



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Doha College**

## **Qatar**

Date  
Inspection #

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

The lead inspector was Sheila Smith. The team members were Paul Bannister, Mark Brisbane, Matthew Farthing, Nazish Sheikh and Alan Smith.

## 2. Compliance with regulatory requirements

Doha College meets all the standards for British Schools Overseas.

## 3. Overall effectiveness of the school

Doha College is an outstanding school.

It provides an outstanding quality of education complemented by an excellent level of student care. The college has worked hard to ensure a whole school ethos extends across all sections of the college. Students and parents are highly committed to the college and recognise the outstanding provision provided.

Students at Doha College learn well, and make good and often excellent progress. They benefit from teaching that is mainly good or better. This promotes positive attitudes to learning and ensures that students achieve outstanding results.

Teachers demonstrate a high level of commitment and dedication to ensure students are well cared for. The school has been effective in creating a cohesive learning community by promoting the students' spiritual, moral, social and cultural development and developing tolerant and respectful attitudes to others

### 3.1 What the school does well

There are many strengths, which include:

- High academic achievement well above the UK average.
- The curriculum is innovative and provides opportunities for students to learn far more than the learning objective. The extra- curricular opportunities add great value and enable the students to develop extensive skills and personal qualities.
- Supportive and dedicated staff who are confident and prepared to introduce new initiatives.
- The students are confident, ambitious and hungry to learn. Their behaviour is impeccable.
- The parents are extremely supportive of the school, something which has developed over a long period of time.
- Communication between the school and parents is valued and effective.
- Monitoring and tracking of secondary students is effective.
- A clear, shared strategic vision from governors and the Leadership group.
- The leadership given by senior students: they are a positive role model for the rest of the student body.
- The leadership group are able to recognise areas for development in the structure of the school.
- The opportunity for students to travel and experience the world.
- The number of students gaining entry to universities around the world.
- Dedicated support staff contribute significantly to the positive working of the school

### 3.2 Points for improvement

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

- Continue to further embed the digital and High Performance Learning within the life of the school to ensure sufficient challenge for all students.
- Raise the level of teaching across the school to that of the best.

#### 4. The context of the school

Full name of school/college	Doha College				
Address	P O Box 7506 Doha Qatar				
Telephone number	00 974 44076707				
Fax number	00 974 44687897				
Website	www.dohacollege.com				
Email address	principal@dohacollege.com				
Head	Dr Steffen Sommer				
Chairman of Board of Governors	Dr Tim Bentley				
Age range	3-18				
Total number of students	1939	<i>Boys</i>	970	<i>Girls</i>	969
Numbers by age	<i>0-2 years</i>	0	<i>11-16 years</i>	682	
	<i>3-5 years</i>	232	<i>16-18 years</i>	218	
	<i>5-11 years</i>	807	<i>18+ years</i>	0	
Total number of part-time children	0				

Doha College is a private co-educational non-profit day school operating under the sponsorship of the British Embassy for students from Foundation Stage to Year 13. It offers the National Curriculum (NC) of England supported by a pastoral programme and a range of extra-curricular activities.

The college was established in 1980 in order to meet the educational needs of the growing expatriate community. Over the 34 years it has been operating, it has established a position of high regard within the Qatar community. Doha College is academically selective: all students on entry must meet clearly established minimum requirements.

At the request of the (then) Supreme Education Council the college opened, in September 2013, a four form Primary campus in the West Bay area of Doha to serve the high demand for places. There are now 6 forms in all Year Groups in both Primary and Secondary. The college has ensured a single school approach with integrated resources across both sites that provide an 'all-through' education.

Students follow the English Early Years Foundation Stage (EYFS) and the National Curriculum across other key stages, adapted to meet Qatari curriculum requirements.

The college embraces the local culture in its curriculum both inside and outside the classroom, alongside setting high standards within the National Curriculum expectations. Students develop a strong international mind-set that encourages them to be highly proficient global citizens.

