



COUNCIL OF  
INTERNATIONAL  
SCHOOLS

# THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

## Journey to Excellence in International Education

School Improvement through Accreditation

<b>SCHOOL</b>	<b>Doha College</b>
<b>COUNTRY</b>	<b>Qatar</b>
<b>VISIT DATES</b>	<b>March 2017</b>
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<b>CIS VISITOR 2</b>	<b>Anne Bishop</b>

*Based on the 8<sup>th</sup> Edition of the  
CIS Guide to School Evaluation & Accreditation*

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# CIS FIVE-YEAR REVIEW

## PART I INTRODUCTION

The school's Five-Year Review Report has four distinct purposes:

1. Chart the school's progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant accomplishments and/or challenges which have occurred since the school's First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school and its future development.
3. Reflect on three core principles of the accreditation protocol (School's Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these "drive" the school's programs, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

## THE REPORT

### Completing the Template

Although the template for the Five-Year Review Report may appear straightforward, the report's usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigor, candor, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person's opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest "thinking in progress" rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

### Timeline

The school's Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the *First Report on Progress and Planning*. Schools should allow at least six months for creating the Five-Year Review Report.

# THE FIVE-YEAR VISIT

## Dates for the Visit

CIS will confirm dates for the Five-Year Visit before or immediately after the Five-Year Review Report has been submitted.

## Visiting Team

Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors' comments will be on the same template as the school's in order to provide for easy comparison between the schools and the Visitors' perspectives on the areas under review.

The school will receive the Visitors' Report as soon as the accreditation agencies have authorized its release and usually within four weeks of the visit.

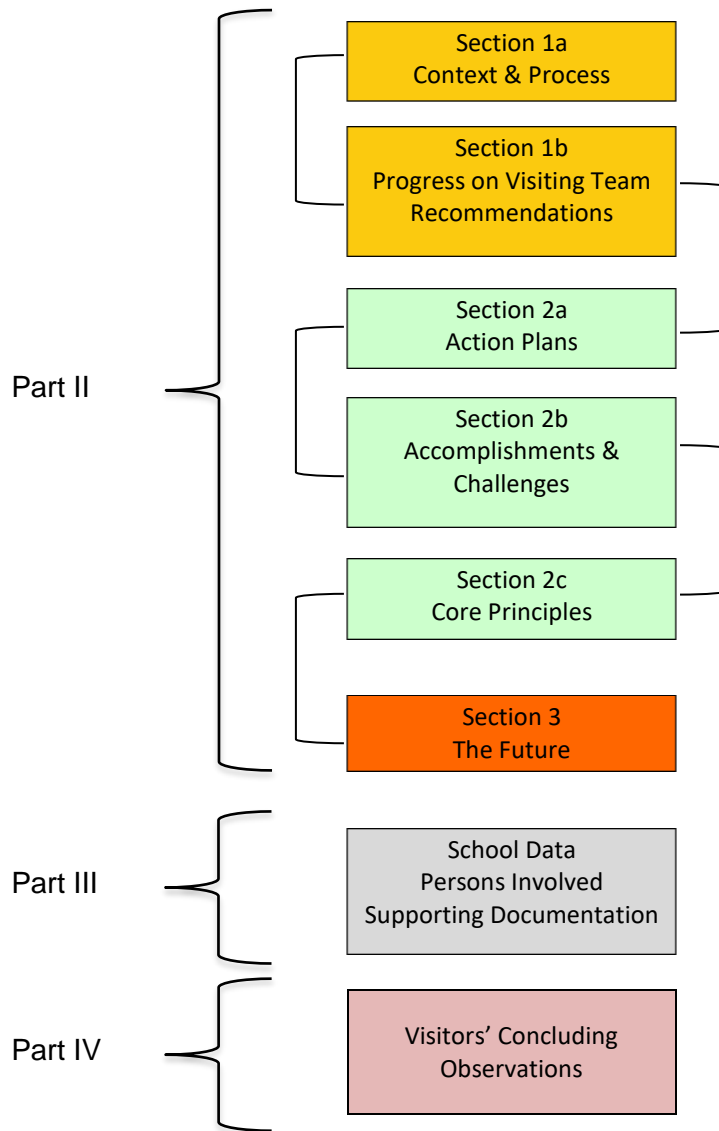
## RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8<sup>th</sup> Edition of the *CIS Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

# REPORT STRUCTURE

It is suggested that schools complete the template in the order in which it is sequenced (NB: Schools complete Parts II and III; Part IV is reserved for the Visitors' concluding observations):



## PART II

# FIVE-YEAR REVIEW TEMPLATE

(NB: Text boxes will expand to accommodate comments)

SECTION 1a – CONTEXT & PROCESS	
<ul style="list-style-type: none"> <li>• Describe the school's accreditation and school improvement history.</li> <li>• Describe how this report was created and who was involved.</li> <li>• Describe any particular challenges encountered in producing the report.</li> </ul>	
SCHOOL COMMENTS	VISITORS' COMMENTS
<p>Doha College was first accredited in October 2011 when we were the first school worldwide to undertake CIS, BSO and BSME accreditation at the same time. Due to the 4 year cycle of BSO, BSME the college completed these inspections / accreditations in January 2015. All accreditations have recognised the college for the outstanding work it does.</p> <p>Having fully committed ourselves to the CIS philosophy of on-going development, we firmly believe that the last 5 years have witnessed some quantum leaps forward in growth and progress which now place the college as a world leader.</p> <p>In 2013 the college was approached by the Supreme Education Council and asked to open an additional Primary School. After much discussion and debate we agreed to do so, but based on the understanding that the college would continue to function as one entity – we are happy to say that this request was granted.</p> <p>It was a feat of significant organisation and teamwork as well as building on the reputation of the college that we were able to physically equip, layout and recruit students and staff etc in such a tight timeframe. There was a staggered growth planned, but steep as it was the college had an additional 4 form entry Primary section in September 2016 (there are now 6 forms in all Year Groups in both Primary and Secondary) – considering the economic climate alone in the Middle East, this is some achievement!</p> <p>There are a number of other points which highlight the college's improvement history;</p> <ul style="list-style-type: none"> <li>– Shortlisted for the British International School of the Year 2014 and 2016 (to be announced in January 2017).</li> <li>– First Medical Conference 2013 (this is now an annual event).</li> <li>– Introduction of digital technology 2013. (All students in Years 3 to 13 now have an iPad which is 50% funded by the college.)</li> <li>– Ongoing growth in examination results. (See attached trendlines for <a href="#">GCSE</a>, <a href="#">AS</a> and <a href="#">A2</a>).</li> <li>– iPad Conference in 2014.</li> <li>– Enhanced Leadership Programme (started in 2013).</li> <li>– Greater student voice including student lesson observations.</li> <li>– Teaching and Learning Forums.</li> <li>– Green Flag status – first school in Qatar to achieve this. (June 2016)</li> <li>– Structure of Leadership Group.</li> <li>– College Academies – Evo, CrossFit, Instrumental Music.</li> <li>– IT infrastructure.</li> <li>– Department Reviews (mini CIS inspections).</li> </ul>	<p>The first accreditation cycle for Doha College began in 2011 when it successfully underwent a three-way accreditation with CIS, BSME and BSO. It has since been re-evaluated by the British organisations, which are on a four-year cycle.</p> <p>In the period since the Team Visit and the compilation of the Five-Year Report, there has been significant growth in the school with a second campus for Primary students opening at West Bay in 2013. This services four form entry from Early Childhood to Year 6, and the total student population at the time of the visit over both campuses was approximately 2,000.</p> <p>Despite a number of relatively recent leadership changes, Doha College has prepared a solid report with input from a cross section of staff in all divisions. It documents the high number of initiatives put in place to improve the quality of teaching and learning at the school and reflects on the considerable progress that has been made. The depth and extent of the positive improvements however, have not been given full justice as was revealed through the numerous discussions with staff. This could possibly be due to the fact that over time the measures have become embedded in the workings of the school and so part of the culture.</p> <p>The school has been the recipient of a number of prestigious awards including being the first school in Qatar to achieve Green Flag status in June 2016 and the International Impact Award in January 2017.</p> <p>The Five-Year Visit was due to take place in late 2016 but at the request of the school, an extension was granted and the Visit took place over a three-day period 21-23 March, involving two Visitors from CIS. During this period, the Visitors were</p>

This report has been compiled through the normal meetings scheduled by a significant proportion of college staff, including all faculty personnel.

The recommendations from the accreditation visit were considered alongside the progress the college has made in the intervening 5 years as well as with a clear eye on the current 3 year [College Development Plan](#) which has been constructed by all college stakeholders and is our blueprint for our ongoing development.

