



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Qatar International  
School**

**Doha, Qatar**

Date **19<sup>th</sup> - 21<sup>st</sup> February 2023**  
Inspection number **20230219**

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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, over 90 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Joanne Wild, Collette Doughty, Douglas Gret and Riaan Huyser.

## 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 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

Qatar International School (QIS) offers an excellent British education that fully meets the needs of its students: as a result, they enjoy school, learn well and thrive.

Teaching is consistently good across the school and draws upon assessment information to plan lessons that are very closely matched to student's needs. Students are supported to become independent, creative, and resourceful learners. Staff regularly reflect on their practices and on the school's processes, to ensure that the teaching is responsive to need and purposeful. The senior leaders have consciously created a thoughtful and wholesome approach where love of learning balances with high academic outcomes, strong personal development, skills for life and the wellbeing of all the students.

#### 3.1 What the school does well

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

- The drive of the executive principal and leaders to create high quality learning opportunities for all.
- Students who flourish, fulfil their potential, enjoy their education, and develop their personal qualities to the full.
- The highly effective use of data within the school which informs and supports learning, teaching and planning, to best meet individual student needs - coupled with a strong knowledge and understanding of each child.
- The staff are highly effective in ensuring all students have a detailed understanding of where they are on their learning journey, with reference to age-related expectations.
- The consistently good and often excellent teaching across the school
- An empowered staff team, who value their role and make a positive difference to students and their families
- The language rich environment that supports all students
- The outstanding behaviour demonstrated by all students
- The high expectations students have of themselves
- Consistent implementation of policies across the school
- The excellent relationships between all staff to ensure the wellbeing of all students

## 3.2 Points for improvement

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

- i. Optimise the use of learning technologies in lessons across the school.
- ii. Continue to develop the STEM provision to further equip all students with high level learning skills.
- iii. Ensure opportunities to share and develop the high quality and innovative learning within the school and across the wider community of schools in Qatar.

## 4. The context of the school

Full name of school	Qatar International School				
Address	United Nations Street Dafna Doha Qatar				
Telephone Number/s	+974 44833456				
Fax Number	N/A				
Website Address	<a href="https://www.qisweb.qis.org/">https://www.qisweb.qis.org/</a>				
Key Email Address/s	info@qis.org				
Executive Principal	Deane Baker				
Chair of Board of Governors/Proprietor	Sheikh Khalid bin Ali bin Ahmed Al Thani				
Age Range	3 – 18 years				
<b>Total number of students</b>	<b>2,043</b>	<b>Boys</b>	<b>1,077</b>	<b>Girls</b>	<b>966</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	708	
	<i>3-5 years</i>	326	<i>17-18 years</i>	147	
	<i>6-11 years</i>	860	<i>18+ years</i>	2	
Total number of part-time children	0				

## 4.1 British nature of the school

The structure, ethos and culture of the school are identifiably British in nature and fully meet the standard.

- QIS is strongly British in nature and on entering the school premises and at the main reception desk, you are greeted with the Union Jack flying alongside the Qatari flag.
- The school follows the English National Curriculum starting from Early Years Foundation Stage (EYFS), through to KS5.
- High quality teaching is delivered by UK trained teachers through a robust and dynamic English National Curriculum. Locally hired teachers deliver effectively Islamic Studies and Qatar History in accordance with the Qatari Ministry of Education & Higher Education (MoE&HE) requirements.
- Current initiatives and recognised UK best practices are embedded in the curriculum to ensure that students are able to better transition to universities all over the world. At EYFS entry level, students are assessed using a baseline that is internally designed to show accurate ability levels and next step targets. In the upper key stages (KS), students take examinations in GCSE, IGCSE, BTEC and A Levels using UK examination boards.
- The QIS leadership team consists of British professionals who lead their teaching teams with dedication, pride and conviction.
- British values are evident throughout the school, in dedicated PSHE lessons, assemblies and through the House System.
- The school's ABC of *Aspiring to Excellence, Building Futures and Celebrating Diversity* are embedded in the school's vision. Core values in QIS are in line with British culture and reflect the character of the school.
- A thorough CPD and JPD programme, based on UK principles and often utilising UK training providers and initiatives, ensures that teachers are able to meet the changing needs of the students. A robust appraisal and line management system, including mentoring, coaching and shadow leadership initiatives, is in place to guarantee that students' learning is personalised and challenging.
- Student voice is highly promoted in QIS and students are also able to apply to become head boy or head girl, members of a student council and prefects, all in line with UK school systems.
- Varied and engaging extracurricular activities further enhance the British nature of life at QIS.
- The school is an active member of British Schools in the Middle East (BSME).

