

Doha College

British Schools Overseas Inspection Report

Inspection Dates: Sunday 1 March – Wednesday 4 March, 2020

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Age Group: 3-18

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by four inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that its 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.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

A policy update was issued by the DfE in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment)
2. The spiritual, moral, social and cultural development of pupils
3. The welfare, health and safety of the pupils
4. The suitability of the proprietor and staff
5. The premises and accommodation
6. The provision of information
7. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

Doha College is an independent, selective, multicultural day school for pupils aged 3 to 18 years. It is a not-for-profit school, which runs its own affairs and is financially dependent on school fees. The principal also acts as the chief executive officer and has a business and development director and finance team to manage the school's finances. The Board of Governors oversees the finances and strategic development of the school. The British Embassy sponsors the school but does not provide any finances.

The school is long established. The original school opened in 1980 in the Al Waab region of Doha. The school is currently located on two campuses, 10 kilometres apart. It is due to move onto a new purpose-built campus in September 2020. The school follows the early years foundation stage (EYFS) curriculum and the English national curriculum in years 1 to 9. It offers a wide range of GCSE and IGCSE courses in key stage 4 and A levels in the sixth form.

Pupils are from over 70 different nationalities. UK nationals make up 57% of the school's population. Leaders have identified 116 pupils as having some sort of special education need and/or disability (SEND) for whom it makes additional or special provision. A small proportion of pupils speak English as an additional language (EAL); the majority of these have a high level of English and do not need any specific provision.

Summary of the evidence base used by the inspection team

The dates of the inspection were agreed with the school 10 weeks before the start date. The school's leaders made self-review documents available to inspectors four weeks prior to the inspection. The team examined a range of documentation including the school's self-review documents, the BSO compliance checklist, progress and attainment data, improvement plans, curriculum planning and policies. They evaluated the school's safeguarding policies and procedures, staff recruitment procedures and records of students' attendance, behaviour and incidents.

Inspectors visited 73 lessons and reviewed pupils' work in a wide range of subjects. They held 38 meetings with governors, senior leaders, staff, parents and carers and pupils. They observed pupils' arrival and departure from the school, assemblies, tutor times and breaktimes. They observed all phases of the school at work and had regular meetings to keep in touch with school leaders. They took account of the views of parents, staff and pupils.

Evaluation of the school

Doha College School is an outstanding school and provides an outstanding quality of education for pupils aged 3 to 18 years. The school prepares pupils exceptionally well to enter or re-enter the UK system.

The school meets all of the standards for BSO except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

The EYFS provision caters for children from three to five years. Entry into the Nursery class is based on a play-based assessment of children's social development and communication skills. During their time in the EYFS children develop into enthusiastic learners who enjoy taking responsibility for their own learning and solving problems. They communicate their ideas effectively and collaborate very well with others. They achieve standards that are well above the England averages in literacy, mathematics and for a good level of development at the end of the Reception Year. They are very well prepared for the key stage 1 curriculum.

Pupils make outstanding progress in **English**. The standards attained in tests and examinations are well above England and international averages at the end of primary school and in GCSE examinations.

The vast majority of children join the school in the Nursery classes, with skills in English language and communication that are typical for their age. Adults ensure that the principal language of the few children who join the early years speaking EAL is respected and developed. They are well supported in acquiring proficient English language skills, so they attain as well as their peers. The vast majority of children meet or exceed the early learning goals in reading, writing, communication and language at the end of the Reception class.

Across the primary phase, pupils deepen their understanding of English and acquire an extensive vocabulary. They develop a love of reading and write capably for a range of different purposes. They read a range of challenging books with confidence and enjoy researching topics that interest them. Typically, a well-above-average proportion of pupils meet or exceed the expected standard in the phonics check at the end of Year 1. In Year 2 and Year 6, the proportions of pupils who attain expected and higher standards in reading and writing far exceed the England averages. As is also the case in England, pupils' attainment in reading is stronger than it is in writing.

