



**British School
Overseas**
Inspected by Penta International

Inspection report

Doha British School

Al Wakra

Doha

Qatar

Date
Inspection number

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1. Purpose and scope of the inspection

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

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

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

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

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 50 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team members were Alifya Taher and Philip Yates.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Doha British School Al Wakra is a growing school. At the time of the inspection, the school had relocated to a new purpose built site in September 2024. Pupils were very keen and excited to be in the new premises and parents spoke highly of the smooth transition. The school's senior leaders have maintained the strong community ethos of the school and promoted high expectations in behaviour and outcomes. The curriculum is strong and well supported by the executive leadership team who have a clear vision of the school's strategic direction and provision. The school is active within the DBS group and this collegiate working is a strength.

3.1 What the school does well

There are many strengths at the school, including:

- Pupils' behaviour and attitudes towards learning;
- collegiate working and support across the DBS group;
- the enthusiasm of leaders across the school;
- small class sizes that promote strong relationships;
- communication between home and school;
- high standards of attainment in phonics, in early years;
- high standards of reading and writing in English in primary;
- smooth transition from one site to the school's new accommodation;
- visibility, approachability and commitment to success of the school by the school's senior leaders;
- the competition standard sized swimming pool and roof top padel tennis courts;
- a board of governors with a clear strategic direction for the group of schools, and commitment to improving outcomes for pupils across Qatar.

3.2 Points for improvement

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

- i. Further develop teachers' use of assessment data to plan tasks within lessons that provide suitable challenge and support for all learners.
- ii. Provide all learners with more opportunities to engage in stimulating, creative, and inspiring lessons throughout the school, across every subject.
- iii. Ensure a more consistently wide range of differentiation strategies are in use.

4. The context of the school

Full name of School	Doha British School Al Wakra				
Address	Umm Shahrain Street, Zone 90, Doha, Qatar				
Telephone Number/s	+974 4019 8080				
Website Address	www.dohabritishschool.com				
Key Email Address	info@dbswakra.com				
Headteacher/ Principal	Andrew Michael Hurst				
Chair of board/ Proprietor	Natra Abdulla				
Age Range	3 - 18 years				
Total number of pupils	674	Boys	352	Girls	322
Numbers by age	0-2 years	0		12-16 years	283
	3-5 years	63		17-18 years	23
	6-11 years	305		18+ years	0
Total number of part-time children		0			

Doha British School, Al Wakra established in 2014 is one of 3 schools within the DBS group. In September 2024, the school relocated to larger, new purpose-built accommodation. During the relocation the previous principal, head of primary and secondary transferred to new positions and handed over to new leaders. This was a significant change to an established school operating at a much smaller campus. However, due to the strong support from the executive leadership team and a comprehensive handover process, transition both in location and leadership has been smooth.

The school provides a British education for pupils who represent over 46 different nationalities of which the largest are nationals of Qatar. Almost all teachers are recruited from the UK with just under half of the current staff new to the school this September to meet the needs of an expanding school.

4.1 British nature of the school

- The school has a strong British appearance and ethos;
- The school delivers the National Curriculum of England and the Early Years Foundation Stage curriculum;
- At Key Stage (KS) 4, IGCSE is offered;
- The school is organised into key stages and year groups;
- Assessments are UK sourced and benchmarked against UK standards;
- The school promotes British values through the school's vision, curriculum activities, displays and events;
- The colours of the Union Jack are represented in the school's logo and uniforms;
- The school is well resourced in materials that are in use in English schools;
- Libraries are stocked with British literature, reflecting the modern multicultural character of the UK;
- The school has a uniform policy, like many English schools;
- The school's house point, school council and rewards system reflect those used in English schools;
- The professional development of staff is delivered by providers from the UK and elsewhere;
- All teachers are either trained with UK qualifications or have experience of teaching in National curriculum of England schools;
- The academic calendar replicates that of a British school;
- The school's senior leadership team and principal are British;
- A large majority of teaching staff at the school are British or have experience of teaching the National Curriculum of England.

