2022 Evaluation Team Report

Doha College

Doha | Qatar

Steffen Sommer | Principal

Team Evaluation Visit Dates |11-17 February 2022

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Part 1: Basic Information - Team Evaluation

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

For a number of years we have been working towards building our own purpose build campus. We had been in our original campus for 40 years and we had outgrown the facilities. In 2013 we were asked by the Ministry of Education(MOE) to open another 4 form entry primary school, as there was an increase in demand on the number of British school places available for Primary aged children. The MOE gave us a building run the school from and in September 2013, we opened our doors to Doha College West Bay. As well as the West Bay campus, we were also in the process of building our own school, where we were planning to have a 6-form entry primary school and a 10 form entry secondary school. The 10 forms would be made up from 6forms in Al Wajba and 4forms from West Bay. However in February 2020, we were asked by the MOE to return the building in West Bay back to them as now we had enough place in our new school in Al Wajba, to accommodate all the students. This caused a number of issues, as we had staffed for two schools. All the children had a place at Al Wajba, however a number of staff had their contracts retracted as we had to accomodate all the staff we currently had. Due to a full school closure in Match 2020, due to COVID, West Bay was offically closed in April 2020. In September 2020 we successfully moved into a new, state of the art, purpose built school. During the preparatory visit we had two primary schools and one secondary school. In February 2020, our four-form-entry primary school based in West Bay, had to be closed. This meant that the 700+ students from West Bay were moved into the new campus, when it was planned to be in addition. This naturally had a financial impact on us as we had planned our finances for a 10 form entry primary school, spread over 2 schools (West Bay 4 forms and Al Wajba 6 forms). With the closing of our West Bay campus we now only have a 6-form-entry primary school

built next to secondary Al Wajba. On a positive note, this means that we had a full primary school in September 2019, without additional recruitment.

Our secondary school is growing according to our growth plan, which is included in the evidence, from a 6-form secondary school to a 10-form entry school. A growth plan has been developed to ensure the smooth transition over time and to keep our DNA and values intact without over stretching by growing too quickly and potentially diluting who we are. According to the plan, the school will be at full capacity by 2024, with a staggered growth in every year between 2018(the year before we moved to Al Wajba) and 2024. To prepare ourselves for the growth, we increased Yr7 from 6 forms to 8 forms two years ago in 2017 while we were still at Al Waab we had 8 forms in Yr7 and Yr8, and 6-forms in all other years groups ready for the next phase of growth which took place in 2020 when we moved into our new campus.

We went through the British Overseas Inspection in March 2020. This inspection report followed the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by four inspectors from the Education Development Trust who spent four days at the school. The Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted). Doha College was rated as outstanding in all areas. A copy of the inspection report is attached.

Doha College became the World's First High-Performance Learning (HPL) school in 2018. After becoming a world class HPL school, we went on to become a Fellowship School where we support other schools who would like to adopt the HPL philosophy. As well as paving the way for schools who are world class to take the next step in their journey. Please see in the evidence a road map detailing the next steps in this journey and the accreditation award letter from HPL.

We were also one of the first schools in the world to go through the COBIS Patron's Accreditation in 2017. As we successfully went through the BSO inspection process this has meant that we are now not required to complete another Patron's Accreditation for 3 years. The COBIS report has also been linked into the evidence folder.
We are members of the following accreditation bodies:

- HMC
- IAPS
- BSME
- AOBSO

The horizontal divisions we have chosen for the report for Domain C and D and Early Years, Primary and High/Upper School.

Evaluator Response

The school has experienced changes regarding the facilities available to it but has navigated the challenges well, especially against the backdrop of the pandemic. The school moved to its purpose built Al Wajba campus in September 2020 and all students at Doha College are now on the same site.

Doha College works with several accrediting agencies. The school went through the British Overseas Inspection in 2020 which involved a visiting team from the UK's Education Development Trust spending four days on campus. Prior to this, the school underwent the COBIS Patron's Accreditation in 2017 and has also become the world's first High Performance Learning School.

The school's principal shared that 62% of staff had seen their roles 'elevated' with the coming together of sections on the new campus and relevant training had been undertaken ahead of this. Vice principals on the leadership team have responsibility across divisions but there are also secondary and primary school heads. The school's next development plan is being worked on and will be ready at the end of the 2021/22 academic year when the current plan expires.