The main challenges in completing this documentation have been the change in Leadership Group personnel and managing this change with reduced manpower.

able to spend time at both the original campus – Al Waab, which caters for students from 3-18 years, and at the newer, Primary campus of West Bay. Informative meetings were held with the Leadership Team, the faculty, Board, students and representative groups of parents from both campuses. These provided the opportunity for the stakeholders to elaborate on the school's performance over the past five years.



## SECTION 1b – PROGRESS ON VISITING TEAM RECOMMENDATIONS

- Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report.
- Indicate the rating you gave each recommendation at the time of the FRPP (C - *Completed*, IP - *In Progress*, F - *Planned for the Future*, N - *No Action*, or R - *Rejected*).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation C (*Completed*), IP (*In Progress*), or R (*Rejected*).
- For recommendations still *In Progress*, indicate, in Section 2, appropriate action plans that have been designed.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>A</b>	<b>Recommendation # 1</b>	FRPP	5 Yr.
	The BoG and the Leadership Group continue to appreciate and encourage the value of building upon local culture and resources in college programmes as a part of the Philosophy and Objectives 3-Year review started in 2011-12.	<b>C</b>	<b>C</b>
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	The Leadership Group ensure that issues identified in reviews of Philosophy and Objectives are disseminated to the whole community and, where appropriate, continue working towards making implicit statements more explicit, notably in teaching and student learning, planning and practice.	<b>C</b>	<b>C</b>
	<b>Recommendation # 3</b>	FRPP	5 Yr.
	The Leadership Group continue to adopt a range of strategies to be used to assess the effectiveness of the Philosophy and Objectives statements in all aspects of the college.	<b>C</b>	<b>C</b>

**(NB: If necessary, add rows for additional recommendations)**

1 – The college has new Vision and Mission Statements which were launched in September 2016 having gone through discussion with parents, students, staff and governors. Local cultural events include visits to MIA for mathematics, dhow festival trip for Art and Photography, DofE, MUN.

2 – The revised Vision and Mission Statements have been produced after full collaboration with all stakeholders.

3 – The Leadership Group continue to look at how best to assess the effectiveness of our Philosophy and Objective Statements which is one of the reasons why they have been updated.

**NOTE ON SECTION B:**

- In this section, schools whose Self-Study and Visiting Team Reports were based on the 8<sup>th</sup> Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), as well as the Vertical Summary Report.
- Schools whose Self-Study and Visiting Team Reports were based on the 7<sup>th</sup> Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), but **exclude** recommendations from the individual subject/learning area Vertical Reports (e.g. English, Mathematics, Science, etc.).

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.1</b>	Recommendation # 1	FRPP	5 Yr.
	Primary: the teaching team use a fuller range of differentiated activities and teaching strategies to be applied across the set groups; support differentiation needs to be taken account of and indicated on the planning.	<b>C</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Primary: the Primary Leadership Team invest in developing the reading scheme and books that support the college’s Mission statement of incorporating local culture and internationalism.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Primary: the Leadership Group explore the possibility of extending the use of the internet/website to develop an online electronic learning platform to include class pages.	<b>C</b>	<b>C</b>
	Recommendation # 4	FRPP	5 Yr.
Primary: the BoG consider the creation of additional spaces for the Primary School to bridge the five-year gap between the present situation and completion of the new college building.	<b>C</b>	<b>C</b>	

**(NB: If necessary, add rows for additional recommendations)**

1 – A significant range of differentiated activities takes place on a day to day basis at the college and this is reflected in teacher planning and practise across all Year Groups.

2 – Arabic is timetabled weekly. Local history and culture is incorporated into the Primary department’s schemes of work and reading scheme wherever possible.

3 – The college has hugely extended its IT provision and this has included the e-learning platform - Firefly.

4 – The College has opened an additional Primary Campus to accommodate 4 forms of entry from Pre-school to Year 6. Total numbers in primary now exceed 1000 children.

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.2</b>	Recommendation # 1	FRPP	5 Yr.
	Secondary: the Leadership Group establish a procedure that strengthens cross-curricular horizontal integration across the Secondary School.	<b>C</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Secondary: the Leadership Group ensure continuum of studies between Primary and Secondary, especially between Years 6 and 7.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Secondary: the Leadership Group consider the possibility of developing a media centre with a multi-faceted approach.	<b>F</b>	<b>F</b>
	Recommendation # 4	FRPP	5 Yr.
	Secondary: the Leadership Group review processes of creating differentiation within the curriculum.	<b>C</b>	<b>C</b>
	Recommendation # 5	FRPP	5 Yr.
	Secondary: the Leadership Group review the provision of languages other than English, taught within the curriculum.	<b>C</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

- 1 Doha College was the first school in Qatar to be awarded Green Flag status. The environmental group have worked tremendously hard to enable us to be appropriately recognised for our environmental awareness and many of the events which have taken place to support this project have been throughout the whole curriculum. World Maths Day, languages day and music competitions are other examples where cross-curricular works take place. [Please see attached for all vertical and horizontal links.](#)
- 2 2016 was the first year that the college had a full cohort of students in Year 6 moving into Year 7. The normal transition meetings took place and in recognition of the need for this area to be processed as smoothly as possible, a greater emphasis has been included in the responsibilities of the restructured Leadership Group.
- 3 The college is very happy with our current library facilities and have incorporated an upgrade in size and operation in the new build plans.
- 4 There is a significant amount of differentiation that exists in the college curriculum. This will be further enhanced through the college being one of the founder members of High Performance Learning.
- 5 Arabic is now an integral part of the languages department. In September 2016 we introduced opportunities for 1st and 2nd language Arabic within languages and we propose to roll this programme forward.

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.3</b>	Recommendation # 1	FRPP	5 Yr.
	Primary and Secondary English: the Leadership Group address timetabling issues which have led to Year 9 receiving one hour less a week of English in comparison to other Key Stage 3 year groups.	<b>N</b>	<b>N</b>
	Recommendation # 2	FRPP	5 Yr.
	Primary and Secondary English: the Primary Library follow through on plans to improve and increase its multicultural resources.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Primary and Secondary English: the Leadership Group consider the effect of other curricular activities on the classroom contact time of students in English in Key Stage 4.	<b>N</b>	<b>N</b>

(NB: If necessary, add rows for additional recommendations)

1 – Timetabling was reviewed by the Leadership Group who, whilst recognising the concerns of the English department, have little room for manoeuvre due to the demands of other option subjects.

2 – A range of multicultural resources have been incorporated into schemes of work and teaching programmes.

3 – The college carefully designs its trips and visits programme which very much supports student's holistic development. This is reviewed annually and takes account of curricular needs. As controlled assessment is no longer a requirement at GCSE for English, this has significantly reduced the impact of any curriculum time missed due to trips and visits.

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.4</b>	Recommendation # 1	FRPP	5 Yr.
	Mathematics: the Leadership Group take due cognisance of the space requirements for the Mathematics Department.	<b>N</b>	<b>N</b>
	Recommendation # 2	FRPP	5 Yr.
	Mathematics: the Secondary Department continue with making their scheme of work more comprehensive.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Mathematics: the Primary Department make greater provision in their curriculum for the inclusion local culture and diversity.	<b>IP</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – The mathematics department has grown significantly over the years and appropriate consideration of rooming is taken into account.

2 – SOW represent an organic part of department development and the mathematics department continue to review and update SOW which react and fit into our current practices which include digital technology, VLE and Firefly.

3 – The local culture is included in our curriculum where applicable e.g. Arabic tessellations.

RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8 <sup>th</sup> Edition)			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.5</b>	Recommendation # 1	FRPP	5 Yr.
	Vertical Science: the Science Staff plan specific meetings so that effective vertical (particularly between KS2 and KS3) and horizontal articulation can take place.	<b>C</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Vertical Science: the Leadership Group consider incorporating a Primary Science laboratory in the new building.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Vertical Science: the Science Staff continue to upgrade their schemes of work to include curriculum materials, resources and cross curricular references.	<b>IP</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – A good deal of discussion takes place between primary and secondary science staff to identify positive learning experiences, e.g. lantern project.

2 – Laboratories are planned in the new build.

3 – Science department SOW have been significantly developed to include more rigour, and support preparation for higher levels of science.

RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8 <sup>th</sup> Edition)			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.6</b>	Recommendation # 1	FRPP	5 Yr.
	History: both divisions of the college continue to enhance the articulation of the History curriculum.	<b>C</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	History: the Leadership Group and the History staff continue to investigate a more varied approach to staff professional development.	<b>IP</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – Where possible, liaison between both primary and secondary have taken place e.g. Horrible Histories and Medieval Pop Quiz.

