



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Doha British School**  
**Ain Khaled**

**Doha**  
**Qatar**

Date **19<sup>th</sup> – 21<sup>st</sup> November 2024**  
Inspection number **20241119**

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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, 100 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 Oliver Butterworth, John Foster, Mary Kennedy, Eimear McDaid and Alun Yorath.

## 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 Ain Khaled provides a highly effective quality of education. The executive and senior leadership teams are driving change and are fully committed to providing first class education, enabling pupils to thrive within a global environment. Pupils across the school demonstrate a strong sense of responsibility and enjoy school. The focus in the primary curriculum on developing literacy skills has resulted in very high standards in reading and writing. Progress for the youngest pupils in communication and language is also better than expected. The school provides a broad, rich curriculum that enhances character development, a strong sense of moral values and equips pupils well for life beyond school.

#### 3.1 What the school does well

There are many strengths at the school, including:

- pupils' behaviour;
- the well-being and safeguarding of all pupils;
- the care, guidance and support provided to pupils and their families;
- the vision, commitment and determination of the senior leadership team to raise standards across all aspects of the school's performance;
- character development that is well embedded in the life of the school;
- primary pupils' high levels of attainment in reading and writing;
- relationships amongst all stakeholders which promote a strong sense of community;
- a well ordered, clean and tidy school environment which supports the effective delivery of the National Curriculum of England and early years foundation stage.

## 3.2 Points for improvement

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

- i. Further develop the quality of assessment, marking and feedback across the school;
- ii. Ensure the school makes effective use of data to inform school improvement planning and self-evaluation
- iii. Continue to train teachers to plan and deliver inspiring and innovative lessons, supported by a dynamic and digital strategy aligned to a 21<sup>st</sup> century curriculum.

## 4. The context of the school

Full name of School	Doha British School Ain Khaled				
Address	Rawdat Al Sagah St, Doha				
Telephone Number/s	00974 4019 8000				
Website Address	<a href="http://www.dohabritishschool.com">www.dohabritishschool.com</a>				
Key Email Address	info@dohabritishschool.com				
Headteacher/Principal	Mrs. Lynette Grant				
Chair of board/Proprietor	Natra Abdulla				
Age Range	3-18 years				
Total number of pupils	<b>1,900</b>	<b>Boys</b>	<b>921</b>	<b>Girls</b>	<b>979</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	606	
	<i>3-5 years</i>	363	<i>17-18 years</i>	86	
	<i>6-11 years</i>	845	<i>18+ years</i>	0	
Total number of part-time children	0				

Doha British School, Ain Khaled is the largest in a group of three schools. It was founded in 1997 as a Montessori school and has grown into an all through school. The sixth form was added in 2017 and has doubled in size. The school is situated in Doha, Qatar where it operates as part of Artan Consulting and Educational Services (ACES). This constitutes 3 schools, a training centre, and a university.

Pupils represent 90 different nationalities, with a very small minority of pupils who are nationals of Qatar. Almost all pupils speak English as an additional language. The school has a good balance of EYFS, primary and secondary pupils.

## 4.1 British nature of the school

The school has a strong British appearance and ethos.

- The school delivers the English National Curriculum and the Early Years Foundation Stage (EYFS) curriculum;
- At Key Stage (KS) 4 IGCSE courses are offered;
- At KS5 AS, A2, BTEC and the IBDP pathways are offered;
- The school is organised into key stage and year groups;
- Assessments are UK sourced and benchmarked against UK standards;
- The school promotes British values through the school's vision, curriculum activities, displays and events;
- The Union flag is prominent in the reception area and the colours of the flag are represented in the school's logo and uniforms;
- The school is well resourced in materials that are in use in English schools;
- Libraries are well stocked with British literature, reflecting the modern multicultural character of the UK;
- The school has a uniform policy, like many English schools;
- The school's house point, school council and rewards system reflect those used in English schools;
- The professional development of staff is delivered by providers from the UK and internationally;
- All teachers are either trained with UK qualifications or experience of teaching in English national curriculum schools;
- The academic calendar replicates that of a British school;
- The school's senior leadership team and executive principal are British;
- The majority of the teaching staff are from the UK.



