



# **Inspection report**

## **Doha British School Qatar**

**Date**  
**Inspection number**

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## 1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, 77 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, parents and groups of students. Three school days were monitored.

The lead inspector was Colin Dyson. The team members were Tamra Bradbury, Gerry Cranfield, Collette Doughty and Asa Firth.

## 2. Compliance with regulatory requirements

The quality of education provided at Doha British School is good, and there are some aspects which are excellent. It meets the requirements of the BSO Framework fully.

## 3. Overall effectiveness of the school

Doha British School (DBS) is a good school with some highly effective features.

DBS provides a good quality of education and highly effective care and guidance of its students. It is highly inclusive and valued as an integral partner in the community. The quality of learning, teaching and leadership are good. The students, parents and staff are highly committed to the school and to its mission to prepare young people as life-long learners that contribute to a global community. The spiritual, moral, social and cultural development of the students is a strength. There is a strong recognition that students should reflect both international and global understanding to 'equip them for life in a complex and interdependent world'.

The school has made significant progress since their last inspection and the addition of a new Primary School has encouraged some excellent innovation in curriculum development and effective assessment strategies.

### 3.1 What the school does well

There are many strengths, which include:

- ✓ The students demonstrate outstanding attitudes, behaviour and personal development and their spiritual, moral, social and cultural development are excellent.
- ✓ Relationships between students and between students and teachers are highly positive: they are outstanding ambassadors for the school.
- ✓ The Principal provides a strong role model, encouraging all students and staff to reach their full potential and is highly respected by students, staff and parents. The school provides a calm and purposeful learning environment.
- ✓ The school has utilised self-evaluation strategies to ensure school improvement is evidenced based.
- ✓ The school's Associate Leadership programme is highly valued.
- ✓ The overall standard of students' achievement is often above the UK average and developing in-line with the performance of high achieving international schools. External examination results at the end of Key Stage 4 and 5 are a strength.
- ✓ Most teaching is good or better.
- ✓ Parents feel valued by the school. Effective relationships ensure the school is seen as a highly positive influence in the development of their sons'/daughters' academic and personal lives.
- ✓ Health and safety have an appropriately high priority across the school: a full range of effective measures have been implemented and monitoring takes place.
- ✓ The curriculum is enriched by a programme of personal, social and health education. A wide range of extra-curricular activities provide students with the opportunity to develop broad interests and skills.
- ✓ The innovative work undertaken to develop new curriculum approaches and effective assessment frameworks at Wakra demonstrates the school's desire to reflect best practice.

## 3.2 Points for improvement

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

1. Develop and embed the understanding and skills of all middle leaders to ensure that they can effectively implement robust monitoring of teaching and learning, assessment and marking policies and be held accountable for outcomes.
2. Through the implementation of the new curriculum strategies and assessment framework, identify and share best practice to enhance provision.
3. Ensure all students with special educational needs (SEN) and those who speak English as an additional language (EAL) are identified, and appropriate provision is provided to ensure they make good progress.
4. Ensure IT provision across the school supports learning in all subjects, and equips students with appropriate 21<sup>st</sup> Century skills.

## 4. The context of the school

Doha British School (DBS) is a private co-educational day school for students from Foundation Stage to Year 13, offering the National Curriculum of England and IB programmes complemented by a pastoral programme and a range of extra-curricular activities.

The school was founded in 1979, to meet an emerging need for educational provision in Doha. Since then the school has grown on the Ain Khaled site with 980 students in the Primary School and 608 in the Secondary School. Since the opening of the new primary school at DBS Wakra total student numbers have now reached 1,776.

DBS is now a twinned campus with integrated resources that provides an 'all-through' education. There are 78 different nationalities of students, with British passport holders comprising 22%. Qatari students comprise 12% of the school population.

Students follow the English Early Years Foundation Stage, the National Curriculum at Key Stages 1, 2 and 3 (with amendments to adhere to Qatari law) and at Key Stage 4 a range of GCSE and IGCSE courses. At post-16, AS examination subjects are followed as well as the IB Diploma.

