



**British School
Overseas**
Inspected by Penta International

Inspection report

Doha College

Qatar

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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, and 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, 68 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. Three school days were monitored.

The lead inspector was Colin Dyson. The team members were Kathy Faulkner, Ian Harrison, Ian Jones, Nicola Kelly and Sue Sands.

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.

Doha College pursues a commitment to excellence and achievement, respect and integrity, commitment and responsibility, challenge and reward, with fun and enjoyment: these are the key principles in every aspect of school life. The spiritual, moral, social and cultural development of the students is outstanding.

Students at the school achieve outstanding results across both academic and personal development. They are focused on achieving their best through a climate of mutual support and appreciation of each individual's talents.

3.1 What the school does well

There are many strengths.

- Doha College teaching staff demonstrate an outstanding commitment to the students, ensuring the curriculum is highly enriched.
- The college has been highly innovative in its implementation of digital learning. This has a very positive impact on standards of achievement.
- Staff are confident in introducing new and innovative teaching pedagogies that enhance learning opportunities.
- The college has a clearly focused commitment to whole school improvement and development.
- The deployment of all teaching staff is very effective and teaching assistants are well trained to support student progress.
- The students are highly ambitious and competitive, able to work individually or as part of a team.
- There is a collegiate ethos permeating throughout the college enabling high expectations of attainment and achievement.
- Throughout the college, assessment is used effectively to enable students to make rapid progress.
- The Principal is inspirational and has implemented highly effective management systems whilst maintaining a full involvement in all aspects of the learning provision.
- Governance is excellent and fully supports the college in its ambitions to be highly successful.
- Enhancement and enrichment opportunities add great value and enable the students to develop extensive skills and personal qualities.
- The curriculum is innovative and provides opportunities for students to learn far more than the learning objective.
- Teaching and non-teaching staff alike are fully valued and contribute to the whole school team. Opportunities to share professional expertise are strongly encouraged.
- Students are confident and respond very positively to the many opportunities for development of leadership qualities.
- Parents stated that the college exceeds expectations and is outstanding value for money.

3.2 Points for improvement

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

- The Board and Senior Leadership Team should ensure that the college and its community are fully informed, reassured and appropriately involved in strategic developments that are on the horizon.
- In order to raise the quality of teaching, learning and attainment to an even higher standard, extend the strategic approach to professional development through a complete skills audit.
- Ensure opportunities to share and develop the high quality and innovative learning are fully utilised.

4. The context of the school

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.

The college recently opened a second Primary campus in the West Bay area of Doha to serve the high demand for places. Doha 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 Qatar 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 2011, by British School Overseas, Council of Independent Schools and British Schools in the Middle East, being recognised as providing a high level of opportunities for all students.

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.

The school has highly effective pastoral structures embedded in the daily life of the college and these reflect best practices 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. 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

Overall the quality of education is outstanding, exceeding the standard for accreditation.

5.1 Curriculum

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

One of the longest established British Curriculum Schools in Doha, the college complies with the directives of the Supreme Education Council 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 a strength in the Primary department of the college. Its consistent implementation is overseen effectively by the Primary Leadership Team. The Heads of Year monitor progress and this has a highly positive impact on standards. For example, the introduction of daily phonic lessons has resulted in a significant improvement in Year 1 attainment in reading and writing. Students are applying phonic knowledge well in daily reading and writing tasks

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 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 in the pre-school classes 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. This has been a key target for the college with the opening of the West Bay campus and demonstrates the highly inclusive and equitable provision.

The curriculum for the students is further enriched through the provision of and access to a wide and varied range of extra-curricular activities. In the Arabic extra-curricular activity (ECA) students enjoy learning to read, write and speak phonic sounds similarly to the way they are taught in the English phonic lessons.

In 'Brain Training', students are challenged to solve the word problems and then explain the meaning to each other. The ECAs are very popular and well attended; they add a further dimension to learning that enriches the curriculum for students.