2 - Staff have taken advantage of the number of CPD opportunities available.

RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8 <sup>th</sup> Edition)			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.7</b>	Recommendation # 1	FRPP	5 Yr.
	Geography: the Geography staff continue with the production of the comprehensive schemes of work to ensure that these are complete before the teaching of these units begins.	<b>IP</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Geography: the Geography staff document cross-curriculum activity to ensure the recording of the activities for coming years.	<b>IP</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – A comprehensive range of SOW exist in the geography department – these have been significantly increased due to lack of text in new examination courses. We also share teaching and learning strategies through a power point template. Every lesson has an electronic folder with resources, videos and worksheets. Teachers are guided through the teaching and learning strategies by using the power point.

2 – The department has worked well with other curricular areas such as mathematics when teaching how to calculate the angle of the Barchan dune using trigonometry. We have created a dynamic document showing our cross curricular links. (Documents on Geography Y drive)



RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8 <sup>th</sup> Edition)			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B.8	Recommendation # 1	FRPP	5 Yr.
	Modern Foreign Languages: the members of the Department consider engaging in some form of peer observation.	C	C
	Recommendation # 2	FRPP	5 Yr.
	Modern Foreign Languages: the members of the Department supplement the existing schemes of work with documentation detailing changes and alternative additional resources.	C	C
	Recommendation # 3	FRPP	5 Yr.
	Modern Foreign Languages: the Head of Department formalise procedures for enhancing vertical and horizontal articulation across all areas of the college.	C	C
	Recommendation # 4	FRPP	5 Yr.
	Modern Foreign Languages: the members of the Department consider ways in which more target language teaching could be implemented.	C	C
	Recommendation # 5	FRPP	5 Yr.
	Modern Foreign Languages: the Leadership Group consider the advantages and disadvantages of extending the teaching of Arabic as an MFL to the Secondary School.	C	C
	Recommendation # 6	FRPP	5 Yr.
Modern Foreign Languages: the Leadership Group consider the reintroduction of a compulsory MFL at GCSE.	N	N	

(NB: If necessary, add rows for additional recommendations)

- 1 – Peer observation is a much recognised form of excellent support in the department.
- 2 – A huge range of additional resources form part of the department library. All the Schemes of Work have been re written and are updated regularly
- 3 – A significant number of events takes place each year which supports [vertical and horizontal articulation](#) e.g. European Day of Languages, Arabic competition, Enrichment Day.
- 4 – Use of the target language is a focus in all lessons. There is uniform display of target language in all classrooms across the four languages.
- 5 – Arabic first and second languages has been incorporated into the MFL curriculum.
- 6 – The college is pleased to acknowledge a clear increase in students choosing to study a language at examination level.

RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8 <sup>th</sup> Edition)			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.9</b>	Recommendation # 1	FRPP	5 Yr.
	Design and Technology: the Head of Department investigate and plan horizontal articulation between D&T, Art and ICT.	<b>F</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Design and Technology: the Leadership Group consider strategies for increasing the amount of professional development available to staff.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Design and Technology: the Head of Department ensure that he sustains the liaison with the Building Steering Committee committed to by the authors of the Self-Study.	<b>IP</b>	<b>C</b>

As a new HoD, I am making significant changes to the curriculum and department at all levels. The three areas below had already been identified as areas for development before I saw the CIS report and they will be appearing in my long-term department strategy, which will form part of the next round of department development planning.

1 - A Lamp project was introduced in 2012 that runs across D&T, Art and IT. It includes a joint trip to the Museum of Islamic Arts. I have approached both Art and ICT (as well as other curriculum areas) to strengthen ties further and try to develop more cross-curricular working. All three of us are new HoD's this year so curricula are likely to be under review anyway. I am looking to work with the other departments on three levels: review their Programmes of Study in order to coordinate teaching and specifically link to their work in D&T lessons; collaborative projects where the departments actively work together to deliver an aspect of the curriculum and; visits to reinforce learning and further break down boundaries. Note that I have approached all the arts on this last one and I will be approaching mathematics, science and other departments too.

2 - Staff have recently been on courses including moderation and examination training, A level, laser cutter training, and health and safety, plus an Advanced Skills Teacher came in to advise on textiles. This year, we have two staff on health and safety training with the other two planning to attend this next year. With a significantly changed D&T curriculum and new examination specifications appearing at some point this year, staff will be requesting to attend training on the new specs. With a range of backgrounds in the department, we are looking to share expertise with in-house subject knowledge development in the first instance, but we will be requesting to attend other subject specific training sessions in order to ensure subject knowledge is up-to-date in this fast-moving subject.

3 - Rooms for the new build have been agreed by the previous HoD who was part of the New Campus Committee.

(NB: If necessary, add rows for additional recommendations)

RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8 <sup>th</sup> Edition)			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.10</b>	Recommendation # 1	FRPP	5 Yr.
	ICT: the Leadership Group implement a professional development programme on ICT skills for all Primary staff, based on need. Specialist ICT teachers' needs for professional development should be regularly reviewed and acted upon.	<b>C</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	ICT: the ICT Staff formalise a plan for stronger transition links between the Primary and Secondary Schools.	<b>C</b>	<b>F</b>
	Recommendation # 3	FRPP	5 Yr.
	ICT: the ICT Department formalise a plan to improve the use of ICT within subject- based lessons.	<b>N</b>	<b>N</b>
	Recommendation # 4	FRPP	5 Yr.
ICT: the ICT Teachers include differentiation for both support and extension groups on planning documents.	<b>C</b>	<b>C</b>	

(NB: If necessary, add rows for additional recommendations)

- 1 – The introduction of digital technology witnessed whole college IT training to support this initiative.
- 2 – Good communication between primary and secondary take place.
- 3 – Digital technology is a significant college initiative and has witnessed some excellent examples of using technology across the curriculum – examples of which have been presented to all staff.
- 4 – Differentiation is an integral part of planning in all departments.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
B.11	Recommendation # 1	FRPP	5 Yr.
	Art: the Health and Safety Department and Art Department relocate the kiln, which currently is a major safety hazard for the college, to an area that meets fire safety standards and codes.	<b>F</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Art: the Leadership Group and Secondary Art staff establish stronger links across disciplines through more frequent meetings of the staff.	<b>F</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
Art: the Leadership Group provide adequate storage facilities in the Primary School for the vast amount of materials and equipment required by the Art Department.	<b>C</b>	<b>C</b>	

(NB: If necessary, add rows for additional recommendations)

1 – The kiln has been re-sited.

2 – Photography competitions and art exhibitions have established good links with departments.

3 – The college continues to try and be as creative as possible with the limited space available.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
<b>B.12</b>	Recommendation # 1	FRPP	5 Yr.
	Music: the Leadership Group and the Secondary Music teachers ensure the full documentation of the curriculum.	<b>IP</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Music: the Music teachers include aspects of local musical culture in their lessons.	<b>F</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Music: the Leadership Group and the Secondary Music Teachers investigate ways to raise the status of Music as an examination subject.	<b>IP</b>	<b>C</b>
	Recommendation # 4	FRPP	5 Yr.
	Music: the Leadership Group and the Music Teachers investigate ways to support the creation of a college orchestra, which may include the expanded provision for instrumental lessons at Doha College.	<b>F</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – As in all subjects, change of curricula necessitates changes in departmental documentation as we continue to develop.

2 – We incorporate a range of world music into our curriculum and this includes some aspects of local music.

3 – GCSE and A level classes have been operating with clear progress over the last 4 years. The quality of overall musicianship at the college continues to flourish with the House Music Competition being one of the big hits on the House programme.

4 – We have had clear success in developing a college orchestra.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
<b>B.13</b>	Recommendation # 1		
	Drama: the full-time teaching Drama staff take steps to include the same details in their planning.	<b>F</b>	<b>F</b>
	Recommendation # 2		
	Drama: the Leadership Group allocate time for the Head of Drama to meet with the Head of English in Primary and look at ways to develop vertical curriculum alignment.	<b>F</b>	<b>F</b>

(NB: If necessary, add rows for additional recommendations)

1 – The drama department has a new Head of Department as well as new staff and consistent planning takes place.

2 – This will be something that will be looked at in more detail in the new build.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
<b>B.14</b>	Recommendation # 1	FRPP	5 Yr.
	Physical Education: the Leadership Group provide opportunity for relevant Departments to meet to effectively articulate the curriculum horizontally.	<b>C</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Physical Education: the Leadership Group apportion timetabled sessions for PE Staff to meet on a regular basis.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	Physical Education: the Leadership Group consider employing a staff member to assist the PE Department with managing the equipment and use of the facilities.	<b>F</b>	<b>F</b>
	Recommendation # 4	FRPP	5 Yr.
	Physical Education: the Leadership Group investigate ways of compensating the PE Staff who have large after hours loads.	<b>C</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – Adequate time exists for different sections to meet and discuss strategy.