The school has strong and valued links with a range of British organisations within Qatar.

DBS is accredited by the Supreme Education Council of Qatar. In addition to this, the school was accredited by the British Schools in the Middle East (BSME) and the Council of International Schools (CIS) in 2012.

## 4.1 British nature of the school

The British nature of the school is evident. Leaders adopt the best practice from the UK, and emphasise honesty, fair play, integrity, family and community values, and respect for diversity.

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the independent sector in the UK. The school uses the National Curriculum (NC) of England which ensures that children can join/re-join the UK education system without disadvantage, at any stage. The strategic initiatives the school has undertaken are developing a broad, balanced and exciting learning platform and are in line with the recommendations of the Department for Education in the UK. As well as implementing the NC for England, assessments and student progress checks are based on national standards from the UK.

The school is organised according to the pastoral structures used in English schools. It reflects UK practices with associated assemblies and a house system. Class structures follow the pattern of Pre-School and Reception through to Sixth Form. The curriculum delivery is in English, apart from modern foreign languages (MFL) classes. Specialist teachers deliver music, physical education (PE), Library and MFL lessons in the Primary years.

Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school. UK practice is evident in approaches to performance management, staff target setting and annual review meetings.

Communications from the school to families and students are provided in English, as are all school publications, reports, letters and the website. There is a school uniform that varies depending on the age and activity of the students.

Extra-curricular provision including clubs and school trips, are very important, in line with British best practice.

Recruitment of teaching staff is through British based recruitment agencies and employment fairs. As a result, the vast majority of teachers are British or have previous experience in schools that deliver the National Curriculum of England.

Students who wish to enter/re-enter the UK educational system are well provided for.



## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided at Doha British School is good, and there are some aspects which are excellent. It meets the requirements of the BSO Framework fully.

#### 5.1 Curriculum

Early Years provision is good, children follow the Early Years and Foundation Stage (EYFS) programme and all developmental areas are well-planned for within the classroom provision. The children learn through a variety of experiences and are fully engaged in their learning. The teachers and assistants support learning through a range of effective questioning.

The curriculum in both Key Stages 1 and 2 is broad and rich, with the cross-curricular approach enhancing the engagement of the children and augmenting language development through the school.

The embedding of the new National Curriculum framework at Al Wakra is a strength and has provided an opportunity for an evaluation of the most effective teaching and learning. The head teacher, key stage leaders and teachers have carefully crafted the planning around the new framework. The new National Curriculum objectives are being planned, delivered, tracked and assessed in lessons.

Children have opportunities to use ICT through the use of the interactive whiteboards and digital projectors in some lessons. However, the use of ICT and the computing curriculum is not fully embedded.

The phonics and spelling expectations are firmly in place and effective. 20 minutes of phonics every day in EYFS and Key Stage 1 and the same time spent spelling in Key Stage 2 has led to improvement in standards of reading and writing. Every subject has detailed curriculum maps which outline the content sequence. The curriculum maps aim to ensure each subject area builds on knowledge and skills acquired during previous years and encompass the necessary skills for end of Key Stage assessments.

At Key Stage 3, all students follow a three year common curriculum of English, maths and science plus 4 options, or 3 options and Study Plus. The school also provides a fast track maths programme to support students in preparation for the IB Maths course. Students have an opportunity to build their skills and knowledge through a broad curriculum that

includes art, drama, design and technology as well as more traditional subjects. The Key Stage 3 curriculum is enriched by a planned personal, social and health (PSHE) programme.

In Key Stage 4, students are prepared for GCSE or iGCSE examinations. They study a common core of subjects: English Literature, English Language, mathematics, a Modern Foreign Language (from French, Spanish or Arabic), science, PE (non-examination) and Life Skills. In addition, students select five subjects from the twelve on offer. Other subjects can be included if there is sufficient demand for a course.