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided is outstanding. The school fully meets the standards for BSO.

The curriculum is rich, varied and imaginative. Teachers make good use of the wide range of resources; students are often excited by and highly engaged in their learning. The strong leadership from the executive and academic principals, their team of leaders and managers ensure students achieve well in all aspects of their education and development.

Strong relationships based on mutual trust and understanding are evident throughout the school. This results in QIS being an outstanding school. Behaviour across the whole student body is outstanding, students and their teachers enjoy their school life. As a result, excellent academic progress is made, and students develop into confident and self-assured young people. Students and their teachers enjoy their school life.

The school has a focus on developing an innovative curriculum that fully supports students in the 21st Century to become highly effective citizens and is to be congratulated for establishing itself as a hub of excellence to support other schools across Qatar.

#### 5.1 Curriculum

The quality of the curriculum is outstanding.

The curriculum is designed to be rich, broad and balanced. The curriculum is engaging and fun and is based on the UK National Curriculum, adapted to meet the requirements of the Qatari MoE&HE: Arabic, Islamic Studies and Qatar History. The main language of instruction is English with the exception of Arabic and Islamic Studies. The curriculum provides students with a wide range of opportunities in linguistic, STEM, human and social, physical and creative areas of learning. Classrooms and outdoor areas, especially in EYFS, are equipped with stimulating, interesting resources, which support and encourage students to be independent, active and creative.

Clear and precise planning (underpinned by long, medium and short-term aims) is in place and is shared across the year groups to ensure consistency in every key stage. Clear assessment strategies are embedded and feedback during lessons is effective in ensuring students make progress. Specific schemes of work have been adopted and successfully implemented. Examples could be seen in the use of *Talk 4 Writing, Read Write Inc.* and the use of maths working walls. Staff are well trained and confident in their roles, consistent in their approach with strong collaboration.

A SEND register exists, which identifies and caters for students, either in nurture sessions or academic break out groups. This is further supported by the Bilingual and Multilingual



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Language (BML) leads and supported by whole staff continuous professional development. Parental involvement was expressed as essential to the process. The school is committed to providing an inclusive education, which ensures students have equal access to a wide range of learning opportunities.

The teaching pedagogy promotes highly effective strategies, such as retrieval practice and is used consistently across all subject areas. Lessons are taught with positive reinforcement at the forefront. ICT competency and appropriately paced lessons are evident across the primary school.

The school continues to promote well-being, building on the foundation provided by the staff, external companies like, 'Dr. Happy and The Art of Brilliance' through assemblies and with dedicated PSHE provision of one hour per week.

The extra-curricular clubs and enrichment activities (ECAs) are of a high quality, are well attended and enjoyed by 96% of students. Students have an offering of fifty after school activities to choose from each week: attending a maximum of two per week in Primary with further options available in Secondary and during the evenings and weekends

Parents expressed great appreciation for the number and variety of clubs that are provided by teaching staff and external providers (e.g. Evolution Sports). The excellent range of ECAs and visitors to the school further enhances the repertoire and variation in learning for students. Teachers and other adults from the community give their time freely to enrich the students' experiences with examples of this being seen in EYFS. Educational trips have been fully reintroduced post-COVID.

The timetable has been written creatively so that there is more English timetabled for students. Specialist teachers deliver PE, music, art, design and technology. The curriculum has been written in all subjects to a high standard using curriculum objectives that are well matched to the age and stage of students. Students in Key Stages 4 and 5 are offered a range of external examinations, including BTEC, IGCSE, AS, and A level.

Curriculum planning is collaborative and overseen effectively by leadership teams. Regular reviews of the curriculum and policies are used to promote learning and teaching within the scope of the English National Curriculum. British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs are underpinned within the curriculum and throughout the school. The curriculum is adapted, where necessary, to adhere to local guidelines so that Arabic, Islamic Studies and Qatar History are taught. A creative curriculum is available for non-Arab and non-Muslim students to allow them access to additional time in Art and Design Technology. It also provides an opportunity for stand-alone music lessons and French in secondary.