A recent technological initiative, where all students from Year 4 to Year 13 have an iPad, 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.

Across the Primary department, there is a focus on effective planning. Excellent plans match objectives to both the students' interests and needs. Student Council representatives said they enjoyed various aspects of school life and the fact the teachers made lessons fun for them to learn. For example, mathematics lessons are set, based on number, for 3 days a week in Year 3-5 and for all lessons except problem solving in Year 6. In a Year 6 mathematics lesson, it was observed that 2 students were independently working at a higher level than the class as this ensured they were challenged for a lesson in which they already had strengths. There was evidence in Year 5 of students being asked to reflect on areas that they had enjoyed within the taught curriculum. This evidence was then communicated to staff who would be teaching the pupils the following year.

Lessons observed were interactive and the learning content was always appropriate to the age of students being taught. The effective use of resources to enhance learning was a key feature of nearly all lessons. In a Year 3 science lesson, students were using atlases that were age-appropriate and encouraged a high level of independent research skills.

To enhance the curriculum provision, a wide range of varied educational visits are organised. Students spoke in depth with high levels of knowledge when remembering trips such as Year 5 staying in the desert, football competitions in Bahrain and BSME competitions. Students also valued the extensive range of ECAs to enhance the curriculum (activities are offered at the end of each day) ranging from Lego, reading, Science Club, various sports clubs, baking and language interests.

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. Enrichment activities are integrated into schemes of work specifically to inspire and motivate, for example the recent Year 8 mathematics events based on the Fibonacci sequence and the Golden Ratio.

In addition to the taught curriculum and after college activities, students can choose to join trips and visits, both locally and internationally. Among the trips the college has planned this year are a design and technology trip to Munich, a history trip to Russia, an international Duke of Edinburgh Award trip to Nepal and an economics and business trip to London. Students may also take part in or lead Model United Nations events, conferences, enterprise activities and charitable work.

Provision is carefully planned to ensure each student has the opportunity to excel. The science department have established transitional science clubs for Years 6 and 7 students to encourage and support them.

Effective learning support strategies ensure each student is supported through times of challenge. The support is highly effective in guiding them and ensuring they can confidently have full access to the curriculum as well as public examinations.

Work experience is integrated into the curriculum and is valued by students as an opportunity to prepare themselves for future learning.

5.2 Teaching and assessment

Teaching and assessment are outstanding and exceed the standard required.

Students at Doha College benefit from a team of dedicated teachers who display high quality subject knowledge and expertise in teaching. Once a student enters the college they experience teachers who use a range of engaging teaching styles to match the planned learning objectives. Usually there is some direct teaching, individual and group work and an opportunity to be independent and make personal choices. The variety of interesting activities within the lesson ensures that students maintain focus, work hard and enjoy learning. There is a good balance between teacher directed activities and opportunities for free choice. In a Reception class, whilst a group of students were learning about sequencing, the story of the Rainbow Fish, others were happily developing colouring and cutting skills that provided challenge and encouraged high level speaking and listening skills.

Almost all teachers set high expectations of achievement in lessons. Students know they are expected to listen, work hard and complete the tasks set. Teachers recognise and value their efforts through positive comments and feedback. Nearly all students make good or very good progress in each lesson and over time.

Throughout the school, learning is supported by the provision of high quality appropriate resources that are well used in lessons to scaffold the learning objectives and reinforce new concepts. Teaching assistants are well briefed and trained to support individual students or groups. This often helps students to practise and apply new skills and as a result make good or better progress in lessons. The enthusiasm and commitment of the teaching assistants adds real value to the students' achievements.

In many lessons teachers are confident to take a risk so that students develop new skills. For example, Year 2 students worked in pairs to add narrative to a book animation using iPads. The students responded enthusiastically to the challenge, were fully involved and showed much enjoyment. They are encouraged to be self-critical, identifying success and what needs to be changed to improve their efforts.