At Key Stage 5 (the Sixth Form) DBS has been authorised to offer the IB Diploma programme and this has been successfully integrated since September 2010. Students also have the opportunity to take their studies to AS-level.

The taught curriculum is enhanced by a range of additional activities and a range of after-school clubs which extend students' skills and interests. Teachers also plan for trips and visits which help the students relate their learning to the real world.

The school plans regular opportunities for parents to meet teachers and discuss individual students' progress and achievements. The final written report for every student provides clear guidance on progress. Parents confirmed that their children are very happy and good information is received. In their view, the school is settled, organised and well managed and has improved considerably in recent years.

## 5.2 Teaching and assessment

Teaching and assessment are good and meet the standard required.

Across the school, teachers ensure that students acquire new knowledge and make progress according to their ability. Nearly all teachers demonstrate appropriate knowledge and understanding of the subject matter they teach.

In all key stages, students increase their level of understanding and develop their skills in the subjects that are taught. Most teachers effectively encourage students to apply intellectual, physical and creative effort, to show interest in their work and to think and learn for themselves. Lessons are generally well planned and teaching methods are effective in meeting the needs of the students. In the best lessons, teachers employ a variety of teaching methods to engage, inspire and challenge their students. Students are challenged by quality questioning, problem solving and the opportunity to work independently. In some lessons the learning needs of the more able students are not met because planning for challenge is inconsistent, resulting in low expectations. Differentiation is usually by outcome. Some teachers enable students to develop higher order thinking skills and reflect upon their learning. In the best Key Stage 4 and 5 lessons, there was clear evidence of pace, progress and enjoyment of learning. This is consistently evident in MFL and English lessons. There are pockets of good practice in many other departments.

Whilst most of the teaching is good or better, outstanding teaching was observed in English, mathematics, geography and art. These lessons are characterised by effective planning, the use of creative approaches to teaching and learning, in-built challenge and support under-pinned by highly effective assessment practices.

Most teachers effectively manage the timing in their lessons, although lack of pace in a few lessons led to a reduction in learning opportunities. High expectations of behaviour and personal responsibility are a feature of most lessons across all key stages.

The quality of provision in EYFS (Early Years Foundation Stage) is strong. Throughout EYFS, children are encouraged to explore, experiment and learn through play and enjoyment. This leads to a significant improvement in self-confidence and social skills. Good quality observational assessments take place on a regular basis and the results recorded. This enables the early identification of students making rapid or slow progress and the implementation of appropriate intervention strategies. Individual student records are passed on to the next teacher as they move through the school. In EYFS at Wakra School, the head teacher, key stage leaders and teachers have carefully crafted the planning around the new primary curriculum framework. The new objectives are being planned, delivered, tracked and assessed in lessons. Phonics and spelling expectations are firmly embedded and effective.

All classes in the primary schools, including EYFS, are well resourced and equipped with age appropriate furniture, arranged to make resources accessible to all students and facilitate

independent learning. Teaching assistant provision in EYFS and Key Stage 1 is good. They are effectively deployed to maximise children's learning. In Al Khaled primary school, there are 2 teaching assistants per year throughout Key Stage 2. In Wakra primary school, there are none.

Secondary school subjects are generally well resourced with a range of text books to support learning. The school's libraries are well resourced with a range of appropriate fiction and non-fiction books. Librarians support teaching and learning through provision of reference material relating to topics being taught in lessons. The secondary school librarian organises the 'reading buddies' programme in which IB students support younger readers. The primary librarian goes into EYFS to read to the children and primary school children have a timetabled reading lesson in the library.

Special Educational Needs (SEN) provision is less well provided for. The school has one SEN co-ordinator for both sites, primary and secondary. Two learning support assistants and a part time counsellor, who is a qualified play therapist, are based in Ain Khaled primary. There is no SEN provision in Wakra School. The school has established a productive relationship with a qualified educational psychologist in the UK. She has been involved in staff training and working with individual students. Planning to effectively meet the needs of EAL learners is less well established, although there has been some CPD to assist staff in their understanding of appropriate teaching methods. The school is currently working to develop and improve their EAL provision in both primary and the secondary schools.