5. *Standard 1* The quality of education provided by the school

The quality of education provided meets the standard required by BSO.

5.1 Curriculum

The quality of the curriculum is good.

The curriculum provides a progressive, holistic education for pupils. The early year foundation stage curriculum is provided for pupils under 5 and the National Curriculum of England for pupils in KSs 1, 2 and 3. Older pupils follow the syllabus for IGCSE and AS-Level in a wide range of subjects. The curriculum is modified to include the ministry requirements, delivered by specialist teachers. A curriculum policy outlines the school's commitment to character development and the development of reading, writing and maths skills across the school.

The early years foundation stage curriculum provides a highly structured approach. There is a strong focus on the development of early reading and writing skills based upon a theme. Preschool pupils were introduced to the traditional tale of Little Red Riding hood and activities were provided to develop language associated with the story. Reception pupils are taught letters and sounds in whole class groups. They enjoyed the use of drawing books where pupils were beginning to express their ideas in pictures and writing. The early years curriculum provides sufficient opportunities for pupils to become confident, independent learners and where the child initiated learning.

The primary curriculum is supported by published schemes of work for maths, science and English including phonics. KS1 pupils are ability grouped to learn letters and sounds and this is regularly reviewed to ensure tasks are well matched to pupils' abilities. Reading is further promoted by weekly timetabled library sessions led by a qualified teacher. The use of a class novel encourages an enjoyment of literature and a cross curricular approach to incorporate humanities and art. Science is delivered through an extended weekly session to facilitate practical tasks although this was not evident either in observations or in the scrutiny of pupils' notebooks. Where practical tasks had taken place, there's an opportunity to encourage more independent investigation and recording by pupils to further enhance their learning experience. Specialist teachers deliver Spanish, music, PE and computer studies in addition to the ministry subjects of Arabic, Islamic Studies and Qatar history. Where pupils are not first language Arabic speakers, they follow Spanish as an alternative. Computer studies are delivered weekly, and there is an opportunity to expand pupils' ability to apply their ICT skills across other curriculum areas to further enhance their learning.

The secondary curriculum provides a broad range of subjects in KS3, KS4 and KS5 where pupils can choose from a range of options. Curriculum overviews are provided for teachers, pupils and parents. A bespoke scheme of work for KS3 based on the National curriculum of England is further strengthened by the use of an online exam preparation tool at the end of the key stage. This ensures that pupils are well prepared for the rigours of KS4 and external assessments. The school is actively exploring additional curriculum offerings to provide a broader offer to KS5 pupils. Weekly homework is provided, and daily updates about classwork are shared through an online platform and Google Classroom across all subjects.

Character education is provided through daily pupil-led assemblies where the school's identified 7-character traits are explored. A structured PSHE program further supports their personal, social, and emotional growth. Pupils have access to a range of ECAs. Debating, sports, and creative clubs are all offered with high participation rates from pupils. An outside agency is also used to offer high quality sports clubs with trained staff. The curriculum is enriched by numerous trips within the locality and theme days linked to key events such as world book day.

The learning support team supports pupils who are identified with special educational needs.

A careers counsellor leads workshops and creates networks with local universities, vocational placements and UK further educational institutions such as City University Qatar in partnership with Ulster University. Pupils who graduated from the school over the past 3 years attend universities in the UK and overseas as well as local and regional academic institutions.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

Almost half of the school's teachers were new to the school at the time of the inspection. This is due to the expansion of the campus and increasing student numbers. However strongly embedded expectations ensure all lessons are underpinned by respectful pupil, teacher relationships. Behaviour is managed well and in accordance with the school's behaviour policy. Questioning checks on understanding throughout the school and specialist teachers have good knowledge of their subjects. Whole class teaching is a widely used approach in the school.

In early years, teachers plan lessons that engage the majority of pupils. Tasks are based upon a theme and planned to interest pupils. Learning assistants are used effectively to support learning and prompt pupils to think carefully about what they are learning to do. Pupils worked with learning assistants on the *Jack and the Beanstalk* story in reception class where a range of activities prompted pupils to talk about what they were doing.