## 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 excellent.

The school has separate curriculum policies in place for early years, primary and secondary phases. These detail the early years foundation stage (EYFS) and National Curriculum of England and how these are adapted to incorporate the ministry of education requirements; Arabic, Islamic Studies and Qatari history.

The primary curriculum is broad and offers timetabled English, mathematics, science, humanities and PSHE lessons, along with subjects such as art, music, PE and computing. Modern foreign languages are delivered in Arabic, for Arabic pupils. Spanish is a compulsory language for non-Arab pupils in primary. Secondary pupils choose between French and Spanish, as well as Arabic nationals taking Arabic language. In secondary alongside core subjects pupils can choose to study to iGCSE level art, textiles, music, PE, computer science and design technology. A high standard of pupils' work in art and textiles is displayed throughout the school. The school offers four curriculum pathways at KS5 (AS, A2, BTEC and IBDP). All four pathways provide a broad subject range and course choice, with the sciences and maths being the most popular subject choices.

Primary promotes reading with timetabled weekly library sessions and a focus on developing early reading skills. The curriculum in early years and KS1 contains a structured systematic synthetic phonics programme approved by the UK DfE. Through the highly effective delivery of the scheme, pupils in reception and KS 1 master letter sounds and blends before advancing to reading and writing. KS1 pupils were observed confidently blending, segmenting and composing sentences that included words incorporating the newly learned sounds. The strong progression of the phonics curriculum is ensuring pupils are well-equipped with early reading skills.

In KS1, daily reading sessions are implemented using a carousel approach to ensure pupils explore a wide range of texts. As pupils progress to KS2, whole classes share a class novel which enables reading to be linked to writing. Pupils are also expected to read at home, and those identified as needing additional support receive dedicated reading time at school. In secondary, pupils engage with a variety of texts in English, analysing them in depth to ensure understanding and develop critical thinking and comprehension skills.

The school places a strong emphasis on PSHE. Weekly PSHE lessons are timetabled across all key stages, covering topics such as relationships, health, careers and citizenship. The curriculum is designed to equip pupils with the knowledge, skills, and values needed to lead healthy, happy, and fulfilling lives. Assemblies, such as the pupil-led road safety assembly delivered by the Camel House in secondary school, further reinforces PSHE learning by bringing real-world issues into the classroom.

Primary homework focuses on embedding skills in reading and spelling. This structured approach ensures consistent practice and progression. Additionally, the school uses an AI-powered learning platform which adapts to each pupil's individual levels of ability and provides targeted exercises. Homework in secondary is assigned through *Google Classroom*, providing a centralised platform for distributing and collecting assignments. While this approach in secondary offers flexibility, the implementation of a structured homework submission framework, seamlessly integrated with *Google Classroom* and its feedback system, would further enrich the learning experience for all pupils.

The school is well resourced to deliver the curriculum effectively across all areas. Teachers make extensive use of interactive whiteboards as dynamic presentation tools, enhancing lesson delivery and engagement. By further integrating digital devices, such as iPads, the school has an exciting opportunity to inspire learners and further enhance their IT skills.

Evidence of curriculum coverage and progression is highly evident in primary through schemes of work and well-presented creative displays. These celebrate pupils' learning progress and achievements. Pupils' exercise books in primary evidence progression through the curriculum over time. In the secondary school, pupil work and formal displays are visible throughout, supporting learning and celebrating achievements across a range of subjects. Standards in art and textiles are high; displays in other subjects are also evident to varying degrees, contributing to an environment that values and showcases pupils' success.

The school's SEND provision has recently been revised to align with the MoEHE updated requirements which further promotes a holistic and accessible approach to inclusion data. A centralised inclusion database maintains a record of SEND information and links with the school's internal information systems so that necessary information is available to all staff. Support for pupils is aligned to UK systems of 'waved' provision; from classroom-based support and small group interventions (Wave 1 and Wave 2) to personalised support, including shadow teaching and one-page profiles (Wave 3). A key focus of the team is ensuring pupils' barriers to accessing the curriculum are identified early and celebrating the uniqueness of each individual as a strength.