As students progress through the college, the focus on consistent high quality provision is reinforced. Lessons are very well planned to meet the learning objective and involve the students in a great deal of active and practical learning. Sometimes plans are adapted as a result of formative assessment during the lesson to respond to individual needs or provide more challenge. High quality marking is consistent in the students' books and is monitored by senior staff. As a result, even the youngest students know they have achieved success through a simple smiley face code. The older students are able to respond to the teachers comments and know when they have achieved their learning targets.

Student behaviour is exemplary and very well managed in lessons and as they move around the college to the specialist rooms and outside playgrounds. For instance students know they will all be listened to through the implementation of the 'no hands policy' which ensures each student has a fair opportunity to answer a question. Year 1 students were seen, very sensibly, using metre sticks to accurately measure objects in the corridor. The younger students use the outside learning environment sensibly and park their tricycles in the correct parking space and between the lines.

Most lessons begin with the teacher using formative assessment to thoroughly review previous learning. During activities for the younger students, they observe and make notes about individual students' progress during the lesson. Focused questions take learning to a higher level of understanding for students or correct any misunderstandings. Students are very much encouraged to ask questions, express views, and share thoughts and ideas.

The students are expected to complete homework through the 'Extended Learning Opportunities' where differentiated tasks linked to classroom learning are set. This is helping students to develop research skills and independence with the support of parents and other adults.

The quality of teaching and learning in Key Stage 2 is outstanding. Students show an obvious enjoyment and engagement in their lessons. In the most effective lessons there is a high degree of challenge that is clearly demonstrated through effective lesson planning.

A wide range of teaching strategies are employed. Opportunities are given for students to work both independently and collaboratively. They are encouraged to share ideas and support each other on a regular basis.

Classrooms provide an excellent learning environment (despite the relatively small size in Al Waab). Displays are colourful with numerous examples of student work and achievements. The use of IT is clearly evident in most classes and it is used effectively to enhance learning both from a staff and student perspective.

High levels of attainment at the end of Key Stage 2 illustrate the commitment to continuous improvement and the very good progress made by students. Areas for development have been identified, and initiatives such as the setting of mathematics appears to have already made in impact in terms of student attainment.

The quality of teaching and learning in Key Stages 3 and 4 were consistently very good or better. In most lessons, teachers used a wide range of techniques to create a brisk pace and enthusiastic learning.

There were high expectations of behaviour and commitment from the students whose exceptional personal responsibility and independence were features of most lessons. In almost all lessons seen, rapid and enthusiastic progress was a major feature.

In a particularly effective Year 10 geography lesson, students played a game devised by teachers to illustrate complex ideas about the factors affecting population. The discussion and follow up work which resulted from this enjoyable stimulus enabled students to practise high order thinking skills as well as encouraging them to work in collaboration with others.

In most cases, the marking of work was detailed and supportive and clearly set targets for the students to work towards. There was some inconsistency in individual marking and target setting and opportunities to more actively involve some students were missed. Most students had a clear and realistic understanding of their current ranking in the assessment of attainment but in a few cases they did not know how to move to the next level.

Behaviour overall was exemplary and the students were highly motivated. 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 and efficient use was made of the available time. An example was the use of performance in an English lesson for a lower ability set Year 10 group, which was very effective and enabled most students to articulate complex ideas about characterisation in a novel in a very lucid and effective way.

Marking of work in Key Stage 3 is diverse across the departments, where procedures are evolving in line with the requirements of each department. The departmental policies are developing within the framework of a whole school policy for assessment.

Marking in Key Stage 4 is strongly focussed on examination assessment procedures and is tightly organised in most departments. Good use of target setting and monitoring was seen in most Key Stage 4 lessons. A wide variety of assessment techniques are used including some innovative use of electronic marking, often involving a dialogue between teacher and student. Regular assessments and comparisons with aspirational targets, allow students' progress to be tracked and intervention devised to meet any needs revealed. Mentoring of students and monitoring of subsequent progress by both subject and pastoral staff complements any learning support requirements. Personal congratulations or written comments from Senior Leaders ensure that students' success and motivation is endorsed as they progress towards the highest standards.