Pupils continue to make strong progress across the secondary phase. Their wide-ranging vocabulary and understanding of grammar help them to write analytically and precisely. Their attainment in GCSE English language and English literature is well above that seen in England and internationally. Fewer pupils choose to study English language and literature at A and AS

levels than mathematics and science subjects. The low number of sixth form students taking A level English make international comparison unreliable. Typically, all students who take A levels attain A-C grades in English language and literature.

Attainment and progress in **mathematics** are outstanding across the school. There is an improving trend in examination results that compares very favourably against England and international averages. This is particularly true for GCSE performance.

Children get off to an excellent start in the EYFS, where mathematical concepts are introduced in a stimulating environment. They explore patterns and number sentences through practical experiences. For example, they enjoyed unearthing buried coins in the sand and seeing them in a mirror, thus learning how to double.

Across the primary phase, pupils develop their mathematics through increasingly challenging activities. Their achievement is consistently above average for their age in each year group. Their attainment in standardised assessments in Year 2 and Year 6 is well above England averages. They use technology effortlessly to refine and improve their work. They develop fluency and depth in their learning and successfully apply their knowledge and skills to reason and solve problems. By the end of key stage 2, the vast majority of pupils can apply their learning to complicated problems, explain their answers clearly and prove that their answers are correct.

High standards are maintained in the secondary phase where pupils challenge each other to succeed and often work collaboratively on complicated problems. They explain their answers using advanced understanding of algebraic and arithmetical language. A large number of pupils, including most of those that have achieved the IGCSE in further mathematics, then move on to A level in the sixth form where they typically achieve high standards. The sixth-form students work with great perseverance, enthusiasm and skill. They are ambitious and determined to achieve the very highest of standards.

Pupils make outstanding progress in **science** throughout the school. The standards attained in tests in the primary phase and examinations in the secondary phase are very high and well above England and international averages.

In the EYFS, children achieve or exceed the early learning goals for understanding of the world. They develop excellent skills in investigation and scientific enquiry. They are encouraged to design their own experiments and closely observe changes. For example, they used magnifying glasses to observe decaying leaves and made plausible suggestions as to the cause of the decay.

In the primary and lower secondary phases, pupils continue to make strong progress and the great majority exceed the curriculum expectations for their age. They use information technology imaginatively and skilfully to support their observations. They develop excellent investigative skills and form hypotheses, design and carry out experiments and review results confidently. For example, in Year 4 pupils observed how different instruments make sounds of varying frequency. They hypothesised correctly that pitch was related to the length and/or thickness of strings on their instruments.

In key stage 4 standards are very high in biology, chemistry and physics. In all three subjects, the results at GCSE are well above England and international averages, particularly with regard to the proportions of pupils who attain A* grades. The take-up of science is very high in the sixth form. A-level results are considerably higher than they are in schools in England and well above international averages. Students gain a deep understanding of the different branches of science and develop excellent skills in scientific processes.

Pupils make excellent progress and attain high standards in **other subjects** across the whole school. In the primary phase they make excellent progress in music and physical education. They make good progress in geography, history, art and design technology but their knowledge and skills are not developed to the same very high standards in these subjects as they are in the core subjects (English, mathematics and science). Leaders have already identified this and have plans to improve planning and teaching in these subjects. Pupils' exceptionally well-developed key skills and outstanding motivation prepare them very well for the wide-ranging secondary school curriculum. They go on to make excellent progress in all subjects in the secondary phase. They attain standards that are well above England and international averages in GCSE and IGCSE in all subjects where cohorts are large enough to make a viable comparison. Standards are exceptionally high in computer science GCSE.

Students achieve very well in the sixth form and achieve excellent results in A-level examinations across the wide range of subjects. They display a mature commitment to their subjects and are determined to succeed. Their performance in science and technology is exceptional.

The few pupils in the school with SEND are supported effectively and make excellent progress from their starting points. In class they receive skillful teaching that meets their specific needs. Those who need extra support benefit from targeted teaching in small groups or individually, for example to develop their language and vocabulary, improve their comprehension or develop mathematical fluency.