The current CIS visit comes at a time when the school is returning from several weeks of online learning (February 2022). The remaining mandated mitigations were apparent in lessons, at break times, and in terms of what the school was able to offer by way of an extracurricular programme. The accreditation coordinator reported that the school could have had exam year groups attend the campus earlier than this, but large numbers of staff and student isolations led to a decision to keep all lessons virtual. Many teachers were

forced to isolate at various points across January and February and the school is commended on accommodating the visit whilst meeting the staffing requirements to allow meaningful teaching and learning to continue.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - Student Admissions and Attrition - Team Evaluation

The school describes and analyses student admissions and attrition data to provide an overview, in numeric terms, of the growth, stability or otherwise of the enrollment and the degree of mobility of the student population.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The attached powerpoint in the evidence is the deep dive produced by the Admissions Manager which describes and analyses the student admissions, in numeric terms, of the growth, stability and enrollment/mobility of the student population.

In slide 20 - DBS and DESS are names of schools in the Doha.
DBS - Doha British School
DESS - Doha English Speaking School

Evaluator Response

The school provided a comprehensive overview of the work of the admissions team ahead of the visit. The admissions team plays a key role in the continued smooth running of Doha College through its collaboration with several other departments. The shared presentation indicated that the school receives in the region of 1500 applications annually with the bulk of these in 2020/21 being made to foundation stage 1, or year 7 in secondary. Nearly half the students joining in year 7 typically come from Doha English Speaking School. Total applications were down slightly on the previous academic year (1505 compared to 1590). Numbers of leavers have been roughly steady across the past four years with data showing the majority (69%) of those that left before Year 13 in 2019/20 moving overseas.

Data from the admissions team indicates the school currently has 74 nationalities with UK

citizens making up half of the student population. Qatari students make up around 3% of the student body. The admissions process comprises a points system and panel interview. Changes were recently made to the scoring such that British citizens no longer automatically gained a point, and this is reflective of a changing demographic at the school. English language entry requirements and the school's EAL provision will need ongoing review if the needs of a more diverse student body is to be met.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - Faculty and Administration - Team Evaluation

The school uses data on faculty and administration to offer insights into the growth and stability of the school, including the rationale for trends in staffing.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

1. Gender, age group and type of academic degree

Through self assessment and quality improvement planning within Human Resources it has been identified that reporting of historical data is problematic due to the HRIS system and associated reporting platforms, which due to design, only holds current data and not historical. To overcome these barriers the new HRIS system, scheduled for implementation within the coming academic year, will enable the College to track employment journeys, provide data for analysis and identify emerging trends.

Provided below is current data as of June 2021

1.1 Gender (current staffing)

Female	216
Male	117
Total	333

1.2 Age Group (current staffing)

Based upon engagement survey age ranges

Age Group	Count
18-24	3
25 - 35	106
36 - 50	181
50 - 60	38
60 - 69	5
Total	333

1.3 Type of Academic Degree

As part of safer recruitment we are required to ensure that qualifications of applicants, specifically for essential criteria, are checked and this is recorded upon our Single Central Register and copies of the qualifications are saved upon the employee file. Although how the information is stored makes reporting difficult and these barriers have been identified as part of the HR Quality Improvement Plan . To overcome these barriers the new HRIS system, scheduled for implementation within the coming academic year will enable applicants to input their qualifications as part of the recruitment process and empowers existing staff to maintain their employment record with new qualifications achieved. This will form the basis of future succession planning and talent management to ensure staff remain engaged and the College understands the skills and qualifications to maximize agility within the workforce.

2. Turnover

Throughout the academic year 2019/20 year the leavers process was fragmented between 3 individuals within HR, throughout the year 2020/21 there have been significant improvements in roles and responsibilities, though it is recognised there are further improvements to be made.

<u>Progress made</u>

•Accountability for this process is incorporated into the HR Advisor responsibility for Payroll and Systems.

•Leavers process has now been streamlined and improvements made to the checklist and 'off boarding process' for both payroll and immigration purposes

•Basic data e.g. of number of leavers recorded in real time and maintained in one spreadsheet, opposed to the fragmented reporting previously undertaken

<u>Key improvements planned for 2021/22</u>

•Return to exit interviews in real time, as resignations are received, rather than at the end of the academic year allowing holistic reporting data for DC and academies.