2 – The timetable takes into account the demands placed on the PE department to support them to meet as needed.

3 - The PE Department had extra help last academic year, but not since. PE staff now have timetables which compensates for this.

4 – The college recognises the huge amount of work all departments inject into supporting the development of our students.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.15</b>	Recommendation # 1	FRPP	5 Yr.
	Business Studies: the Business Studies and Economics Staff work to establish and document horizontal articulation across the curriculum.	<b>IP</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	Business Studies: the Business Studies and Economics Staff make clear in the documentation the sequence and timing of units of study through the school year.	<b>IP</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – The department has documentation which specifically details when working with other departments / Year Groups takes place e.g. Business Vocational National Day.

2 – Documentation clearly highlights the sequences of assessments / units of study throughout the year.



SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.16</b>	<b>Recommendation # 1</b>	FRPP	5 Yr.
	Psychology: the Psychology teaching staff investigate ways to articulate the current Year 12 to 13 curriculum with the Secondary curriculum as a whole.	<b>C</b>	<b>C</b>
	<b>Recommendation # 2</b>	FRPP	5 Yr.
	Psychology: the Psychology teacher research further possibilities by which the varied constituents of the local community can contribute to Psychology issues in order to support student understanding of different cultures.	<b>C</b>	<b>C</b>

(NB: If necessary, add rows for additional recommendations)

1 – As a consequence of linear A levels a new psychology curriculum has been drafted taking into account the whole secondary curriculum.

2 – The current Head of Psychology has an extensive list of contacts who are supportive in accommodating an understanding of different cultures.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>B.17</b>	Recommendation # 1	FRPP	5 Yr.
	Media: the Head of Department seek Leadership Group support in establishing a link with Al-Jazeera should further individual effort prove fruitless.	<b>N</b>	<b>F</b>
	Recommendation # 2	FRPP	5 Yr.
	Media: the Leadership Group involve the Head of Department in the proposed pilot of the peer mentoring scheme.	<b>N</b>	<b>N</b>

(NB: If necessary, add rows for additional recommendations)

1 – This option is something that will be considered in the future, if applicable.

2 – A revised Performance Development programme has been introduced by the recently appointed Vice Principal – Teaching and Learning, which includes a focus on peer mentoring.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
<b>B.18</b>	Recommendation # 1	FRPP	5 Yr.
	PSH(C)E: the staff explore different ways to display the themes of their curriculum around the college.	<b>C</b>	<b>C</b>
	Recommendation # 2	FRPP	5 Yr.
	PSH(C)E: the Administration and staff explore the potential of PSHE and different ways to extend the themes horizontally.	<b>C</b>	<b>C</b>
	Recommendation # 3	FRPP	5 Yr.
	PSH(C)E: the staff develop more resources that explore the PSHE themes in greater detail and in light of current events.	<b>C</b>	<b>C</b>

**(NB: If necessary, add rows for additional recommendations)**

1 – Main themes displayed on Year Group notice boards. Whole college campaigns advertised on the college website and blog. Posters etc. displayed around college.

2 – Whole college themes such as the environment campaign are now whole college initiative with a joint membership of all Year Groups. Committees such as the School Council are delivering themes to their peers and subject areas are encouraged to include whole college themes such as internet safety, growth mind-set, anti-bullying and citizenship where applicable. There are plans to continue to further develop this. Different styles of learning: Students have researched and identified their preferred style of learning, they have then used their knowledge of learning styles to manage presentations to their groups. They have also used these learning styles and knowledge to present PSHE lessons to Year 7 and 8's.

3 – Schemes of work in place for PSHE to include more whole college themes and current events. E.g. Science did a series of assemblies to highlight key scientific events, we have had poppy day assemblies; shoe box appeal for refugee; a blind lunch organised to support local and international charities; UK Bullying week. 'Thought for the day' where students presented current events; we also use 'Ted Talks' to debate and discuss current events.

Additionally, careers and university guidance advice is available and students receive targeted information sessions / workshops at key points such as writing personal statements, choosing options etc.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>C</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The BoG, in consultation with the Leadership Group, engage a competent external body to provide consistent additional training and advice to the BoG together with the creation of an up-to-date induction policy for new or additional BoG members.	<b>C</b>	<b>C</b>
	<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Leadership Group conduct an urgent review and make sure all job specifications are complete for all staff both academic and administration.	<b>C</b>	<b>C</b>
	<b>Recommendation # 3</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The BoG implement fresh ideas to take account of parent opinions.	<b>C</b>	<b>C</b>
	<b>Recommendation # 4</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The BoG and Leadership Group ensure the participation of a larger number of parents in the decision-making process regarding new and future ventures.	<b>C</b>	<b>C</b>

**(NB: If necessary, add rows for additional recommendations)**

- 1 - A more detailed training / induction of BoG has been introduced which includes a particular focus on Safeguarding.
- 2 - Job descriptions for staff are recognised as being critical and HR have thoroughly reviewed and updated documentation over the last 12 months.
- 3 - Parent opinions are considered to be extremely important. Parent forums take place annually and other opportunities for parent feedback is also encouraged.
- 4 - The BoG and Leadership Group continue to encourage as many parents as possible to become involved in a wide range of school life. Parent Forums, Celebration Evening / Award Evenings along with day to day contact are always high on the agenda.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>D</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Leadership Group ensure that all job descriptions are complete for all staff.	<b>C</b>	<b>C</b>
	<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Leadership Group identify personnel policies that still need to be completed or revised and commit to time frames for their completion.	<b>C</b>	<b>C</b>
	<b>Recommendation # 3</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Leadership Group obtain additional resources on professional development for staff.	<b>C</b>	<b>C</b>

**(NB: If necessary, add rows for additional recommendations)**

1 - Job descriptions for all staff is one of the priorities of HR to complete by the end of this academic year.

2 - All policies are in place with specific dates of completion, date for revision along with the person responsible for each policy.

3 - Professional development is recognised as being a critical component for college staff to progress and appropriate finances are set aside for this.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>E</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Leadership Group investigate whether the provision of English Language Support needs to be increased in some subject areas of the Secondary School.	<b>C</b>	<b>C</b>

**(NB: If necessary, add rows for additional recommendations)**

1 - The provision of English language support is something which the college will continue to review. With the changed admission criteria this is something which is likely to become more important in the near future.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>F</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Health and Safety Officer discontinue the use of the kiln until it is relocated to an area that meets safety standards and codes.	<b>C</b>	<b>C</b>
	<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Library staff develop more resources, especially for electronic media, professional development and material about the local culture	<b>C</b>	<b>C</b>

**(NB: If necessary, add rows for additional recommendations)**

1 - The kiln has been re-sited.

2 - The resources for the college libraries have significantly increased taking into account the college's emphasis on digital technology. The Library has a new section of books, Qatar a modern history, Qatar – Discovering Qatar, The Heritage of Qatar and various other books on local sport of Falconry and other traditions.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
<b>G</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>
	The Staff build on their current work for creating deliberate opportunities for internationalism and interculturalism.	<b>C</b>	<b>C</b>

**(NB: If necessary, add rows for additional recommendations)**

- 1 - There is a huge amount of internationalism and interculturalism at Doha College. For example
- Business Vocational - National Day.
  - DofE – charities in Nepal / Sri Lanka.
  - 6<sup>th</sup> Form – charities committee.
  - MUN – DC is THIMUN affiliated.



## SECTION 2a – ACTION PLANS

Summarize action plans the school has developed in response to Visiting Team Recommendations rated *In Progress* (IP) at this Five-Year stage.

Section (e.g. A1, B4 Middle School, etc.)	Actions	Success Criteria	Timeline
	<p>The college has very much committed itself to the rigour and philosophy of CIS and during the last 5 years we firmly believe that the Visiting Team Recommendation from 2011 have been achieved and in many cases further developed. The further development is perhaps best exemplified with Schemes of Work which continue to change, particularly with the amendments of examination specifications at GCSE and A level.</p> <p>The most applicable Action Plan the college adheres to at present is the latest <a href="#">College Development Plan</a> which we started in September 2016 following discussion with staff, students, parents and governors. Please see attached.</p>		

### VISITORS' SUMMARY COMMENTS & OBSERVATIONS

The college in its report has responded to the recommendations, but with little added detail; the Visitors had to actively seek further explanation in order to clarify whether the actions were satisfactorily accomplished. Considerable progress has been made and most recommendations have been completed. Of particular note are:

- The consultative process used to review the Guiding Statements;
- The improvements to teaching and learning – differentiation in all sections of the college and in all subject areas, cross-curricular links, vertical articulation;
- Additions to / enhancement of the curriculum – 1<sup>st</sup> and 2<sup>nd</sup> language Arabic, expansion of the music programme, links to local culture;
- Student transition between Primary and Secondary and into and out of the college;
- IT provision for students and the parent portal – Firefly.