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below). To develop the curriculum further leaders have already identified the need to develop the primary school curriculum to ensure that pupils build on their knowledge and skills systematically and sequentially in history, geography, art and design technology in each class.
- The quality of teaching and assessment is outstanding overall (see Standard 1 below). Leaders are considering how they can share the excellent practice in the school to make sure all secondary phase teachers use assessment to the best possible effect to plan teaching and learning.
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).

- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during March 2020 the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated) except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils exceptionally well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

Most of the standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the provisions of the UK Equality Act 2010.

The **curriculum** at Doha College is outstanding. It is typified by outstanding breadth and depth, allowing students to excel in a wide variety of disciplines and subjects. Schemes of work are well structured, ensuring that there is progression in skills and knowledge. There is a strong focus on developing pupils' thinking skills, perseverance and aptitudes for learning. The curriculum assists in producing well-rounded, balanced and articulate pupils who think critically, listen actively and engage in meaningful discussions throughout the school. As a result, pupils achieve highly and would be able to transfer seamlessly to a UK curriculum at any moment.

The curriculum is based on the national curriculum in England and the EYFS curriculum. Children develop their communication, literacy and mathematical skills securely in early years. As pupils move through the school, their excellent vocabulary, understanding of technical language and fluency in reading give them easy access to other subjects. For example, a Year 1 pupil used a portable device to get onto the internet and search for the term 'Statue of Liberty'. He did this independently, using his excellent reading skills to develop a greater knowledge of his topic.

Leaders have developed an Interdisciplinary Learning (IDL) curriculum that is used throughout the primary years for several subjects. This approach successfully enables pupils to make memorable connections between subjects. In a Year 2 art and design lesson, for example, the teacher expertly deepened pupils' understanding of the why the great fire of London spread so quickly, as they created models of Tudor houses. The IDL curriculum expertly develops pupils' descriptive and scientific vocabulary. Leaders are still developing the humanities, art and design technology curriculum in the primary phase, so that pupils' progress in these subjects is also excellent.

The key stage 3 curriculum is broad and interesting to pupils. It provides a strong foundation for further learning. Pupils have a wide choice of GCSE and IGCSE courses at key stage 4 and AS and A-Level courses at key stage 5. Every attempt is made to enable pupils to study the courses that they wish to. This ensures that GCSE and A-level courses meet their needs and support them in pursuing higher education in their chosen specialisms when they leave the school. Pupils are given excellent personalised support in choosing careers. Several ex-pupils have

returned to talk to current pupils about how the curriculum matches the world of higher education and/or the workplace.

There are a very large number of Extra Curricular Activities (ECAs) for all pupils and these are very well attended. Pupils are encouraged to suggest the focus for ECAs and many of the ECAs follow pupils' interests. Pupils speak enthusiastically about the variety of trips and residential visits that they enjoy, such as a Year 4 trip to Banana Island, in Qatar, where they learned about predators and prey as part of a science topic.

The quality of **teaching, learning and assessment** is outstanding. High-quality teaching based on in-depth subject knowledge ensures that pupils make excellent progress. Teachers are passionate about their work and do their utmost to help pupils to succeed academically and in all areas of their life. They know their pupils extremely well and set high expectations for them. They successfully develop pupils' curiosity and thirst for learning.

In the EYFS, outstanding provision ensures that all of the children get off to a flying start. Teachers plan imaginative and vibrant activities which motivate children and enable them to learn successfully. They assess each child's progress carefully and provide appropriate levels of challenge and support to meet their individual needs. They successfully develop children's early skills enabling them to think critically and solve problems.

Across the school, teachers and leaders have a very strong understanding of how pupils develop and learn. They make the most of cross-curricular links and promote high-level thinking skills in all subjects. They provide pupils with clear explanations and question them expertly to deepen their understanding. In computing, for example, Year 9 pupils followed the teacher's instructions carefully and enthusiastically and used a high-level programming language to create a set of instructions based on their interests.