The school conducts regular curriculum reviews to ensure students' needs are fully met. Strategic curriculum planning encourages long term and medium-term plans that focus on objectives and outcomes that ensure high quality lessons. The curriculum prepares

students for curricula and external examination accreditation commonly used in schools in the UK. The school provides students with appropriate university and career guidance.

The school provides appropriate support for students with special educational needs (SEN) to ensure they achieve well. The personal, social, health, and economic (PSHE) programme promotes tolerance and respect for individual human differences. There is a focus on personal development during student assemblies. Extra-curricular clubs and enrichment activities are well-attended and of high quality, providing a variety of cultural visits, school trips, and after-school activities.

Students in KS3 benefit from a wide range of subjects. In addition to English, mathematics, science and physical education, a number of non-core subjects form part of the curriculum. This ensures a broad and balanced education, and also enables students to see in which fields their interests and talents lie. In KS4, the Edexcel IGCSE syllabuses are those commonly used in UK independent schools. The IGCSE option blocks ensure that the breadth of the curriculum is maintained. In addition, students for whom a less academic pathway may be appropriate can opt for BTEC courses. In KS5, there is a good range of options for the post-16 cohort. The study of A Levels and excellent careers guidance opens up access to UK, local and world universities.

There is a clear vision to help students to become well-rounded individuals, who are able to thrive in higher education and in later life. There is a strong focus on language development for EAL students. The school deploys staff and resources effectively to support students who have additional learning needs and those for whom English is an additional language. Reading, writing, numeracy and communication skills are well-embedded across the curriculum, which allow students to make good levels of progress.

The school has a strong focus on assessment and reporting of students' attainment and progress. Students are involved with their own target setting and take responsibility of their own learning. Students actively take part in writing their own targets and report comments. The assessment tracking policy and system is effective and heads of progress and school leaders are able to identify the students who need additional support. The focus-5 students in the iGCSE group receive additional intervention support in the core subjects and additional timetabled lessons in small groups. Students at QIS achieve excellent results.

## 5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

Teachers' subject knowledge is consistently high across EYFS and primary, good practice is shared and year group teams are collaborative. Modelling of solid teaching strategies was evident in nearly all lessons observed and are used to ignite learners' interests, promote creativity and encourage students to think and problem solve. The (not new) 'I Wonder' journey in Foundation Stages (FS) encourages students to take control of their own learning and promote their own interests across the curriculum. As a result, students thrive and make exceptionally good progress. Moments of discovery and wonder promote an infectious enthusiasm for learning amongst students and in FS a collective *awwwww!* was heard as a suitcase belonging to Spyder, the smallest agent, was unpacked and investigated with the children. Students are enthused by the challenge of learning and are resilient to failure. They are happy to be in school because their learning is fun. An FS child mentioned that they had 'too many visitors looking at their classroom because they (the children) were all too good'.

Across the primary years in the most effective classes, teaching is clearly differentiated to challenge the most able, whilst supporting the needs of those less able, EAL learners and those with SEND. The language-rich, primary environment promotes progress and quality questioning moves learning forward. Involvement in 'student voice' enables many to learn specific skills related to teamwork, communication and leadership. Teachers in almost all classes delivered lessons with a strong focus on students' understanding of key vocabulary, which was particularly strong in some Year 4 and Year 5 English lessons.

Books are generally neatly presented, with WALTs identified and with highlighted areas of success or reflection in contrasting colours used in live marking opportunities. Primary students are aware of their targets and these are often set in conjunction with the teacher.

The combination of solid planning across the curriculum, good teaching, appropriate resourcing and high expectations lead to the majority of primary students achieving at an expected level or above in most areas. Reading, writing and mathematics are focus areas in EYFS, with most students emerging in their development of these subjects at this time. Ongoing and thorough assessment in Year 1 phonics, allows for precision teaching within their ability groups and for targeted interventions. Teaching assistants across the FS and Primary classes are tasked with leading some of these focus groups, all of which are done to a high standard.

Throughout the primary school there is a calm environment where students are playing and learning happily alongside each other. Collaborative learning and discussion are

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encouraged. Opportunities to develop teamwork skills are provided through Talk Partners, Learning Buddies and group work throughout the school. Independence is also encouraged and students know teachers are there to support them. The school has embarked on an initiative to be part of the Eco Schools programme, providing opportunities for students to develop critical thinking and creative skills through project-based learning that aims promote the importance of being Global Citizens.