Doha College completed accreditations in October 2015 by British School Overseas and in 2017 by Council of Independent Schools and COBIS, and has been recognised as providing a high level of opportunities for all students.

Doha College has a reputation for being an innovator of learning as exemplified by:

- the introduction of digital technology in 2013;
- being the first school in Qatar to achieve Green Flag status;
- the school's Enhanced Leadership Programmes;

and

- being selected twice in the last 3 years for the British International School of the Year Award.

## 4.1 British nature of the school

The ethos, nature and appearance of the college are recognisably British and reflect what would be found in high quality independent schools in the UK. Doha College values and celebrates its British nature within the context of being an international school in Qatar.

The school has fully implemented the National Curriculum for England, whilst paying due regard for the tradition and cultures of its host country. There are highly effective pastoral structures embedded in the daily life of the college, which reflect best practice in UK independent schools.

The college is organised according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year Groups contribute to the British ambience of the school.

The college has forged significant links with schools, examination boards and other agencies to ensure it is kept up to date on educational developments in the UK. The majority of teaching staff are British qualified. They use their expertise to implement curriculum improvements and change in line with best UK practice. The school provides ongoing staff development opportunities that enable teaching and learning methods to be up-to-date, reflective and innovative and result in highly effective provision.

The importance of extra-curricular provision including clubs and school trips are an outstanding feature of the provision and are in line with the very best practice in the UK.

UK best practice is also evident in approaches to performance management, staff target setting and annual review meetings. Staff know the school provides them with the opportunity to fully develop their practices in line with UK expectations.

Parents are fully supportive of the British nature of the curriculum. Interviews with parents suggest they value the British style of education. The college's perceived focus on high UK standards was commonly reported as the main reason for their decision to choose Doha College. Parents suggest that they are confident that the college provides the best educational opportunities for their sons and daughters.

Students who wish to enter/re-enter the UK educational system are well supported and provided for. Well over 90% of students are accepted at their first choice of university.

The college is a highly active member of the British Schools of the Middle East, not only attending professional development opportunities, but also hosting and supporting new developments.

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided by Doha College is excellent. It meets the requirements of the BSO Framework fully.

#### 5.1 Curriculum

The quality of curricular provision is outstanding. It makes a significant contribution to students' learning and achievement in line with the college's stated mission "Excellence for All, Excellence from All".

One of the longest established British Curriculum Schools in Doha, the college complies with the directives of the Ministry of Education and Higher Education while delivering an essentially British educational learning experience. The curriculum is broad and well balanced, giving ample opportunity for intellectual curiosity, independent learning and creativity. The academic curriculum is enhanced by a very wide array of after-college activities which enrich the students' learning experience and offer leadership opportunities for students.

Curriculum planning is collaborative and overseen effectively by Leadership Teams. The Heads of Year monitor progress and this has a highly positive impact on standards. For example, the Primary School's introduction of guided reading lessons and enhanced provision of literature to engage boys in reading is expected to lead to significant improvements in attainment in both reading and writing. Indeed, end of key stage attainment data in mathematics, reading and writing, in addition to spelling, punctuation and grammar results, already indicates students are afforded comprehensive and rigorous opportunities to develop their learning. Very well organised Early Years Foundation Stage learning journeys also reflect excellent opportunities for children to develop across the curriculum.

Planning documentation is consistent in style and presentation, and is used as a working document where teachers note achievements and areas that may need to be re-visited in the future. The Primary Leadership Team has implemented Year Group Reviews which both guide and monitor implementation of a comprehensive array of standards. This has been effective in identifying effective planning and occasional areas for improvement.

The college follows the National Curriculum for England, adapted to meet the needs of the students. Not all the students have English as a first language and throughout the school there are many planned opportunities for speaking and listening activities.

This is helping the children to become fluent and confident in spoken English.

Children have equality of opportunity in their learning as all classrooms have sufficient and high-quality resources, enabling a highly inclusive and equitable provision, with the college careful to ensure that equity does not come at the cost of personalised learning.