Teachers use good-quality, age-appropriate resources such as film clips, practical equipment, visual aids and technology to stimulate discussion and develop pupils' thinking. In an A-Level psychology group, students' understanding of relationship breakdown was reinforced effectively through the use of a film clip and expert exemplification by the teacher. Pupils of all ages are adept at accessing resources independently and collaboratively in order to further their skills, knowledge and understanding.

Pupils throughout the school are keen to share what they are learning and do this confidently and eloquently. Pupils in the primary phase are exceptional at researching topics they are covering using a variety of resources. For instance, Year 1 pupils worked collaboratively using an index and grid references to find locations where the dinosaurs lived on a map of the world. Older pupils are highly motivated and keen to conduct their own research to deepen their learning.

Teachers make excellent use of sophisticated digital technology to support teaching and learning in all subjects. Pupils have a personal tablet or computer to support their learning from Year 3 onwards. They are confident users of their devices for research, homework and collaborative learning. The use of technology makes a significant contribution to their independence as learners and enables them to work at their own pace during lessons. In chemistry at key stage 4, for instance, tablets were used highly effectively to help pupils share

and assess each other's work and ideas. The activities engendered a real buzz of enthusiasm and participative learning, while they revised for GCSE examinations.

Teachers and leaders use data on pupils' progress and performance very effectively to plan additional support or challenge pupils across the school. Skillful support from teachers, learning support assistants and external specialists ensures that all pupils who fall behind and those with SEND make excellent progress in both their personal and academic skills.

Assessment and feedback at the point of learning are used very effectively and consistently across the primary phase. Teachers address any misunderstandings or errors immediately and make sure pupils know how to improve their work. In the secondary phase, however, there is not a consistent approach to marking and feedback to pupils and assessment is used with varying impact in different subjects.

Standard 2. The spiritual, moral, social and cultural development of the pupils

Most of the standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the provisions of the UK Equality Act 2010.

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

Doha College teaches all pupils to be respectful to others and show care and compassion for all. Pupils say, for example, 'If anyone starts at the school, we welcome them for who they are.' Leaders pay due regard to promoting respect for age, disability, pregnancy and maternity, race, religion and belief as set out in the Equality Act 2010. However, due to local laws, leaders are unable fully to meet the requirements of the Act in relation to civil partnership, gender reassignment, sex and sexual orientation.

Leaders ensure that pupils are attuned to the history and culture of both the host country and of the United Kingdom, through regular discussions, debates and assemblies. An International Week each year celebrates cultures around the world, with a British Day at the heart of the week. There are other occasions, such as Remembrance Day, when pupils come together in shared activities, for example making poppies together.

A UK-based programme of study, based on personal, health and social education, is followed through the school. This assists in structuring regular learning around such subjects as diversity, rights and responsibilities. Pupils speak proudly about the way everybody is treated equally at the school and how they enjoy being part of a community where everybody is encouraged to celebrate their differences and backgrounds.

The school is highly successful in its ambition to develop pupils who are caring, mature and thoughtful individuals. Pupils' social and moral development is especially advanced. Pupils support and collaborate with each other, taking pride in helping their peers and also pupils

younger than themselves. This helps to ensure that relationships across the school are positive and rewarding for all. Pupils are keen to learn, arrive promptly at lessons and benefit from regular attendance at school. In lessons, they are resilient and increasingly reflective learners, determined to succeed. Personal success, though, is not at the expense of others. Pupils encourage each other to succeed in a culture of healthy competition.

There is high priority placed on nurturing pupils' leadership skills. An excellent example of this is the Playground Activity Leaders in School (PALS) system, which operates in Year 5. Here, pupils support classes in different parts of the school and they take their responsibilities very seriously. Similarly, Year 6 pupils are happy to spend their break-times helping out, as part of the 'Moving on up' award. As one pupil put it, 'We're proud to have responsibility.' The leadership focus continues throughout the school through a whole range of pupil committees, which are overseen expertly by 'The Big Six', a team of sixth-form students. A recent example was a 10 kilometre charity run, originally organised by staff but now ably supported by students, who arranged for over eighty volunteers to monitor the event.

