



**British School
Overseas**
Inspected by Penta International

Inspection report

Doha College

Qatar

23rd to 25th October 2011

Penta International
is a Department of Education approved inspection provider

This inspection was conducted against the standards introduced by the Department for Education (DfE) for British schools overseas. These standards are based on those for independent schools in England.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

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Context

1.1 What are the key contextual factors?

Doha College was established in 1980 to meet the demand for a British style education in Doha, Qatar. The college has the clearly stated vision: *to be recognised as one of the leading international schools in the world.*

Doha College operates under the sponsorship of the British Embassy on a not-for-profit basis. It aims to provide a world class education for over 1200 students between the ages of 3 and 18 years old. Students in the college represent over 50 nationalities and the college celebrates its strong commitment to internationalism.

Doha College is academically selective: all students on entry must meet established minimum requirements.

The Foundation Stage is comprised of 79 students in pre-school and reception classes and follows the Foundation Stage Curriculum. Pupils in Key Stages 1 and 2 follow the National Curriculum for England. In Key Stage 1, there are 128 students and in Key Stage 2, there are 92 students. During the primary school years, pupils are taught the core subjects of English, mathematics and science as well as the foundation subjects of history, geography, art, design technology, ICT, music, PE, Arabic and French.

The secondary school provides for students in Key Stage 3 (419), Key Stage 4 (266) and 6th Form (198). In Key Stage 3, the curriculum is enhanced by the inclusion of German, Spanish, PSHE and Careers Education. The focus of Key Stage 3 is to 'enable the students to benefit from as wide a range of subjects as possible'.

Students in Key Stage 4 follow the compulsory subjects of English, mathematics and science. Students following the combined science course take a further 4 optional subjects and students taking separate sciences take 3 additional optional subjects. PE is taken by all students and PSHE is taught to all students during tutor time and through assemblies. Careers education is continued throughout Key Stage 4 and the 6th Form.

6th Form students follow AS/A level courses based upon UK examination board syllabus. Student acceptance into the 6th Form is subject to them having achieved the required levels at IGCSE. All subjects at AS/A level are based on a modular system. At the end of 6th Form, nearly all students continue into Higher Education at colleges and universities.

1.1 British nature of the college

The college has firmly embedded the National Curriculum for England across all age groups.

The majority of teachers are British and hold recognised qualifications. The ethos within the college has a distinctive British character which is reflected in the students' behaviour. Their attitudes to learning are very positive and they demonstrate a determination to attain high standards with the British curriculum.

Assessments and examinations are based on best practice from the UK. Students take part in Student Assessment Tests (SATs) and IGCSE, AS and A levels. The college has successfully implemented educational developments from the UK that have enhanced and enriched both the curricular and pastoral educational developments.

As part of the college's core values, students are encouraged to challenge themselves and take full advantage of the broad and balanced curriculum.

One of the major purposes of the college is to promote student involvement in extra-curricular activities. These activities are viewed as an integral part of student development. More than 90% of students involve themselves in these. The activities include sporting, musical, academic and practical opportunities. There is an extensive overseas programme including:

- annual visits to Europe and USA;
- International Award expeditions to the UK, Bahrain and India;
- annual skiing trips to Europe;
- sports exchanges to Bahrain, Dubai and the UK;
- history trips to Russia.

6th Formers and students down to Year 9 also participate in the Model United Nations which allows them to take part in cutting edge debate with their peers from other leading international colleges. The College is a leading player in the 'Doha Debates', and recently provided a variety of demanding questions for former US President Bill Clinton.

Year 6 pupils have taken part in a 'Global Buddies' project over the last two years with a school in the UK. The pupils from both schools communicate regularly through 'Wikispace' and 'Skype' chat.

Achievements are recognised and celebrated through a house system that engenders a generosity of spirit, commitment, responsibility and respect amongst the students. A variety of house competitions and activities allows most students to participate as part of a team leading to celebration of success.



Membership of the British Schools of the Middle East (BSME) supports the college in keeping up with educational developments within the United Kingdom. The college is an active member of the association: it takes a full part in the range of developmental, cultural and sporting activities.