Learning via iPads is well embedded and has made a significant difference to classroom practice, often enabling students to work independently and also to share a dialogue about their work with the teacher. In one Year 2 science lesson, students independently used iPads to research facts on the solar system, enabling staff to work with other groups in a carousel. In a Year 3 mathematics lesson, students collected work via email and chose their own level of challenge; mild, spicy or explosive!

The skills required by students to choose an appropriate level of challenge are given special attention through the High Performance Learning (HPL) programme, a new initiative since the last inspection. This programme weaves skills such as collaboration, resilience, perseverance and critical thinking through the curriculum. Children are often able to describe how they have been 'high performance learners' in their lesson, and HPL feedback from teachers is visible in some student exercise books. Other training since the last inspection has included 'Read, Write Inc'.

Student Council representatives said they enjoyed being at Doha College and were able to articulate the many aspects of school life that assisted them. They were authoritative on the fact that teachers made lessons fun for them to learn. This well represents the opportunities offered students to develop their speaking and listening skills.

In the senior departments of the college, the curriculum is modelled on the National Curriculum of England in Years 7, 8 and 9, and preparing for iGCSEs in Years 10 and 11. This leads to a range of 24 A-level examinations subjects. Students are guided to make subject choices appropriate to their chosen career paths, whilst still enjoying a broad educational experience.

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

At the end of Year 9, students choose the subjects they wish to follow at GCSE and IGCSE examination level during Years 10 and 11 (Key Stage 4). The compulsory

subjects are mathematics, English, science (students must choose at least 2 sciences from biology, chemistry and physics) and PE. For students following 2 science subjects, a further four optional subjects may be chosen. Students choosing to study biology, chemistry and physics are able to take three optional subjects to study. PSHCE is also taught to all students.

The 6th Form offers a broad diet of A level subjects which enables student access to universities such as Oxford, Cambridge, Harvard, Yale and Brown along with other universities throughout the world. A BTEC course has been added in September 2017 - Level 3 extended Diploma in Sports Coaching Level 3, in addition to extra A levels in sociology, environmental science and travel and tourism.

The curriculum for the students is further enriched through the provision of and access to a tremendously wide and varied range of extra-curricular activities, now coordinated by a newly created Director of Extra Curricular Activities. In addition to a wealth of sporting opportunities, students enjoy courses such as Lego construction, typing, gardening, cipher challenges, robotics, business start-ups, public speaking and debating, model united nations, knitting, magazine publishing and Arabic, German and Spanish clubs, along with a French cookery group. These opportunities support the development of an incredibly wide range of skills for life.

In addition to the taught curriculum and after college activities, students can choose to join trips and visits, both locally and internationally. The college annually plans an extensive range of trips; this year saw a modern foreign languages and history trip to Germany, a geography trip to Iceland, a ski trip to Italy, International Duke of Edinburgh Award trips to Sri Lanka and Snowdonia and a COBIS games trip to the UK. Students may also take part in, or lead, Model United Nations events, conferences, enterprise activities and charitable work. Primary students enjoy BSME competitions and residential trips to Oman (Year 5) and the UAE (Year 6).

Though the school is highly selective and instances are very rare, the Secondary area provides a designated member of staff to coordinate provision for those with Special Educational Needs. Identification of such need may be by teachers or parents and, following investigation, an appropriate course of action is decided upon. Support normally occurs via in-class attention with students only taken out of class where warranted. Staff involvement in weekly mentoring for such students is an excellent demonstration of the commitment of Doha College to its stated mission. Provision is less formal in the Primary school, with teachers differentiating within class where required, however a designated member of staff to coordinate this area is projected for 2018.

Progression is carefully managed across year groups and the two campuses. The science department have established transitional science clubs for Years 6 and 7

students to encourage and support them. Furthermore, students are provided with clear guidance on issues to consider when choosing options for key stages 4 and 5, and in university applications through the school's Careers and University Guidance Counsellor.