Pupils' advocacy and their understanding of global issues are strongly developed. In the Doha College Model United Nations pupils debate global issues, take part in national conferences and liaise with representatives of national embassies. Older students skilfully train younger pupils in how to write speeches, table amendments and speak in public.

Staff are open to new ideas and views from pupils. Such an approach champions a strong democratic ethos at the school. Many extra-curricular activities run because of suggestions from pupils. These are typically very well attended, showing how much pupils love their learning.

Leaders monitor the personal development of pupils very well. A programme in primary, called 'Moving On Up', tracks pupils' contributions to service and commitment with increasing numbers of pupils each year achieving bronze, silver and gold awards. This programme assists in preparing pupils for the Duke of Edinburgh International Award that pupils work towards in key stages 4 and 5.

Standard 3. The welfare, health and safety of the pupils

The school meets the requirements of the standard, as well as the regulatory requirements of the country. Arrangements for students' welfare, health and safety are outstanding. Pupils in all phases feel safe, known, cared for and valued.

The school makes outstanding provision for the health, safety and welfare of all pupils and for their protection, including online protection. The school's core values give great importance to these matters. Pupils say that they feel safe and value the care they are given. Their behaviour is excellent and bullying is rare. The outstanding relations among pupils and between pupils and staff promote a welcoming environment where pupils feel confident to seek support from, and offer it to, others. They understand how to keep themselves safe and to enjoy a healthy lifestyle. A wide range of sporting and other leisure activities combined with healthy food choices help pupils develop healthy habits for life.

There are excellent procedures for the induction of children into school when they join in the EYFS and for transition between key stages. These procedures help children to settle quickly,

feel valued and know where to seek support should it be needed. Leaders have thorough plans to make sure that procedures to welcome and induct the large intake of pupils into Year 7 when the school moves to its new premises are equally effective.

The school pays meticulous attention to issues of health and safety. It is fully compliant with Qatar Ministry guidelines on current health issues. All necessary risk assessments are carefully carried out and specialist areas such as laboratories and sporting facilities are maintained in an exemplary manner. Key times such as arrival and departure from school are vigilantly supervised. When occasionally pupils are found to need extra support for their well-being, the school counsellor and welfare team are alert and provide highly effective counselling.

Child protection and safeguarding are high priorities for all staff. The designated safeguarding leaders are trained to a high standard and other staff are suitably trained and vigilant. They know what to do if they have any concerns. The welfare team is highly effective and provides excellent support as and when required. Liaison with parents over welfare issues is excellent and parents have confidence in the school's procedures. Fire regulations are met in full and evacuation and lockdown procedures are practised regularly.

The EYFS has rigorous procedures for the safeguarding and protection of all children. It provides a very safe physical environment that is fit for purpose for all. It promotes safe and healthy living and provides opportunities for children to participate in physical activity in areas specially designated for them.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements for this standard and the regulatory requirements of Qatar.

Human resources staff ensure that all required checks are carried out prior to the appointment of all teaching, administrative, contracted and support staff. Temporary and supply staff are fully vetted. Leaders check the qualifications and references of any new staff thoroughly. The rigorous checks ensure that staff are suitable to work with children and are well qualified for the posts to which they are appointed. Teachers of the English curriculum have UK teaching qualifications and subject or phase specialisms. Newly qualified teachers receive excellent induction and ongoing training and support as they gain qualified-teacher status. Staff benefit from high-quality training and professional development in the school and through well-established networks with other schools. They also have access to external courses. This ensures that all staff build on their knowledge and skills and keep up to date with UK educational developments and guidance.

The school is self-financed and completely independent. It does not have a proprietor. Suitable checks have been carried out on all leaders and governors to ensure that they have not been barred from taking part in the management of a school.

Standard 5. The premises and accommodation

The requirements of this standard are met. The school is located on two campuses, the facilities of which vary in quality. From September 2020 all pupils will move to a new purpose-built campus. Despite this imminent move, all teaching and non-teaching staff have ensured that the current premises are maintained to safe standards and provide a high-quality experience for pupils.