In the view of the Visitors there are a couple of areas rated as Complete that still need further attention:

- Job descriptions for specialist roles;
- Building age-appropriate resources in the Primary libraries to promote International Mindedness;
- Embedding deliberate opportunities for international and intercultural understanding;
- Monitoring and review of English as Additional Language support.

The Action Plan was not presented in the traditional format with strategies and success criteria. Rather the recommendations were included in the College Development Plan which had been collaboratively prepared and so acts as template for future improvement.

## SECTION 2b – ACCOMPLISHMENTS & CHALLENGES

- Reflect upon and describe significant accomplishments and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- The sections reflect the 8<sup>th</sup> Edition Standards headings.

### SCHOOL COMMENTS

### VISITORS' COMMENTS

#### School Guiding Statements (A):

Students at Doha College have the opportunity to be part of the leading international school in Qatar where the emphasis is on every student reaching their full potential. Doha College has a commitment to all students by providing a safe learning environment where students can be challenged, achieve excellence and have fun. Our Core Values very much underpin all of what we do.

We are particularly delighted that we have been selected to be one of the 8 pioneer schools throughout the world who will launch High Performance Learning (HPL) in September 2016. HPL is the pedagogy developed by Professor Deborah Eyre for good schools to achieve excellence for all.

HPL emphasises that we should expect many more students to reach the academic levels once seen as the preserve of a selected few. It is our intention at Doha College to continue to develop our educational programmes with the HPL philosophy as a guide to provide systems which generate high performance with all our students.

Doha College is immensely proud of the fine reputation it has created for itself over the years for being an innovator of learning as exemplified by: the introduction of digital technology in 2013; first school in Qatar to achieve Green Flag status; our much praised Enhanced Leadership Programmes; or indeed being selected twice in the last 3 years for the British International School of the Year Award.

We are particularly honoured to confirm that the college won the International Impact Award at this year's ceremony on 23 January 2017.

The college is long established with a solid reputation, and over the last year undertook a review of the Guiding Statements. This involved a designated staff workday where ideas and suggestions were distilled down to key features. These were shared with parents and students until a final, agreed upon version resulted. The process produced a revised Vision and Mission in line with the college's progression. However, the decision of stakeholders was that the overarching motto "Excellence for All, Excellence from All" was still relevant, as were the core values underpinning the ethos of the college and these remain unchanged.

High Performance Learning was adopted by the college around the same time as the revised Guiding Statements were launched, at the beginning of the 2016-2017 school year.

Before adoption, parents were informed about the concept. Although the project is in its early stages, the general opinion is that it is an ideal vehicle to fulfil the Vision and Mission statements in developing each student's full potential.

An external consultant has been engaged to prepare and analyse engagement surveys to determine perception on the degree to which the college is achieving its goals as defined by the Guiding Statements. Surveys for staff, students and parents are either in process or planned.

In a meeting with Board members they were enthusiastic about the new Guiding Statements and saw them as a much needed shift from "What we do well" to "What we need to improve in".

#### Teaching & Learning (B):

Teaching and learning has continued to flourish at the college. The improvement in academic standards from Early Years to Key Stage 5 are quite apparent and this must be recognised in the context of a constantly moving clientele which has a strikingly similar academic profile. (See attached trendlines for [GCSE](#), [AS](#) and [A2](#)).

The communication between home and school is vital and one

Academic results at IGCSE and A level are excellent.

A broad, balanced curriculum is offered throughout the school with a wide range of IGCSEs available. Sixth form students are able to choose from 25 subjects with additions being made in the next academic year. A mixture of examination boards is used at

<p>which demands a great deal of focus. This is perhaps best demonstrated by the number of workshops the Primary department have run informing parents of the home school agreement and how additional work at home should be approached with the parent and the child. We are pleased that by defining homework as extended learning opportunities the majority of our parents now recognise the true holistic benefits of learning without boundaries.</p> <p>The college has reacted positively to the ministerial decree to incorporate Arabic into the college curriculum. Arabic, along with French, is now a compulsory subject for all students in Primary. Both languages are taught by specialists.</p> <p>In September 2016 we introduced an option for Year 7 students to study first or second language Arabic and we plan to roll this through for all of Key Stage 3 within the next two years. Our first full time Arabic teacher in Secondary was appointed in September 2014. In September 2016 we appointed our second full time Arabic teacher. In Secondary our first GCSE Arabic class from students who have studied Arabic at the college was introduced in September 2016. We plan to roll this through and offer A level Arabic in the future.</p> <p>The biggest challenges for the Secondary school are the changes of specification at IGCSE and A level. These phased changes do have an impact on staff training and resources and we continue to support staff as best we can as well as plan and monitor the impact of this change.</p> <p>Secondary have also reacted to the ongoing high demand of mathematics and science courses at IGCSE and A level by increasing its staffing levels in these areas.</p> <p>Whilst continuing to promote a broad balanced curriculum we recognise the need for additional digital provision as well as the advantages of it and the challenges it brings with the limited availability of space.</p>	<p>IGCSE and A level to ensure that each student follows the best possible syllabus for his/her needs. Doha College brings out trainers from the examination boards and hosts the training for all schools in the area.</p> <p>A wide variety of techniques is employed in different subjects to challenge and engage students. The use of technology, particularly iPads, to enhance learning is evident throughout the school.</p> <p>Planning is effective, involves collaboration and is in numerous formats. Cross-curricular links are exploited and multi-disciplinary experiences are provided where possible. The diversity of the school community is used in a variety of ways to enrich the curriculum.</p> <p>A positive, vibrant ethos, a focus on growth mindset and a safe psychological environment helps students become positive and confident. An emphasis on metacognition from Key Stage 1 provides the tools and techniques on which to build success.</p> <p>High Performance Learning is being rolled out across Doha College and is expected to further enhance teaching and learning due to the high expectations and built-in differentiation.</p> <p>Best practice is shared at teaching and learning forums and via pop-ins.</p> <p>Professional development for teaching and non-teaching staff is a continuous process with applications from staff considered on a case by case basis.</p> <p>Resources, both human and physical, including the library and IT department support the implementation of the curriculum.</p> <p>Student progress is tracked effectively and the data used to enhance student motivation through interventions or celebrations.</p> <p>The introduction of Arabic has enriched the curriculum throughout the school. The language department now offers a range of languages – French, Arabic, Spanish and German.</p>
<p><b>Governance &amp; Leadership (C):</b></p> <p>The college is blessed with an excellent Board of Governors who very much recognise their role of that of a critical friend. They have a clear focus on strategy and support the Principal and Leadership Group in their day-to-day role of running the college. Focused training is recognised as a critical component of all Governor induction and development along</p>	<p>The Board of Governors consists of Governor-elected members, two parent-elected members, two teacher-elected members, an ex-officio representative of the British Embassy and the Principal, both of whom are non-voting members. Members currently</p>

<p>with Safeguarding.</p> <p>The Leadership Group was re-structured in June 2016 to take account of the Business Development Director as well as two Assistant Principals. All LG now have a whole school perspective with responsibility for overseeing remits in both primary and secondary. This change has had a very positive impact on the leadership of the college and resonates well with colleagues particularly since it followed on the heels of our first 6 Form entry Primary cohort starting in Secondary in September 2016.</p>	<p>serve a two-year term, which can be extended year on year but in the revision of the Board Constitution currently taking place, the term will be lengthened to four years with a two-year extension possible. Board size can go up to 17 members. This is in response to the changing economic climate in Qatar which can result in sudden and unexpected movement of professionals out of the country.</p> <p>The Board has undergone a recent training from an external provider and it conducts an annual performance review of the Principal.</p> <p>Information sharing with the school community is carried out through annual Parent Forums with a published structure and a town hall component to answer questions and provide further information on specific issues. Parents report that their suggestions are listened to. Consideration for a Parent Representative Committee is listed as an item in the Development Plan.</p> <p>The Board recognises that although the curriculum remains the same, there has been a shift in emphasis in recent years through a move from the traditional sporting emphasis in extracurricular activities. These now have a broader base and include more options in music, drama and languages. This is unanimously viewed as a positive initiative.</p> <p>The Board is fully aware of the issues that need to be taken into consideration with the planned new build but stress that it is future planning and believe that the high standing of the college in the community, and optionality built into the plan allow for adjustments to cater for any eventuality.</p> <p>The leadership structure of the college has been reconfigured to reflect the increase in the Primary intake but also to promote the “one school” approach with members of the LG overseeing subjects across Primary and Secondary and also moving between campuses.</p>
<p><b>Faculty &amp; Support Staff (D):</b></p> <p>The quality of the academic staff we have at college is outstanding. Despite the challenges all schools worldwide face in recruiting well qualified staff, we are delighted with the response we have experienced when advertising teaching positions. We recognise that we will need to continue to project the college; name / brand and what we do in the right way as well as provide an attractive remuneration package. We hope that by doing this we will continue to be able to attract the quality we would choose.</p> <p>In recognition of this, we introduced a new salary structure as</p>	<p>The college continues to attract a high number of applications for positions and staff numbers have increased commensurate with the rise in enrolment. The school generally has a low turnover of staff, but projections for the number and specialisations of staff required for the new, expanded school will need careful thought and advance planning.</p> <p>Current measures ensure that high-quality candidates are sourced and placed. The HR</p>