The key features of nearly all lessons observed in the Secondary department were highly effective planning, challenging activities and good use of formative assessment. In many lessons, a wide variation of engaging teaching methods were employed, including pooling and classifying ideas, independent work or research using iPads. In design and technology, Year 8 students were creating mood boards and designing their own document style to record their specifications for a clock. A brisk pace, high teacher expectations and demanding questioning styles elicited sophisticated responses, for example in Year 11 French and combined science lessons.

5.3 Standards achieved by students

Standards are excellent.

Attainment across the Primary department of the college is very good. The phrase of “Excellence for All, Excellence from All” underpins all learning. It is apparent that the college endeavours to ensure that every student achieves high standards in the Foundation Stage and at the end of Key Stages 1 and 2. The majority of students make very good and often excellent progress in lessons and over time.

The Primary Leadership Team have developed a secure and robust assessment system that is easily understood and used by teachers and shared with parents and the Board. The outcomes of assessments are shaping the college’s learning priorities in the Primary department.

In the Foundation Stage, the progress towards each child’s achievement of the Early Learning Goals is formally reviewed half termly and more often through informal observation. Progress towards the Early Learning goals is monitored through careful and detailed record keeping as well as examples of the children’s work.

Throughout Key Stages 1 and 2, individual students’ progress is reviewed half termly. Each teacher and a member of the senior leadership team analyse the progress and attainment of sample groups of students. Intervention support is directed to help the student to achieve their reading, writing and numeracy targets.

In Key Stage 1, students make very good progress in writing. The more able students are able to accurately use connectives, full stops, and capital letters. They write in a cursive style. In the books seen, students use good vocabulary and complex sentences in descriptive writing tasks. Many examples of students’ attaining high standards were observed in lessons and in classroom displays.

Student achievements are closely monitored from the Foundation Stage through to the end of Key Stage 2. There is a consistent tracking system that is implemented by all teachers. Senior staff regularly review student progress. Lesson plans are adjusted as necessary and there has been a focus on improving questioning particularly at the end of lessons. In a Year 1 mathematics lesson the students were learning to accurately measure using a metre stick. The very good questioning challenged the students to identify the success criteria. By the end of the lesson most students know that they measure from left to right, there should be no gaps and every standard unit is of the same size. Students are often encouraged to work with thinking partners, expected to work independently and use the correct mathematical vocabulary. This is resulting in significant improvements in attainment. In Key Stage 2 (2014) assessments in mathematics 89% of students attained Level 5 or above and 49% Level 6. This is a significant improvement for the more able students from the previous 2 years results.

There is outstanding analysis of student performance data by senior staff from individual student progress in every class, through each key stage and trends over time. Teachers' lesson plans are monitored for effectiveness, and in most lessons, there are high expectations of achievement. This results in improved attainment for all students. Data shows that overall all students are achieving at least the expected standards in English, mathematics and science by the end of Key Stage 2. Many are attaining significantly higher standards. 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.

High standards continue to be reflected across Key Stage 3 and 4. Baseline data from CAT4 tests suggests "if the child is challenged" end of Key Stage targets. At Doha College, these are often deemed to be inadequate as many students meet these targets before the end of the Key Stage. More aspirational targets are then set after the early Year 7 assessments. At Key Stage 3, students regularly achieve improvements of one National Curriculum level in a year and in some subjects such as languages, improvements are often more rapid. Students entering Key Stage 3 with level 5 go on to achieve levels 7 or 8 at the end of Year 9.

Key Stage 4 results are very high and continue to improve with the percentage of 5 A*-C grades, including mathematics and English, on an upward trend since the last inspection, culminating in 98% in summer 2014. The stated school aim is now 100%.

Success at Key Stage 5, where the vast majority of 6th Formers study 4 A level subjects, is excellent. In 2014, 44% of students achieved grade A or A* while 67% of students achieved grade B or better. This represents a significant increase from previous years. As a result of such high achievement, 90% of college graduates are accepted by their first choice university.