In KS1, reading is a key priority with pupils' ability grouped for phonics lessons. Teachers and learning assistants routinely listen to readers, so that pupils' reading levels are continually monitored. Teachers demonstrate strong subject knowledge and effectively use PowerPoint and IWBs to structure their teaching. There is an opportunity to further enrich learning by incorporating more real objects and creative approaches to engage and inspire students, while still maintaining the benefits of whole-class instruction. In the best lessons, pupils were actively involved in interesting tasks. This was observed in a year 1 science lesson where pupils actively and independently investigated the rate of absorption of different materials. The use of the phrase "my turn, our turn, your turn" in maths effectively supports pupils in understanding and embedding concepts. There is an opportunity to further challenge the more able students by incorporating additional strategies to stretch their thinking and deepen their learning. Routines such as the highlighting of learning intentions in pupils books after each piece of work further embeds the learning. Visual displays are effective on the notice boards in each classroom.

In KS2 teachers plan tasks that provide opportunities for pupils to write at length. This follows the system of 'hot' and 'cold' tasks linked to the scheme of work. Teachers also focus on embedding the vocabulary associated with the topic. 'Language I am looking for,' is a commonly used term, often linking key words with actions. Working walls are evident for English and are a strength in maths, which allow pupils to use them for guidance and support if necessary.

In the best lessons, hands-on learning experiences, engaged pupils. For example, in a year 3 lesson on earthquakes, a role play activity prompted pupils to consider what

to do in the event of an earthquake; however while PowerPoint presentations are effectively used in some lessons, there is an opportunity to further enhance the learning experience by incorporating additional differentiation strategies to cater to all students' needs

Primary pupils are assessed for reading and maths using the NFER assessments on a termly basis. Regular phonics assessments in year 1 provide leaders with attainment information on a 6-week basis and this is used to review pupil groups. Writing pieces are assessed and moderated internally and internationally. Progress tests are administered in maths and English in year 2 and year 6. Some of the school's senior leaders are new to their position and they will need time to analyse data and subsequently use this information to inform school planning.

In KS3 teachers' strong subject knowledge and the scheme of work ensure clarity in explanations and clear progression. Classrooms are well-managed, and teacher led strategies such as effective questioning and 'think-pair-share' techniques engage pupils. Verbal feedback is provided regularly to pupils to identify areas of improvement and rewards motivate pupils to stay on task.

Baseline assessments in secondary inform teaching strategies, ensuring progress for all pupils. Summative assessments are conducted regularly, and results shared with pupils. In mathematics, whole-class feedback sheets very effectively addressed common areas of improvement. Diagnostic feedback in pupils' English notebooks greatly supports deeper understanding, and there is an opportunity to expand this practice across all subjects to further enhance learning. Some teachers would benefit from additional support in enhancing their planning to better meet the needs of their pupils, as well as in exploring strategies to make instruction more interactive and engaging

However, standards in attainment are high according to the school's internal data. Most KS3 pupils attain at or above the expected level across all subjects, demonstrating the effectiveness of current practices.

The majority of teachers are developing their planning to include a variety of tasks that address the different needs of their pupils, as well as exploring ways to make instruction more interactive and pupil-focused.

Teaching at KS4 and KS5 is characterised by teachers' strong subject knowledge and thorough knowledge of the exam syllabus. Lessons are well-planned, and formative assessment practices using mini whiteboards allow teachers to address misconceptions promptly. Subject-specific approaches, such as whole-class feedback in mathematics, support the correction of common errors, contributing to strong outcomes. However, there is an opportunity to build greater consistency in these practices across all subjects and lessons, further enhancing the overall learning

experience. Pupils are informed of test results through email and interventions in class, during break time and ECAs are provided to support them. Further, peer mentoring is highly visible in lessons.

5.3 Standards achieved by pupils

The standards achieved by pupils are good.