Additionally, work experience is integrated into the curriculum and is valued by students as an opportunity to prepare them for future learning.

## 5.2 Teaching and assessment

Teaching and assessment were deemed good or better and exceed the standard required

In the best lessons at West Bay students were engaged in learning that was appropriately designed for their ability and challenged them to make progress. Effective differentiation was evident through accurately pitched questions, activities and feedback ensuring that the children made the most progress possible in the time available. For example, in a Year 3 mathematics lesson, students were given the chance to self-select one of four levels of challenge which they did so effectively.

During continuous provision in Reception the teacher extended the learning of an individual child based on a question he asked whilst exploring a block of frozen ice. Her use of questioning was excellent and ensured that the child was able to develop an area of interest.

In Year 6, students were given a choice of mathematics investigations which provided opportunities for deep learning. The students had to apply newly discovered information to correctly solve problems.

In lessons where the teaching was not as good, there was a lack of appropriate challenge for the range of learners meaning that not all students made progress. Questioning was limited, mostly 'closed' type questions, and opportunities to extend student's thinking were missed. The students were unclear of what they were learning and what they needed to do in order to be successful.

Behaviour observed in lessons and around the school is excellent. Common strategies are used across the classrooms, for example to gain students' attention, and are effective. Comments from teachers are positively framed and celebrate good examples of the expected behaviours rather than focussing on the negatives. This is effective in ensuring all students are ready to learn. In some classrooms, often where the teaching is less than good, there is an increase in low level disruption.

Relationships between students and staff and students and their peers are excellent. Children are clearly secure in the caring environment created by the staff. For example, Early Years children were confident to tackle new learning and spoke to inspectors freely and comfortably.

Learning environments are well resourced. Throughout all classrooms children were able to independently access resources to support learning, including Early Years, and often did so.

Students engaged fully with learning. This was seen when children in Early Years committed well to the range of continuous provision activities available and Year 6 children proudly and passionately acknowledged the length of time they had been working on their investigations.

Marking of student's work is generally of a high standard. Where marking was best it reflected the high quality of teaching observed and provided children with recognition of what they had done well and ways to improve. These improvement points were well scaffolded and accessible to the child who had responded to them. In many cases it was clear to see that this marking had had a positive impact.

Where marking was less effective there was limited evidence of improvement prompts and highlighting of where the child had been successful. Simple ticks were used to acknowledge that the teacher had seen the work and opportunities to extend the child's learning were missed.

Learning outside of the classroom is extended through a comprehensive list of 'Extended Learning Opportunities' from which children can choose, linked to areas being studied within class.

Most lessons in the primary school at Al Waab were good or better. Teachers know their students and show a good understanding of the aptitudes, cultural background, and prior attainments of the students in their class. They also demonstrate appropriate knowledge and understanding of the subject matter they teach. In an outstanding year 3 lesson on understanding frontal adverbials the students were constantly motivated and challenged to improve their work. They were competent in using think, pair, share and the scaffolding provided by the teacher helped the children further improve their work. The students were readily using HPL terminology such as collaboration and perseverance. The students were impeccably behaved and showed high levels of confidence and personal responsibility.

Most classrooms provide an excellent learning environment. Displays are colourful with numerous examples of student work and achievement. Marking of work, where

seen was exemplary with comments including two stars and a wish. Some individual target setting was seen in core subjects.

The teaching environment is safe, secure and friendly and in most lessons seen, teaching methods were effectively related to the lesson objectives and the needs of the students, high quality resources were thoughtfully deployed. All lessons observed in the foundation stage were outstanding. There was clear evidence of engagement and inclusion, children were using Information and communication technology with confidence. Clear progress was observed with the teaching and the learning support staff evidently understanding children's ability and skills levels. Indoor and outdoor play based activities were very well organised, despite the relatively small size of rooms in Al Waab.

In an outstanding year 4 lesson, students were highly motivated and engaged in writing and performing a play script using Google docs.

