional. Healthy eating is promoted throughout the school and teachers regularly contact parents to discuss healthy snack choices.

Within the specialist curriculum areas of science, DT and Art we conform to all health and safety requirements. Science teachers ensure all chemicals are stored, used and disposed of in the appropriate way. The DT and Art teachers provide suitable training to students on how to safely operate machinery.

There is effectiveness and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school. The School has a DSL and all staff undertake safeguarding and child protection training. There are procedures in place to ensure reporting of any child protection issue is documented and correctly stored. Student who are concerned 'at risk' have chronology which is shared with key members of staff including the clinic.

The school has an emotional needs counsellor to support students with particular needs. Students have the ability to self-refer and the nature and content of conversations can be kept confidential unless it is a particular safeguarding issue.

There are robust policies and procedures in place to support local and international trips and visits. A senior member of staff oversees and coordinates the administration. Staff leading trips and visits must comply with the relevant risk assessment materials and ensure all adults are aware of the associated risks.

An attendance register is taken daily and systems are in place to ensure these registers are taken. After 7:30 latecomers register directly with the school secretary and similarly early leavers are signed out at the office. Parents are required to send a message to school if their child is absent. If no message is received the school will follow up by contacting parents.

A register for Extra Curricular Activities (ECAs) is kept by teachers running clubs. Students who are at school after 2.00, and who are not in ECAs, are supervised in our main reception area. Learners are signed in by a supervising adult and out by the parent or caregiver. The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements. The School has clear policies and procedures in place to deal with fires and natural disasters. The Information Management System (ISAMS) ensures effective communication with parents when important information is needed to be shared. Fire doors are fitted throughout the school and the evacuation policy ensures a quick and safe exiting of the school building. Visitors and/or parents cannot enter the school site without a visible school ID badge, the site is kept secure during the school day with only one point of entry via the main school gate that is staffed by a full time security guard.

All policies and procedure relating to the health, safety and welfare of all students are annually reviewed and updated by the Senior Leadership Team.

Evaluator Response

Exceeds

The school employs a qualified, full-time nurse who receives regular external training regarding changing protocols and practices. A full-time emotional well-being counsellor is also employed at DBS Wakra. Given the current number on roll these two dedicated posts provide sufficient capacity to serve the mental health and medical needs of students. Senior leaders are aware of the likely need to increase staffing in this area as the school continues to expand.

Physical and mental health records for students are stored in locked filing cabinets although DBS Wakra should consider exploring the possibility of storing records electronically. This may be a more efficient way for an appropriate member of staff to access the appropriate information for analysis, recording and reporting purposes. DSLs raised the need to expand their knowledge of data protection requirements, freedom of information requests and appropriate information sharing protocols. This is an important next step in the well-being agenda for DBS Wakra.

Staff were able to share the mapped-out programmes of physical and mental health contained within the physical education, and personal and social health education (PSHE) curriculums for both Primary and Secondary Students. The staff involved in the leadership of student well-being are eager to review and refresh the current PSHE policy, in light of the learning which has come over the past few years. The team are well versed in making referrals to outside agencies as required.

Commendations

Domain E, Standard 3 - The safeguarding team for recognising the need to refresh and extend current learning programmes for physical and mental health, creating a bespoke well-being curriculum.

Recommendations

Domain E, Standard 3 (major) - Designated Safeguarding Leads seek appropriate training and advice regarding data protection requirements, freedom of information requests and appropriate information sharing protocols so that they are confident in this aspect of their work.

Domain Summary – School Response

Our intentionally cultivated culture of positivity and trust is a clear strength of DBS Wakra. Leaders, teachers and other professionals treat each other with trust and respect not only because we wish to model appropriate behaviours to our wider community but also because we understand that this attitude of collegiality is likely to support our school on its journey to success. Adults purposefully adhere to our Brilliant Basics agreement around professional behaviours because we know that this clear and simple guidance supports effective teamwork. In addition, safeguarding and the support of emotional and physical wellbeing at DBS Wakra are also both highly effective. Students are known and known well and teachers regularly go above and beyond to ensure that they are safe and well looked after.

We are, however, in some ways hamstrung by the limitations of our current school site, which offers no access to our first floor for students with mobility issues. We also acknowledge that the layout of our entrances and exits to and from school require at present teachers to implement tailored plans for student safeguarding which may not be necessary in schools with different designs. Our new school campus has been designed with features which address these concerns.

Domain Summary – Evaluator Response

Overall, DBS, Wakra is very well prepared for the self-study period within Domain E.

Student well-being is central to the work of DBS Wakra and, as a result, students are well cared for, nurtured, and prepared for next steps in their academic and personal lives. When an individual reaches out for support, it is readily available and makes a difference. This work is led by a team of highly skilled and knowledgeable individuals who benefit from regular participation in a local



network and a determination to keep updated with best international practice.

The well-being leads are ambitious in what they can do to further enhance their safeguarding practices and it is advised that these priorities are captured within an operational plan, setting clear targets for improvement, timescales and resources. The leaders accurately identify priorities as including further work on mapping out a more ambitious well-being curriculum, as well as deepening their understanding of the General Data Protection Regulation.

Domain F - Staffing

F1

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications and competencies, and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)

School Response

Exceeds

The school has a full complement of UK qualified teachers, with a ratio of teacher/student of around 28:1, although numbers vary across year groups, key stages and phases. The process of teacher recruitment is rigorous and is led by Senior Leaders. All newly appointed teachers undergo a detailed interview process. All staff are required to have all of their qualifications attested both in the UK and in Qatar and are subject to stringent safeguarding checks. There is a comprehensive onboarding process led by the HR team and supported by the school's Senior leadership. DBS place great emphasis in ensuring staff are looked after from the moment they join the organisation.

We place great value upon appointing and retaining high quality teachers. To this end, our recruitment processes start early and usually continue for as long as we can be certain that we are appointing professionals who are not only excellent teachers but also of the right personality and professionalism to fit into our DBS Wakra team. We are not interested necessarily in teachers who are of the mindset that they have already achieved a great deal in their careers so far and that they have many personal accolades to share with us, but rather in people who are willing to learn, who will frequently put the needs of others first and who will demonstrate ethical behaviours whenever required.

All of our teachers are trained in the UK, Australia, South Africa, Canada or America. Teachers appointed from outside the UK must have experience in delivering the National Curriculum for England. All of our teachers have their teaching qualification notarised by a solicitor and attested at the Qatari Embassy.