Pupils' attendance over the past three years presents an opportunity for continued improvement, and efforts for improved attendance are in place. However there has been a significant rise in the attendance data since the school moved to new premises and school leaders took decisive action to raise the importance of attendance with parents.

Pupils behave well in lessons and around school. They are respectful of one another and their surroundings. Behaviour in lessons is compliant and respectful. Pupils enjoy school and the strong working relationships with their teachers. Standards on admission are monitored through the school's admissions process. This ensures pupils enter school proficient in English. This was evident in speaking to pupils in pre-school and observing pupils in lessons.

By the end of EYFS a large majority of pupils are attaining a good level of development, this aligns to UK standards. Over the past 3 years pupils have demonstrated strong outcomes in physical development and strong progress from their starting points upon entry to the school. In preschool classes, the use of language is developing well as pupils acquire English vocabulary alongside their first language, with progress being made towards meeting expected attainment levels.

The standards achieved by pupils in primary are good. The most recent year 1 phonics screening test indicated that pupils were above the UK average. The strong commitment to the teaching of systematic, synthetic phonics is evident. Pupils are confident readers. Teacher assessed data indicates year on year improvements over time. Progress test data for maths and English for year 2 and year 6 pupils shows that the majority of pupils are working at or above age-related expectations. Work in books indicates that pupils are able to access learning material according to curriculum standards. Standards in writing, especially in upper KS2 are high. Work in pupils' books indicates that pupils in all year groups are making good progress from the start of the year in writing.

Most KS3 pupils demonstrate a secure understanding of key concepts, particularly in mathematics, sciences, and English, while also demonstrating progress in creative and practical subjects. Pupils with additional learning needs are well-supported to make measurable progress. At the end of KS4 most pupils attained 5 IGCSEs at grades 9-5 including English and mathematics. This exceeds UK government school standards and indicates strong outcomes due to the close attention paid to monitoring pupils progress against the exam syllabus. Pupils are very well prepared for post-16 pathways, including AS-Level. The majority of pupils in KS5 achieve grades 9-5 in five AS-level subjects, reflecting strong outcomes for many. With further

differentiation and tailored support in lessons, even more pupils have the potential to achieve higher grades and build on their success. Pupils completing KS5 leave with a solid foundation to pursue further studies or enter the workforce. Post AS, pupils have moved on to complete A2 at DBS Ain Khaled, joined the Qatari armed forces or have opted for a bridging year to secure admissions in Canada and UK. A-Levels in year 13 will be available at DBS Wakra from the 2025-2026 academic year onwards.

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

Spiritual, moral, social and cultural development of pupils meet the standard and are good.

The Doha British School, Al Wakra effectively promotes spiritual, moral, social, cultural, and emotional development of its pupils. A wide range of activities and events promote the school's core values of self-confidence, motivation and ambition, resilience, community spirit, honesty and integrity, respect and inquisitiveness.

Pupils are proud of their contributions to the school and the wider community. Events such as the bake sale, breast cancer awareness, sustainability week, mental health awareness programs, micro farm and feed a friend, promote pupils' understanding of the contribution they can make to society as responsible citizens. Friends of DBS led an event with pupils to collect unwanted uniforms during sustainability week and gave them to charity. Other events celebrated such as International Day and Qatar National Day to promote tolerance and cultural understanding. Encouraging pupils to explore and discuss cultures beyond their own and those of their peers will further enrich their appreciation of diversity

Peer-to-peer support is promoted and encourages all pupils to understand the positive impact they can have on the lives of others. Such as alumni returning to the school to peer mentor KS5 pupils, and year 6 pupils acting as 'friendly faces' with EYFS and KS1. Both initiatives have a positive impact on pupils and demonstrate the capacity of pupils as role models.

A primary and secondary school pupil council organises, participates and promotes in-house events. A head girl and boy represent the school and are keen ambassadors for the school at local events. Pupil leaders and the school council are elected annually through a democratic application process. These leadership roles give pupils a sense of responsibility and a platform to contribute to the school and the wider community. The school's house system, although well established, is yet to be prominent and visible across all aspects of the school's life.