Reading for pleasure is strongly promoted, with well-equipped and engaging book corners in many classrooms, specific book and author displays in the entrance halls, including comfy chairs for sharing books with a teacher or friend and a large selection of guided and levelled reading books for in-class story time and home reading. Across primary, parents come into school to read with the children and support their learning. The primary library is currently undergoing an update of appropriate books and children in the school were really happy to be involved in the reading raffle, which has increased the number of books being read term on term. One Year 6 child mentioned that if she were the principal of the school, she would timetable a silent or shared reading session for the end of every day in KS2 to develop a greater love of literature.

Teaching across the whole of secondary is consistently good and, in some areas, excellent. High quality teaching allows students to acquire new knowledge and most make good progress and, in most lessons, excellent progress. Evidence indicates students increase their understanding and develop their skills in all subjects across the curriculum. Students make good and better progress as a result of effective teaching and learning.

In the best lessons, detailed and structured lesson planning encourages students to develop thinking skills and independent learning in engaging and creative ways. Starter activities often made use of 'hooks' to engage students instantly. For example, use of interesting and relatable text such as Hunger Games in Year 9 English led to a vibrant fast paced lesson where engagement, cooperation and standards of work produced were of a high standard. Additionally, in the best lessons, work was differentiated to challenge the more able students to achieve significantly above curriculum expectation. This was evident in a Year 7 Mathematics lesson where students were performing at exceptionally high levels and engaged with GCSE and A' Level curriculum content. This was as a result of motivational and inspirational teaching.

A wide variety of resources and techniques are used to maximise learning and progress. Well planned lessons demonstrate effective modelling and scaffolding. Teachers show a good understanding of the students' needs and sensitivity to cultural backgrounds. Student/staff relationships are a strength throughout the secondary department and teachers know their students well. Praise and encouragement are noticeable.

Teachers have high expectations; their subject knowledge is strong and delivery of subject content is effective. Most teachers focus on language development across the curriculum to support learning within their subject. Student behaviour in the classroom

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and around the school is outstanding, which benefits the teaching and learning environment. Students set high expectations for themselves and take ownership of their learning. Relationships between staff and students are a clear strength and behaviour is exemplary, leading to successful learning partnerships.

Occasionally, in lessons that were still good overall, differentiation was less clear and often by outcome rather than alternative routes to introduce additional challenges. These lessons were more teacher-led and less engaging for the students, with a lower level of challenge.

Assessment and marking procedures take advantage of technology such as feedback via Google Classroom and students are confident about their learning and next steps. Confident use of Google Classroom for homework allows for a variety of modes of feedback and students are very sure of where they are in their learning and what they need to do to improve. KS4 and 5 assessment is linked well to external examination criteria and staff often refer to examination terms and key phrases. Parents have access to SIMs mark books so that student summative performance is accessible. Additionally, they are invited to Google Online Classrooms for their child and receive weekly summaries of completed work.

## 5.3 Standards achieved by students

The standards achieved by students at QIS are outstanding.

The students at QIS are characterised by their remarkable enthusiasm for learning and their exceptional behaviour, which unequivocally reflect their profound motivation to excel academically. Students' behaviour is exceptional, as is their attendance in school indicating high levels of enjoyment. In lessons students are highly engaged and demonstrate excellent learning skills. Students talked very positively of the school's systems around teaching and learning, rewards and sanctions and the welfare of everyone in the school. Students collaborated very effectively where they were required to work together and demonstrated strong learning skills in resilience and reflection when working independently.

Assessment of learning is highly effectively implemented and well used to track students' progress and levels of achievement. Most students have English as an additional language with baseline assessments showing many are below UK expectations on entry to the school. Due to highly focused teaching and a language rich environment, most students then make rapid progress to close the gaps and exceed age-related expectations.

Relationships at all levels provide a highly positive learning environment where children thrive. Adults nurture children's personal development and well-being extremely effectively. Staff are highly skilled at motivating children to join in with new activities. Clear boundaries and expectations mean that children learn to share resources sensibly and behave well. By the end of FS2 school assessment data confirms 89% of children have achieved the Early Learning Goals in line with UK national expectations. This rapid progress is evident in the high-quality learning environments and excellent levels of engagement across EYFS.