<p>well as terms and conditions for staff which are currently the best in Qatar.</p> <p>Staff, students and parents readily quote our Vision, Mission and Core Values and our faculty staff both recognise and support the colleges' values in forging the holistic development of each and every child.</p> <p>The number of co-curricular activities that take place each and every day is staggering and a testament to the commitment staff have to life at Doha College. In view of the scale and range of ECA activities, we have created the position of Director of Extra Curricular Activities (DECA) who has a responsibility for the oversight of all ECA activities (including the expertise of the providers) as well as college trips and visits.</p>	<p>Department has a continued role beyond initial recruitment and is part of the team that reviews formal observational records and ensures documentation is up to date during the probationary period in cases where a new teacher may prove to be not at the expected standard. In these cases, the probationary period may be extended to allow for the attainment of specific targets. Where this process is not successful, the person is asked to leave. There are checks and balances to ensure adherence with Qatari law including consultation with legal council if necessary.</p> <p>As a measure to inform recruitment and retention of quality staff, exit interviews by the HR Manager are carried out. The data is collated, presented to the Leadership Group and Board and used to formulate an action plan. A Grievance Procedure is now in place.</p> <p>Background checks are in place for all existing and new employees including support and contract staff and those of long-serving members of staff are reviewed periodically. Staff from all departments have received training in Child Protection and, most to Level 2 standard with leaders to Level 3. There is a designated Child Protection Officer.</p> <p>Performance review is formalised in an annual cycle through goal setting early in Term 1, follow up observations and reflection on professional practice. Teaching Assistants' performance is evaluated in a similar process by the class teacher to whom they are attached. The Principal is evaluated by the Board of Governors.</p> <p>Professional development can be linked with individual goals, areas of whole school focus or subject specific training. Administrative and support staff are also encouraged to access funds to enhance their skills or improve their performance. The school's middle leaders training through the Enhanced Leadership programme has already resulted in internal promotions.</p> <p>The salary structure and terms and conditions of employment was reviewed last year with input from staff and the revised structure is now in place. Job Descriptions are still being developed for specialist staff.</p>
<p><b>Access to Teaching &amp; Learning (E):</b></p> <p>We aim to ensure that all students have access to the highest quality teaching and learning opportunities. This is achieved by;</p> <ul style="list-style-type: none"> <li>- Sound teacher subject knowledge.</li> </ul>	<p>Doha College uses admissions tests to ensure that students who join, are able to access the curriculum offered. Once admitted, a student may progress from age 3 to year 13 with no tests for progression from one key stage to</p>

<ul style="list-style-type: none"> <li>- Effective planning based on agreed schemes of work and modified by assessment for learning. This should promote the development of core skills (Language, Literacy, Numeracy and IT) in all subjects.</li> <li>- Clear learning intentions, context and success criteria shared with the children.</li> <li>- A range of strategies and resources that interest, encourage, engage and challenge pupils. This should include regular opportunities for 'learning partner work' in all lessons. IT opportunities will be maximised in all units of work.</li> <li>- The promotion of the self-esteem and confidence of all children so that they believe that they can succeed.</li> <li>- A supportive and stimulating physical environment which promotes independent learning.</li>   <li>- Effective use of time including regular opportunities for reflection and rehearsal to promote speaking, listening and thinking skills.</li> <li>- The provision of learning experiences outside the classroom and the set timetable.</li> <li>- Strategies that promote high standards of behaviour and engagement with learning.</li> <li>- The effective use of the significant contribution of learning support assistants in promoting pupil engagement and progress.</li> <li>- Engagement with parents including the provision extended learning opportunities.</li> <li>- Promotion of equality of opportunity so that the inclusion and achievement of all pupils is maximised.</li> </ul>	<p>another.</p> <p>Access to the curriculum is assisted by setting in mathematics, science and English in secondary, with high expectations for students in all sets and the extensive use of varied teaching techniques.</p> <p>Students identified as requiring additional support, often for dyslexia, dyspraxia or dyscalculia are referred to the Learning Support department. Five learning support assistants are available to help students from years 7-13, either in class or by withdrawal. Older students may have input as to the nature and timing of the assistance.</p> <p>Students confirmed there is no stigma attached to seeking or receiving learning support, which is viewed as an additional way to ensure success.</p> <p>Support for students for whom English is as an additional language is given by the Learning Support department using a specially written six week EAL programme. Teaching assistants model the correct use of English. Students may be withdrawn from language lessons and undertake the EAL programme in small groups. In the primary school, all staff have phonics training and can assist EAL students. The need for EAL support is constantly reviewed.</p> <p>Progress of students receiving learning support is monitored and support removed as soon as possible.</p> <p>Assistance with university applications is given by the head of sixth form.</p> <p>There is one counsellor for the school and her work is valued by both teachers and students. In addition to her sessions with individual students, she conducts talks and workshops. However, these are limited due to her work load and more proactive work to benefit the students would be advantageous if time was available.</p>
<p><b>School Culture &amp; Partnerships for Learning (F):</b></p> <p>The culture of the college is excellent in that all students, staff, parents and other stakeholders very much support the vision, mission and aims of the college. Success is celebrated and students strive to achieve at the highest level. Students and staff are encouraged to create a culture of not accepting anything but their best.</p> <p>The implementation of High Performance Learning (HPL) and a growth mindset to Doha College will reinforce this still further. Both HPL and growth mindset has clear evidence that we</p>	<p>Parents are very supportive of the aims of Doha College.</p> <p>Fairness, mutual respect and equal opportunity are expectations. The wellbeing of students is valued and they are encouraged to talk to the counsellor or teacher if something</p>

<p>should expect many more students to reach the academic levels once seen as the preserve of the very few. Rather than creating a system which focuses on early detection of signs of failure, with pupils guided immediately into less demanding work, the system should be structured to provide the conditions that generate high performance and students steered towards this objective. Introducing this philosophy to student learning at the college will challenge students and staff to continue to grow and develop and attain the highest of targets.</p> <p>With a strong emphasis on student wellbeing, students are supported both within and outside the classroom. The pastoral team, including the school counsellor and Learning Support, work hard to ensure all students are included in the college ethos and have the opportunity to improve and develop. Where needed, outside agencies are used to support this and training is given to staff and students to enhance their college experience.</p> <p>We have a Teaching and Learning forum established to share good practice and ideas across the college which is well attended. Shared practice through external agencies and partnerships within Doha through college and ministry forums as well as international bodies such as CIS, BSME, COBIS, HMC.</p> <p>Students help develop the positive culture and partnerships through the Student Council, mentoring programmes and plans for a student forum for students to talk and support each other. Examples of this include 6<sup>th</sup> Formers mentoring Year 7 students, Head Boy / Head Girl in Secondary working with Head Boy / Head Girl in Primary, student Leadership Group, synergy between Primary and Secondary.</p>	<p>is “not quite right”. This is an area of future focus in the development plan.</p> <p>Celebration of students’ efforts and achievements is done in a variety of ways. A particularly valued tradition is the reward of exceptional effort or achievement by a hand-written letter from the Principal.</p> <p>Parents feel welcome in the school. They feel well informed about the school’s curriculum and initiatives such as High Performance Learning and how they may have a positive impact on their child’s learning. The virtual learning environment, Firefly is facilitating communication with parents about all aspects of school life and the progress of individual students.</p> <p>There are numerous ways in which the secondary school uses parents, local businesses and professional organisations to enhance students’ learning. These include: careers fairs, mock interviews, work experience and talks on particular topics such as internet safety.</p> <p>Doha College offers a wide range of extracurricular activities, some of which foster engagement with local culture and some promote global citizenship. Recording attendance at clubs after school and registering students who remain on campus might be a future focus.</p> <p>In addition, the College hosts music, sport and Crossfit Academies that offer expert coaching to students of the college and other schools.</p> <p>Numerous opportunities are provided for the development of leadership skills and service learning is encouraged.</p>
<p><b>Operational Systems (G):</b></p> <p>The college has in place very effective operational systems. The college embraces IT for communication across both its campuses. These are used on a daily basis to ensure the college runs efficiently.</p> <p>The college utilises the SIMS suite of software to operate and maintain its student data. This is maintained securely and is used to track student progress and to record attendance.</p> <p>The college financial and HR data is also maintained securely using software that is restricted to designated users only. The school finances are very well managed and subject to independent audit each year.</p> <p>The latest audit report (Financial Year ending 31 August 2016) highlighted no areas of concern and confirmed the very effective and tight financial control systems the college has in place.</p>	<p>The college uses IT effectively as an avenue for communication and for the gathering, storage and application of data.</p> <p>All information on students including medical data and learning issues is entered on class lists and stored on SIMS and can be readily and easily accessed by teachers.</p> <p>A number of tracking devices are used – to monitor attendance and to track the performance of students – those who aren’t achieving to their potential, those who show consistent effort and those who are high performers. There is a procedure for follow up and/or recognition in such cases.</p> <p>Firefly, a parent portal, has streamlined</p>