School assemblies are used to reinforce positive behaviour through the house point system. The *Character Enrichment* assembly led weekly in secondary emphasizes individual strengths and encourages personal motivation. During the visit, year 7 pupils presented an impressive assembly to older year 11 pupils on how to stay safe when using the internet. Assemblies in primary currently focus on promoting a love of learning, led by subject specialists and these are enjoyed by pupils. Additional opportunities to prompt pupils' consideration of age-related relevant moral and social issues would enhance pupil moral understanding.

The school provides a variety of after-school activities that develop pupils' personal and social skills, such as drama, art, music, sports, debate clubs, Duke of Edinburgh award, inter-school sports, and academic competitions.

7. *Standard 3* The welfare, health and safety of the pupils

The provision for welfare, health and safety of the pupils meets the requirements of the BSO standard and are good.

The school's safeguarding and health and safety policies are rigorous and ensure that safeguarding remains a high priority. Key policies are accessible via the school website. Annual and refresher safeguarding training is delivered to all staff members who also complete online safeguarding accreditations online. Staff members who join mid-year receive the same level of training as those at the start of the year before they are allowed to work in the school. Any concerns or cases linked to safeguarding are recorded on the online platform. Data logged onto the system is analysed to inform preventative implementation measures. Safeguarding posters are on display around the school so that pupils and adults know how and to whom to report any safeguarding concerns. Online safety is promoted throughout primary and secondary phases with cyber safety embedded into the curriculum. A clear lanyard policy is in place for staff, parents, visitors and contractors.

CCTV is used in all areas of the school, including classrooms and a policy regarding its safe use is implemented effectively. The school has a number of annual maintenance contracts to ensure that facilities, safety equipment and electrical goods are maintained and safe. Hazardous materials in science labs are locked away and secured by members of staff. Design technology labs are also well-maintained and locked when not in use. The facilities supervisor completes 3 health and safety walks a day, noting issues and rectifying them immediately to ensure the best possible safety standards.

Pupils arrive via their own transport to school. Entry and exit procedures are monitored and supervised by members of the senior leadership team and the security site assistant. Attendance and punctuality are closely monitored using the school's information management system. Immediate follow up communication with parents where pupils are absent is having a positive impact on increasing pupils' attendance in school.

Fire safety measures are in place throughout the school and are compliant with ministry requirements. Fire extinguishers and blankets are situated throughout the school and in high-risk areas. Fire evacuation routes are on display around the school and every classroom. During the visit, an unplanned fire alarm was activated. Pupils walked sensibly to their designated areas, supervised by staff. Registration of pupils at some evacuation points was delayed due to students from the same class being in split lessons.

The medical clinic is well maintained, managed by a qualified team of 2 nurses. Although small in size the facility is well equipped. The nurses ensure all health-related concerns and visits are recorded on the schools management information system and treat pupils promptly on arrival. A first aid policy is in place. During the visit it was observed that older pupils are

treated alongside younger pupils, with limited space for privacy. Although the clinic caters well for the current numbers of pupils on roll, as the school grows consideration should be given to providing designated clinics for different genders or ages.

Behaviour in the school is excellent and all pupils understand the consequences of good behaviour and sanctions imposed for poor behaviour. A positive approach to behaviour management is adopted with an online app that celebrates successes with parents immediately and house points issued in lessons and during transition times. Pupils feel valued and supported by their teachers; a view supported by parents during meetings. Effective supervision takes place at break-times with a range of staff members, including SLT members, highly visible.

A highly effective school counsellor further strengthens the school's safeguarding culture and pupils welfare. Pupils understand how to access the school counsellor and can self-refer. The bilingual, Arabic and English-speaking counsellor also supports the inclusion and school counsellor during meetings with parents, to ensure effective communication takes place.

Healthy lifestyles are promoted through healthy food in the canteen and a range of sports activities. A 'no nut' policy which is communicated to parents through a variety of channels. Pupils consume food in the canteen and outside in the playground during break times. Pupils requested additional outside benches and seating areas. The school's facilities manager ensures premises are clean and well maintained. The school complies with all health and safety regulations required by the ministry.