Evaluator Response

Partially Meets

DBS Wakra has grown considerably since its inception in 2014 and with increases in student enrolment have come parallel increases in staffing. As explained in Domain G, the school has been very creative and proactive both in changing the original specification of the building to meet the vision and mission of DBS and in making enhancements and improvements to learning spaces over the last eight years.

The number of teachers employed is aligned to the number of students the school is projecting to be on roll in the following August. Currently the school is marginally overstaffed as it develops a Sixth Form phase. 2022/23 sees the first small cohort of students studying in year 12. The final resignation date for teachers is 31 December and so the usual hiring period is in the January to March period.

It was notable that DBS Wakra does not have a recognisable structure of middle leadership, a point made in the school's submission. Since the campus opening, many of the roles usually assigned to middle leaders have been undertaken by senior leaders or willing volunteer teachers. Having reached a number on roll of 500 students and now entering students in formal examinations, it would be reasonable to expect positions of responsibility to be made available for subject leaders. This will help drive consistency in strategic planning, teaching, and learning, assessment and accountability and provide opportunities for promotion, aiding the retention of high performing staff.

A recruitment policy was not made available during the visit, although the Head of HR in meetings indicated that the most recent version dates from 2018. It was not possible, therefore, to cross reference points made in discussions about the transparency of information about remuneration for staff within this policy. For example, concerns were expressed from some teachers who were appointed as Newly Qualified Teachers not having their salary adjusted to the regular rate for teachers after successful completion of their probationary year of teaching. There also seemed to be some confusion about whether teachers are paid on a flat (non-incremental) rate of pay regardless of experience of time served or, as seemed to be suggested by the head of HR, on a five-point rising scale.

Most staff praised how DBS Wakra managed their recruitment process and, particularly, how senior leaders have gone out of their way to support their induction. Within discussions about terms and conditions it was clear that the standard of accommodation on arrival has varied considerably for some staff and that, in one or two cases, this has been significantly compromised the early weeks of their move to Qatar.

The school has rated this standard as Exceeded at the Preparatory Stage and although there is evidence of good practice in some elements of the standard, there are actions to complete before the standard is fully Met. The most appropriate rating at the Preparatory Evaluation stage, therefore, is Partially Met.

Commendations

Domain F, Standard 1 - The principal, head of primary and their teams for their recruitment of high quality staff while managing the growth in numbers of students.

Recommendations

Domain F, Standard 1 (Major) - The head of HR, executive principal and principal ensure that the recruitment policy is amended/updated to reflect recent developments and that it has clear and transparent information regarding remuneration for staff.

Domain F, Standard 1 - The head of HR will ensure that the recruitment policy is accessible to staff.

Domain F, Standard 1 (Major) - The board, head of HR, executive principal and principal establish strategy to enable recruitment of remunerated middle leadership positions.

Domain F, Standard 1 (Major) - The head of HR and head of corporate services ensure that for staff whose remuneration package includes accommodation, the standards of accommodation and furnishings are suitably high for all new recruits.


F2

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)

School Response

Exceeds

The school complies fully with safer recruitment processes to ensure all DBS Wakra staff are suitable for working with children. Our commitment to safer recruitment is a vital part of creating a safe and positive environment and making a commitment to keeping our children safe from harm.



Safer recruitment at DBS Wakra is a continuing process which also consists of a probation period of 3 months for all new members of staff. If a new employee's Police Clearance is negative, a position is not offered. All new employees must scan in their original Police Clearance ahead of arriving in Qatar, and must produce the original attested document within the first day of arriving. Failure to send a scanned copy of the Police Clearance will result in the immediate withdrawal of their job offer.

Prior to the confirmation of the appointment of all staff (including volunteers), appropriate checks have been carried out to confirm their identity. A passport copy is required as part of the job offer. Passport names must match certificates, and if they do not then change in name by deed poll or marriage certificate must be provided. On arrival, a contract is given to the employee to sign which is then signed by the proprietor and a copy stored at the Labour Office. Prior to arriving, all new staff must visit a doctor and receive a letter that confirms they are fit to work as a teacher. They must also provide a chest x-ray and prove that they do not have HIV or TB.

All staff must provide a police clearance from their home country which must be notarised by a solicitor and attested by the Qatari embassy. As part of the police clearance, all new employees are cleared in Qatar and confirmed that they have the right to work here. As part of the residency process, all new employees have their fingerprints captured at the Criminal Evidence and Information Department and a clearance certificate is provided when they leave Qatar. All employees must have a work permit (both sponsored and unsponsored staff) and any staff transferring from another position in Qatar must transfer this document over to DBS when commencing employment here.

We request that two referees are contacted for references, one of whom should be their current Principal/Headteacher or line manager if the former is not suitable. If any aspect of the reference needs further exploration (whether on our part or the referees) we arrange a suitable time to speak to the referee. We have withdrawn our offer on several occasions due to unsatisfactory references.

We also request a Police Clearance from a candidate's last country of residence. Due to the transient nature of the international circuit, it is quite common for a new member of staff to have lived in another country between their home country and Qatar, and we recognise that these additional police clearance checks are required.

Evaluator Response

Meets

Documentary evidence, discussions with the principal and individual conversations with members of staff confirm that the screening and checking procedures for staff are robust and secure. Police clearances must be provided at the stage of job offer from the country the appointee is resident in and these must be approved by the Qatari ministry. Best practice would be for the school to seek police clearance from an appointee's home country, if different to their last country of residence. Approvals regarding the right to work in Qatar are also required before posts are confirmed, and identity checks (including fingerprinting) are made upon entry and at the point of leaving after contract ending.

The school takes seriously its commitment to safer recruitment and follows good practices regarding document checking and referencing. The principal indicated that occasionally, job offers have been withdrawn because appropriate checks could not be completed successfully.

It was unclear in conversations with the principal and head of HR whether board members have been subject to screening and included in the single central record and the school will follow up on that issue.

Although the school has rated this standard as Exceeded at the Preparatory stage, documentary evidence and that gained through the visit indicates that the most appropriate rating at the Preparatory Evaluation stage is Met.

Commendations

Domain F, Standard 2 - The head of HR and principal for ensuring that the screening and checking of staff is systematic, well managed and planned in a timely manner for staff joining the school.

Recommendations

Domain F, Standard 2 - The head of HR will ensure that all Board members are also appropriately screened and added to the Single Central Record.

Domain F, Standard 2 - The head of HR seek police clearance from an appointee's home country.

F3

The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)

School Response

Meets

There is a clearly defined process and expectation for all staff to engage with relevant professional development to support improvements identified within the DBS Wakra SIP and their performance management needs.