2. Quality of learning

2.1 How effective are learning and teaching?

Learning is very effective. Teachers and students enjoy excellent relationships across the college, students are keen to please, concentrate well and the work ethos in lessons is evident. Teachers prepare very well for each lesson and mainly make good provision for the range of ability within each teaching group. Classrooms and teaching areas are well organised, resources are available and ready and this maximises learning time. Teacher expertise, subject knowledge and enthusiasm all contribute to the very successful learning in most lessons and to the high standards of attainment and achievement. Teachers work closely together in all key stages and the sense of purpose from the leadership team clearly drives the successful management of lessons and learning.

In the Foundation Stage, teachers and teaching assistants plan in close partnership to establish a happy and secure learning environment. Children explore and experience activities that help them to settle into the routines of the college. The children's work is displayed and valued; the Early Learning Goals are used to inspire their curiosity, excitement and interest in learning. The children are beginning to be able to recognise initial sounds, know how books work and use the mouse with the computer. This gentle guidance establishes personal confidence in the children and helps to create a firm foundation for the future challenges of learning.

Pupils in the reception year and Key Stage 1 enjoy a rich and varied curriculum. Teachers plan lessons that help to develop creative and thinking skills. In Year 1, the children confidently make their own mind map about sound using their own vocabulary. This open-ended task enables all to share their ideas. Knowledge is extended as the children walk around the school to listen for sounds within their own environment. Often children are expected to use and apply skills learned in a range of subjects, helping them to see links, purpose and common threads in learning skills. Teamwork, co-operation and observational skills are developed through creative lessons such as art, English and design technology. Children are encouraged to share ideas, make decisions and work independently. In such lessons children are set high expectations complete the task in time and teachers help and support individuals to ensure success.

The sense of purpose and calm learning environment continues to be built upon in Key Stage 2. Learning objectives are shared, questions are focussed and children continue to make very good progress. Lessons are well balanced: direct teaching, group or individual work and a plenary are common features of successful lessons. Teachers use ICT well as a tool to support lessons, making them lively, colourful and fun. There were too few opportunities planned in the lessons observed for the children to use computers independently. In a discussion session, Year 6 children explained that computers can help them to learn even more.

The majority of lessons in the Primary section of the school were good or better with some outstanding teaching observed. Children are given confidence to work with other specialist teachers as they move into Key Stage 3.

In Key Stage 3, 4 and 5, outstanding lessons were seen throughout the college. Homework is checked and reviewed, work is well marked with advice on how to improve and good questioning draws out thoughtful responses from the students. Teachers have excellent subject knowledge; use a variety of resources, video clips and ICT. Lessons have good pace, high student involvement and most students attain the learning objective. An example was observed in geography where the classroom had been redesigned for the students to role play the hazards caused by an earthquake. The scenario was set, roles outlined and students work in groups. The very good planning, pace, variation and student involvement resulted in a deeper understanding of the learning objective. The majority of lessons observed are good or better. Lessons are less successful where students are not challenged, the pace is slow and there is limited use of the very good range of available resources.

Of note is the excellent behaviour of the students across the school. The Primary section has cramped space. Children move calmly in the classroom, corridor and to and from the outside play area. Older students walk down the corridors, open doors are polite to each other and to all the adults within the school.

2.2 How well are pupils cared for, guided and supported?

Doha College children and students are very well cared for. It is a very happy place to learn and grow as the children and students are articulate, confident and kind to each other. They show pride in their college. The personal, social and health education program is an integral part of the educational provision: its positive effect on the children and students is seen in all areas of the college. Examples such as healthy eating advice, recycling initiatives illustrate the college's commitment to this aspect of learning.

The health and safety of the students is a paramount. Students are well supervised by staff at all times. The college nurse treats any incidents requiring first-aid, keeps good records and informs parents. Teachers of the younger children carefully supervise and make certain children are not lonely. Teachers of older students ensure they are orderly and quiet as they move around the college. At the end of the day, the systems in place mean that children are dismissed safely. The school site is kept immaculately clean throughout the day and this makes for a pleasant learning environment. Clear signs are in place for emergency evacuations. The health and safety officer informed the visitors of the college procedures at the start of the visit.