•Exit interviews to be offered as anonymized questionnaires, and/or face to face discussions to improve completion rate and confidence

•Data to be maintained within the new HRIS system enabling agile triangulation against other data such as age, length of service, internal progression

•Increasing frequently of reporting to Leadership and Board of Governors, identifying any trends, feedback and areas of concern

Please see evidence for a breakdown of the total number of leavers for the last three years.

Evaluator Response

Doha College has reported comprehensively on its staffing make up. The school has developed a new Human Resources Information System (HRIS) to assist with the storage and analysis of data on staff members. This system was set up as part of the Human Resources Quality Improvement Plan and will be a very useful resource for the school when studying its employment demographic. This plan also includes provision for improvements as to how feedback from leaving staff is collected.

It was noteworthy in discussions with board members that one of their goals as the country transitions from the pandemic was to ensure good engagement and retention of staff.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - School-Wide Students' Achievement Information - Team Evaluation

Data on the achievements of the students show trends in academic attainment, as well as offering the school the opportunity to exemplify the broader achievements of the students, in those areas that may be less obviously measurable.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Attached is a Power Point which shows the data on the achievements of the students over the last three years. As well as this data, we have also included data analysis from our time on remote learning and blended learning, for this we compared Autumn 2021 with Autumn 2020. Autumn 2020 and part of Spring 2020 we were in school as normal, in March 2021 we moved to remote learning and then continued with remote learning until September 2020. From September 2020 to April 2021 we were on blended learning, with our students coming into school one day and then learning from home the next day. As we were only permitted to have 15 students in we split each class into group a and group b. At the end of April 2021 we were told to go back into remote learning for the next 6 weeks, bringing the students back to blended learning on 30th May. During this time we made sure that we were checking progress at specific points and were pleased when our delta was positive, also attached is an article written about this by our Principal and Vice Principal for Teaching and Learning.

Doha College Sports achievements

Students at Doha College have the opportunity to participate in many different sporting activities through both their physical education lessons, Co-Curricular Activities and participating in school sports competitions. All students have the opportunity to participate in some form of competitive sport either through physical education lessons, house competitions, or representing Doha College in QPPSSA (Primary) or QUESS (secondary)

leagues or tournaments. Through these sporting associations we have historical outstanding success including numerous QUESS, BISQ wins and outstanding performances at the COBIS Games.

Our support and mentoring of students in sport goes beyond the school settings and we are very pleased to have supported a number of students reach an international platform gaining scholarships around the world, including golf and badminton (US scholarship), rugby (England and Ireland representatives, and Sharks, South Africa), swimming and triathlons (TeamGB)

Duke of Edinburgh International Award

The Duke of Edinburgh International Award is one of our most popular co-curricular activities and attracts 300 students each year. Whilst the International award offers students the opportunity to learn new skills, offer community services and focus on new physical activities, it promotes independence, perseverance, resilience and team-work. These skills are critical to students as they prepare themselves for life beyond Doha College and education.

Our pass rates for students committing to the Duke of Edinburgh International Award and gaining the qualification for bronze, silver and gold are;

Bronze - 90%

Silver - 100%

Gold - 25%

Model United Nations

Doha College has been a lead school in Qatar for the Model United Nations with continual success at national and international conferences, but also with our training programmes delivered within Doha College. Students are given the opportunity to contribute their thoughts, concerns and ideas for social and political issues around the world, but also build confidence in their public speaking skills and collaborating with others to voice their opinions. Although recently COVID-19 has stopped face-to-face conferences happening in Qatar and students unable to attend live international conferences, we have had success with our own DCMUN which was delivered online with 350 candidates attending from multiple schools across Qatar. Previous MUN successes include our students taking the

lead in organising and helping to deliver the The Hague International Model United Nations (THIMUN) conference, one of the largest student-led conferences in the Middle East. Students have also led the way in the Qatar Leadership Conference offering their own workshops on realising the United Nations' Strategic Development Goals and even sessions on student wellbeing and coping with stress. Currently, the leadership of MUN is working on delivering an international conference promoting the study of the humanities with speakers from New York University, Greenwich University and Al Jazeera News Network.

ECO Schools

Our ECO schools programme has long been a pivotal movement at Doha College with success coming in the form of our Green Flag association and the education to students, staff and parents of our contribution to environmental issues. We currently hold two Green Flags (primary and secondary) and have committed to environmental projects to not only continue our association with the Green Flag, but to make students and the wider community aware of the environmental issues in the world and how we can help.