Our DBS Wakra CPD plan throughout the year has always reacted to our current needs. Where our internal monitoring processes have indicated that differentiation in lessons has been an area for improvement, for example, this is what we have planned and delivered in detail, using our internal expertise to lead sessions. This has impacted significantly and positively upon the professional practice in our school, with internal monitoring processes indicating that standards have risen over the course of the academic year, demonstrating clear impact of strategy.

For the 2022/2023 academic year, a year-long DBS-wide CPD programme, mapped out in advance of the commencement of all three terms, will be implemented with different strategies in place across the primary and secondary phases.

Staff will continue to have regular training on curriculum developments (both internal and external) and as a school we will remain fully engaged with the local Ministry of Education. We work closely with the Ministry of education and have been providing support to improve the quality of teaching in their local schools.

In addition to internal CPD, we also have a number of professionals engaged in externally validated courses, such as NPQH, MEd, MA and other NPQ awards.

Evaluator Response

Meets

Documentary evidence and discussions through the visit support the school's submission regarding continuing professional development. The plan for the 2022/23 is in place and suggests that staff will be able to engage in development in a number of areas of pedagogy and priority areas identified in the SDP. The principal believes strongly in the value of internal CPD and identifying and sharing good practice from within the staff body. A small number of staff indicated that they

had also been supported in further leadership or academic qualifications sourced outside of the school.

SLT members create and manage a Register of Excellence which links staff who have been identified through learning walks and lesson visits as having particular expertise or strengths in an area of pedagogy. Leaders aim to match these colleagues with individual staff needs or requests and use them to support CPD and objectives identified in the performance management cycle. Some individuals could give examples of how this initiative had been successful. Other staff, however felt that because the register is maintained as an SLT document, the lack of transparency about who they might approach as an "expert" was a barrier to generating consistent impact.

Support staff indicated that they have been supported in developing their skillsets and especially so where new systems or software packages have been introduced. It was evident in conversations with support staff that lines of communication can sometimes lead to inefficiencies in organisation and planning, and it may be that a sharing of line management of some office staff by school leaders on site might prove to be beneficial in this regard.

Safeguarding training, including Level 3 training for designated safeguarding leads (through an external provider) is secure.

There was a mixed response from staff in discussions about the quality and impact of some CPD and about the link between CPD and appraisal. Some teaching staff indicated that CPD through some subject areas lacked direction and depth. This is likely to be linked to the fact that DBS Wakra does not currently have designated and remunerated subject leaders.

There seemed to be missed opportunities in the sharing of good practice across the DBS school group. Although there are a few areas where relationships between staff at DBS Wakra and other DBS campuses have brought about shared working and developments, this connectivity does not feature in the strategic plan or offer peer working or CPD in any coherent way.

Commendations

Domain F, Standard 3 - Staff for their involvement in, and support of, the Register of Excellence which is designed to make available pedagogical expertise to support CPD.

Recommendations

Domain F, Standard 3 (Major)- The executive principal and principal should build on the professional relationships between teaching staff at the three DBS campuses so that there are more direct opportunities to share good practice in leadership and teaching and learning.

F4

The performance evaluation system is defined and implemented for all faculty and other staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (CORE)

School Response

Meets

All members of staff undergo a performance management process. The line management structure facilitates this process. All members of staff meet, set targets relevant to their particular position of responsibility and arrange a suitable lesson observation. The agreed targets support and underpin the department and whole school development plans. Performance management targets are systemically reviewed and discussed and towards the end of the academic year are signed off. PM targets are set against the four DBS pillars, with each professional's number of targets applicable to their level and area of responsibility.

If during the academic year this is a concern regarding the performance of a member of staff there is a clear process to offer support and guidance, this will be reflected in the final performance management review document.

New members of staff undergo a comprehensive induction process. Probationary standards are shared with staff within the first few weeks, a formal lesson observation and follow up meeting to sign off the standards is completed. Once successful the relevant Head of School provides a probationary letter, if a concern is raised the probationary period can be extended until the Head of School is satisfied with the performance.

Evaluator Response

Meets

The school uses the term “performance management” to describe the process through which teaching and support staff performance is evaluated. A written procedure is in place and the protocols within this are engaged with consistently across the school. Performance management is not linked to remuneration for any staff including the principal.

The objective setting process is clear and familiar to staff. Two objectives relate specifically to the four pillars around which the SDP is constructed and so leaders can use performance management as a tool to engage all staff in bringing about improvements through this plan. Both the mid-cycle review and end of cycle reviews are in play.

The school has a separate set of protocols for managing underperformance although the principal indicates that this had rarely had to be used during his four year tenure.

As referenced in standard F3, the link between performance management and effective CPD is inconsistent and is something many staff feel would be improved with a line management structure that was clearly linked to subject leadership.

Commendations

None at this time.

Recommendations

Domain F, Standard 4 - SLT reinforce the value of the appraisal cycle by ensuring that professional development linked to it is seen as impactful by teachers.

F5

Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)

School Response

Exceeds

Leaders, teachers and other professionals at DBS Wakra follow a Brilliant Basics agreement around professional behaviours which outlines precisely what we expect to see from our adult team members whilst they are at work.

The Brilliant Basics agreement, which intends to outline an easy-to-understand approach to defining high standards of professional behaviour which benefit all in as simple terms as possible, reads as follows:

Be punctual – *begin and end all lessons on time in order to maximise learning opportunities and*

ensure excellent behaviour

Create routines – be consistent in the effective patterns that you set as a teacher

Be A Role Model – set the highest possible standards in your linguistic behaviour & your body language

Known & known well – make efforts to get to know students and value them as individuals

Be 100% Wakra – put the school's needs ahead of your own, wherever possible

All positions at DBS have an attached job specification that clearly defines the roles and responsibilities of the specific jobs. Alongside this documentation sits the staff handbook, which explicitly conveys the schools expectations for all DBS employees. The staff handbook is given out at the start of each academic year. Staff must read the documentation and return an acknowledgement slip that states they understand and will meet the expectations stated within the handbook. Expectations are reflected within school policy and procedure and are applied consistently across the school.

Evaluator Response

Exceeds

It is very obvious, even when spending just a few days in the school, that collegiality and a climate of mutual support and understanding permeates the school. The welcoming and caring atmosphere is widely recognised by staff, students, and parents in the community. DBS Wakra is a happy and progressive school where trust and professional empowerment really make a difference to the day-to-day experiences of staff. These characteristics are modelled very effectively by leaders in the school who have successfully developed a culture among the staff body characterised by engagement, sharing and caring and trust in each other's professionalism. Leaders are respected for their energy, visibility and decision-making.