The site is secure. Access cards are required to access certain areas of the school and rooms containing hazardous or high-risk materials are secure when not in use. Gates to the swimming pool although out of bounds currently must always be securely locked and monitored.

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

The suitability of the proprietor and staff meets the standard for BSO.

The school's proprietor and ACES group are well established in Qatar as leaders of managing successful schools in Doha. The school's executive leadership team and central human resources (HR) department ensure the school is updated and that all staff are suitable to work at the school.

All members of staff undergo appropriate checks by the ministry of education to ensure their suitability for the role before they are appointed to the school. Identity, medical, qualifications, visa and police check, or ICPC checks and references were in place for all staff appointed to the school. This includes teachers, supply staff, administration staff and teaching assistants. Information regarding contractors is also stored on the single central record held centrally and by the HR manager in the school. All information is stored securely and confidentially.

Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references. A disclaimer letter for local staff is sought from the previous place of work in line with ministry requirements. Qualifications are checked by the ministry and attested for overseas staff. Five references are requested with the aim to secure three. These are from an organisational email address and from the most recent place of work. These are often followed up by a telephone call and any gaps in employment are investigated.

Recruitment procedures follow safer recruitment procedures and staff are trained by a leading provider regularly. Advertisements to recruit staff to the school promote safer recruitment practices. Induction processes are thorough and take new staff through the policies and procedures related to keeping children safe. Induction for teaching staff includes guidance around the expectations of the school. New teaching staff undergo an interim probationary review to ensure their suitability to the role.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meet the standard and are good with aspects that are inspiring and exemplary.

The school's premises and accommodation provide a safe and secure learning environment for the pupils. They are well designed to support the delivery of the English national curriculum and early years foundation stage.

The school building is modern, spacious and well-equipped. The new, purpose-built campus provides pupils with safe, clean and well-maintained learning spaces. The site is secured with a high perimeter wall with a full-time security guard at the gated entrance. He is vigilant in ensuring checks are made on visitors to the school.

Rooms are temperature controlled, and internal lighting ensures the premises are comfortable. All classrooms have large glass windows, both internal classrooms and external which is a notable feature. This ensures transparency and maximises natural light. Central communal areas are light and spacious. As shared areas they promote the possibilities for communal working and collaboration.

The EYFS area is exceptionally well equipped. Classrooms are equipped with the latest wooden furniture and equipment and well stocked. Access to the large, shaded outdoor area through the classroom door supports free flow, and there is potential to further enhance its use to encourage development across all 7 areas. While the adventure playground is enjoyed by pupils, expanding the range of activities could offer more opportunities for exploration and skill-building. The EYFS area, currently in close proximity to the main school reception, presents an opportunity for increased separation to further strengthen safeguarding measures. Additionally, while staff effectively manage toilet visits, placing toilets closer to classrooms would better support pupils' independence.

Sports facilities include an indoor swimming pool, a large indoor sports hall, an outdoor field and two padel tennis courts on the roof. An impressive feature is the school's competition sized indoor swimming pool. This is located in the school's basement. During the visit, the pool was not in use due to technical issues, which are being addressed to ensure it is ready for future use. As the pool is the regulation size for competitions this will enable the school to host swimming events on site. Sufficient male and female changing facilities are provided in close proximity to the pool area and disabled access is facilitated by a lift access. The sports hall offers a spacious environment and has great potential, with an opportunity to improve the acoustics for an even better experience.

Three libraries are provided in central locations to provide for EYFS, primary and secondary. They are welcoming areas, spacious, light-filled and well stocked with age relevant texts.

Specialist classrooms such as science, music, design, and technology laboratories are very well equipped and significantly enhance the curriculum provision. An auditorium with seating for 400 is used for assemblies and other key school events.

The site is accessible, two elevators allow access to the basement as well as the first and second floor. There are numerous toilets around the school which are clearly marked for staff, pupils and for those who require disabled access. Water dispensers, offering filtered water, are conveniently located within all corridors of the school for easy access.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meet the standard.