<p>The college has robust health and safety policies in place for all of its activities. These are reviewed regularly and updated where appropriate. The college has a risk register and this provides a framework and assessment of potential disruption. The college regularly reviews this and updates as necessary.</p> <p>The college adheres to rigorous health and safety standards as expected in the UK and has effective systems of security. There is 24 hour security and thorough systems of control in place to monitor all visitors to the college sites. Staff wear ID badges at all times and all visitors are issued with a pass following an ID / security check.</p>	<p>communication and parents with whom the Visitors met commented positively on it.</p> <p>Security is a priority of the college and the Visitors witnessed first-hand the stringent procedures for entry into both campuses. The security personnel are effective while still maintaining a positive relationship with parents and students. Extracurricular activities continue long past the end of school and the security service is a 24-hour one. In West Bay, access to buildings is controlled through electronic key cards. Students frequently wait after school for siblings at afterschool activities. The college may wish to consider measures to keep track of who is on campus after the end of school in case of an emergency.</p> <p>Financial and HR data is stored securely and the school's financial position is a strong one.</p> <p>Cleaning, catering, security and facilities management are outsourced and the students recognize the contributions of the ancillary workers through "giving trees" at the end of Term 1. A Health and Safety committee which includes student representation meets to make recommendations and a high standard of Health and Safety is maintained with strict adherence to UK guidelines, including the appointment of a designated Child Protection Officer.</p>
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**D**

Accreditation emphasizes several key concepts which should constitute the core of a school's orientation and focus: (1) a School's Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school's current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7<sup>th</sup> to 8<sup>th</sup> Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school's alignment to the three main drivers (The school's Guiding Statements, Teaching and Learning and Internationalism).

SCHOOL REFLECTIONS	VISITORS' COMMENTS
<p><b>(1) Guiding Statements</b> (to what extent do they drive the school's programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</p> <p>The College Development Plan was devised over 6 months of consultation involving all stakeholders. Following a year of discussion with staff, parents, students and governors updated Vision and Mission statements were launched which reflected the colleges' progress and development over the previous 5 years. The very fact that the Core Values remained unchanged after full discussion with all stakeholders very much confirms their value and importance.</p> <p>Decisions at all levels of college life are underpinned by our commitment and belief in our Vision, Mission and Core Values. Examples would include: Student Council, MUN, DofE, ECA activities, how departments / Year Groups function, CPD, departmental policies.</p> <p><b>Area(s) for Future Attention:</b></p> <p>To continue to review with our stakeholders the colleges Vision, Mission and Core Values.</p>	<p>The Guiding Statements are very much an integral part of the life of Doha College. The motto "Excellence for All, Excellence from All" is most widely quoted and is highly visible in all sections of the school, including in student-generated displays. The underlying themes are also understood by all sections of the community and drive the school's programmes. High Performance Learning has been selected as a tool to promote the ethos of the school and there is a palpable sense that students will aspire to and reach the highest level of which they are capable.</p> <p>In the short time available for classroom visits, the Visitors witnessed numerous incidents where students were provided with the choice of how they worked, at what level of difficulty and with what degree of support. This process appears to be routine and actively supports the Vision and Mission of the school.</p> <p>The college has begun to survey constituents to determine the level of acceptance of the Guiding Statements and their effectiveness in the operating life of the school. Developing concrete indicators with which to measure success could be a future aspiration.</p>
<p><b>(2) Teaching and Learning</b> (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>Learning is at the very forefront of all we do, and very much guided by our Core Values.</p> <p>We offer a broad balanced curriculum at all levels with a clear emphasis on creativity and fun.</p> <p>This, mixed with a philosophy of High Performance Learning, creates a wonderful environment which can only be classified as the 'DC Experience'. Students mix both horizontally and vertically in natural settings (Maths Day, Environmental Day, MUN, international music competition) which very much add to learning experiences.</p> <p><b>Area(s) for Future Attention:</b></p> <p>Fully embed HPL into all teaching. Manage change of curriculum specification at (I)GCSE / A level. Manage change of grading's at (I)GCSE (letter to numbers).</p>	<p>Doha College clearly puts students' learning first. Decisions, such as the introduction of High Performance learning, are guided by the perceived future impact on learning.</p> <p>Summative assessments are used to track students' progress allowing the use of interventions or celebrations to maximize achievement. Formative assessments are widely used and valued by students.</p> <p>Assessment in KS3 uses levels. Consideration needs to be given to replacing or adapting levels due to the mismatch between the new National Curriculum of England and the old level criteria based on a previous version.</p> <p>Learning outcomes are shared with students.</p> <p>An area of future focus might be the assessment of learning in the non-formal curriculum.</p>

	<p>The curriculum documentation is currently disparate in nature. A review to ensure it continues to remain fit for purpose and includes learning outcomes will be needed going forwards. A greater degree of standardisation may be beneficial. The explicit incorporation of links to global citizenship within the documentation will also be required.</p> <p>Doha College students are developing digital citizenship through the use of iPads across the curriculum and the use of the VLE, Firefly. Plans are in place for the identification and adoption of specific apps.</p> <p>As the school selects at an early age (three years) and removes many of the academic barriers to progression, the staffing structure may need to be reviewed in terms of the provision of Learning Support and English as an Additional Language provision. This will apply to the primary in particular where there is currently no dedicated Learning Support personnel. If the need for EAL provision grows, the training of high school staff in EAL techniques may be considered.</p> <p>Currently meetings of faculty to reflect on teaching and learning and how to assist specific students are not timetabled. Consideration may be given to formalizing these.</p>
<p><b>(3) Internationalism/Intercultural Competence</b> (how has the school defined this concept? How does it promote internationalism?)</p> <p>The college involves itself as best as possible in a range of international / intercultural opportunities. A most current example has been the USA presidential election which was tracked by many students during the day of election and included lessons focused on the event notably in English and history.</p> <p>We host an annual National Day, which celebrates Qatar National Day, but also recognises students coming to college in their own national dress on this particular day.</p> <p>Other events such as DofE, MUN and 6th Form charities committee have a strong emphasis of establishing a greater understanding of internationalism / interculturalism.</p> <p>As a college we have 68 nationalities and all students are accustomed to working and socialising with students from different backgrounds and nationalities. We celebrate various national days within college such as Qatar National Day through the Economics and Business department. Students take part in events such as awareness campaigns of refugees in Syria and tolerance of others through the PSHE programme.</p> <p>We celebrate European Day of Languages with both language, food and culture from various countries explored.</p>	<p>The diversity of the student body and the general international nature of the school where cultural difference is accepted and celebrated were frequently referenced as positive aspects of the college.</p> <p>Parents, students and staff when asked about internationalism/interculturalism, initially said that it was something that “just happened” and was a natural aspect of Doha College life given the nature of the student group. Further questioning elicited numerous examples of trips, activities, celebrations and events which provided rich opportunities for students to interact within and across their own cultures and across age levels.</p> <p>Through these activities, students are encouraged to understand their own culture and place in their immediate environment as a first step to developing a relationship with others of different cultures within the wider world.</p> <p>In their response, the college provided numerous examples of activities both within and outside the curriculum which create awareness of the need to care for the environment and to engage positively with the local and global community.</p>