Recruitment practices include ensuring a written job description is available for roles within school. In discussions, it was established that, as is often the case with such documentation and especially with support staff, there can be overlap in roles and, from time to time, adjustments can be made.

The school has a well written, comprehensive and very accessible code of conduct which makes specific reference to what would be deemed to be unprofessional behaviours including conduct relating to pupils. Reference is also made in the code of conduct to the school's Child Protection policy. In addition, this section in the code helpfully describes what would be constituted to be unprofessional behaviours with regard to colleagues, parents and carers. The induction of staff into the working of the campus, including those who are NQTs, is well-managed and leaders make every effort to enable a smooth transition for new colleagues into Qatar including preparation for, and an understanding and appreciation of, Qatari culture.

Commendations

Domain F, Standard 5 - The principal and head of primary for creating and maintaining a cohesive, progressive and forward-looking staff body.

Domain F, Standard 5 - The principal and head of primary for supporting the induction of staff into the Qatari culture.

Domain F, Standard 5 - The executive principal and principal for maintaining a comprehensive and accessible code of conduct for staff.

Recommendations

None at this time.

Domain Summary – School Response

DBS Wakra has a team of highly qualified, highly competent and ethically minded professionals who form a single, unified team. This team is committed to improving themselves, each other and the school as a whole as it continues its growth and recent journey. The togetherness of the DBS Wakra is as tangible as the positive culture which enables such a position, and this camaraderie is a key driver of our recent success, including our recent BSO outstanding inspection grade. HR professionals within our team also work diligently to ensure that all relevant background checks are in place before any new members are welcomed onto our team.

As DBS Wakra grows, it must continue to ensure that its CPD is tailored for its unique context and should resist movements towards a generic, checklist approach to seeking to upskill its teachers – an approach which may be common in many other schools. Our leaders, teachers and other professionals understand our local context well and know how to get the best out of our students, so programmes designed for elsewhere may be better suited to other settings.

Domain Summary – Evaluator Response

There is no doubting the professionalism, commitment and competency of adults at DBS Wakra and the cohesion of the staff body as a whole. The school is meeting three of the standards in this Domain and there is good evidence to point to the school exceeding the rubric at the Preparatory Stage for one standard. There is, however, a requirement for a closer examination of some fundamental components in this Domain, and especially so around recruitment.

It would be helpful for the school to cross-check with the corporate base and other schools in the DBS group to ensure that there is a common understanding of principles and practices in this area and that equity and transparency are to the fore.

The recommendations in this Domain will be an important reference point during the Self-Study.

Domain G - Premises, facilities, technology systems and auxiliary services

G1

The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)

School Response

Meets

DBS Wakra's facilities are secure and well suited to support academic and wider learning. Our current facilities have also been renovated to adapt to the growing needs of the school community. The school site has facilities for students from Pre-School to the end of secondary provision (Year 12 as of the beginning of the 2022/2023 academic year), with numbers capped at 28 per class where necessary. Specialist lessons are held in purpose designed teaching spaces, with some additional teaching spaces also in use as we prepare for our move to a new campus in 2024 and as we continue to admit new students. Recent developments for the site have included an updated library area and a recently installed secondary wing, as well as improvements to our outside provision.

We have a single site agent who deals with maintenance issues in a timely manner and conducts preventative, scheduled maintenance. DBS Wakra teachers are able to log any maintenance concerns on a single record which is scrutinised daily.

All classrooms are built with a suspended, grid-type frame in the ceilings; this is in-filled with fibrous tiles to reduce reverberation.

There is comprehensive air conditioning that is fully maintained.

Lighting is fluorescent and plentiful. Lighting tubes are guarded by a frame; this prevents them falling.

Rooms and corridors are painted according to a planned maintenance programme.

Furniture for the school site is sourced from CES in the UK. It is school specific and durable. There is age-appropriate furniture in all areas of the schools for students from preschool to secondary age. Specialist laboratories and teaching and learning spaces have appropriate furniture and meet standards of safety.

All flooring is fit for purpose. Flooring finishes include the following: cushioned play areas; non-slip tiles in wet areas; durable tiled finishes in heavy traffic areas; coloured and textured flooring in hazard areas.

There is a new multipurpose astro turf pitch on the school site.

There are a range of shaded areas on the school site and there is access to cold drinking water. EYFS has a bespoke playground area with safety barriers surrounding it and compressed rubber ground cover.

During break and lunchtimes, all school gates are locked and there is no access for children to leave the site – or for anyone to enter the site without a pass. Teachers and other professionals follow a duty rota to ensure that all play time is supervised. There are well-understood routines in place to keep children safe.

Auxiliary services in DBS Wakra operate under the annual plan which is based on the assessment of the needs of all members of our community in order to enable successful implementation of curriculum and extra curriculum activities. The School's Health and Safety Policy sets out the role of auxiliary services to ensure that the school premises and facilities are maintained to a standard such that, the health, safety and welfare of students are ensured.

In acknowledgement of close relationship between the physical environment and academic performance of students, it is our imperative to provide the curriculum in full and offer a safe, secure, clean and healthy surroundings for our students, staff and visitors. In that respect we go into engagement of external parties, with which we sign annual contracts. All of our contractors

are subject to close history and reference checks before we enter into formal relations with them to ensure full compliance with all applicable rules and regulations.

Currently we have the following contracts:

Emergency, preventive and reactive maintenance to include HVAC technicians, mechanical technicians, electrician, plumber and landscapers

Cleaning services to include regular and deep cleaning daily by 22 members of cleaning team

Security services to include 24/7 coverage of the premises by certified security guards

Elevator maintenance to include monthly preventive maintenance to ensure the elevators are in service at all times

Pest control to include monthly treatments throughout the school

Fire fighting and fire alarm services to include monthly inspections of all equipment

School laboratories gas system maintenance to include monthly inspections of all equipment

Canteen services to include well nutritional and healthy cold and hot meals certified by the Ministry of Public Health of Qatar

Contractor's performance is closely monitored by the school's Facility Manager.

Documentation and certification is available to reflect the regulatory requirements. We make sure that all external staff engaged in the school receives a proper soft skills training for proper communication with students and staff.

Presently, we do not provide home transportation service to our students but we do organise transportation for field trips. All vehicles are duly registered and well maintained. The drivers possess valid driving licenses with zero accident report.