Evaluator Response

Government guidance has seen the school employ a variety of approaches to teaching and learning during the pandemic. There have been periods of online learning, on campus learning, and blended learning in the past two years. To its credit, the school conducted studies to assess the impact of these changes on student learning.

Doha College students in secondary school work towards GCSEs and A levels and results are visible on the school's website. Last year at A level, 98.4% of students achieved an A*-C grade. At GCSE the figure was 99.6% for this range of grades.

The school's membership of various organisations allows for students to compete in a range of sports against other schools. Other, extra curricular activities popular with students include Duke of Edinburgh Award and Model United Nations.

Commendations

CIS does not require commendations in

Recommendations

CIS does not require recommendations

this section.   in this section.

Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation

The school's narrative on the local and regulatory environment helps to give the context to the school's operations and its own guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The school is located in Doha, Qatar a Muslim country in the Middle East. Doha College has been in Qatar for 40 years now and operates as a community school under the sponsorship of the British Embassy. The DC story can be found on our website. As the school is under the British Embassy, we teach the English National Curriculum and match our curriculum as closely as possible to the UK, so that if our students return home to the UK they can smoothly transition back into the British educational system. The British Embassy are the sponsors and they have a representative who sits on the governing body, however they do not fund the school in any way or dictate in any way.

The school is run with a governing body, consisting of elected parents and staff. The Board of Governors are the guardians of the vision, mission, values and brand of Doha College. They offer support, guidance and oversight to the Leadership Group, helping to develop strategic planning goals, sustainability and enhance policies and procedures that ensure Doha College remains Qatar's market leader, delivering an outstanding education within a safe, happy and secure environment. The Constitution and Instrument of Governance document is attached. The Governing body operate as a board committee but also meet in sub committees, these include: Education Standards Committee, Development Committee, Governance Committee and the Resources Committee. Attached in the evidence in the 2018-2019 Board Report.

As a community school we are able to set our own term dates and our own curriculum for

the most part. There are some guidelines from the Ministry of Education in Qatar. These include teaching the three compulsary subjects, which are: Arabic, Islamic Studies and Qatar History. Qatar History must be taught to all students and time has been allocated into timetables for this. Arabic must be divided into Native Arabic speakers and Non-Native speakers. All students holding an Arabic country passport must be taught Native Arabic and there is a set textbook for this, all other students are taught as Non - Native which is planned by the Arabic teacher. In Primary school all students from Yr1 to Yr6 learn Arabic and French. Native Arabic students need to have 2hrs of Arabic and therefore only go to the Arabic classes, whereas the Non - Native have one hour of Arabic and one hour of French. Islamic Studies is for Muslim students only. In Primary students come out of non core subjects for their Islamic Studies, in the Secondary school we are currently in the process of developing 'Cultural Studies' this will mean that Muslim students will attend the Islamic Studies classes while the rest of their class in studying cultural studies.

Our school license allows us to operate in Qatar and to teach students from the age of 3 to 18 years of age. All our policies are up to date and reviewed regulary, the statutory policies are all on our website, in the discover area, all other policies can be found on our school portal.

Evaluator Response

Doha College is a not for profit institution operating with sponsorship from the British Embassy. The sponsorship allows the school to operate but does not extend into financial support. The school is subject to Qatari educational requirements relating to the teaching of specific subjects and local rules regarding finances. Information shared in the Financial Information section indicates that the school is currently in discussion with the authorities on its tax status.

Governor-elected board members are selected to ensure a diverse and relevant skill set and board members shared that as well as financial sustainability, formalising the school's legal status would be an important task in the upcoming years.

Commendations   Recommendations

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Part 1: The CIS Community Survey - Team Evaluation

The school develops a narrative based on an analysis of the survey results including (but not confined to) the points of analysis detailed in the instructions. While the statistics emerging from the survey will be of interest, it will be much more important for Evaluation Team Members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

We came out strong in the community survey, this may be due to the fact that as a school we are continuously asking for feedback from the parents. Every two years we send out a parent survey which is managed by Korn Ferry. For this survey we will develop an action plan and work on areas which need improvement. This year we were unable to use Korn Ferry due to the pandemic. In the past Korn Ferry would measure our results against other similar schools, as many schools around the globe were forced to teach remotely or through blended learning they chose not to have the survey this year. As a school we did decide to continue with our biannual survey of parents, however as Korn Ferry would not have comparable data to analysis us against, we decided to use our own in house survey this year, using the same questions as Korn Ferry would have.