In KS1 and 2, standards in students' workbooks indicate that most students are working at and above age-related expectations. Students attainment in Year 1 phonics tests are above the UK standards. In KS1, students read at the level expected, with some errors in understanding where students are using English as a second language.

All students have individual targets and work observed in their workbooks is of a high quality. Students clearly take pride in their work and understand how to take the next steps in their learning. Student progress is very rigorously monitored across all the academic departments and in all key stages. Baseline and regular internal assessments are supported by external assessments. A very broad range of data is collected and translated into effective individual development or intervention plans allowing the students to make progress or to close the gaps in their learning.

Consistent and effective learning support is offered to students. Classroom resources are of an excellent quality, quantity and range, and are used effectively. Feedback is swift and targeted. Students' work is assessed regularly and used to inform future

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planning, aiding planning for a range of needs and leading to maximised outcomes. At the end of KS2, students' attainment and progress are above UK national averages, while standards achieved in lessons consistently meet and frequently exceed the expected age-related attainment levels of the National Curriculum.

The standards achieved by students continue to be a strength across the secondary years.

The school's proactive approach to managing latecomers has been instrumental in minimising disruptions to the learning process. The students' high regard for their school and educators was highlighted during the inspection visit, where they spoke positively and with admiration about the quality of education and the excellence of their teachers.

The IGCSE results from 2018-2022 indicate an overall increase each year with 52% of the students obtaining 5 A\*-A grades in 2022. The AS levels results from 2018-2022 indicate an overall increase each year with 44% obtaining 3A-B. The levels also show a similar transition with 60% of students obtaining 3A\*-B. of the students obtaining 5 A\*-A grades in 2022.

IGCSE	Year	5 Exam A*, A, 9, 8, 7		AS Level	Year	3 Att A-B		A Level	Year	3 Att A*-B	
		5 Att A*-C/9-4 Pass				3 Att A-E				3 Att A*-E	
YEAR 11	21-22	52%	91%	YEAR 12	21-22	44%	91%	YEAR 13	21-22	60%	98%
	20-21	56%	95%		20-21	50%	91%		20-21	74%	98%
	19-20	45%	89%		19-20	44%	95%		19-20	62%	100%
	18-19	43%	80%		18-19	21%	77%		18-19	52%	100%

There are many students that also achieved the highest mark per subject as compared to other students in their local context of Qatar. QIS students consistently feature in commendations from Cambridge and Edexcel examination boards, with some recording the highest marks in the Middle East and top in Qatar. This success can be attributed to the school's focus on high-quality teaching, care, and support, effective monitoring, and intervention strategies, as well as the seamless transition of data from primary to secondary education.

Students at QIS have consistently obtained some of the top marks in Qatar through external examinations.





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

The spiritual, moral, social and cultural development of students is outstanding.

At QIS there is a strong focus on nurturing the whole child and promoting their holistic wellbeing. This encompasses a deep appreciation of the multitude of challenges and traumatic experiences that students have had to navigate as a result of the COVID-19 pandemic. Staff members are acutely aware of their students' needs and have already initiated a range of measures to help them cope with the post-COVID challenges. Teachers identified the impact of mask-wearing on communication, particularly the decrease in facial expressions, and staff have been proactively addressing this issue in their classes. This level of support demonstrates the deep level of care and concern that the teachers have for their students' experiences at the school.

The school has embedded themes of integrity, collaboration, diversity, loyalty, aspiration, and perseverance in student learning experiences. These themes are consistent throughout the student's journey in the school, from the curriculum to the extra-curricular activities. From focused nurture groups and one on one support within the school to various out of school field trips, students' wellbeing is taken into consideration. The school recognises that the Duke of Edinburgh's International Award is a globally recognized challenge undertaken by young people all over the world. The award looks to develop students' character and personalities outside of the classroom environment. The result for those students undertaking this scheme is a well-rounded student who is prepared to face the challenges of the future.

Students exhibit an admirable level of mutual respect, positive attitudes and exemplary behaviour towards one another. The PSHE programme, focus weeks as well as thematic planning of units impacts student belonging and attitudes. The Primary learners profile includes the 3Rs (Responsible, Respectful and Resilient). Assemblies at the school cultivate student camaraderie and mutual respect and support for one another whilst fostering an environment where differences are celebrated. A strong behaviour management system implemented by the school staff ensures behaviour challenges are quickly dealt with, which in return has created a positive environment in the school that allow students to feel respected and supported. Relationships are the foundation and students can attest to the feeling of belonging at the school. Weekly progress checks and regular awards enhance student motivation. Students also earn house points for excellent behaviour from the different key stages. The school has ingrained the values of democracy, rule of law, individual liberty, mutual respect, and tolerance of different beliefs in the school body through various cultural events. This approach ensures students become global citizens.