<p>There are a range of multinational trips, not only to support learning, but to improve student awareness of the world and different cultures, such as helping at orphanages/schools in Nepal and Sri Lanka and community projects through Duke of Edinburgh Award Scheme and World Challenge. Students are encouraged to appreciate their place in the global world through topics such as citizenship, environmental awareness and how their actions fit into the global scene. Interestingly students who leave us will go to universities all over the world.</p> <p><b>Area(s) for Future Attention:</b></p> <p>To continue to support students understanding and involvement in International / Intercultural competence and whenever possible and at the same time encourage students to recommend initiatives consistent with Interculturalism.</p>	<p>It is evident that the students at Doha College are developing intercultural understanding although many of the links are, at this stage implicit. The college has the ability and the opportunity to take this a step further and develop global citizens capable of making authentic contributions to a global society, in line with the recently revised Mission Statement.</p> <p>To do this will require the school to arrive at an agreed definition of International Mindedness and to embed explicit links into the curriculum supported by age-appropriate resources.</p>
<p><b>Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?</b></p> <p>There are a number of areas which will require significant attention for the college to continue to progress with the momentum it has over the last 5 years.</p> <p>The <a href="#">College Development Plan</a> is something which we spent the previous 12 months formulating through extensive consultation with all stakeholders and much of its content is critical to our on-going development. This 3 year Development Plan started in September 2016 and already there is clear evidence of the impact it is having on college life.</p> <p>Teaching and Learning is at the heart of CPD with High Performance Learning (HPL) being one of the main emphasise.</p> <p>Safeguarding is also identified as being one of the cornerstones of what we stand for and we will continue to ensure that its current profile is maintained.</p> <p>The new build is again extremely high on the agenda and a clear pathway, including timings, must be communicated to all. One of the biggest challenges the college has faced in the last couple of years is the world’s economic downturn caused through the drop in oil and gas prices.</p> <p>The consequence of managing this in terms of student transition as well as attracting the quality of staff we would choose in this environment is clearly an everyday challenge.</p>	<p>In its own analysis the college has identified a number of areas for future attention. These include completing the high number of actions targeted in the College Development Plan, ensuring progression with the newly introduced High Performance Learning and maintaining a high profile for Safeguarding.</p> <p>The challenge will be to maintain the focus and momentum of these initiatives while managing the overarching challenge of a new build in a climate of economic uncertainty. Student attrition, recruitment and retention of high-quality staff, maintaining parental satisfaction are all issues which will need to be managed seamlessly while preserving a high-quality teaching and learning environment.</p> <p>The Visitors concur with the importance of the above while noting this report has raised other areas for attention:</p> <ul style="list-style-type: none"> <li>• Arriving at a shared understanding of the term International Mindedness in the Doha context;</li> <li>• A focus on making explicit intercultural/international links in the curriculum;</li> <li>• Continued monitoring to assess the need to provide additional support (Learning Support, English as an Additional Language) for students to successfully access the curriculum;</li> <li>• Completion of all Job Descriptions.</li> </ul>

### SECTION 3 – THE FUTURE

How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

#### SCHOOL COMMENTS

Doha College has spent a number of years planning for a new campus which would very much compliment and cater for the needs and demands of one of the top international schools in the world in a fast changing socio economic environment in Qatar.

However, this project has been subject to significant challenges in view of finding an appropriate site which is financially viable as well as positioned geographically.

We are therefore very pleased to announce that the Board of Governors confirmed in December 2016 full authorisation for the construction of a new build, and we are confident that the new school will be ready for September 2019.

The challenge between now and September 2019 is to plan an effective programme for the move to the new site whilst at the same time ensuring that learning continues to take place at the highest standards at both Al Wabb and West Bay.

In addition to this we are observing ever increasing competition in Qatar as new schools of repute and high calibre open.

The introduction of HPL and the implementation of HPL pedagogy as well as an adapted / improved middle leadership structure in Primary and an enhanced / widened curriculum offered in the 6<sup>th</sup> Form will prepare Doha College well for the years to come.

#### VISITORS' COMMENTS

There have been a number of positive initiatives over the past few years which have continued to move the college forward and maintain the high standing in which it is held. The extension of the range and number of extracurricular activities, establishment of the Academies, the Enhanced Leadership programme, and an increased student voice, have all added value to the teaching and learning in and out of classrooms and to the enrichment of student life.

A consultative process was used to review the Guiding Statements and develop the College Development Plan, and there is a real sense that, in conjunction with the High Performance Learning initiative, the college is moving into another level of development.

The college has identified that maintaining their impetus with these initiatives while managing a new build and relocation to another campus will be a challenge. This is compounded by the uncertain economic climate with the potential of numbers of families leaving the country, and a number of new international schools planned for the city.

The Leadership Group and the Board are aware that it can no longer be assumed that the frequently quoted Doha DNA, which informally promotes the development of international understanding, will be sufficient to do so in the changing demographic and more deliberate attempts to formalise this process will need to be made.

A concerted effort will also need to be made to track changes in the student body to ensure alignment with the Vision and Mission in developing each student's full potential.

## PART III SCHOOL DATA

School Name:	<b>Doha College</b>
Address:	<b>PO Box 7506 Al Bustan Street Al Wabb</b>
Date of most recent Team Visit:	<b>21 – 27 October 2011</b>
Date of the 5-Year Report:	<b>March 25<sup>th</sup> 2017</b>

At the time of the last Team Visit	Total student enrolment was:	<b>1150</b>
	Age range was:	<b>3 – 18</b>

At the time of this 5-Year Report	Total student enrolment is:	<b>(At as January 2017) 1936</b>
	Age range is:	<b>3 – 18</b>

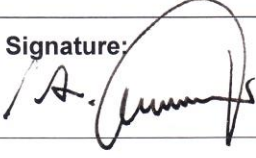

## **LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT**

<b>NAME (please type)</b>	<b>POSITION</b>	<b>SECTION(S) INVOLVED</b>

**All faculty staff at Doha College have been involved in the production of this report. Support staff have also been significantly involved.**

**This report has been accessible to all staff from 1 January 2017 with an invitation to add / amend.**

## SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks):	
<b>Director/Head of School Name:</b> Dr Steffen Sommer	<b>Signature:</b> 
<b>Director's/Head of School's E-Mail Address:</b> seniorexec@dohacollege.com	
<b>Board Chair Name:</b> Mr Tim Bentley	<b>Signature:</b> 
<b>Board Chair's E-Mail Address:</b> tbentley@dohacollege.com	
<b>Date:</b> 31 January 2017	

Upon completion, please send this report to CIS.

Thank You.

## PART IV

# CONCLUSION BY FIVE-YEAR VISITORS

### NOTES FOR VISITORS

In Part IV, the Visitors make their concluding remarks. They may include:

- Comments on the school's commitment to improvement and capacity for change;
- Thanks to the school;
- Comments on:
  - the extent to which the school is mission driven and vision led;
  - the extent to which the school is learner-focused and cares about well-being;
  - the extent to which the school has embedded internationalism into the fabric of the school.

### VISITORS' COMMENTS

The Five-Year Visit to Doha College, Doha took place over a three-day period 21-23 March. During the visit the Visitors had the opportunity to spend time at both campuses, meet with the Board, Leadership Group, staff, students and parents as well as observing for brief periods, a number of classes.

At all times the Visitors were made welcome and discussions were open and candid. It is clear that the college benefits from a professional and talented staff who are committed to personal and professional improvement. We were impressed by their enthusiastic approach and sincere efforts to provide a rich learning environment for the students in their care, one based on high expectations and challenge. Although the college has an excellent reputation, there was no sense of complacency evident. Staff were genuinely interested in ways they could build on the existing situation. We were impressed by the articulate, well-mannered students who actively participated in their learning and in many cases took responsibility for shaping it to fit their personal learning style.

Doha College is a well-established school, which is highly regarded in the community and is about to embark on a major project in relocating to a purpose-built campus. The Board, Leadership Group and staff are fully confident that they are capable of coping with the initiative and the challenges it will bring and the Visitors are in agreement. In closing, the Visitors would like to wish the college all the best for the future and it is hoped that the observations and recommendations contained in this report will assist the college to move forward as it prepares for the next phase of accreditation. Our particular thanks go to Paul Young who facilitated our requests promptly and cheerfully.

**Visitor's name:** Jenni Thompson

**Visitor's name:** Anne Bishop

**Visitor's position:** CIS

**Visitor's position:** CIS

**Date:** 25 March 2017