In Wakra School, assessment data is used to identify less able and gifted children. Interventions and individual programmes are implemented for both groups. Gifted mathematicians are provided with more challenging and thought provoking work. The less able phonics programme has had some excellent results. SEN identification and provision however has not yet been fully implemented at any level. There is no learning support teacher and limited opportunity for the staff to access professional advice. In Ain Khaled School, provision for gifted and talented students is evolving; teachers are expected to plan activities which challenge and inspire more able students in their lessons. Those with talents in the arts and sport are catered for in the extra-curricular activities.

The quality of marking across the school is inconsistent in some instances. Pockets of best practice with teachers offering clear next steps advice from which students set their personal target(s) is evident in some lessons across the school. The targets are then revisited and 'signed off' by the teacher. For example, in Wakra School the written feedback in books is up to date, demonstrating differentiated, 'must', 'should' and 'could', lesson objectives at the beginning of every lesson. Next steps for learning are identified although its use is inconsistent. A range of assessment for learning (AfL) techniques were observed, for example peer and self-assessment, the use of plenaries and targeted high order questioning, but they have yet to be fully embedded across all key stages and all subjects. In the better lessons, teachers create opportunities for students to feedback.

There is evidence that most teachers appreciate the importance of plenaries in their planning. In some secondary lessons the teachers effectively used plenary activities to establish the level of student understanding and, where necessary, modify the learning outcomes or activities as appropriate. The absence of a planned plenary in some primary lessons is a missed opportunity for students and teachers to reflect on the extent to which students have mastered the learning outcome and target students for additional support. When questioned in interviews and in lessons, most students were aware of their current and target level/grade.

There is a clear assessment framework in place by which students' performance can be evaluated and progress monitored. In Ain Khaled primary, 'raising attainment' forms and half-termly assessments provide evidence. The school has invested heavily in the development of new assessment procedures in line with changes to the National Curriculum in the UK. The assessment policy for the newly opened Wakra School is a 'pilot' for 'life without levels'. The effectiveness of this policy will be used to inform the review of the assessment policy in Ain Khaled School.

Data provision supports teachers' understanding of students' aptitudes, cultural background and prior attainment. In the best lessons there is evidence that teachers use this information together with AfL outcomes, to inform their planning and ensure students make progress. In Wakra School, key stage leaders have effectively implemented a new system of recording and reporting attainment and progress in line with the new NC requirements.

## 5.3 Standards achieved by students

Overall standards achieved by students are good and meet the standard for accreditation.

On entry to the school in EYFS, children are assessed in relation to their communication skills, social skills and levels of independence. Fluency in English is fundamental when considering suitability for entrance to DBS in order to ensure that the child can access the curriculum. Many children are below the expected level for their age in English when they commence EYFS in both Ain Khaled and Wakra schools. English is often the second language and not used in the home. As they move through the Foundation Stage, children make good progress in English language acquisition. Teachers observe and record learners' progress against 'Developmental Matters' (DM) as they work, play and socialise. DM attainment data for children in reception indicates that most fall within the expected 40-60 month band with a significant number working above this.

Students make sound progress as they move through EYFS and Year 1. In the primary years they continue to make progress. By the end of Key Stage 1, children are working towards UK national averages in reading, writing and mathematics. Recent changes and improvements to teaching and learning in Key Stage 1 have had a significant impact on progress and attainment in those achieving level 2 and above. The school is now developing strategies to ensure higher numbers of students attain level 3 and above. All students in Key Stage 1 and Key Stage 2 in Wakra school complete phonics screening tests. Results in 2014 indicate that from September 2014 to November 2014 the percentage of students passing phase 2 increased from 55% to 84%. January 2015 results showed that 87% passed phase 3.