Evaluator Response

Exceeds

DBS Al Wakra opened in 2014 taking over the building of a former Qatari boy's school. It is clear from discussions with the CEO and Facilities Manager (who has been in post since opening) that considerable investment and improvements needed to be made to ensure the the building was fit for the style and purpose of education that DBS wished to promote. Since opening, incremental improvements have continued to be made to the site including some major building works such as the fitting of a roof over the large assembly hall area. Successive Principals have supported internal modifications related to space as the school has grown and, for one year in 2020/21 also housed students from another DBS school prior to their new building being opened.

The school has advanced plans for a new-build campus to open in August 2024, further evidence of strategic intent, financial planning and an emphasis on procurement and continuity of educational purpose. A site has been purchased and readied, drawings are complete, and the Principal and Head of Primary have given input into internal design. The CEO is clear that ground will be broken imminently and, not surprisingly, there is tangible excitement and anticipation among staff, students and parents about the possibilities that a move into purpose-built premises will enable.

The school has rated this standard as Met at the Preparatory stage, but evaluators are confident that the school has ensured the continual development of school infrastructure and accommodation, partly based on the priority of opening of a new Campus in 2024, and so evidence supports a rating of Exceeded.

Commendations

Domain G, Standard 1 (Major) - The facilities manager and finance director for the work that has been achieved since the school opened in 2014 to systematically and incrementally improve facilities and, especially the learning environment, in line with the mission and vision and increasing enrolment of the school.

Recommendations

None at this time.

G2

The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)

School Response

Meets

DBS Wakra has a secure environment. Anyone on the site is identified by a pass that is displayed by a lanyard. All visitors have to report to the guard first in order to enter. Apart from drop off and pick up times, school gates are locked, with access only through the front gate. During pm collection, all visiting adults are kept in our 'chessboard' area on one side of a large glass partition whilst students are lined up in our central area. Once parents, nannies or drivers have been identified - and they are all known and known well by the senior leaders and teachers present each day - students are passed over to them.

We have security personnel on duty 24 hours a day. All gates and buildings are secured after the school empties. A CCTV system is in operation and is being improved. Raised fencing has been placed on the walls surrounding the premises.

All buildings are fit for the purpose and regularly maintained. We must satisfy local regulatory authorities in order to achieve a licence to operate.


A full emergency evacuation procedure is in place and is practised every half-term. A record is updated on each occasion, which includes an opportunity for reflection upon the effectiveness of the practice.

The sites, entry and exit points are staffed at the beginning and end of the day to ensure that teachers and students can enter and leave in safety. Senior leaders actively monitor traffic flow around the school boundaries near gates.

There are age-appropriate washrooms for adults and students, with each section of the school equipped with washroom facilities.

The school has a fully furnished medical unit on site that is staffed by a fully qualified first aider/nurse. The school has an on-site clinic with a qualified nurse who takes care of learners' medical needs, administering first aid and medicines, and liaising with parents or other medical professionals as necessary.

The school has a fully operational canteen that provides healthy dietary options for all students. During the covid period this facility was not operational as per MoEHE guidelines and was instead used as a teachers' workroom. When open, the kitchen is regularly checked by the local authority to ensure it complies with local standards. The area includes: stainless steel surfaces, impervious



services and floor coverings, upstands and suitable waste disposal. Children consume their lunch on tables either inside the canteen or directly outside in our main reception area. Staff have facilities for staff room and lunch areas. These are equipped with microwaves, facilities for making hot drinks, refrigerators and sinks.

Cleaning staff are employed throughout the school day. A team of four cleaners come on site at the end of the school day. Over holiday periods, the school sites are deep cleaned. During Covid measures have been heightened with weekly deep cleans and an increase in hand sanitizers throughout the school to comply with MoEHE directives.

DBS Wakra has a site manager in school who regularly runs quality control checks and ensures systematic maintenance is in place for specific areas. The health and safety of our pupils is paramount and is a standing agenda item on both senior leadership and executive leadership meetings.

Evaluator Response

Meets

Facilities planning and management is a strength of the school and results in premises which are clean and well maintained, resulting in a good and positive learning environment. The visit was carried out when temperatures were consistently 40C and, despite the heat, air conditioning and light availability ensured comfortable conditions in all parts of the school. Students were able to make use of suitably shaded outside space in break times.

Site security was highly visible, effective, and efficient. Visitors, including evaluators, were required to deposit ID with a guard on each entry to the school site and only received that back when the school visitor badge and lanyard was returned to the guard on exit. Parents and carers have access to the reception area at the end of the school day. The system used by the school to manage this, as described in their submission as a "chessboard", works very effectively in maintaining order and distancing - a legacy of planning from the Covid-19 pandemic.

The area around the school is busy at the start and end of the school day, as all but a small handful of students are brought to the school by car, and traffic is well managed. The school has changed the use of a quad area adjacent to the school building which was a staff car park to enable more efficient flow of vehicles. This is a good example of school staff ensuring that, at all times, children's safety is paramount. Senior staff, wearing high-vis materials, were omni-present at these busy times. Students in discussions were clear in stating that they feel safe on site at all times and parents are aware and appreciative of the effort of staff to support their children's health, well-being and safety.

Potentially hazardous areas, such as laboratories, the school gym and the medical rooms are well maintained and managed. Bathroom facilities are in good order throughout the building. Both evaluators separately noticed at a few points in the school a level change in the floor, usually a small step, that was not made obvious and felt that this had potential to be a trip hazard for visitors not familiar with the site.

Evaluators experienced an evacuation during the visit in response to a faulty sensor in the science laboratory. The event was well managed, and students exited and re-entered the building in a calm and orderly manner. Staff roles were clear and well-executed, despite the exposure to heat in the area outside when students assembled. Documentation and discussions with students and staff confirmed that there are three planned, practice evacuations a year in accordance with regulations. There is no national requirement for lockdown practice.

Commendations

Domain G, Standard 2 - All staff for their contribution to maintaining site security and prioritising the health and safety of all in the school community.

Recommendations

Domain G, Standard 2 - The facilities manager ensure that significant floor level changes are designated by a painted line or similar to avoid trip hazards.

G3

The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security, and confidentiality measures in place. (CORE)

School Response

Meets

There is a very strong technology infrastructure and data system in place that is used effectively to support teaching, learning and managerial needs. The use of technology across the school is well planned and is embedded within the school's policies and procedures. The school uses iSAMs as the school's management information system (MIS). We use iSAMs for attendance data, pupils and staff information, progress/attainment recording (alongside SISRA) and monitoring, timetable management including cover, communication (Internal and external) reporting and exam management.