The school has a comprehensive career guidance programme and employs two full-time career guidance counsellors. In years 7-13, the PSHE program includes a 5-week careers programme using the *Unifrog* platform. Years 9 and 11 pupils benefit from one-to-one interviews with guidance counsellors to align subject choices with their career aspirations. Year 12 and 13 pupils have access to the Educare platform typically used for staff CPD. This platform provides valuable early exposure to information across a range of work experiences and training needs. The school regularly hosts third-level fairs, inviting universities to campus and encouraging pupil visits. A developing school specific platform further enhances this support, enabling careers education to be introduced to primary pupils. The introduction of a new financial literacy platform in upper KS2, while not directly linked to career guidance, provides further valuable learning opportunities for pupils about financial literacy. Popular course choices among school leavers include business, medicine, and engineering. Graduates pursue further education across the globe, including institutions in the Gulf region, the UK, Europe, Canada and the United States. There is a developing alumni network that further supports pupils.

A comprehensive range of extra-curricular activities is on offer, including drama, board games, Lego, arts and crafts and recreational volleyball. Competitive sports teams represent the school locally and across the region. These activities provide opportunities for pupils to develop their interests, talents and social skills. Notably, year 6 pupils participate in extra-curricular activities alongside secondary pupils, facilitating a smooth transition to secondary school.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good.

In EYFS, teachers plan and structure lessons that meet the needs of pupils, with attention to active learning and language development. Learning in preschool is theme based, and pupils enjoy a range of activities based upon themes such as weather, painting a picture of a storm and a rainy day. Teachers employ active learning strategies and seek instant feedback through the use of 'thumbs up' and 'show me' strategies.

Assessment of pupils in EYFS is through observations. These are stored as photographs and annotations made by teachers and teaching assistants on an online platform. Teachers have recently begun to collate information on pupils' attainment in a class marking and feedback book. These contain detailed notes of pupils' attainment of the learning objective in phonics and maths and are beginning to evidence progress over time. Other recordings of pupils' work are in phonics workbooks and drawing club books.

In KS1, pupils exhibit a positive attitude for their learning and pupil engagement is high. Teachers structure lessons to reinforce prior learning, before introducing new concepts. Where teachers plan tasks that enable adults to act as facilitators, progress is visible. This was observed in a year 2 maths lesson where pupils used apparatus to solve subtraction problems independently. This could be enhanced even further by providing pupils with the opportunity to reason, justify and explain their learning.

KS2 lessons revealed a strong focus on teacher-led instruction. Teachers effectively used prior learning to build on pupils' existing knowledge, as seen in lessons on fractions and guided reading. Clear progression was evident between year groups, demonstrating a well-structured approach to learning. When active learning strategies were used, all pupils were highly engaged. There is an opportunity to further challenge more able pupils within lesson plans, ensuring they reach their full potential.

Where more active learning was observed all pupils were highly engaged. This was evident in a year 5 English lesson using still images and a science experiment on air resistance.

Across primary environments are positive and well-managed, with pupils demonstrating a strong work ethic and engagement in their learning. Class routines and expectations were well-embedded. Learning Assistants are well deployed to support learning.

Most lessons observed in KS3 teachers set clear expectations and pupils demonstrated high standards of behaviour. Teachers delivered lessons that enabled the majority pupils to make progress and used questioning to assess pupils' understanding. Where teaching was strongest teachers used questioning very effectively to check on the understanding of all pupils. This was observed in a year 7 maths lesson where targeted questioning effectively challenged pupils and tasks were differentiated. In a few lessons, there is an opportunity for greater pupil engagement, which would further enhance learning and minimise low level behavioural distractions.

Across KS4 and KS5, teachers demonstrate strong subject knowledge and confidence in their delivery. Key vocabulary is prominently displayed and used, equipping pupils to communicate their understanding fluently. For example, mathematics teachers drew upon their strong subject knowledge to lead A-level pupils through complex calculations and the manipulation of equations.

Excellent relationships between teachers and pupils create a positive culture for learning. KS4 and KS5 pupils arrive at lessons with purpose and a readiness to engage actively with their teachers. As a result, they make good progress in lessons and are able to articulate their learning confidently. In the best lessons, pupils not only discussed what they had learned but also reflected on the skills they were developing and how these would be applied in future work. This was observed in a year 12 textiles lesson where pupils discussed the application of dyes and colour washes on fabrics.