The school has conducted a review of all primary school assessment data and feels confident that the current data presents a full and accurate picture of progress and attainment. Al Khaled School is currently recording data in relation to National Curriculum levels in Key Stages 1 and 2. Wakra School, in line with recent changes to the Primary National Curriculum and changes to assessment, has developed 'assessment without levels'. The school states that class assessment data (CAD) indicates that many students are making good progress in all areas. Parents report that they are happy with the progress their children are making, and that reports on student progress are more informative and clearer with the new 'assessment without levels' approach.

Students entering Year 3 and Year 4 complete 'Progress in English' and 'Progress in Mathematics' (PiE, PiM) standardised tests. Students' progress is monitored against these assessments. The school conducts Cognitive Ability Tests (CAT) with Year 5 students and the resulting predicted levels are used to track progress and set targets for the end of Key Stage 2. In Ain Khaled School, most students by the end of Key Stage 2 are working above UK expectations in reading and mathematics, and towards in writing. Current data, lesson observations and scrutiny of students' work, indicate that recent targeted interventions are having a positive impact on the progress and attainment of Year 6 students.

In Key Stage 3, the school sets challenging targets based upon CATs predicted levels. CATs are conducted in Year 7. Robust monitoring of students' performance against these targets, is on-going throughout the key stage. Tracking data indicates that overall, Key Stage 3 students are working at or above the expected level for their age. Some are working well above.

Lesson observations, teacher assessments and work scrutiny indicate that throughout the secondary phase, students continue to make good progress. Attainment data for Key Stage 4 indicates that the school outperforms UK national averages. 69% of students gained 5 A\* - C including English and mathematics, compared to 56% in the UK.

The school's IB average point scores have risen steadily over the last 3 years, from 21 to 29 points. Key Stage 5 targets are based on ALIS data, together with average IGCSE points score data and predictions from Computer Adaptive Baseline Tests. The highest individual score has also risen from 31 in 2012 to 42 in 2014.

Across the school, from EYFS to Key Stage 5, standards of social and personal development are good. Students are respectful of each other and their teachers, and enjoy learning. The school is highly successful in helping students to develop their personal skills and qualities: they are thoughtful and well behaved. Nearly all students are motivated learners. This has a positive and significant impact on the levels of attainment achieved by the students at DBS. By the time they leave school, they have acquired the academic, personal and social skills needed to move successfully to the next stage of their lives.

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

The spiritual, moral, social and cultural (SMSC) development of the students is a key strength of the school.

The school enables students to develop their self-knowledge, self-esteem and self-confidence through opportunities within and beyond the curriculum. The DBS Learner Profile encourages students to reflect on their development as individuals. Opportunities for pair and group work contribute to social development and good practice was observed in many classes. Peer assessment was strong in English, mathematics and art with students confidently offering suggestions for improvement. The primary social and emotional aspects of learning (SEAL) programme effectively supports the development of younger students. Spirituality was developing in classes where students were encouraged to develop imagination and creativity such as in geography. Studying poetry, older students were able to reflect and share experiences relating to decision making and emotions.

Students are able to distinguish from right and wrong; the school has a code of conduct and students understand the consequences of inappropriate behaviour. They show respect for teachers and each other.

Students behave responsibly and take advantage of opportunities to contribute to school and community life. There is an extensive extra-curricular programme that includes performing arts, sport, F1 in Schools, and charity work such as the Shoe Box Appeal. Year 12s act as reading buddies for younger children and the head boy and girl deliver assemblies to Key Stages 3 and 4. Very good behaviour in lessons contributes to effective learning. Students listen to each other's views. Contributions are valued and respected. At break times, students were observed interacting with each other. They behaved responsibly demonstrating a sense of pride in their school.