The older Al Waab campus is showing signs of its age. Staff are vigilant in carrying out risk assessments to ensure that the building and grounds are free from hazards and safe. The campus has adequate facilities and a good range of resources, particularly in information technology. Rigorous risk assessments have been made to ensure the safe arrival and departure of pupils during large-scale construction works immediately outside the school gate.

The newer West Bay campus has been very well designed with ample facilities and resources and provides high-quality indoor and outdoor learning areas. The superb indoor and outdoor sports facilities and resources enhance pupils' participation in physical education. The building has continued to be developed to provide an imaginative and stimulating environment which supports and enhances learning. For example, flexible partitions are used to create smaller or larger areas to support particular activities and types of learning. In the EYFS the superb, spacious outdoor areas are imaginatively planned and resourced to support learning and independence where children move freely learning in their own way and at their own pace. Display acts as a 'second teacher' supporting pupils' independent skills and celebrating their work.

Learning resources are well chosen and used to best effect in teaching to facilitate learning. Learning is enhanced by the ready availability of technology including tablets provided for each pupil and interactive boards in classrooms. The school has all the required certificates to demonstrate that it operates safely and legally on both campuses. The maintenance and cleaning staff ensure that both sites are cleaned to a high standard.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of this standard. The school's website has details of how to contact governors and leaders. It contains all required policies and information about procedures, including those relating to safeguarding, complaints, curriculum and behaviour. The parents' portal and school handbook have information on support for pupils with SEND.

Parents are extremely positive about the school. Doha College has a reputation for excellence and parents say places in the school are very much sought after and valued. They say their choice of Doha College is based on the school's strong provision for 'pupils' well-being, extra-curricular opportunities and all-round development as well as on academic grounds'. Parents are extremely confident in the school's preparation of pupils for entry into the UK education and higher-education systems. Transition procedures to support such moves are excellent.

Almost all parents who responded to the parents' survey say their child enjoys being in the school and that the school is well led. They say, for example, 'The school is exceptional in developing children and bringing out their best, our children are expertly cared for and taught, teachers make study exciting and motivating' Evidence from this inspection endorses their views.

There are effective structures in place for parents to contact teachers and leaders for information and share any concerns. Parents are able to contact designated parent links in person in each year group. The online systems for communication through the school website portal are effective and responses are speedy. The vast majority of parents feel very well informed about developments in the school. Leaders have updated parents regularly about the move to the new site and have done all they can to allay any anxieties about the move. Parents are consulted about developments, for example in relation to the curriculum and pastoral arrangements.

Parents feel very well informed about their child's well-being and personal development. They say that pastoral systems are excellent. They know who to approach if they have any queries or concerns about the well-being of their child. Most parents feel well informed about their child's academic progress. However, a few feel that reports do not always provide them with helpful information. They would like more detailed information about their child's ongoing progress and on how they can support them in their learning at home.

Standard 7. The school's procedures for handling complaints

The procedures for handling complaints meet the requirements of this standard.

The complaints policy is on the school's website. It provides parents and pupils with clear guidance on how to raise any concerns and the procedures that should be followed. School leaders take full account of any concerns raised by parents or pupils and do everything possible to resolve them before they escalate into formal complaints. Parents and pupils are positive about leaders' rapid response to any concerns. There have been three complaints since the last inspection. Leaders were quick to respond and the issues were resolved.

Standard 8. Leadership and management

The school meets the requirements of this standard. Leadership and management across the school are outstanding. Leaders ensure that all the BSO standards are consistently met.

The principal and the leadership group at both campuses provide inspirational and supportive leadership. This is a view shared by parents, pupils and most staff. Parents say, for example, 'The principal and deputy principals are without a doubt the best leadership for the school'. A typical comment from staff is, 'Leaders inspire me and my class motivate me.' Pupils describe the school as 'fun', 'inspiring' and 'like a family'. They say, 'Leaders show us respect and take account of our views.'