Ongoing assessment is a regular feature of lessons, with teachers employing targeted and open questioning to monitor progress and provide immediate feedback. In a KS4 chemistry lesson, the teacher expertly used 'pounce and bounce' questioning, which fostered critical thinking and collaboration. Pupils receive verbal guidance on how to improve their work. Formative written feedback was less evident, although particularly good examples could be seen in history and geography classes. Here detailed written feedback provided pupils with the information that they needed to make strong progress and reflect on their learning.

Across the secondary section there is scope for teachers to plan lessons that increase opportunities for independent learning and move away from teacher-led and controlled delivery of the learning objectives. The school's 'Bring your own device' (BYOD) policy gives pupils the option to bring their own devices. This flexible approach provides opportunities for those who choose to integrate technology into their learning while maintaining a balanced emphasis on a variety of teaching and learning strategies.

## 5.3 Standards achieved by pupils

The standards achieved by pupils are good and across primary are excellent.

Attendance is good across the school and has been improving over the past 3 years such that it is now aligned to the standard expected in UK schools. The behaviour of pupils is exemplary, pupils are respectful of one another, staff and their surroundings. They enjoy school as shown by the good attendance and are keen to learn. There are strong and friendly relationships between pupils, staff and parents which help to ensure pupils make progress across all areas of their development.

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 preschool and observing pupils in lessons. In early years the youngest pupils demonstrate age related expectations in physical development and social and emotional skills, they play confidently on the outdoor play equipment and take turns in class to share and work together. The use of language in preschool classes is slightly lower than attainment levels in the UK because pupils are still acquiring English vocabulary alongside that in their first language. Pupils in reception classes make strong progress in learning English letters and sounds during regular phonics sessions.

Pupils listen attentively to the teacher and follow instructions very well. Standards in the work recorded by reception pupils on phonics worksheets and in drawing books indicates pupils are working at age related expectations. Pupils demonstrate a good level of pencil control and can copy letters that are legible. The majority pupils are on track to reach the early learning goals by the end of the year in reception. At the end of 2024 the majority pupils exceeded the levels expected in reading which ensured they were very well equipped to enter year 1.

In KS1 pupils actively participate in their learning with enthusiasm. By the end of KS1, the school's assessment data indicates that most pupils achieve expected or better standards in progress tests in English and mathematics. This exceeds those of pupils in UK schools and aligns closely with international school benchmarks. However, there is an opportunity to further elevate standards in pupils' recorded work across subjects by addressing repeated errors and enhancing detailed teacher feedback.

KS2 pupils demonstrate strong engagement and a positive learning attitude. Progress is evident particularly in reading, where daily guided and independent practice as well as strong comprehension skills are developed. Consistent writing practice has also led to positive results. Pupils in year 5 demonstrated that they could improve sentences by expanding noun phrases and relative clauses. Pupils worked together collaboratively on projects exploring the impact of human behaviour on the food chain. As a result, standards in pupils' writing and reading are above that of other

pupils of the same age internationally and exceed UK averages. Across primary pupils high attainment in reading, writing and maths indicates strong progress.

KS3 pupils are keen to work and listen attentively to the teacher and their peers. They contribute during discussions and respond well to questioning by the teacher. However, there is an opportunity to gain clearer insights into the progress of both lower and higher ability pupils by strengthening evidence of differentiation in lessons. While some pupils' notebooks reflect exemplary standards, greater consistency in teacher assessment would help ensure high quality outcomes for all learners

Summative assessment at KS3 is based upon teacher judgements or internal tests. These are not yet giving teachers or pupils sufficient information on preparation for the transition to KS4 and external exams. There are opportunities to expand and diversify assessment practices to support the variety of learners at the school. The school's internal data indicates an average increase over the past 3 years of pupils attaining the levels 'expected' and 'greater depth.'

Standards of behaviour in KS4 and KS5 are very good. Standards of attainment in lessons are strong. The main form of assessment employed by teachers throughout KS4 and KS5 is questioning. This demonstrated good levels of understanding and progress made by the majority of pupils in lessons. Pupils actively engage in their learning, taking keen notes during lessons and reinforcing their knowledge at home. There is an opportunity to further enhance learning by expanding the use of written formative feedback, providing pupils with even clearer guidance on their understanding of key concepts.