We are data rich school and it is used effectively from Executive Leadership to class teaching to ensure all our pupils make good or better progress. There is strong accountability attached to the data at all levels of leadership and is included within all staff performance management targets. Classrooms are well resourced and all have a staff computer, interactive white boards and access to school Wi-Fi. The school has security fire walls in places and usage of staff and pupils is monitored. Teachers receive regular training on the use of technology in the classroom and there is a dedicated person within Primary and Secondary responsible for digital learning. Pupils have access to the school tablets and there is a Bring You Own Device (BYOD) policy utilised across the school.

There is a digital development plan in place for the school to ensure the school keeps pace with the ever-changing needs of our students. The school has recently invested in a new primary computer suite and is researching into the use of a common whole school device that all students would use.


Evaluator Response

Meets

DBS Al Wakra makes good use of the software and technology that is available. For example, ISAMs is embedded and well understood by staff, and related software for managing assessments, examinations and communications is in place. Google suite has been used well through the pandemic and continues to be the mainstay of a learning platform for students. The school does collect a significant amount of data on students and teachers and this is, broadly, well used to support student progress. The data dashboard, used to identify strengths in areas of pedagogy was especially impressive.

The school has secure methods of handling data which needs to be held confidentially. Wifi signal through the school was acceptable through the visit. Technical support within the school is praiseworthy.

Discussions with staff and students and lesson visits indicated an inconsistency in the use of technology to support learning. For example, despite having a BOYD policy which extends to staff as well as students, there were very few occasions in lessons when devices were being used to



support and enhance learning. Some teachers were using the whiteboards to project images on and occasionally for an interactive purpose. In one lesson the whiteboard stopped working almost immediately and the teacher, admirably, switched to more traditional methodology. The overwhelming majority of students' work was retained within exercise books.

A five-year plan for a DBS digital strategy was made available from the corporate DBS team after the exit meeting and included in this are some important priorities regarding hardware, software and initiatives which aim to impact upon teaching and learning. The plan, however, is dated to start from 2022, is uncostered and although there is a column defining timeframes, it is unclear what milestones have been achieved or how future successful implementation of the plan will be measured or evaluated.

Commendations

None at this time.

Recommendations

Domain G, Standard 3 (Major) - The executive principal, principal and SLT ensure that an appropriate strategic plan for digital innovation and IT is in place which will use current good practice and drive further opportunities for the use of technology for learning.

Domain G, Standard 3 (Major) - The board and finance team decide how DBS can invest efficiently in technology so that the strategic plan can be implemented.

Domain Summary – School Response

DBS Wakra's current site is utilised effectively by senior leaders, teachers, and students. Due to its size, highly efficient plans must be in place as many areas are multipurpose and are used for various activities throughout a normal school day. Our classrooms are fully equipped and enable high standards of teaching and learning to take place. DBS Wakra is a secure school with robust safeguarding measures in place which are understood by all and our senior leaders and teachers regularly go above and beyond to ensure that the young people in our care are safe.

We understand that our current school site lacks facilities for students who may be physically impaired, so we make bespoke plans as and when required should any members present with such needs. Our new campus, which will open in August 2024, has been designed to rectify any similar issues from that point forward.

Domain Summary – Evaluator Response

The school has identified strengths which have been confirmed in the visit and designated actions which, when augmented by recommendations in this domain, will ensure that improvements are made within this domain during the Self-Study. It should be noted that securing, communicating and enacting a digital plan for the campus is a medium term commitment which will be started during the Self-Study period.

Domain H - Community and home partnerships

H1

Effective communications foster a productive home-school partnership and a positive learning community. (CORE)

School Response

Exceeds

DBS Wakra communicates in a highly effective manner with its wider school community using a range of different media. Online media, for example, is used effectively and efficiently with parents of primary parents, who are kept up-to-date with both important news and updates regarding teaching & learning via both Tapestry (for EYFS pupils) or Class Dojo (for KS1/2) pupils. From Year 3 up, parents are also able to keep informed by using Google Classroom. Secondary parents are able to email teachers directly, with a directory of important email addresses published at the beginning of each academic year.

The principal writes a weekly letter to parents which serves to remind of important upcoming dates and to inform of key topical points. This is also translated into Arabic in order to cater for the needs of the local DBS Wakra population. In addition, the head of primary publishes a weekly newsletter which summarises all key teaching & learning which took place in lessons during the week just passed and looks ahead to upcoming topics. From August 2022, our new head of secondary will also communicate weekly to parents in a similar manner.

At the beginning of each half-term, key curriculum information is also communicated to parents in the form of our primary knowledge organisers and our secondary curriculum overviews. This ensures that all members of our DBS Wakra are fully briefed in terms of what is being covered in lessons and how academic excellence is to be achieved. At the beginning of each academic year, our curriculum road maps, which outline the academic journey in each subject area from EYFS to KS5, are published to parents so that they can be fully aware of the developmental plan for each strand of their child's learning.

As well as the various means of online communication, all members of the DBS Wakra community are able to access teachers and senior leaders personally with ease each day. DBS Wakra professionals work on the understanding that it should never be difficult to speak to a teacher or a leader and that there is no need to go through various bureaucratic layers first before finally getting to speak to the person you need to. To this end, teachers and leaders are available each day for chats and can be found in their daily duty positions. Where translation is required, there are many options within both our admin and teaching teams, and professionals are always willing to support. Many parents within the DBS Wakra community also have the principal's mobile number and are able to access him at any time via WhatsApp, a pathway which they find to be quick and easy.

All members of the DBS Wakra community are also able to feedback their views to the school via both half-termly surveys and suggestion boxes which are kept near the reception area of the school. Survey findings are acted upon wherever possible and where appropriate, with improvements communicated to parents via weekly letters from the principal. Surveys are almost always overwhelmingly positive in their feedback, but also from time to time provide invaluable suggestions for school leaders to consider.

DBS student written reports are age-appropriate, detailed and informative. Reports are published prior to parent-teacher meetings, which allows for meaningful discussion of student progress as well as any clarification needed. All reports are published on Parent Portal on the school website, which is linked to the school's management system iSAMs. In addition to reports, parents can access key information relevant to their child's education and their progress through DBS.

The Parent Portal contains the following:

Academic reports

Attendance data

Student timetables

Awards and achievements

Learning reminders

Contact information, which parents can update as needed

School events and notices

Monthly parental workshops have provided in-depth information for parents on matters related to the curriculum and other issues related to child health and development such as e-safety and growth mindset.

DBS Wakra also has a member of our admin team who works as part of the wider DBS marketing team and who oversees our social media accounts. Our social media accounts are used to keep parents up-to-date with key information and highlights of student activities in school.