Appropriate differentiation, clear learning objectives and success criteria are not evident in a small number of lessons. Similarly, challenge for all ability levels is sometime missing in a few classes.

In the best lessons in the secondary section teaching allows students to explore and challenge the topics being discussed. A year ten English literature student commented that the teacher 'has given me the power to analyse books with a deeper understanding.' This passion for learning is a characteristic of Doha College students and is driven by a culture of aspirational minds.

A great deal of emphasis is placed on working collaboratively but also understanding the need for independent reflection. Students learn in a comfortable but purposeful environment and are encouraged to engage in class at all times.

During a Y7 art class, students used their iPads to create one perspective drawings. The atmosphere was calm and the learning creative. Students used quite sophisticated technical language to describe their drawings with minimal prompting from the class teacher.

As the inspection took place while public examinations were taking place it was not possible to observe Year 11-13 lessons. Some classes were focussed on revision for upcoming tests. Where this was observed students were working independently through past papers on their iPad.

The absence of praise and the use of student names was a feature in a small minority of lessons. Students remain engaged but were not challenged to reflect on their responses.

### 5.3 Standards Achieved

Student progress across the primary school is very good. Thorough data analysis is in place which analyse trends over time. In Key Stage 1, 91% of students achieve at least the expected standard in Reading and 62% are working at greater depth. In Writing 96% achieve at least the expected standard and 36% are working at greater depth. Mathematics and science are particularly strong with 33% of students achieving at least the expected standard and 59% working at greater depth in mathematics and 50% achieving at least the expected standard and 44% working at greater depth in science.

At the end of Key Stage 2, 99% of students are achieving at least the new expected standard in both reading and mathematics with 84% achieving significantly above this. In writing, 80% are achieving the new expected standard and 43% are significantly above. In spelling and grammar, results are particularly strong with 100% of students achieving the new expected standard and 90% achieving significantly above this.

However, the percentage of students, at both Key Stages 1 and 2, who are achieving the equivalent of the very highest levels (Levels 3+ and Level 6+) has declined since 2014. They may be due to occasional lack of challenge for its most able students.

There continues to be outstanding analysis of student performance data by senior staff from individual student progress in every class, through each key stage and trends over time. Levelling in the secondary school has continued and through the use of 'if challenged targets' coupled with the pillars of HPL, the culture of excellence from all permeates through the college. This results in improved attainment for all students. Data suggests that overall all students are achieving at least the expected standards in English, mathematics and science by the end of Key Stage 2. Particular success has been the raising of standards in mathematics for the more able students over the past 3 years. This is because the most able students are given more challenging learning opportunities in lessons.

The primary school at West Bay is in a transition period between levels and age-related indicators. 'Assertive mentoring' in mathematics and Staffordshire grids in writing have been introduced in line with the 2014 National Curriculum to support staff moving away from levels. APP is still used in reading. In order to address the dip and relatively low performance in boys' writing, the school have re-written literacy plans in years 5 and 6 to include more 'boy friendly' texts. The impact of this is already being seen as boys are reading more which is expected to positively impact on their writing.

A recent dip in phonics screening test results in year 1 has been addressed by ensuring all staff, including teaching assistants, have received up to date Read, Write Inc training. Recent assessments using *Read, Write, Inc* materials indicate that the school is expecting 100% when the test is carried out this year.

The school has recognised that the results of children performing at higher levels at the end of both Key Stage 1 and 2 have declined and have introduced High Performance Learning as a model of curriculum delivery to challenge these learners.

In Early Years, data indicates that the majority of children in Reception will exceed the Early Learning Goal by the end of this year. Progress across Early Years is very good.

The use of the revised CAT4 data projects that many will attain significantly higher standards by the end of Key Stage 3. The use of the "if challenged target" coupled with the framework of high performance learning ensures that nearly all students continue to be aspirational, high achieving learners.

An extensive tracking model created through SIMS allows the relevant head of year, subject teacher or form tutor to monitor and track their students. Target and effort grades are used to formulate an accurate profile of each student through the academic year. Timely intervention takes place to ensure all students are supported. The effectiveness of this model was recognised at a recent SIMS international conference where two senior members of staff delivered a short presentation to over 200 attendees.