In practical lessons such as PE, students wear appropriate clothing and footwear. When they are outside, younger children wear the college hat for protection from the sun. The teaching assistants and administrative staff contribute to the safety of the students by ensuring security procedures are followed. Visitors must sign in and wear the college badge. Teaching assistants monitor the well-being of children in lessons.

2.3 How well does the curriculum meet pupils' needs?

The mission statement of Doha College underpins the planned curriculum and shows a high level of purpose and team work.

Curriculum planning is very good. This is because all staff including teaching/learning assistants contribute to its development, from pre-school all the way through to 6th Form. Documentation is consistent in style and presentation. In particular, there is clear evidence from lesson observations, of detailed weekly planning being used to implement the curriculum on a daily basis.

The college follows the national curriculum for England, adapted to reflect the abilities of the children in Doha College. Teachers evaluate the curriculum and adjust it, so the taught curriculum is lively, vibrant and often practical. Subjects are sometimes linked together so children use and apply skills learned. For example in a very good Year 1 lesson, the teacher planned to link art and design technology skills. Through careful planning, children have equality of opportunity and access to resources in all lessons. The primary curriculum is suitably broad and balanced: children benefit from learning additional subjects such as French and Arabic.

Continuous assessment is an integral part of the Primary curriculum. Subject leaders monitor children's progress and through moderation teachers share an understanding of the expected standards at each national curriculum level. This means that high expectations of attainment are set and achieved, as seen in the test results at the end of Key Stages 1 and 2.

The consistency of curriculum planning is also evident in Secondary. The teams focused on the school self-study ensure that the planned curriculum matches the learning needs of all the students. It involves the students closely in peer group- and self-assessment, to evaluate and identify their own targets for improved attainment. Teachers assess students against the national curriculum levels or IGCSE criteria. Teachers are effective in setting specific student targets, focus questions towards individual students, resolve misunderstandings and regular teacher assessment informs teacher's planning. Nearly all students attain very high standards because of the quality of teaching of the curriculum.

The college has recognised that some students could attain even higher standards. The Head of Enhanced Learning works alongside teachers and students to adjust and improve the curriculum provision for this identified group.

2.4 How well does the college work in partnership with parents, other colleges and the community?

Parents are key partners in supporting the college to ensure students achieve high standards, both academically and in their personal and social development. The Principal invited parents to contribute to the vision, mission and core values of the college. This now underpins any decisions relating to the educational provision at Doha College. The views of the parents continue to be sought, through parental questionnaires.

There are many communication links with parents and this is evident across the college. The teachers in the Foundation Stage inform parents daily of what the children have been taught and what they will be learning next, on a display board outside the classroom. This provides a continuous information link with home. As pupils progress through Key Stages 1 and 2, homework and reading diaries inform the parents of the future planned learning. Older students complete planning diaries and the excellent school website is an additional up to date source of information. The outstanding student newspaper “Majlis”, written and published by the older students, shows the parents and wider community of the richness and range of opportunities that the students can experience.

The college plans regular opportunities for parents to meet teachers and discuss individual student progress and achievements. The final written report for every student at the end of each year is based on attainment in each subject throughout the year. Informal conversations with parents confirmed that their children are very happy and good information is received. In their view, the college is settled, organised and well managed. Information received via e-mail is appreciated and helpful, especially for the parents of the older students.

Parents are further involved in the college through formal and informal links such as coffee mornings, ‘Inspire’ workshops, telephone conversations, speaking with staff at the end of each day and the extensive “contact us” facility on the college website.

Students are encouraged to be involved in the wider community through the extensive range of extra-curricular activities. The students expressed their enjoyment in meeting and communicating with other students at sports tournaments, debating meetings, educational visits and residential experiences. These high quality opportunities have a very positive impact on the students’ personal and social skills. They raise money for the poorer residents of Qatar as well as contributing to funds to alleviate global disasters. The publication of the college’s Yearbook illustrates spectacularly to the parents and wider community, the achievements, successes and events in which Doha College students participate.