DBS Wakra has a clear complaints policy, and all complaints of a serious nature – which are rare – are recorded on our complaints log so we can ensure that we are operating in a clear and transparent manner and, most importantly, so that we can ensure that any necessary actions arising from complaints support the school's continuing development as an organisation which serves and supports its local community.

Evaluator Response

Exceeds

From the evidence provided and through discussions with parents and staff it is clear that there is strong and effective partnership between DBS Wakra and parents, and that this relationship is nurtured by school leaders. Parents consider the principal to be inspirational and having a high profile across the school community. They commend his relationship with students and their families and speak highly of how his presence and values are seen through the school. Once again, in the words of the school's own guiding statements school leaders "know and are known".

When asked what the school does well, parents are in agreement that the wealth and quality of communication between school and home is a strength. They are especially appreciative of the curriculum and learning information which they receive and agree that this keeps them aware of what is being taught each half term. Parents consider the tone and content of communication to be driven by the school's moral compass whilst celebrating and promoting parents as partners and emphasising the importance of a strong community spirit. Many parents have selected this school because of its "family feel" and the emphasis on care and relationships. Parents of Early Years' children access Tapestry as a way of knowing that their child has reached key developmental milestones. Parents of secondary students appreciate that their child brings their workbooks and devices home each day and that learning can be shared in this way. Parents of primary aged children would welcome an IT platform such as Seesaw or Teams to more regularly view their child's work and understand the progress which they are making. The school may consider this as a future development.

The Friends of DBS is a more formal way of involving parents in the life of the school. Parents are keen to see this forum develop further so that they can build on the current opportunities which they have to voice their opinions. For example parents very much appreciated the consultation regarding uniform.

Parents express the desire to be more informed and involved in the overall strategic development of the school - for example with regard to the opening of the new school site. Whilst they know that they are invited to support community events such as International Day and bake sales, parents agree that their experience and skillsets could also be used to support learning and areas such as citizenship, well-being, and careers development. Parents recognise that partnerships have been significantly limited due to the pandemic and they are confident that DBS is keen to strengthen existing links and to maximise the use of local resources.

Commendations

Domain H, Standard 1 - The principal, supported by school leaders, for taking the time to know all students well and for setting exceptionally high expectations regarding home-school partnerships.

Recommendations

Domain H, Standard 1 - Primary leaders implement a system enabling parents to regularly view their child's learning and as a result to be well informed about the progress they are making.

Domain H, Standard 1 - Secondary leaders plan opportunities for parents to use their skillsets in ways that enrich student learning, well-being, and global citizenship.

Domain Summary – School Response

Communication between home and school within the DBS Wakra community is strong and uses both available technology and the willingness of teachers and senior leaders to commit to daily in-person meetings to good effect. The availability of translation services also helps parents to receive appropriate support and satisfaction in terms of meeting outcomes. Keeping up-to-date with information published by the school is easy and it is equally as simple to speak to teachers and leaders in the school.

A discussion point moving forward is the frequency of surveys published to parents and other members of the DBS Wakra community. Currently, surveys are published half-terminally, but there are not always a great number of respondents, which could potentially call into question the validity of the findings. Meetings with the wider DBS executive leadership team have suggested the possibility of moving away from the current frequency of surveys towards annual questionnaires, and this continues to be an issue to be resolved.

Domain Summary – Evaluator Response

Overall, DBS, Wakra is well prepared for the self-study period within Domain H.

DBS, driven by dedicated school leaders, has created strong, effective, and caring relationships across its community and this ethos is highly prized by all stakeholder groups. Communication with parents is well considered and as a result parents can talk confidently about what it is that their child is learning. Whilst parents of early years and secondary students report that they can readily view their child's work this is an area for development in the primary phase.

Whilst it is acknowledged that home-school partnerships have been affected by the pandemic, they remain productive. As COVID-19 restrictions lift, it seems timely for the secondary staff to identify opportunities for parents, and indeed local community members, to share their skills and expertise to broaden students' experiences and enhance their learning.

Conclusions

Conclusions - School Response

With the exception of the reflective statements section, the self-review was written solely by one person, namely the principal – Steven Miles. This reflects not only the current small size of DBS Wakra but also capacity issues which are present due to the absence at the time of writing the self-review of both a deputy head of primary and a head of secondary, although both external professionals have now been appointed to these roles for the 2022/2023 academic year. To some extent, the decision taken by the principal to be the sole writer of the self-review also indicates the relative inexperience of other senior leadership team members and the school's deliberate focus on wellbeing; to burden others with writing aspects of a self-review during a time of limited capacity may have created some difficulties, for example. In addition, this also highlights the unusual nature of leadership structures currently present within the school and from certain perspectives across the wider DBS cluster, as teachers in DBS Wakra are either class teachers (primary), subject teachers (secondary) or senior leaders; there is no middle leadership layer currently in this school.

However, the self-review process was, of course, discussed regularly at SLT meetings and during informal chats with senior colleagues over the course of the academic year and the accreditation process is of huge importance to DBS Wakra. It is not only the outcome of being accredited that we seek, but rather also the experience of undergoing the process and learning a great deal from it. Although we acknowledge that we are a school both in a fairly unique position and on a particular journey, we are confident that we are indeed an 'excellent school' as noted by BSO during their November 2021 inspection.

What has been learned

In many ways, the self-review process has reaffirmed much of what was already known about DBS Wakra internally, namely that we are a school with many strengths but also some very clear outcomes that we need to achieve as we continue on our journey to our new campus and beyond. DBS Wakra is a proud member of the DBS cluster of schools but is also quite different to the other DBS campuses not only in the community it serves but also in terms of facilities and staffing structures. Much of what helped the school to achieve its outstanding status during the November 2021 BSO inspection was put in place since its birth as a primary school in 2014 and more latterly since the arrival of the current principal in 2019, although plans to align the school to the practices of DBS AK have since amended much of this.

When DBS Wakra's community (parents, students, teachers and other professionals) speak about their school they do so with very obvious pride and affection, and it is the positive culture of the school which not only shines through in this self-review but also during any visit to the campus. how valuable the process has been for your school.

The self-review proved to be very valuable indeed for DBS Wakra, particularly in the manner in that it clarified the actions which need to be taken over the course of the coming years as the school community prepares for its move to a new campus in 2024. During the first 8 years of its existence after opening solely as a primary school in 2014, DBS Wakra has grown to become a truly international through-school which provides an outstanding education to students from EYFS to Year 12, with the first cohort of students having recently sat their IGCSE exams in June 2022. Student numbers increased by around 35% over the course of the 2021/2022 academic year due to the popularity of the school in the local community, so DBS Wakra finds itself in a strong position in terms of status in the Al-Wakra area. Until the new campus opens, dealing with rooming issues and facilities which may not compare with those of many local competitors will be an ongoing concern.