Cultural development is good. Students have the opportunity to learn English, Arabic, French and Spanish, and study poetry and literature from other cultures. Insight into other cultures is also developed through the curriculum in art and music, and through overseas visits including work with a community in Nepal. Students described the school as 'multi-cultural'; it is a tolerant, inclusive and welcoming community. Students show respect for others from different backgrounds. The school celebrates cultural diversity through the curriculum, international days, World Book day and displays in classrooms and public areas.

The school promotes a general knowledge and understanding of British life including UK attitudes towards tolerance, democracy, respect for freedom of expression and human rights. Examples of good practice include a 'Message of the Week' covering respect and tolerance, and assembly themes such as 'Remembrance'. The PSHE programme includes citizenship and UK politics. Students study British world history. A Year 12 history group were observed debating the



arguments for and against the Falklands War. Students also study Qatari history. Islamic Studies enables students to explore the values, attitudes and beliefs of a Muslim society.

Student voice is a feature of department reviews and they express their views on strengths and areas for development. The school council is made up of elected representatives from Years 7 - 12. This provides opportunities for leadership and teamwork. There is also a primary student council with representatives from KS1 and 2 classes. Working parties deal with fund raising, improvements to the canteen and facilities issues.

## 7. Standard 3

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

The welfare, health and safety of the students through the school are good. The school has appropriate policies and procedures in place to ensure that all students feel safe and cared for. Students at DBS are happy and engaging children who are confident, able to express themselves and kind to each other. Staff and students relationships are a strength of the school. Students know procedures on behaviour, rewards and sanctions (learning reminders) are employed consistently and they appear successful. Student behaviour is exemplary and positive actions and good manners were observed across the school. Staff were highly visible during break times and students are well-supervised.

Safety at the school is a priority, highlighted by the policies and procedures employed when entering the school. Visitors are checked at the school gate and must display the ID badge issued. In addition, all parents and other regular guests have been issued with identity cards that must be displayed on entry.

First aid is carried out efficiently and with care. School nurses are employed and on school site between 7am and 3pm (while students are present) and are also present during specific evening events (sporting or otherwise). Appropriate licences are in order and medications are suitably stored. Nurses assist with health and safety guidance for staff and documentation of specific student illness and general common illnesses were available. Health office facilities are limited. The Ain Khaled office is currently insufficient in size and design. Primary school and secondary school share the same small space.

Attendance registers are taken at the start of the day and procedures conform to local requirements. However, attendance policies appear inconsistent. Student absence and follow-up procedures should ensure continuity of best practice. The school is currently installing a new information management system, iSAMS, that will improve the accuracy of the data on attendance during a fire drill. It will be in use from the start of the 2015-16 academic year. The school needs to consider

Risk assessment is in place to safe-guard student well-being during activities outside the school curriculum. Local medical experts are invited in to brief staff and students about medical issues for more challenging trips like out-door pursuits. Nurses are also included in the procedure with medical advice on students given and issue of medical bags to staff.

Fire regulations and checks are evident. Fire drills are practised and recorded and students and staff are well briefed. Currently, evacuation routes are not displayed but plans are in place to display evacuation routes clearly in corridors and classrooms. This should be implemented as a matter of urgency.

The school cafeteria is well used, clean and fit for purpose. The food on offer is varied and healthy choices are available. Weekly meetings take place between the cafeteria manager and the head of corporate affairs to discuss menu options to monitor and encourage healthy eating.

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

The founder and current owner of the school is a highly respected Qatari businesswoman who carries sole responsibility for the financial welfare of the school. The owner, in collaboration with the senior leaders, sets the strategic direction of the school. The suitability of the staff appointed to work there is good. The owner and principal are fully mindful of the requirements for safer recruitment.

The senior leadership team comprises a principal, a vice principal, a head of secondary, a deputy head of secondary, an assistant head of secondary, a head of sixth form, two heads of primary, two deputy heads of primary and a head of corporate services.

DBS Ain Khaled is accredited by the Supreme Education Council of Qatar and has been awarded an accreditation period of 5 years.