2.5 How well does the college prepare pupils for future learning?

Doha College has rigorous and secure procedures in place to ensure that pupils are well prepared for each stage in learning as they develop and grow. The pre-school staff note and observe achievements, and gather photographic and other evidence to monitor progress. The students' work in Key Stages 1 and 2 shows that teachers mark pupils work consistently against the learning objective/s. In addition, they recognise individual skills and write comments such as "working independently". Personalised comments such as "Your enthusiasm is great, you give everything 100%" encourages very good attitudes to learning. Pupils are able to self-evaluate their achievements and begin to know what they need to do to improve. Year 6 pupils spoke confidently of how their teacher is preparing them for Key Stage 3 through homework activities.

The consistent marking of student work is outstanding and pupils are encouraged to also make their own written comments. A very good example was seen in a Year 2 English book: the pupil wrote "I enjoyed acting out the telephone conversation. It was fun and I spoke clearly" self-evaluating achievement during a speaking and listening task. Similarly, in DT lessons in Year 9, good emphasis on the learning objectives at the start of the lesson, ensured students were able to assess their progress.

Teachers use the outcomes of assessment for learning to plan lessons, so promoting continuity of progress. They moderate work together to ensure standards are agreed and understood by all staff. The quality of presentation including, handwriting, diagrams and drawings from reception to Year 6 is excellent. Pupils take pride and responsibility in their work as high expectations are set and achieved because of the very good teaching.

Transition days from Key Stage 2 to 3 support students in helping them to make a successful and confident start at the beginning of the-school year. Older students explained in meetings that they feel well prepared for the demands of Key Stages 3 and 4. Career guidance input at the time of options choice is helpful and informative. More specific guidance is provided by Student Services as they move into the 6th Form. Students benefit from individual support when completing university entrance applications with their personal statements and university choices. The college provides the students with the academic tools to set and achieve high standards.

3. Standards achieved by pupils

3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?

In the Foundation Stage, students are achieving well above the average level expected in the UK. Teacher assessment is used to complete the Foundation Stage profile, and many students meet the expected level by the end of pre-school and successfully move onto the Key Stage 1 curriculum in reception.

In Key Stage 1, students are achieving well above the average level expected in the UK, with 100% achieving Level 2 or above in English, mathematics and science. Some 21% of students achieved an above average Level 3 in English and Science, which was a slight drop on the 2010 scores. However, in mathematics, there was a 21% increase, with 38% of students achieving a Level 3.

In Key Stage 2, students are achieving well above the average levels expected in the UK, with 100% achieving Level 4 or above in science, 93% in English and 91% in mathematics. More than 50% of students achieved the above average Level 5 in science, 48% in mathematics and 36% in English. There is a marked improvement in the higher levels in science and mathematics, a 30% and 22% increase respectively from 2010.

In Key Stage 3, students are achieving well above the average levels expected in the UK, with 100% achieving Level 5 or above in mathematics, 98% in science and 96% in English. At the above average levels, 76% achieve Level 7 and 46% Level 8 in mathematics; 36% achieve Level 7 and 11% Level 8 in English, and 42% in science. These standards are consistently high over the past two years in mathematics and science. There was a marked increase in English from 18% to 36% between 2010 and 2011.

In 2011, IGCSE students achieved well above average:

- 94% of students achieved 5 or more A* - C grades
- 93% of students achieved 5 or more A* - C grades including English and mathematics
- 66% of students achieved 10 or more A* - C grades
- 50% of students achieved 5 or more A*/A grades

In 2011, A-level students achieved well above average, resulting in 90% of students gaining places at their first choice university:

- 12% of all grades were A*
- 16 students achieved 3 or more A's at A level and 3 students achieved four A*s
- 78% of examination results achieved were A* - C grades

The college has secure systems in place to track students' progress. It ensures that targets are made clear to students, parents and teachers through regular reports and comments in student books. The staff have high expectations, in that all students are expected to achieve at least two national curriculum sub-divisions each year, which is higher than that expected in the UK. In Primary, subject leaders and the head of primary are responsible for monitoring and analysing termly test data and work to ensure all students are meeting their targets. 'Assessment for learning' points are built into all subjects to ensure all students know what to do in order to improve. In Secondary, electronic tracking is being used by the majority of subject areas with good practice in mathematics, geography, English and science. Electronic tracking is in the process of being implemented by all subjects. All report leveling and expected grades are stored in a student information management system, for teachers and senior line managers to monitor. Self-evaluation, peer evaluation and target setting were evident in most of the lessons observed.