Whether it raised new issues or confirmed issues you were already aware of.

As noted above, the size and facilities of the current DBS Wakra campus are of some concern, especially at a time when our student population is increasing considerably. This was noted during the reflective statements of both parents and teachers, and although both groups mention in very positive terms that teaching and learning is of a very high standard, they are also clear that there are expectations that facilities ought to also be of the same standard.

In addition, the absence of a middle leadership layer within DBS Wakra is an unusual quirk of the school's current position in terms of its journey which should be addressed as soon as possible. Subject teachers in the secondary phase, for example, are often likely to work as the sole teacher of that subject and thus work without the support networks that peers in other schools may enjoy. Although relationships with some colleagues at DBS AK exist, these are informal and are often only created ad-hoc.

Indeed, during the teacher reflective statements the wider DBS cluster issue was also raised, and this will be another interesting issue to look at over the coming years. DBS Wakra teachers are certainly in favour of working in partnership with colleagues from within the cluster that they belong to, but it may be that this has not necessarily been their collective experience thus far.


Conclusions - Evaluator Response

This Preparatory Evaluation visit (PEV) took place as schools across the world are emerging from a period during which the Covid-19 pandemic has significantly impacted on education. The way in which Doha British School, Wakra has successfully navigated this period of uncertainty is recognised in the report. Although most restrictions had been lifted in Qatar by the time of the visit, mask-wearing was required by the Qatari Ministry for all members of the school community in enclosed spaces.

DBS Wakra is using the CIS Accreditation process very effectively to frame and support its school improvement journey. Communication with the Principal, Steven Miles, has been efficient and constructive through the period leading up to the PEV. Although it is recognised that the Principal single-handedly wrote most of the school's narrative and compiled the evidence base, it is also clear that relationships with Stephen Braithwaite, Head of Primary, and other colleagues have resulted in a very full and informative submission being produced on time and which has provided an authentic and purposeful self-evaluation of the school strengths and areas for development in the accreditation Domains. There is great confidence that DBS Wakra is using the CIS accreditation vehicle as a catalyst and methodology to support school evaluation and improvement. The appointment of a new Head of Secondary and Deputy Head of Primary has re-established the capacity in senior leadership to move forward with confidence into the Self-Study period.

DBS Wakra has many strengths and some of these are referenced in commendations through this report.

The purpose and direction of the school is clear and all in the school community are looking forward to the transition to a new campus in August 2024. Staff are hard-working, ambitious for the school and highly supportive of each other. Students are energetic, articulate, and proud of their school. Parents understand and respect the school's mission and are keen to offer their expertise in any way possible and the Board has experience, expertise, drive and connectivity. Students are well known at DBS Wakra and one of the Principal's mantras, "every adult a teacher", emphasises in an apt and concise way how valued relationships are at the school. Another representation the Principal uses is of students "swimming in the deep end". In other words, challenge is important at DBS Wakra. Students may need different kinds of support when their feet don't touch the bottom of the metaphorical pool, but there is ambition there for all.



This report offers a verification and validation of DBS Wakra's own evaluation and looks forward from that reflection where appropriate. There is confirmation that the school is already meeting some Domain standards at the Team Evaluation stage and has set its ambition in these areas to provide clear evidence of Future Aspirations through the Self-Study. The many commendations in this report confirm strengths already identified by the school and add context and an evaluator's lens to that good practice wherever possible. All in the school community should be proud of these achievements. The report makes a number of recommendations which are designed to help the school focus on areas where innovation is emerging, more transparency of practice is needed and more consistency in areas of leadership and teaching and learning would be beneficial.

DSS Wakra is very well placed to move into the Self-Study knowing that it has already identified, or has embarked upon, many of the improvements it wishes to make.

CIS is pleased to inform you that your school has been granted candidate status for CIS Accreditation. Congratulations go to your Senior Leadership Team and the whole school community on this achievement.

Next Steps and timeline:

The selection of chairs and members for the steering committees for Domains through the Self-Study process will be an important next step. DBS Wakra should now proceed with the next stages of the accreditation process, following the negotiated time line as shown below.

- Set up all committees and begin the Self-Study. Put an early emphasis on Part 1 and Domain A of Part 2.

During the Self-Study period, the school should build on areas commended and take into account the recommendations listed in the Preparatory Evaluation report, the most important of which are identified as 'Major' recommendations.

- 8 months before the Team Evaluation: - Submit Part 1 and Domain A of Part 2 of the Self-Study report to CIS

- 8 weeks before the Team Evaluation: - Complete and submit the Self-Study report to CIS

A colleague from the CIS School Support Team will be in touch with you to explore and confirm dates for the team evaluation visit.

Resources and Documents

All documentation to support your Self-Study process can be found on the CIS Portal Resources and Documents page. Should further assistance in accessing the materials be needed, please contact accreditation@cois.org.

The differentiated approach of the CIS International Accreditation [2019 Revised] protocol allows schools to put a greater focus on their own identified and planned priorities in relation to standards where they have already demonstrated they are operating beyond the Preparatory Evaluation criteria. Accordingly, the school will have the option to answer to Future Aspirations in the rubric for all the standards where the following two conditions apply:

- the school was rated as having 'exceeded' any standard in the Preparatory Evaluation report and
- the school rates itself again as 'exceeded' on the same standard while working on the Self-Study report.

The rating of 'exceeded' at the Preparatory Evaluation stage currently applies to the following standards:

Domain A Purpose and Direction: A1

Domain C Curriculum: C1

Domain D Teaching and Learning: D2



Domain E Well-Being: E2 and E3

Domain F Staffing: F5

Domain G Premises, Facilities, technology systems and auxiliary services: G1

Domain H Community partnerships: H1

CIS would like to thank the Principal, Steven Miles and all members of the Senior Leadership Team for ensuring the visit went smoothly and efficiently and to offer further thanks to the students, staff and parents who were generous in their time and honest in their answers to the many questions posed. Thanks are also due to Board members, the Executive Principal and corporate officers who made themselves available for discussion. Evaluators are also grateful to officers who supported travel and hosting arrangements.

CIS wishes the school well as it prepares for this exciting next step in the accreditation process. Please do not hesitate to contact Paul Topping, the CIS School Support & Evaluation Officer responsible for DBS Wakra (paultopping@cois.org) or Olivia Roth, Director of School Evaluation and Development (oliviaroth@cois.org) if further assistance is needed.