Most staff who made their views known are highly motivated and extremely proud to be a part of the Doha College community. Senior leaders' highly skilled leadership and management have kept morale high, while they have reorganised staffing and leadership structures in preparation for the move onto the new campus in September 2020. Leaders have carefully planned the restructuring of leadership to make best use of staff expertise.

The governing board works constructively with leaders. Together with leaders, they ensure that outstanding teaching and high standards are sustained amidst the changes to staffing. Members of the governing board have a range of knowledge and skills that enable them to maintain highly effective strategic oversight of the school's work. They provide excellent support and challenge for school leaders.

Leaders and governors ensure that the school's mission is delivered effectively and 'develop students' confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment'. The pupils achieve high academic standards while developing attributes to enable them to make an excellent contribution to society. They are proud of their achievements and of the way the school supports them in developing into fully rounded global citizens.

Leaders at all levels provide effective leadership. They are innovative and inspire developments within their area of responsibility. Subject leaders in the secondary school are knowledgeable and support curriculum development in their subject very effectively. Phase leaders in the primary school similarly provide supportive and developmental leadership for staff in each of the primary phases. The special educational needs coordinators have developed a coherent system for identifying and meeting pupils' needs and for using support from external agencies.

The success of leadership at all levels is reflected in pupils' enthusiasm, their high standards of academic and personal achievement and the motivation of staff. However, there is not currently a fully cohesive approach to curriculum implementation in history, geography, art and design technology in the primary school or to assessment and feedback across all subjects in the secondary school. This means that the very best and highly effective practice in the school is not capitalised on across the whole school. Leaders are aware of this and have identified these areas for improvement as priorities in their development plans. They have suitable actions planned to support improvements.

The school's strategic development plan is the cornerstone of plans for improvement across the school. All of the phase and subject improvement plans are linked to it and consequently all staff are aware of the main priorities for improvement and they are keen to play their part. For example, the action-research groups and various working parties make a strong contribution to improvement planning. Such initiatives ensure that the school is dynamic and continually improving.

Leaders use data effectively to track and analyse pupils' performance across subjects and classes. Pupils who are not making the progress expected are provided with effective additional support. Teachers who are not maintaining the high standards expected by leaders are supported and challenged appropriately. Procedures to manage staff performance are very effective and result in immediate action to improve provision for pupils, should shortfalls be identified.

Staff have excellent opportunities to participate in high-quality training and professional development. The development of the school's Education Innovation Forum provides staff with

high-quality in-house training. Staff are also encouraged to attend external training and internationally accredited courses and are supported in this. In this way leaders ensure that staff are fully up to date with educational developments and the most effective practice.

Compliance with regulatory requirements

Doha College meets all of the required standards except those that would be in breach of the host country laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development, which leaders are aware of and already have plans for:

1. Make sure teachers use assessment to best effect to plan teaching and support pupils' learning in all subjects in the secondary phase.
2. Review the implementation of the IDL curriculum in the primary school in order to ensure that pupils build on their knowledge and skills systematically and sequentially in history, geography, art and design technology.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	X			
How well the curriculum and other activities meet the range of needs and interests of pupils	X			
How effective teaching and assessment are in meeting the full range of pupils' needs	X			
How well pupils make progress in their learning	X			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	X			
The behaviour of pupils	X			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			
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Leadership and management

Overall effectiveness of leadership and management	X			
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School details

Name of school	Doha College
Type of school	Private, international school
Date school opened	1980
Age range of pupils	3-18 years
Gender of pupils	mixed
Number on roll (full-time pupils)	2078
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	FS1-Year 6: QR38085 Year 7-Year 11: QR64848 Sixth Form: QR69198
Address of school	Al Waab Campus Al Bustan Street Al Waab Doha West Bay Campus Al Farooq Street Al Dafna Doha
Telephone number	+974 44076777
Email address	uzaffar@dohacollege.com
Headteacher	Dr. Steffen Sommer
Proprietor	None

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work

effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils’ gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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