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, no one could recall any incidence of bullying in the school but all would intervene if a student was distressed or upset. 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). Recent work with students covered issues of cyber bullying and e-safety. Role play in a history lesson was a good way of understanding modern British culture and how it evolved and in the same room some high quality displays portrayed Qatari history and promoted an understanding of the local Qatari culture and an understanding of Qatari citizenship.

6th 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.

Students reach out to other schools and other cultures through opportunities such as productions, Model United Nations events, specific cultural events, a Medical Conference, overseas residential trips and charitable work. Graduates of Doha College are highly effective ambassadors, actively promoting the college at universities to pave the way for future applicants. They also return 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 6th 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 provision for students' welfare is outstanding. Pastoral care and support is evident in all aspects of the college life.

The health care and safety of children and students at the college is excellent. Students are very happy in lessons and at break times. They sensibly play with their friends making good use of the facilities and resources provided. They are polite and the very youngest children talk confidently with adults. The students show great pride in their achievements and appreciate the efforts of their teachers in planning interesting lessons.

Doha College's core values are embedded in the Secondary school as exemplified by student attitudes and behaviour. In the Primary department, teachers gradually introduce the core values to younger students engaging with parents early to ensure they are adopted. The core values become naturally embedded in later year groups, which are reflected in student behaviour.

Students in all sections of the college are encouraged to be leaders within various activities that are offered (student council, mentors, Head Boy and Head Girl). Students who were on the Student Council explained that you could only stand for one year as the class representative, to ensure that lots of students were given the option to show their leadership skills within this particular area. In the Secondary department, senior students help organise the timetable of Extra Curricular activities as well as taking an active role in leading the various clubs. For example, one of the 6th Form has taken on the Year 7 football training this term.

Students' safety is paramount at the college and the provision to ensure this is exceptional. The college employs security staff for both sites that are responsible for safe parking, while students are arriving and leaving the college campuses. The college implements strictly a policy for visitors entering the college. Security are informed of visitors and CCTV has been introduced.

There are 3 nurses within the college (2 at Al Waab and 1 at West Bay) who are full time, and again ensure student safety. Care plans and student information is shared with the appropriate staff. Any necessary epi-pens were clearly labelled within the classrooms as well as being stored safely away from other students. This was observed in a Year 3 classroom where the key for the cupboard was also present and high enough for students not to reach. Health plans are updated regularly and emailed to the necessary staff.

During break times and outside play, there is provision for sun protection for both staff and students. Caps can be bought as part of the college uniform and there are shaded areas throughout the campus. Students are also encouraged to take their personal water bottles outside which was evident during lessons too.

Staff have a thorough induction into the college and are informed of college policies relating to the welfare and health and safety of the college. Security badges are used to gain access to the college buildings and these carry individual staff photos.

Risk assessments are carried out for all college trips. At present the college is standardising the bus risk assessment form, to be a culmination of the forms previously completed. Fire drills are completely in line with best practice and are recorded. There is provision at both sites to go to alternative colleges if re-entry is not possible.

The site maintenance is addressed by the on-site maintenance team and all staff have direct contact to report issues. Inspections are also carried out by the Civil Defence every 2 years, and SEC every year in addition to consistently applied school policies and practices.

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

The Board of Governors are highly effective in their role of ‘critical friends’ and take a vital role in ensuring the college has a clear strategic direction. The Board has a clear understanding of their individual and collective responsibilities. Members willingly give time and energy to school matters, ensuring the college thrives. They have a clear understanding of the vision and mission of the college and suitably hold appropriate staff to account for the continued success of the college. The Board is also highly effective in recognising and celebrating the many achievements of the college.

Staff recruitment policies and practices are firmly embedded and ensure all safeguarding requirements are completed. Staff interviewed said they enjoyed working at the college and found it tremendously supportive. They recognised the outstanding ability levels and commitment in the student body and felt that although this placed them under high expectations they valued the opportunities it gave them as teachers.