Pupils who attain grades 9-5 in English and maths exceed UK standards at GCSE and have consistently achieved highly for the past 3 years. The percentage of pupils attaining 5 iGCSEs is also high (75% including English and mathematics) and this is a strength of the school. AS and A level examination results at the end of year 12 and 13 show that pupils attain results-in line with UK standards. A number of pupils follow the IB diploma curriculum, where outcomes in the IB are broadly in line with international standards or above global averages.

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

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

There is a genuine sense of community at the school. Pupils are proud, motivated learners who enjoy coming to school, as evidenced by their positive approach to learning. They feel cared for by their teachers, and interactions between pupils and teachers are marked by mutual respect.

Pastoral care is a cornerstone of the school's ethos. A comprehensive behaviour policy and pupil code of conduct outline clear expectations, which are well-understood by staff, pupils, and parents. This is enhanced by a rewards system which reinforces positive behaviour, while detailed records of consequences for more serious misbehaviour ensure consistent monitoring and evaluation of interventions. The school adopts a clear and effective anti-bullying strategy, ensuring a zero-tolerance approach to bullying. Consequently, behaviour across the school is exemplary, and bullying is rare. The adherence to the behaviour policy by both staff and pupils creates a calm and safe atmosphere. Inappropriate behaviour is swiftly addressed by teachers and the leadership team, with parental engagement being central to the restorative process. Pupils move around the school quietly and calmly.

Character education is a key strength of the school. Traits such as honesty, respect, resilience, and community spirit are deeply embedded throughout the school and frequently referenced in lessons.

Pupils have ample opportunities to develop their cultural and spiritual awareness through activities, curricular links, and displays. For example, in KS2, pupils learned about World War 2 and its impact on daily life, linking this to the importance of resilience in the face of challenges. The curriculum includes themed days and weeks that enhance pupils' social and cultural awareness. Events like International day allow pupils to explore and appreciate different cultures. Music and drama clubs, along with class assemblies, provide pupils with opportunities to develop their creative talents.

A comprehensive personal social health and economic (PSHE) programme is taught across the school, supported by assemblies that address whole year group topics. Best practices show PSHE integrated with themed weeks. For instance, a Year 3 PSHE lesson connected the importance of respect to Anti-Bullying Week. Floor books in primary school illustrate where pupils have learnt about taking responsibility and have included comments from year 2 pupils such as 'not keeping my room messy' and 'put my swimsuit on my own.' British values are woven throughout the curriculum and daily expectations, helping pupils relate these values to their school life and broader experiences in Qatar. Pupils have also enhanced their financial literacy knowledge through the online platform *Squirrel*, understanding the importance of budgeting and saving, which will support them as they transition into adulthood.



Pupil leadership is a notable strength, with pupils taking an active role in leading house activities and promoting school values. These opportunities enhance confidence, teamwork, and a sense of responsibility among pupils. The house system is well-established, promoting a sense of community, collaboration, and competition. Pupils have opportunities to develop teamwork and leadership skills through various house events.

The elected pupil council is committed to fostering an environment for pupil growth. Leaders are elected through a democratic process into roles such as head boy, head girl, and house captain. The pupil council and other committees meet regularly and lead on a wide range of charitable initiatives. Pupil leaders also help conduct assemblies, such as a recent one for anti-bullying Week.

Pupils and parents express confidence and satisfaction with the support provided to KS3 and above for making informed choices about future education. High quality careers guidance, university visits and pastoral assistance facilitate this process. Extra-curricular activities are based upon pupils considering future careers such as the medical club. The school is actively contacting ex-pupils (Alumni) to support the university applications process, mentoring at university and creating an active alumni group.

## 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 outstanding.

The school demonstrates outstanding provision for pupils, reflecting an unwavering commitment to their welfare, health and safety. The school places safeguarding at the heart of its operations. Policies are informed by *Keeping Children Safe in Education* (KCSIE) guidance and tailored to meet local regulatory requirements. These policies are rigorously implemented, regularly reviewed, and effectively monitored to ensure compliance with the highest standards.