The college is also proud of the many achievements of its students beyond the classroom. More than 90% of students at Doha College are involved in extra-curricular activities. Nine students are recognised as being national and regional sports champions, and three have been awarded sporting scholarships. Students are also involved in local and overseas sporting competitions, including the BSME Primary Games, the Dubai Exchange and other local events. The college also runs its own successful Model United Nations Conference (DCMUN). Students also attend Qatar MUN as well as global MUN conferences, and regularly win the 'best delegate' award. Students from Doha College have represented Qatar in the World Debating Championships where they have been recognised for their debating skills. Over 120 students are involved in the International Award, which involves expeditions in Qatar, Bahrain, the Indian Himalayas and Snowdonia. The college also puts on outstanding drama and music productions and is involved in the upcoming Tribeca Film Festival.

3.2 How well are pupils' attitudes, values and other personal qualities developed?

Doha College students are a credit to their college, their parents and to themselves. Behaviour in the college was exemplary, with no poor behaviour observed in lessons, at break times or as the students moved around the college. Students were polite and respectful to all adults around the college, and to each other. They are confident, articulate and have a very positive attitude towards their work and the whole experience of being at Doha College.

Attendance is very high at more than 98%: it is monitored daily. Teachers take registers twice daily in primary, and every lesson in secondary. Class attendance reports are produced monthly by Student Services, with any issues then being addressed by the form tutor, though this was reported to be a rare occurrence. A hall display of Year 10 and 11 attendances and punctuality showed that these were always close to 100%.

In all lessons, students were seen to have an excellent work ethic. They were almost always on task; they knew what was expected of them and ensured they worked hard to meet the learning objectives set by their teachers. Students responded well to challenge and opportunities for independent learning. Even in less challenging lessons, the students responded well to the work set and were on task. Students listened attentively to their peers and teachers and were respectful of the views and opinions of others. This was reflected in a Year 11 English lesson, where a new student with limited English, gave a presentation to the class on her previous college, with the support of the EAL teacher.

The college has developed excellent relationships between the students and all adults working there: teachers, management, students, administration and support staff. Student council members commented on the strong sense of community they felt in the college, of how the teachers are very approachable and friendly, and that the college felt like 'home' to them.

The Student Council is a strong influence, with an elected boy and girl from every class in the college. Teachers are also involved in the student council meetings, with many issues raised being approved to be followed through by the senior management and governors, such as the paper recycling programme put forward by the junior members.

The college utilises a house system, which creates a good sense of team spirit, and an atmosphere where all students are encouraged to participate. As well as collecting house points, there are regular house events such as swimming galas, music competitions and sports days. As one student explained, it is not about winning, it is about being in a team and supporting the person who is coming in last, and appreciating that they participated and earned house points for their team.

4. Leadership and management of the college

4.1 How well is the college led and managed?

Doha College is successfully led by a dynamic Principal who is working purposefully and collaboratively with senior and middle management staff: he is continuously seeking ways to further improve the current high standards.

The college has a clearly articulated vision which was formulated through a wide consultative process encompassing the whole college community. The governing body meets monthly, and their input is appreciated by the senior management team. The college is seeking to ensure the governance will be more directed to strategic matters, with fewer meetings.

The senior leadership team meets several times a week to plan strategically, monitor progress and coordinate operational, day to day matters. There is a positive and collegiate atmosphere in the group.

The self-evaluation exercise carried out recently has enabled the college to set clear priorities for improvement. The college development plan draws on the self-evaluation and is comprehensive. There are clear lines of responsibility, time lines and costings built into the plan. Professional development is linked well to the priorities in the development plan and to the needs which emerge from the performance development process.