Key Stage 4 results are very high and continue to be well above those of the UK average (percentage of 5 A\*-C grades) 91.2% compared to 66.9%. The stated school aim is 100%.

Success at Key Stage 5, where most of 6th Formers study 4 A level subjects, is excellent. The number of students achieving A or A\* in 2016 was 42%, well above the UK average. This represents and supports the continued academic prowess of Doha College students. As a result of such high achievement, the vast majority of students are accepted by their first choice university.

The vast array of leadership opportunities, ECA activities, development of digital learning and the prevalent culture of co-operation ensures all students are full and active members of the community at Doha College. Behaviour in and around the school is impeccable. A representative group of the student population spoke openly and positively about life as a 'DC' student; words such as 'welcoming, supportive, home and community' were used by the group to describe their school experience.

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

The spiritual, moral, social and cultural (SMSC) development of the students at Doha College is outstanding and is a key strength of the college

Students demonstrate tremendous care and respect for each other and consider the school to be a large supportive family. From the youngest to the oldest student, they enjoy coming to school as evidenced by their positive attitudes, outstanding behaviour, and the courtesy they show for others, including their teachers, non-teaching staff and visitors. Their awareness and sensitivity grows out of an appreciation of the mix of over 70 different nationalities and an absence of prejudice concerning age, gender or ability.

In meetings with students, they reported that they felt safe and that they were not aware of bullying but that they knew what to do if an incident occurred. The maturity of their relationships also reflects the quality of care and guidance they routinely receive from their teachers and this is reinforced in assemblies and personal, social, health and citizenship education (PSHCE). In one tutor period observed, a student was concerned about a political situation that had developed that week. The teacher allowed and encouraged discussion of this situation in a sympathetic and reassuring manner. Sixth Form students mentor Year 7 groups as part of the transition arrangements; other self-development and leadership opportunities abound, for example sports coaching, running after school activities, prefect supervision duties, house captaincies, school council membership and head girl / head boy responsibilities as well as the many music and drama productions.

The college has nearly 70 nationalities and all students are accustomed to working and socialising with students from different backgrounds and nationalities. Various national days are celebrated within college such as Qatar National Day through the Economics and Business department. Students take part in events such as awareness campaigns of refugees in Syria and tolerance of others through the PSHE programme. European Day of Languages is celebrated with both language, food and culture from the various countries explored.

There are a range of multinational trips, not only to support learning, but to improve student awareness of the world and different cultures, such as helping at orphanages/schools in Nepal and Sri Lanka and community projects through Duke of Edinburgh Award Scheme and World Challenge. Students are encouraged to appreciate their place in the global world through topics such as citizenship, environmental awareness and how their actions fit into the global scene.

Graduates of Doha College are highly effective ambassadors, often returning to the college to inform existing students about their courses and university life in the UK and other countries. Students see the principles of democracy in action in the school council where representatives are elected from each Year Group and can only stand for one school year.

The ambitious and competitive nature of the students at Doha College is a very positive force in motivating them to raise their achievement and strive for excellence in all of their endeavours.

The impressive choice of after-school activities allows students to pursue current interests and extend their skills of physical, creative, technological and academic. In many cases, older students schedule and run activities which involve groups of 40+ students, with a supervising teacher nearby. The 6<sup>th</sup> Form have an opportunity to experience driving and learn about road safety which is a concern in Doha.

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

The standard of welfare, health and safety of the students is outstanding.

The welfare, health and safety of the students are taken very seriously. All safeguarding procedures are up to date, monitored and evaluated regularly. Evidence from the school's self-evaluation document, conversations with the leadership team and the meeting with parents showed a wide range of provision in place to care for, guide and support students.

The school provides outstanding support and guidance for its students that enable them to make good progress, develop confidence and self-esteem and cope with everyday life in and outside the school. Pastoral systems in school work well and have a high profile.