Leadership has significantly enhanced the safeguarding culture across the school. The principal and vice principal have ensured that safeguarding is a top priority, with it consistently being the first agenda item at all leadership meetings. Designated safeguarding leads (DSLs) feel well-supported by the executive board, with whom they meet termly to review safeguarding developments and provide strategic oversight. A collaborative approach among DSLs, deputy DSLs (DDSLs), and the counselling team ensures that safeguarding concerns are recorded, monitored, and addressed effectively. The use of an online secure platform as a reporting tool facilitates effective case management and ensures child protection cases are followed up promptly and efficiently. Its analytical functions support the identification of emerging trends, enabling timely and proactive interventions at an individual and cohort level. This has been further supported by the range of external services provided by the Qatari ministry, such as Sidra Child advocacy program (SCAP) and child and adult mental health (CAMHS) which enable the school to signpost support where needs are best met.

The school's counselling team is a central part of its safeguarding provision, comprising experienced mental health practitioners and social workers. This team provides critical support for pupils' emotional and mental well-being, offering both proactive outreach and reactive assistance. Pupils feel confident accessing these services, and the team's discreet location within the school contributes to the overall supportive environment.

Risk assessment is prioritised, with robust systems and policies embedded into daily practice. These are aligned with UK Health & Safety Executive (HSE) guidelines and adapted to local requirements, with additional support from the ACES group. Significant investment in training will see 40 key staff trained in risk assessment this year, ensuring risks are consistently identified, mitigated, and monitored. Risk assessments are thorough, especially for external trips, which meet Ministry approved standards to ensure pupil safety off-site. A year 12 IB geography field trip took place during the inspection visit and alongside a detailed risk assessment pupils were also asked to consider the risks of working off site. An online maintenance log allows all staff to report and address health and safety concerns promptly, with regular compliance checks supporting a safe environment.

Fire safety measures are extensive, including strategically placed extinguishers and restricted access to high-risk areas. Evacuation procedures are robust, with termly fire drills rehearsing swift evacuation during emergencies. Procedures align with civil defence regulations, and evacuation routes are clearly displayed around the school. CCTV systems and a colour-coded lanyard system for identifying staff, visitors, and parents enhance site security.

Pastoral monitoring systems effectively track attendance, behaviour, and safeguarding concerns. Regular meetings between DSLs and senior leaders ensure consistency and coordination across the school. Attendance data is scrutinised to ensure that all absences are accounted for, and pupils' safety is confirmed. Reducing the number of pupils who arrive late is an area in which the school has made significant improvements over the past term. The school's no mobile phone policy is respected by pupils and parents. However, this does present difficulties for staff who model the policy when communicating across the site. The school's use of rechargeable communication devices is a sensible approach to address this and ensure the no mobile phone policy is promoted.

Health education, delivered through PSHE, is comprehensive, equipping pupils with a strong understanding of how to maintain healthy lifestyles, including physical fitness, mental well-being, and emotional resilience. Pupils are taught about healthy relationships, online safety, and the importance of making informed choices to protect themselves from harm. PSHE lessons are grounded in the school's Character Traits, which are deeply embedded in every aspect of school life. This was exemplified by pupils in a Year 3 lesson who composed songs about respect and eloquently explained how it influences their actions throughout the school day.

During break and lunchtimes staff-pupil ratios are high and their deployment in strategic areas means pupils are supervised appropriately, ensuring their safety at all times. The onsite nursing team provides a level of expertise and care that ensures first aid is administered in a capable and timely manner.

The school has invested in safeguarding pupils during entry and dismissal times, ensuring systems are in place for the safe and orderly entry and departure of pupils. This remains a key focus for senior leadership, who actively collaborate with parents to improve these processes.

The school's commitment to creating an inclusive, safe, and supportive environment is evident in its practices and the outcomes for its pupils. The emphasis on safeguarding, health, and safety ensures pupils feel valued and protected, enabling them to thrive academically, socially, and emotionally.

## 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 successful schools in Doha. The school's executive leadership team and central human resources (HR) department ensure the school is updated in ensuring 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.

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 site is enclosed by perimeter fencing and walls and the gated entrances are securely locked when not in use. All buildings and facilities are maintained to a high standard with regular and routine checks on the health and safety of the school's site. Maintenance duties are undertaken by a dedicated team of cleaners and maintenance staff. The school's health, safety and fire standards comply fully with government legislation. Communal outdoor areas are shaded, clean and tidy. Recycling rubbish bins are strategically placed.