The school's mission, vision and aims are clearly shared on the school's website. There is a welcome message and overview of the school, which is easily accessible. Contact details for the school, as well as the school's addresses and appropriate telephone numbers are listed on the website. A comprehensive pupil and parent handbook is accessible to parents and prospective parents.

Communication was quoted as a strength of the school, by the parents. Parents reported that they can contact members of staff via email and receive a response within a good time. Parents are kept well informed and updated on key information through the principal and head of phase weekly newsletter. These newsletters contain information about tasks completed in lessons during the week, pictures of activities and celebrate the star pupils of the week. Weekly events are also shared with the parents through social media. Parents reported that they are extremely happy with the school. They celebrated the community feel to the school, as well as the evident level of care for their children.

Throughout the school, teachers use technology to share information with parents. Information regarding the curriculum is stored on Google Classroom. Parents are kept up to date with the learning through online platforms. In EYFS, observations are posted on an online platform specific to EYFS where parents can respond to the observations posted and add additional posts from their child's achievements at home.

In the secondary school, parents can view their child's interim and annual report through the school's information management system parent portal. However, this is in the initial stages of use as a reporting platform. In both primary and secondary pupils are rewarded with a physical 'Star of the Week' certificate during their assemblies. The primary interim and annual reports are shared with parents electronically. Parent teacher conferences are conducted twice a year and provide an opportunity for parents to discuss their child's progress and next steps in learning.

In the primary school, annual curriculum workshops in phonics, English and maths are provided for parents. The phonics workshop was recently organised as a 'welcome back to school' initiative. Coffee mornings are scheduled with the parent community, to maintain the close links between home and school.

Pupils have access to all lessons and resources via Google Classroom, which can be revisited at home. In primary, knowledge organisers are sent home daily with a levelled reading books to encourage pupils to read with their parents. Parents are always welcomed into school and

are invited in regularly to celebrate different events. The parent community organisation, Friends of DBS, is strongly involved in organizing events which then contribute to support a number of school initiatives. This was evident during the recently organised movie night event.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has a clear policy shared across the DBS group to address complaints raised by parents. To ensure accessibility. The policy is reviewed regularly and has a clear date set for the next review. The policy is included in admissions materials, acknowledged by parents during the admissions process, displayed on the school website, and reinforced through consistent messaging via platforms like Dojo.

The policy demonstrates the school's commitment to a fair and impartial complaints process. It adheres to the ministry of education's code of ethics and aligns with its school mission. The policy states a clear purpose, scope, statement and definition of a complaint as 'an expression of dissatisfaction or concern.' The policy prioritises the best interests of the school community and seeks to resolve issues through dialogue, understanding and reflection. Appropriate timelines are stated in the policy for the school to respond to a complaint raised, and there are clear stages should the complaint remain unresolved.

The policy encourages parents to initially raise concerns with their child's teacher or form tutor, which is often resolved informally. More serious or unresolved issues are escalated to the school's senior leadership team. Parents can expect a response within 48 hours at both the informal and formal stages, ensuring that their concerns are taken seriously and acted upon swiftly. If a parent remains dissatisfied with the response from the school's leadership team, the matter can be formally raised with the board of governors. The parent must submit a written complaint, and the governor's will discuss the matter within a week and share their decision with the parent, maintaining confidentiality.

Logs of complaints record essential details such as incident reports, timelines, accounts from different parties, previous records, outcomes and post-resolution reflections. These detailed records are stored on the school's information management system online. This restricts access to only those who are authorised to be involved.

At the time of the inspection there were only 2 formal complaints raised since the start of the academic year. Senior leaders are very proactive where any concerns are raised, or matters are brought to their attention which may not be in the best interests of the pupils in the school. As a result, prompt actions have resulted in reducing the number of complaints over time. Parents talked positively of the very prompt response to emails. They also reported that senior leaders are always present at the start and end of the school day where any concerns are resolved quickly.