At QIS, there is an emphasis to encourage students to not only accept but also celebrate their differences. The school fosters an inclusive and supportive environment where students from over 70 different nationalities feel welcome and accepted. Multicultural days and assemblies are regularly organized to showcase the diversity of the student body and highlight the unique

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cultural traditions that students bring to the community. English language development is a crucial area of focus at all grade levels, and teachers incorporate various language-building activities into their lessons. For instance, a grade 9 Maths teacher devised a creative approach where students had to unscramble and verbalize terminologies and their meanings throughout the lesson. This approach not only helps students with their language development but also enhances their understanding of the subject matter.

## 7. Standard 3

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

The provision for students' welfare, health and safety is excellent and meets the BSO standards.

Students are well cared for across the school. A range of policies related to keeping children safe is in place, and regularly monitored and updated. The school's safeguarding policy meets international and local requirements. Safeguarding procedures are robust. External inspections from the local authorities further check on the implementation of policies at the school and ensure compliance with local requirements.

Designated safeguarding leads ensure the implementation of the policy and manage training for all staff. All staff, at all levels, are expected to do safeguarding training to ensure they understand the policy. Termly reviews are led by the designated safeguarding lead. Recently appointed staff are required to complete training on arrival and mandatory online training courses are in place for all staff via the SAFE - platform. The school should consider improving the visual displays of the child protection protocol and information related to the designated child protection officers within each section of the school.

High levels of staff supervision at the start of the day, throughout the day, and at the end of the day, ensure students are safe and secure. Entry to the school site is strictly controlled by onsite security and the perimeter of the school is highly secure to prevent unwanted access. Clear procedures ensure all staff, visitors, and children know who to report to if they have a concern. Identification lanyards must be worn upon entry to the premises by all staff and visitors as per the policy. Student and staff relationships are outstanding and as a result, students reported that they felt safe in school and knew who to talk to if they had any concerns.

Although there is a small number of school buses (four), the procedures for students who use the school buses are smooth and safe. Traffic around the school is highly congested but the school has implemented procedures and manages the arrival and departure of students very well.

Healthy diets and lifestyles are promoted throughout all year groups and this is embedded in the PSHE curriculum as well as weekly assemblies. The school clinic is well-managed and good policies and procedures are in place to support students. The clinic, managed by three qualified school nurses, contains appropriate resources and facilities. Secured cabinets and refrigeration facilities provided suitable storage of medicines and students' medical records.

Students are taught about e-safety through the curriculum. Students also lead and attend regular assemblies on e-safety and cyberbullying. The staff and students acknowledged that there are very few incidents of bullying but they are taken seriously by the school and dealt with in an effective and timely manner. Students learn about bullying in an anti-bullying week

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and parents' workshops further support all stakeholders to be able to promote the anti-bullying message at the school.

Student behaviour is exemplary and they set high goals for themselves. They monitor their own behaviours and understand the responsibility they have in ensuring they and others are behaving well. Teachers have high expectations of students, apply the behaviour policy effectively and as a result, behaviour is exemplary across the school. Annual parent and student surveys are used by the school to monitor students' welfare, health, and safety.

There is clear provision for fire safety evident across the school. The school has in place evacuation procedures, clearly marked fire prevention tools and exit routes, and details about the fire marshals shared across the school. External authorities visit the school and complete a fire risk assessment to ensure that the school is compliant. Evacuation drills take place regularly and are documented. Students and staff know what to do in the event of a fire.

Access to the swimming area is highly regulated to ensure all risks are limited and student access is controlled rigorously. Washroom facilities are maintained to a high standard. Supervision is appropriate. Sufficient shade is in place in most areas.

## 8. *Standard 4*

### The suitability of the proprietor and staff

The suitability of the proprietor of the school and of the staff appointed to work there is excellent.