The primary and secondary sections are separated by a large central area and classrooms divided between east and west wings. Shared spaces, for example in KS 1 areas are used very effectively for small group work and attractive displays. Character education, the school's house system and flags representing pupils' nationalities are also displayed prominently and these create a sense of pride in the school. Primary classrooms are well organised and enhanced by attractive displays of the pupils' work. The primary and secondary libraries are well-stocked, well-used and promote very effectively a love of reading.

The accommodation provided for the youngest pupils is well suited to the delivery of the EYFS curriculum. Reception classes have individual access to a bespoke outdoor shaded area. Here teachers provide activities to prompt development of skills using a wide range of resources. Pupils were observed playing in sand and water, investigating a block of ice and a threading task. An enclosed outdoor adventurous area is well equipped with slides and appropriate raised areas, trikes and balance bikes. However, this area could be further enhanced with additional shading for improved comfort and usability.

The sixth form area includes a common room and careers room. This contains areas for socialising and quieter areas for self-study. The area is appropriately furnished and in close proximity to classrooms. It provides a separate area for the older pupils in the school.

Classrooms are well lit, ventilated and maintained. Acoustics are generally good. However, the acoustics in specific areas should be reviewed. Pupils' learning experiences in the long, narrow science laboratories could be further enhanced by improving sound clarity for those seated at the back. Additionally, adjustments to the sports hall's acoustics would help maintain an optimal environment for focus and engagement during activities.

Specialist areas such as science laboratories and well-equipped design and technology art and textiles rooms are safe. Pupils receive instructions on safe practices routinely. Items that pose an increased risk are securely locked away when not in use. ICT rooms are well-equipped to support the teaching of computer studies, ensuring a strong foundation for digital learning. While the use of digital resources varies across classrooms, there is a valuable opportunity to enhance consistency, maximizing the benefits of technology for all pupils. The school's policy allows pupils the option to bring their own devices, which provides opportunities for those who choose to integrate technology into their learning, while maintaining a variety of teaching and learning strategies

A well-sized theatre has been recently renovated and is used for whole school productions and events. In addition to indoor sports halls there are large outdoor sports facilities. These include a large football pitch and basketball courts which have floodlights for evening use. The indoor swimming pool was undergoing maintenance during the inspection, presenting an opportunity to enhance its facilities for future use.

The school has a well-equipped clinic, staffed by 3 qualified nurses and a nursing assistant, with separate provisions for primary and secondary pupils. A central canteen serves lunches and snacks with both indoor and outdoor seating. Drinking water is available at designated stations.

Pupils move calmly and with purpose between lessons. Corridors and stairways are wide, divided by handrails in some areas. Signage is clear. A lift is installed to give access to all floors for those with limited mobility, when movement around the site could be challenging. Creating an accessibility site map would provide clear guidance for individuals with disabilities, enhancing their movement around the site.

## 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.

Parents are very happy with the school: there is a strong sense of familial community among stakeholders. They appreciate the genuine care provided by teachers, perceiving that staff across all phases are always ready to listen to and guide pupils. Parents are confident in the lines of communication and can easily identify the relevant staff members to contact for resolving any issues.

The school's website is user-friendly and includes contact information and links to key policies required to meet BSO standards. Various digital platforms, including the school website, *Google Classroom* and *Class Dojo*, share information with the community. Parents gain in-depth insights into daily learning through *Google Classroom*, weekly newsletters, and day-to-day interactions.

Parents receive three academic reports per year, and parent-teacher conferences are held at the end of each term to discuss pupils' pastoral needs and academic progress. Additionally, teachers are encouraged to reach out in person or by telephone to share good news and celebrate success. One initiative mentioned was the use of 'positive postcards' to highlight successes and achievements. Parents have a clear understanding of homework expectations and are pleased with the applications such as *Century Tech*, used across the school.

Regular feedback from parents is actively sought and acted upon. Many parents appreciate the school's open-door policy with the leadership team, feeling that their opinions are valued and considered. For example, a group of parents were involved in suggesting to the school new trip locations for pupils in different year groups.