The school has an established complaints procedure that meets all the requirements for 'best practice': no formal complaints have been made to the school during recent years.

Clear policies provide concise details on the responsibilities and accountability of the principal and senior leaders. This clear structure highlights areas of accountability and ensures there is a co-operative partnership.

In partnership with the principal, senior leadership team and the wider community, the owner provides clear strategic support.

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

The accommodation, staffing levels and resources at Doha British School are good.

Buildings are well maintained and noise disturbance between classrooms is minimal and does not affect teaching and learning in adjacent rooms. Design of the building takes into account the extreme temperatures of the local climate and each classroom has sufficient AC systems installed. Central/common areas are also temperature controlled and there are ample drinking fountains (water stations) strategically placed around the school. External common areas have sufficient shading. Lighting in classrooms is adequate and rooms are airy and well-ventilated.

Documentation and certification is available to reflect the regulatory requirements of the country. The water supply does meet local regulatory requirement and drainage is appropriate for hygienic purposes, and for the disposal of waste water.

The school is fit for purpose and has limited use by outside agencies. When such events occur, appropriate licences and regular health and safety procedures are followed.

Fire drills are practised twice a term and staff, students and visitors briefed about emergency procedures. Access for emergency vehicles is suitable. Emergency evacuation routes detailing access points are currently unmarked in common areas and classrooms. This situation is being addressed imminently. Well-maintained lifts in the building ensure that all students, staff and visitors are able to access most areas of the school. Additional ramps are stored ready for access to all parts of the school should the need arise.

School gates are manned at the start and end of the day by senior teachers and security persons employed to assist with traffic at peak times and monitor entry of guests during the school day. Traffic is heavy at the end of the day.

Staff are visible and appropriate in number during break and lunch times. Active monitoring of student activity during these times is evident.

There are a suitable numbers of washrooms for staff and students located at convenient points around the school. These areas of the school have not been refurbished for some time. A programme of improvement is planned.

The cafeteria at the Ain Khaled campus is centrally located and appears clean and well kept. An outside agency is employed to cater for the students, managing and maintaining the cafeteria. This area of the school is checked by local authorities to ensure it complies with local standards: weekly meetings occur between the manager

and the head of corporate affairs. Parents expressed a desire for a cafeteria to be established at the Al Wakra campus.

The classrooms are clean and generally in good order; common areas are also clean and organised. The classrooms are well resourced with interactive whiteboards and suitable furniture that allow for specialist and non-specialist teaching to take place. The school is cleaned daily by a team of cleaners and a programme of deep cleaning is arranged during school holidays. Paintwork and furniture is of a good standard and a maintenance team is on site to deal with minor issues that can be addressed at the end of the school day.

Outside areas were clean and surfaces adequate to allow for games and relaxation. These areas could be further enhanced by increasing and improving the seating available to students during break times. Painting of the school and re-surfacing of the running track are scheduled to be carried out this summer.

## 10. Standard 6

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

The provision of information for parents, carers and others is good.

The new school website provides comprehensive information. It has all the required policies available to parents as well as the appropriate contact details, including those of the school senior leaders. It also has the lists of staff employed. The school mission and vision are clearly stated on the website and further displayed around both schools.

DBS makes it clear that it teaches the English National Curriculum which was confirmed as a reason for joining the school by many parents. Those that had no previous knowledge of the system were very happy with their children's experience and stated this would be their choice of education system in the future. The school shares termly curriculum plans with parents via the website. Academic results for GCSE, AS-level and IB are clearly stated. For both prospective and current parents the website includes photographs that give a clear picture of the events, trips and activities that reflect the day-to-day happenings at the school.

DBS reports regularly on attainment and progress. Reports to parents are once a term in addition to a parent teacher meeting. A full report is also issued at the end of each academic year. The parents feel the open door policy, especially in the primary, means that they can discuss concerns.