Secondary heads of departments and primary subject leaders can articulate clearly their roles. They contribute to college improvement in their roles as performance developers as well as through their curricular roles. They have strategies in place to further develop schemes of work and plan to monitor their delivery within subject areas. These schemes of work are available to staff electronically.

Whole college assessment, marking and homework policies exist in secondary, but each department devises its own way of implementing these. There is less evidence of formal horizontal articulation of the curriculum but secondary head of department report that more informal contact is being made across departments.

The Vice-Principals ensure subject leaders monitor standards within their subject areas and look for links between subjects. Effective policies and strategies are fully implemented, these include an outstanding assessment strategy and marking policy.

The college development plan identifies the strengthening of links between key stages as one of the objectives to be achieved by 2014.

Overall, the quality of leadership in the college is excellent.

5. Quality of provision

5.1 How good are the accommodation, the staffing levels and the resources?

The overall quality of the premises is satisfactory, with particular good features in the specialised subject areas of secondary, all of which are available to be used by primary students. The configuration of the accommodation enables Doha College to ensure that students have full access to the curriculum: it makes a positive contribution to their education, personal development and welfare.

There is a spacious outdoor games area and a recently constructed, well-appointed teaching block, which includes study space for senior students and a purpose-built auditorium. All areas of the college, including washroom facilities, are clean and well-maintained and there is a structured maintenance schedule. All learning environments are conducive to learning and are safe and secure. Outside shaded space is limited, as are catering facilities, but satisfactory for student needs. Within three years, Doha College will relocate to extensive, bespoke premises and plans are underway for the design and construction of the new college.

Primary is located in a separate building within the grounds. All classrooms are equipped with interactive boards and age appropriate furniture, but lack of space can restrict versatility and free access to some practical areas of the curriculum. Resources are stored both in classrooms and in communal areas and lockers are located in corridors. Displays of student work are of a high quality, current and plentiful. Use of small communal areas is maximised and primary students have access to specialised secondary areas, such as the computer suites and sports facilities. There is also a large, well-stocked music room. A small, but well-stocked library is well used, and houses three portable laptop trolleys for classroom use. The medical room is also small, but suitable for providing first aid.

In Secondary, all learning areas are fit for purpose and most are well-equipped and resourced. All subject areas have designated accommodation and have interactive boards. Many areas have dedicated portable laptop trolleys, supplemented by extensive ICT provision in the spacious suites. Facilities for art, design technology are good and science laboratories are well appointed. Corridor displays are relevant and well-presented, communication as well as student achievement, is enhanced by the recent addition of several news screens situated around the college. The secondary library is compact and traditional in layout, with limited research and study facilities.

Resources throughout the college are plentiful, appropriate and up-to-date. ICT resources are a particular strength. There are 615 computers or laptops in the college. Shortage of space in Primary can restrict full access to some materials and equipment, but effective strategies are used

to ensure pupils attain high standards in learning and achievement. The secondary section benefits from a wide range of physical and technological resources, which enhance the learning experience and encourage independence in learning.

The quality of teaching and non-teaching staff is a positive strength throughout the college; their areas of expertise make a significant contribution to the personal and academic development of students and the collegiate ethos of the college. More than 90% of the staff are British. All staff are suitably qualified to deliver the curriculum and are checked by the college and licensed by the local Qatari authorities. There is a range of experienced and more recently qualified teachers, whose commitment extends beyond the classroom. Staff turnover has decreased consistently over the past five years and this adds to the cohesion and community spirit of the college.

Teachers are well deployed throughout the college and deliver the National Curriculum of England effectively. There are 22 full-time class teachers in Primary and 66 full-time specialist teachers in-Secondary. There are 14 teaching assistants in Primary-and 5 learning support assistants in-Secondary, who provide additional support including provision for Gifted and Talented students. The student/teacher ratio in Primary is 13.5:1 and 13.3:1 in Secondary. Class sizes usually range from 19 - 23 up to Key Stage 4 and from 3 to 15 in Key Stage 5. The teaching requirement for each teacher load is appropriate, being in line with academic and pastoral responsibilities.