Due to the strong ethos of care and guidance provided by the Board and Senior Leadership Team teachers demonstrate a high level of commitment to the college and the students, routinely giving extra time and energy to help individual students and support colleagues.

Staff are thoughtful, reflective practitioners willing to change their methods to more positively impact on student learning. They feel free to try new ideas and approaches within departments and Year Groups, and share these with colleagues. For example, the green assessment records sheets for modern foreign languages students, and assessment practice in geography. The annual departmental reviews involve a cross-curricular element as well as identifying areas for development and opportunities for enrichment activities.

9. *Standard 5* The premises and accommodation

The premises and accommodation at Doha College are good.

It was built in 1978 and has seen various additions since then to accommodate the approximately 1,600 students now attending. Classrooms meet or exceed the requirements of the students and the campus environment is clean, orderly and very well maintained with high quality furniture and excellent displays of student work and college events. Some teachers would appreciate more display boards in the classrooms.

The outside spaces are thoroughly shaded and provide a tranquil environment for students to eat lunch or sit and talk. The school is actively seeking to enhance outdoor learning areas for the youngest students. The school has 3 high-quality libraries, a main area in the Secondary building and a library in each of the two Primary departments with a total of over 30,000 books between them; subscriptions to 50 journals and newspapers, many with digital versions; subscription to GCSE pod to support revision for Years 10 and 11; online subscription to the student newspaper 'The Day'; online subscription to Linguascope to support MFL curriculum; e-book lending library with VLE books; 23 kindle readers with associated kindle books and a collaborative venture with Qatar National Library to have whole school access to their educational databases and online resources promoted through the staff intranet and student VLE. The college has made effective use of the space available providing laboratories, swimming pools, a good sized artificial grass pitch and a wide range of specialist rooms.

The school buildings are regularly inspected by the Qatari agencies responsible for building safety and have met all requirements. The college uses national water mains for its water supply and is linked to the national sewerage system for waste water removal. Temperature regulation, ventilation, acoustics and flooring are all good and meet appropriate standards.

Site security systems are comprehensive, with video surveillance at all of the gates to the walled compound along with 7 guards during daylight hours and 4 at night. Security operates outside the college for 24 hours a day 7 days a week. Access to the inside of the site is carefully restricted to staff and visitors booked in advance. ID badges allow access to doors for college staff, but not visitors who have to be escorted inside the building.

The college has a maintenance plan to regularly replace and upgrade worn sections of the building and a capital expenses plan to finance additions to the facilities. The buildings and overall site are very well used with a wide range of high quality facilities provided for students so as to obtain the maximum benefit from the small site. This was seen in one imaginative example in a small disused courtyard outside the library which has been converted in to a quiet leafy reading area for students. Medical provision is good with appropriate medical rooms and 3 UK qualified nurses. Food is provided in 2 outlets and is prepared off site before delivery to the college in appropriately hygienic conditions.

The Leadership Group and Board have been highly proactive, working with the Supreme Education Council, in securing and developing the partner Primary campus at West Bay. This new facility provides high quality accommodation in line with the high expectations of the college.

Plans have been developed to further enhance the learning environment to meet the full range of students' needs. The Board has also embarked on developing a new site for the college that aims to provide a truly 21st Century learning environment for the whole community.

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 were overwhelmingly positive about the relationship they have with the college and emphasised how much they appreciate the regular contacts they receive by e-mail and newsletters. They also commented favourably on the student diaries as a tool for dialogue between parents and teachers, and on the excellent range of resources available via the learning portal on the college website. Parents also valued and appreciated the unusually easy accessibility to teachers on a regular basis, particularly in the Primary department.

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. Some said they wanted to enable their child to re-enter the UK system at a future point. Non UK nationals felt that their children were benefitting a great deal from the "firm but fair" approach of the teachers and the excellent quality of the teaching itself. Parents felt that the college was providing what they expected and in most cases, it was exceeding their expectations and represented exceptional value for money. Some reservations were noted about the size of the campus and the overall level of facilities.