There are effective mechanisms in place to ensure progression at points of transfer between year groups and key stages.

There is a Single Central Record (SCR) in place. Advanced training takes place for the designated member of staff for child protection. Training is made compulsory for all staff on child protection, including maintenance and facilities staff, for some of whom an interpreter is made available. There is a generic health and safety policy and the leadership team ensures that this is effectively and appropriately applied in the school.

The school canteen serves a healthy selection of Western and Asian food as well as freshly made wraps and sandwiches. All staff wear appropriate clothing. The school canteen is clean. Students are discouraged from bringing unhealthy and sweet food items for their snacks. The rest of the school and outdoor areas are kept clean throughout the day.

Regular fire drills are conducted and 'lockdown' procedures are tested annually. Evacuation procedures are displayed in all rooms. The school records the effectiveness of the drills and the time taken to evacuate the building.

All staff, including the administrative and security staff contribute to the safety of students by ensuring security procedures in school and on school transport are followed. Every attention is given to ensuring the premises are secure and that any potential concerns are addressed immediately. Parents collecting and dropping off their children are given school badges which are regularly checked by the security staff at the two gates. School staff are deployed appropriately and effectively to ensure student safety at the start and end of the day, during break and at lunchtime.

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

The Board of Governors have a clear strategic vision for Doha College. They have a clear understanding of their roles and responsibilities. The larger than average membership ensures that the workload is shared across the Governors, particularly with the establishment of a new campus. Whilst the development of a new campus is essential for the future of Doha College the Governors and the Principal have ensured that this development fits within an overall strategy for the College.

The Governors effectively hold appropriate members of the school staff to account. There are appraisal arrangements for the Principal who is line managed by the Chair of the Governing Body. The Board of Governors are clear that the day to day running of the school is the responsibility of the Principal and are available to support when required.

There is a specific sub- committee established to monitor performance indicators of the school. All Governors who are new to the Governing Body are automatically members of this committee to ensure that they have a good grasp of how well the school is performing.

The Governing Body has recently improved its profile amongst school staff and parents through activities such as spending days in classrooms and having a stall at school events. The Governors are aware that this is an ongoing element of their work that they can continue to improve.

Staff recruitment policies and practices are firmly embedded and meet all Safeguarding requirements. The school are working hard to complete historic checks for staff employed many years ago. There is a rigorous and well-publicised procedure for ensuring that recruitment of new staff continues to safeguard students at the College and all staff involved in recruitment complete online Safer Recruitment training. All local employment requirements are met.

Staff interviewed felt that recruitment procedures were successful in selecting like-minded, dedicated colleagues. An example given was the number of volunteers who readily supported the recent Qatar Choir Competition. Staff felt they were given the freedom to innovate and make management directives work for them at a local level.

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

The accommodation is satisfactory and meets the required standard.

Staffing levels and resources are good. The school site meets the expectations and staff have worked hard to ensure the site provides a wide range of facilities.

The teaching areas are well-resourced with interactive whiteboards in all classrooms. The furniture and fittings are appropriately designed for the age and needs of all students. Good use is made of the classrooms and other areas. Outdoor facilities for the younger students are well developed, meaning opportunities are utilised to integrate the overall learning environment and students' learning experience.

There is adequate natural and, when required, artificial lighting. Water and drainage systems meet local requirements. There are sufficient teaching rooms and specialist areas to accommodate all the learning programmes and curricular needs of the students. Common areas are well used throughout the school day and are often creatively used for a wide range of relevant and attractive displays.

It is also noted that the anticipated new school will further enhance the curriculum and learning opportunities for the students.

## 10. Standard 6

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

The quality of information provided by the college for parents and carers is outstanding.

Parents are very supportive and appreciative of the supportive culture fostered in Doha College. Staff continue to engage parents on a range of matters and through the 'Friends of Doha College' feel part of the wider charitable fund raising efforts. Parents are confident that their children are well looked after and benefit enormously from the Doha philosophy.