The transition of pupils between year groups and phases is clearly communicated to parents. They have opportunities to attend meetings throughout the school year, particularly in preparation for the transition from primary to secondary. Parents are confident that the school prepares pupils well for these transitions.

Parents are given numerous opportunities to engage in the day-to-day life of the school, with regular invitations to events such as International Day. They can also volunteer in the school community by becoming parent readers and accompanying pupils on class trips. Workshops are held to provide parents with further information about classroom learning. Additionally, school productions and assemblies offer opportunities for parents to engage with the school community. The parent association is active and enthusiastic, meeting regularly with the leadership team to discuss events, activities, and feedback. They support volunteering and charitable initiatives and host various events throughout the school year, such as "Movie under the Stars" and the Winter Fair, allowing parents to engage with each other informally.

## 11. Standard 7

### The school's procedure for handling complaints

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

There is a clear policy to address complaints raised by parents. To ensure accessibility, the policy is included in admissions materials, acknowledged by parents during the admissions process, displayed on the school website, and reinforced through preventative workshops and 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 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 governors 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.

Not all complainants follow the stages detailed in the policy, because established practice is that a minority of parents raise a complaint or concern directly with the schools senior leaders, or with the ministry. Therefore, the school's policy is under review to ensure there are stages which address this. Adhering to the established complaints policy helps maintain the integrity of the process, equality of access and fosters positive relationships between parents and the school. In the very rare event that a complaint is escalated to the ministry of education, the school cooperates fully with the ministry.

Ultimately, the school's complaints procedure aligns with its core mission of ensuring that every young person gains as much as possible. 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 with elements that are excellent.

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.

The executive leadership team ensures the sufficiency of resources through sound financial management. Their oversight extends to reviewing policies and procedures regularly, involving staff in their formulation and ensuring their relevance and effectiveness. This collaborative approach fosters transparency and accountability.

The school's senior leadership team, although relatively new to the role, have an accurate understanding of the strengths of the school and the areas for improvement. They have recently recruited staff with the relevant experience and knowledge to senior and middle leadership roles. A few existing staff have agreed to lead voluntarily as part of their on-going professional development, and this is a notable feature. As a result, there is an enthusiasm across the middle leadership team to strive for excellence, in line with the school's vision to provide a first-class education.

The school's purpose, vision and mission are clear, well-communicated, and central to its operations. They are displayed on the school improvement plan and are linked to the schools self-evaluation. The school improvement plan is aligned to the schools 4 pillars of teaching and learning, leadership and management, community engagement and character development. This is supported by individual plans for primary and secondary detailing specific objectives. Plans state the person who is responsible, clear timescales, and success criteria is evidence based and achievable. Improvement plans have started to incorporate identified data points and hyperlink relevant reports, providing a sound framework for tracking progress and supporting evidence-based decision-making. This approach is ensuring that progress is monitored and informs strategic planning.

The school is beginning to implement the use of 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.

Specific training for middle and senior leaders in data and evidence analysis would further improve the school's ability to self-evaluate. Training for the principal and vice principal in accreditation processes would also enhance school strategic planning

The planned introduction 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 seeking the views of its stakeholders. Recently staff have completed a self-audit of their skills and parents have completed detailed questionnaires. The school is collating this information to feed into its development plans.

The professional development of staff is aligned to the schools priorities and is a strong feature. Teaching staff have been involved in professional development courses to develop skills in coaching and an evidence-based education programme. A member of staff talked positively of the impact the coaching course has had on her skills in dealing with difficult conversations. Staff feel supported in the training that they have received and stated that it is meeting their needs in individual areas. The lead for early years talked positively about the recent training from EYFS external experts which has enhanced provision and ensured staff remain updated.

Lines of communication across the school are good and staff feel informed. Regular meetings by departments or subjects ensure they receive the information that they need. They talked about the school community being a 'lovely working environment.' They feel listened to by the school's senior leaders and feel very supported in their roles. Staff spoke highly of the positive work-life balance, and there is an opportunity to further strengthen communication with the central HR department to ensure smoother coordination. There is a staff grievance policy in place, the school may also wish to consider informal and anonymous gathering of staff views more regularly, so that the executive leaders are well informed of staff issues in the future.

The school runs 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.