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. Reports are informative and helpful and ensure that parents know how well their child is progressing and what they can do to further improve.

Parents queried a change to the homework procedure in the Primary department and felt that they would appreciate further consultation about the effectiveness of the new policy and its consistent application across all sections of both campuses

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.

The college has a long history in Qatar and has developed strong links with the business and commercial community which benefit students directly through sponsorship, for example.

11. Standard 7

The school's procedure for handling complaints

The college provides clear 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 clear policy and procedures in place which reflect good practice from the UK. Parents are informed of the process through the website and the prospectus. This information is regularly updated, as required. Appropriate written records of any complaints are maintained and confidentiality assured.

The handling of complaints mirrors the management structure of the college. The class or subject teacher is consulted first but, if an issue is not resolved, it can be raised with the Head of Subject, Head of Year and Senior Leadership Team. 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.

The Leadership Group operate an 'Open Door' policy to ensure all parents have easy access to senior staff: every morning, Heads of Primary and Secondary departments are seen standing in the playground every day talking to the children and their families. Parents reported feeling very confident regarding dealing with any issues they had.

The college complaints policy could be further strengthened by including time scales for completion of the various stages and by the addition of a three member panel hearing which parents may attend. The confidentiality of the complaints procedure should be formally stated in 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 both outstanding and key strengths.

The quality of the leadership and management at the college is seen to have a highly positive impact with the leadership team being well respected for its contribution in driving the vision forward and ensuring the core values are embedded into all aspects of college life. The Board are supportive and share the vision for achieving excellence.

The day-to-day management of the college is very smooth considering the number of students occupying the limited space that exist on the campus. It has a positive impact on the ethos that exists. There are clear lines of delegation and responsibility to ensure all staff clearly understand their roles and are held accountable. The non-teaching staff share the same vision and drive to ensure the college is successful. They report feeling valued and supported within their roles.

Senior leaders have developed a strong and collegiate team of able practitioners, both teachers and teaching assistants. A very good team spirit is evident in the college and teachers enjoy teaching in this supportive environment. The leadership team have implemented an effective structure to support the performance management of staff. Opportunities for continuous development are effective. With so much innovation and outstanding practice, this aspect could be further developed to support the pioneering teaching within the college.

The recently implemented role of the Heads of Year in Primary are now well-established and this has improved the quality of communications from the leadership team through to all staff. Teachers feel comfortable and cared for and are confident to ask for advice or support from other colleagues. The college uses technology well for video conferencing and this enables teachers on the separate sites to share planning meetings, seek advice and share successes. The Primary department is now based on two sites, the second site being approximately 10km away from the main campus. The Head of Primary spends two days a week at the new campus and is supported by 2 Deputy Headteachers. Each Deputy Headteacher is based on one of the campuses for one term before reversing roles.

New teachers evaluated the induction programme as very good.

The outstanding leadership creates enthusiastic and well-motivated teachers who are prepared to always give of their best and more. They demonstrate innovation in curriculum planning, reflect, and evaluate their practice and are willing to adapt and change.

Whole college objectives for 2014-15 have been identified together with timelines and costing. The new five year Strategic Plan is currently in draft and will include reference to the relocation to a new site in the next few years.

A rigorous performance management system is in place, with opportunities for professional growth of potential and current middle leaders in the college being seen as one of real value. Senior and middle leaders play an active role in the process and see their role as not only monitoring standards but also of developing individual teachers' professional skills and knowledge. The provision of more professional development opportunities for leadership has been identified as one of the College's main objectives for the 2014-15 school years.

Recruitment of staff at all levels within the college is a thorough process and has resulted in a rich diversity of skills and expertise being well matched to required roles and responsibilities. New staff are well supported by the leadership team. Staff welcome the opportunity they have to 'take risks' and be actively involved in action research, so that they continually challenge themselves and develop the most effective practices.