A strong governing board ensures robust debate, which in turn leads to better educational outcomes for children. Governors hold a firm belief that their role is to function at a strategic level in order to ensure the long-term sustainability of, and to make decisions in, the long-term best interests of current and future students. The board collectively lead the pursuit of excellence in learning through nurturing, inspiring and enriching the lives and characters of young people. The governor role is effectively strategic rather than operational. Governors avoid getting involved with the day to day running of the school, instead supporting, and challenging the school's leadership team to drive school improvement. Regular briefings by the school's leadership team aim to ensure all governors have a clear insight into the working of the school throughout all key stages.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and discharged effectively. Clear procedures have been implemented to ensure appointed staff meet best practices regarding safe recruitment procedures. The recent review of maintaining consistent up to date records on all staff will provide even greater levels of checks and security.

Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role: some staff have further academic or teaching qualifications that enhance school development.

Staff are supported professionally by a positive, affirming professional review and development cycle. Many staff underline that this process is developmental, supporting the culture of the school, which is centred on the premise that nurturing teachers' creativity, innovation and accountability is best done through affirmation.

## 9. Standard 5

### The premises and accommodation

The premises and accommodation at the school are outstanding.

The premises and accommodation at QIS meet, in full, the requirements of the BSO standards, providing a good, safe environment for the students in which to learn. The campus is divided into three main areas catering for EYFS, Primary and Secondary with shared PE facilities. Covered areas to protect students from the environmental conditions are sufficient and placed in appropriate positions around the site.

The school site is safe and secure. Security on entry and exit and movement around the school is controlled by a modern access system including swipe cards. Areas such as the swimming pool have restricted access to PE staff only. Security cameras are placed strategically around the campus. Toilet facilities are more than adequate for students and staff across the site.

Paperwork and certification are robust to ensure the safe and proper running of the school. Regular checks from official government agencies take place like the 2 yearly inspection from the Civil Defence. Monthly inspections of fire/gas and water safety are carried out by specific professionals and the designated facilities manager and a member of the SLT undertake regular risk assessing walks across the campus. The facilities manager works directly with external contractors to ensure upkeep of specific systems.

Currently one clinic and three nurses provide care for staff and students and this is to be developed into two clinics and four nurses in the near future. Policies and procedures are thorough to ensure student safety during school trips. Appropriate medical information is shared from the clinic to trip staff so that they can react appropriately to any medical issues that may arise.

Classrooms are generally well resourced, bright, clean and include displays of student work or support material to celebrate success and support learning. Resources are abundant and well used.

Bus transport is well-organised and students are supervised with good staffing ratios and consistent routines. Despite traffic being busy at drop off and pick up, it is well managed. Staff parking is adequate and recently enhanced by a new parking area to the side of the school

Specialist facilities are available for primary and secondary learners in PE, DT/Art, Music and ICT. In addition, secondary students have access to high quality science laboratories. Two Sports Halls support the ability of students to access practical PE lessons during the warmer months when it is not possible to undertake physical activities outdoors. The extracurricular programme is supported by an external company to enrich the curricular offer. This company is subject to the same high standards of checks and compliance regulations as the rest of the school.

A wide range of high-quality resources are available across the whole school. Strategic review of building maintenance and development of the campus is ongoing like the addition of two new cafeterias to enhance student experience. In addition to new eating areas this development has led to mezzanines that will accommodate a secondary library and ICT classrooms, having a positive impact on teaching space in the main teaching blocks.

## 10. Standard 6

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

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

The school's vision statement is visible around the school and posted on the school website. There are excellent partnerships with parents, which is particularly evident in primary with parents coming into school to support the reading of stories. Learning is enhanced through parent workshops, which support their child at home in reading, as one example.

A parental focus group reported that their views and opinions are valued as part of the school's development journey. Parents feel that the school provides a safe environment for their children and there is a strong community, family feel. Parents and their children trust the teachers at the school. Parent voice is acted upon quickly, with additional information sessions provided for Arabic language speakers to ensure all feel valued.

Parents are extremely satisfied with the school's education provision and the academic progress of their children. Parents feel that teaching is excellent, students behave very well and their children thoroughly enjoy attending the school. Parents feel there is a good balance with the number of non-curricula focussed days during the school year. Parents and teachers in the primary school use Class Dojo to share and talk about learning, both at home and at school, to create a dialogue of learning.

Parents feel that the school is "good value for money" and is a "first choice school" for certain nationalities within the community of Doha. Families feel proud of being part of the school and there is a waiting list to join the school for all year groups.