By addressing concerns promptly and fairly, the school demonstrates its commitment to providing a positive and supportive learning environment for all pupils.

12. Standard 8

Leadership and management of the school

The leadership and management of the school met the standard for BSO and are good.

The school benefits from highly effective governance, with close collaboration with the other schools in the group. The executive senior leadership team who are based off-site, meet regularly and oversee the strategic direction of the school. They act as a critical friend to the school's senior leadership team and are well informed on the school's performance. They have supported the school very effectively through the period of transition.

The executive leadership team have a strong strategic vision and have developed across the DBS group a robust educational foundation that provides a broad range of pathways for pupils from EYFS through to higher education, linked to City university Qatar in partnership with Ulster university UK. Through the clear vision and oversight by the executive team, pupils across the 3 schools have opportunities to pursue specialised courses aligned with Qatar's thriving industries, such as technology, finance, and business. The strength of the DBS group and collegiate working between the 3 schools is a notable strength enabling sharing of best practice and moderation of approaches. As a result, DBS learners are well equipped with the knowledge, skills, and global competencies necessary to excel in higher education and transition smoothly into Qatar's workforce and beyond.

The school's senior leadership team, some of whom are new to the school, are quickly gaining an understanding of the strengths of the school and the areas for improvement. Around 40% of staff were new to the school at the start of the academic year. This is to support the increase in student numbers due to the expansion of the new school site. the increase in student numbers experienced by a growing school. Many middle leaders are new to the role and ensuring that expectations are clear of all staff has been a high priority. Such that, the transfer from the smaller site to the schools new accommodation has been managed well, with minimum disruption to pupils.

The school uses pupils' performance data to benchmark its performance against that of other schools in the group and those internationally. The school's headline data was succinct, relevant and compared the schools performance over 3 years. However, there is an opportunity to further integrate this into the school's self-evaluation processes and align more closely with UK benchmarks. Providing targeted training for middle and senior leaders in data and evidence analysis will further enhance the school's ability to self-evaluate effectively. Additionally, training for the principal and heads of school in accreditation processes will strengthen strategic planning and drive continuous improvement.

The continued use of a dashboard reflects the executive leadership's commitment to data-driven decision-making. While in its early stages, this tool has the potential to strengthen

strategic planning and stakeholder engagement. The school is actively collating information to feed into its development plans.

Managing the new team of staff in a new setting has been handled with care and sensitivity drawing upon existing systems that were in place at the old site. Staff new to the school have arrived with a great deal of enthusiasm and are keen to introduce new initiatives. Existing and new staff who have been promoted to leadership positions will take time to become established. There is a strong sense of positivity among staff, pupils, and parents, all of whom share a high level of optimism for the school's continued growth and success. Staff highlighted the school's welcoming atmosphere and supportive working environment. While settling into the new site brought increased workloads, particularly around operational matters, they remain committed and motivated in their roles.

Close attention has been paid to pupils' well-being, such that the welfare of pupils is strong. Pupils talked about the strength of teacher pupil relationships and the community feel across the school. This is very evident in classes with low pupil numbers such as in the early years department where teachers know their pupils very well.

Teachers commented upon staff training sessions that have been organised by the school's leaders, such as a recent seminar on maths and invited external trainers. These sessions are often led across the DBS group and ensure teachers remain updated in best practice and are then implemented in their classrooms. Performance management is in place and reflects systems used in UK schools. Teachers have targets set at the start of the year linked to the school's priorities. Meetings with line managers, particularly in secondary, have helped teachers to review their practice and improve outcomes for pupils.

Lines of communication across the school are strong and staff feel informed. Regular meetings by departments or subjects ensure they receive the information that they need. As a result, the school runs smoothly under the guidance of effective management at all levels. Senior leaders are highly visible and accessible, fostering strong relationships with all stakeholders. This approach ensures that day-to-day issues are addressed promptly and effectively. Interactions between staff and pupils at the beginning and end of the school day foster care and genuine friendship, and this ethos pervades all aspects of the school's business.