Most parents said that they chose the college because of its reputation and that they wanted a British school in order to continue the education their child had been receiving prior to moving to Qatar. One parent had recently moved her children from another English speaking school and was full of praise for the support her family had received.

Parents felt that the college was providing what they expected. Some reservations were noted about the size of the campus and the overall level of facilities with others drawing comparisons with the West Bay campus.

Reporting procedures are clear: the college reports regularly to parents on the progress of their children. Reports may be short interim grade reports or longer full reports. In addition there are Parent Consultation Meetings scheduled throughout the year. Parents from the Secondary School expressed a desire for a second Parent Consultation Meeting. Reports are informative and helpful and ensure that parents know how well their child is progressing and what they can do to further improve. Teachers are accessible and particularly quick to reply to emails.

The college website contains contact details, and relevant maps. The college ethos is clearly set out under its mission and values statements and the key administrative information is easily accessible.

Key policies on admissions, safeguarding, bullying, health and safety and complaints resolution are all easily accessible and the examination results for the previous year are shown in full. All teaching staff and key administration staff at the college are listed on the website along with details of the College Board members. Each entry contains a helpful profile and contact options.

## 11. *Standard 7*

### The school's procedure for handling complaints

The college provides clear and precise information about what should happen in the event of a complaint. These procedures are in line with local Qatar Ministry requirements.

Complaints are very rare. The college nevertheless has a policy and procedures in place which reflect good practice from the UK, outlining both the intended spirit and letter of the process. Parents are informed of the process through the website. This information is regularly updated, as required. Appropriate written records of any complaints are maintained.

The handling of complaints mirrors the management structure of the college. The class or subject teacher is consulted first but, if an issue is not resolved, a clear flowchart for the elevation of issues is outlined. This ultimately allows for the attention of the Principal.

All parents have easy access to class teachers and senior leaders at the start and end of the college day. In discussion with inspectors, parents stated they felt confident about raising concerns, should they have any.

Since the last inspection the college complaints policy has been further strengthened by including time scales for completion of the various stages and by the addition of an appeals process led by the Chair of the Board of Governors. The confidentiality of the complaints procedure is formally stated in the preamble to the policy.

## 12. *Standard 8*

### The quality of provision for boarding

Not applicable.

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

The leadership and management at Doha College are good, with excellent features.

The senior leadership provides clear educational direction, reflected in the high quality of education, the emphasis on the care of students, and the fulfilment of the school's vision, mission and core values. There is a positive relationship between the principal, senior staff and the school's governing board.

The board of governors recognise their role of that of a critical friend. They have a clear focus on strategy and support the principal and leadership group in their day-to-day role of running the college. Focused training is recognised as a critical component of all governor induction and development along with their role in safeguarding. They have raised their profile within the school.

The leadership group was re-structured in June 2016 to take account of the business development director as well as two assistant principals. All leadership group members have a whole school perspective with responsibility for overseeing remits in both primary and secondary. It has been recognised that there is a need for more capacity within this structure and to that end new roles of Phase Leaders in the primary school will be in place from September 2017. A primary school SENCO role is planned for September 2018.

The college development plan was devised during 6 months of consultation involving all stakeholders. Following a year of discussion with staff, parents, students and governors updated vision and mission statements were launched. The core values remained unchanged. The development plan sets a clear vision of future developments

Professional learning amongst staff is promoted strongly and opportunities are taken to distribute and develop leadership at all levels. There are good opportunities for professional development, for example the introduction of a coaching process using video technology to develop and reflect on individual teaching practice and create collaboration. This also involves students, for example with student-led parent workshops like the Instagram photo-sharing workshop.

The whole school runs exceptionally well on a day-to-day basis, in part because of the high quality of the administrative and support staff. Their skill allows the teachers to concentrate on teaching. The leadership team is successful in securing and motivating high quality staff; teachers feel that their induction programme is effective. Both teaching and non-teaching staff are recognised as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.