The leadership team and key staff members are visible, and available, at the beginning and end of the school day, which enables the school to quickly act upon any concerns and questions they may have. Parents of students with additional needs are able to have both regular informal and formal opportunities to talk about their child's learning progress. Many parents feel they are well-informed regarding progress towards existing targets and new targets.

Effective use is made of the SIMS management system through the App. social media, notice boards around the school site and Google Classroom. A weekly bulletin in primary is used to ensure high quality information is communicated in a timely manner with parents. Social media and use of Class Dojo (primary) helps parents to see learning in classrooms and helps celebrate success. Academic reports concerning students' standards and progress are very helpful and supplied termly and two pastoral performance reports are provided each year. Parents evenings have a focus of both academic and pastoral throughout the year. Curriculum information sessions relating to the core subjects are well attended by parents.

Key policies, including behaviour, code of conduct, safeguarding, health and safety policy are



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readily available to parents. Details of the complaints policy and procedures are available on the school website. The school's ethos, aims and mission are clearly stated. A copy of the school's previous BSO report is available via the school's website. Parents may request information in order to contact the proprietor in the event of a complaint or otherwise via the school's administration office.

## 11. Standard 7

### The school's procedure for handling complaints

QIS meets the BSO standard fully.

The school effectively implements a clear policy for handling complaints, which meets host country requirements and reflects best practices from the UK. It is made available for the parents and sets out clear time scales for the management of a complaint following informal and formal stages.

Complaints received are acknowledged immediately upon receipt if received during term time and as soon as possible during holiday periods. The school aims to treat all complaints seriously and sensitively. A written record of the concern/s is made and the date on which they were received. If the matter is not resolved to the complainant's satisfaction, they are then advised to proceed with their complaint in accordance with the formal resolution complaints process. The Senior leaders offer to meet with the complainant to discuss the matter, normally within seven working days. Written notes are kept of all material meetings and interviews held in relation to the complaint. Following resolution of a complaint, the school keeps a written record of the complaint and whether they are resolved at the preliminary stage or proceed to a panel hearing.

The board of governors monitors the effectiveness of the complaints procedure in ensuring the complaints are handled properly. The school encourages parents to communicate any concerns. Parents reported valuing the very good communications with the school ensuring that all issues and concerns are dealt with in a timely and efficient manner. Parents felt the school would respond to any raised issues within 24 hours and resolutions would be promptly implemented.

## 12. Standard 8 Leadership and management of the school

The leadership and management of the school are outstanding.

The owner and senior leaders have a clear vision for the school and a commitment to excellence. They are ambitious for the future, with creative plans to develop the school and make a full contribution to the development of education across Qatar, without compromising on quality.

The vision and core values, commitment to excellence and the very positive school ethos are reflected in all leaders, staff and students, creating a superb atmosphere across the whole school. There is a real sense of common purpose, community and aspiration for the future. All leaders are excellent role models with high levels of respect for their students. Relationships between leaders are collegiate, highly positive and professional. Systems for communication are excellent and ensure that the views of all stakeholders are considered during decision making. Students have a growing voice in the school and are supported in bringing about changes, especially in the curriculum.

The executive principal, academic principal and senior leaders have a clear understanding of the strengths of the school but are not complacent. They constantly strive to improve further, with an admirable drive and passion. Middle leaders are proactive in identifying gaps in their areas and creating development plans to rectify these, which then feed into plans for their section of the school and the whole school development plan. These are reviewed regularly for progress and updated.

The school's leaders have been successful in recruiting and retaining staff who are proud of the personal contribution they make to the school's success. Around the school there is a palpable happy, kind and inclusive atmosphere amongst the staff and learners. School development plans and actions are relevant and targeted to have influence on identified areas of priority. The school's leaders articulate and share a clear vision of outstanding teaching and learning at the school. The school strives to ensure all teaching is good or better and provides a wide range of support to encourage high levels of professional development opportunities. Effective policies ensure that nearly all students make good or better progress at least in line with their ability in literacy. The school has a positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development. The governing body is successful in securing, supporting and developing sufficient high-quality staff and ensuring their suitability to work with children.

The whole school team are passionate about developing and assisting every student to reach their potential both academically and personally, by providing a caring and supportive learning environment. Collectively, the leadership and management teams demonstrate a strong commitment to all aspects of safeguarding and wellbeing across the whole school.