6. Overall effectiveness of the college

6.1 How successful is the college?

The college provides a quality of education that is well above the standards set by the DfE. It strives to meet fully its vision to be recognised as one of the leading international schools in the world. This vision is clearly understood by all staff, students and the wider community and provides the focus for all college developments and future improvements.

Doha College has high expectations of all its students and they respond by making excellent progress in their lessons and external examinations.

The college is highly successful in enabling all students to develop their personal skills and qualities: students are thoughtful, well behaved, treat others with respect and have excellent social skills. A curriculum has been implemented that engages students effectively and is well matched to their needs, interests and aspirations.

The college is held in high regard by the wider community and parents. The students are enthusiastic ambassadors of their college: they value the contribution it has made to their lives.

Doha College is highly effective in meeting its mission of 'providing an inspiring and challenging learning environment which develops confidence, creativity and intellect, in order to enable every student to make a valued contribution to our global society.'

6.2 What the college does well

The college has strengths in many important areas.

The overall standard of students' achievements is well above the average in the UK. The college has implemented a broad curriculum that provides challenge and encourages all students to excel.

The Principal is aspirational in his drive to improve continually all aspects of the college and ensure doors are opened for all students to achieve their full potential.

Senior leaders under the guidance of the Principal provide strong leadership and management. The vision of the college is shared effectively and is focused on the continued drive to further enhance the high standards achieved. The collegiality of all sections contributes to a common drive and purpose that is supportive and effective.

Throughout the college, the curriculum is enriched by a strong programme of personal, social and health education and extra-curricular activities that support the full involvement of students.

The quality of relationships is outstanding. Students show genuine concern for the needs of others, and display a high level of self-awareness and confidence.

Teaching standards across the college are good. The large majority of lessons monitored were good or very good; some were outstanding, and none were unsatisfactory.

The most successful lessons demonstrated secure and enthusiastic subject knowledge, a brisk pace, confident use of appropriate technology to engage students and in the best lessons a range of questioning skills, differentiation, challenge and opportunities for students to develop as independent learners.

Students' attitudes to learning are excellent. They listen to their teachers and each other, taking a shared responsibility for their learning.

Teachers and support staff provide a high level of care and guidance to all students, helping to create a highly positive climate that celebrates each individual's achievements.

Primary has focused strongly on developing effective assessment for learning and marking strategies: the quality of this area of educational support is outstanding.

Under the guidance of the senior leadership team, the college has successfully undertaken a high quality self-evaluation process. All policies regarding the health and safety and well-being of students are in place.

The college values and celebrates its high profile within the community. The college Board of Governors fully supports the senior leadership team and parents value the full commitment of all staff.

The college provides sound accommodation with some recently developed excellent areas of accommodation; although restricted by the physical limitations of the site, the college ensures a broad and enriched curriculum is delivered for all students.

6.3 What should the college do to improve further?

Doha College provides a high standard of education for its students. A key focus of its on-going development will be to maintain and further enhance its standards, as it moves towards the exciting prospect of a new purpose-designed site.

The college has implemented an effective college improvement plan based on a detailed self-evaluation of strengths and weaknesses. The focus of the development is appropriate, and will enable the college to develop its effectiveness further.

As a result of the inspection visit, the college should consider:

- further developing links between sections of the college and departments to strengthen the whole college approach, ensuring the many examples of best practice observed are shared and embedded across all areas;
- extending further the effective use of the good resources in ICT, to ensure maximum impact on learning and teaching.

6.4 Does the college meet the DfE standards?

Doha College has significant aspects that are excellent and all other elements are at least good. Students are very well prepared for possible education in the UK. The college provides a quality of education that is well above the standards set by the DfE.

Evidence source/s

During the inspection visit, 40 full or part lessons were observed, college documentation and policies were analysed, students' workbooks were scrutinised, and discussions were held with senior staff, middle managers, a range of teachers and groups of Years 3 and 4, and Years 5 and 6 students. Some parents were also asked for their views on the college. Two whole college days were monitored.