Parents reported that they were happy with the education provided. Their children were safe, achieved academic success and developed well socially. The school's relationship with parents is positive and the 'community feel' is tangible. It was described by parents as, "a place where everybody pitches in." The Wakra School has built a sense of community in a very short space of time. A parent commented that "Even the security guard on his day off came to watch the boys in a football tournament".

The senior leaders interact with parents on an informal level at the start and end of the day, and appointments with individual teachers can be made at any time. Parents felt that senior leaders are accessible, and parents are happy with the way they are dealt with by staff. Systems of communication are good and varied, ranging from emails, weekly class blogs, learning logs and in the primary school, 'Class Dojo', a web-based reward system which can be accessed from home; this was lauded by the parents, some using it to reward behaviour at home.

Engagement with the local community is good. The parents share in their children's learning experiences. International Day, sports events, and community links are often 'family affairs'. They appreciate the opportunity to engage with their children and other parents. The parent's groups contribute to the community feel of the school. The school this year hosted parent workshops on the new system of reporting attainment as well as homework. Parents reported that they felt well informed about the new curriculum and had a say in the homework, although some were not satisfied with the suitability of homework across the schools.

Parents were supportive of the school. However, they wanted greater clarity and application of certain school policies, and would like to see further investment in improving facilities, including ICT, the standard of toilets and the development of food provision.

## 11. *Standard 7*

### The school's procedure for handling complaints

Complaints are very rare. The school nevertheless has a clear policy and procedures in place which reflect good practice from the UK. The school provides clear information about what should happen in the event of a complaint. Parents are also made aware through details on the school web site. These procedures are in line with local requirements and best practice. This information is regularly updated, as required. Appropriate written records of any complaints are maintained and confidentiality assured.

The handling of complaints mirrors the management structure of the school. The class or subject teacher is consulted first, but if an issue is not resolved, it can be raised with the middle and senior leaders. All parents have easy access to class teachers and senior leaders at the start and end of the school day. In discussion with inspectors, parents stated they felt confident about raising concerns, should they have any.

## 12. *Standard 8*

### The quality of provision for boarding

Not applicable.



### 13. Standard 9 Leadership and management of the school

Doha British School is well led: leadership and management are good, and strengths of the school.

The principal provides clear educational direction, reflected in the quality of education, the care taken of students and the obvious fulfilment of the school's planned ethos. There is a very positive relationship between the principal, senior staff and the owner.

The senior leadership team provides a strong sense of strategic direction and have begun to empower staff to take key roles in the management. Through this delegation, staff feel a sense of accountability and willingly contribute to the continual development of the school. There is some inconsistency in monitoring across the school. Staff do not always understand their levels and lines of accountability.

The leadership team have implanted an effective structure to support the performance management of staff. Opportunities for continuous professional development are effective and encourage teachers to develop their competencies.

Effective leadership is highlighted through the effective systems for school self- evaluation and the clarity of the school's development planning. These are key drivers in ensuring the school has a clear focus on students' achievements.

A good range of whole school policies are in place: the leadership team has a clear structure to ensure middle leaders monitor standards and outcomes, in their areas of responsibility. The development of a whole school approach to assessment practices and expectations is now needed.

The leadership team is successful in securing and motivating high quality staff: they then ensure that staff are suitably trained for their roles in meeting the needs of all students and in safeguarding their welfare, health and safety. The school runs smoothly on a day-to-day basis, because of the high quality of the administrative and support staff who work in partnership with the teaching staff.

The school's building and resources are used well, and the leadership works hard to overcome constraints of time and space. Leadership staff are quick to recognise obstacles and are open and inventive in seeking solutions. This is seen, for example in the efficient establishment and integration of the new primary school.

The middle managers are becoming more involved in the strategic leadership of the school. They are taking a growing responsibility for driving forward school development based on analysis of student data. The school recognises the need to ensure that newly appointed senior leaders and middle managers receive appropriate training which will enable them to support the school as it

strives forward. The Associate Leadership programme has been highly effective in enabling the school to 'grow' its leaders of the future.