The response rates were not as high as we would have liked, with the alumni only having one response, this has highlighted to us that we need to do more to keep the alumni engaged and involved in the school so that they feel that they can complete surveys like this one.

From analysising the data from the CIS community survey, each area highlighed different areas to work on, however one theme did come out throughout the survey and that was the area on cultural diversity and putting into action its definition of global citizenship and

learning to interact with different backgrounds and cultures, including the local culture. This is an area which we have already identified and we are working towards this. In September 2020 we set up a cultural committee which is working on this area, evidence of this can be found in Domain A. The first role of the committee was to develop a 'Diversity, Equality and Inclusion' policy which has been approved and is now live. We have also assigned a member of staff to write a scheme of work for 'Cultural Studies'.

Board

The board were very positive about the school and only said that they felt the governors needed training. Currently, the board members are trained biannually, however going forward as board members change we will start to look into annual training for the governors at the start of the academic year so that any new members of the board are given the opportunity to ask any questions about their roles and responsibilities and this way they will have a clear understanding of what their role is.

Faculty

Here we had a 58.4% completion rate.

The largest areas to work on here were identified as areas which have already been highlighted through our own school survey. As with the parents we also survey staff biannually. Again, this year we used our own questionnaire as Korn Ferry did not have the comparable data. The areas highlighted other than the areas mentioned above were establishing a relationship between the staff and members of the board. This is an area we have already seen and the governors are now taking it in turns to write a blog about themselves for the staff and parents. Once COVID restrictions have been lifted we plan to invite the Governors to more events in school and have them come in for talks as we are very lucky to have Governors have different fields.

Faculty members would like to see policies applied consistently and as we are growing this is an area which we do need to ensure is developed and applied.

Another area which staff would like support in is training to identify students with special learning needs. This is something we can address through our Education Innovation Forum (EIF) this is our inhouse CPD Academy. As this has not been highlighted to us before, we will ensure that training in this area is given, over the next academic year.

Parents

Here we had a 73.5% completion rate.

Parents were very positive about the school, their area was to understand the technology systems, this is something we were planning to do this year by organising workshops for the parents, so that they could have some training on the technologies we use in school. HOwever, as this needed to be a face to face workshop, this could not take place. We have introduced a new mobile device management system onto our iPads and we are arranging online training for parents on this.

Students

Here we had a 80.3% completion rate.

The students were again very positive however they did highlight some areas that they would like to see improvements.

They would like to develop their skills in more than one language, the primary school currently offers French and Arabic as an additional language. Arabic is compulsory in Qatar with Native speakers having to have 2hrs of Arabic, due the timetable restrictions the Native Arabic students can only learn Arabic. We have offered French as a Core Curricular Activity after school and the Native Arabic speakers were given first choice for this. However, this was not taken. In Secondary school the students begin Year 7 with a carousel of languages, Arabic, French and Spanish. They will complete 6 weeks in each language and then after completing the carousel they will choose the language they would like to continue with up to Yr10.

A high proportion of students said that they do not receive regular updates about their learning from their teacher and they would like to be more involved in their assessment of their work. We have introduced more peer to peer assessment, and pupil conferencing. The students do say that their teachers have good teaching skills.

Support Staff

Here we had a 76% completion rate.

Staff were very positive in all areas, the only area which needs improvement is training for their role, this has already been highlighted by the Heads of Service as they are all currently in the process of putting together a handbook for new joiners.

Evaluator Response

Doha College typically runs a Korn Ferry survey every other year but this year had to run its own version due to the pandemic. The school also sent out the CIS Community Survey. The principal and director of marketing and communications stated that responses to the biennial survey are used to inform development plans and evidence of the analysis and presentation of the data was shared.

Most responses to the CIS Community Survey from faculty came from the primary/pre-school divisions. Only one response was returned from the alumni community and three were returned from board members. It should be noted that the completion rate stated refers to the proportion of attempted surveys that were completed (not the overall return rate). Responses for the biennial survey show more balance across the divisions and comparable questions allow for historical responses to be studied.

The school has identified areas of growth from the faculty response including developing international mindedness and helping teachers to support students with learning differences. Feedback from parents was largely positive across the domains and that from support staff even more so. Responses regarding languages were a catalyst for the creation of a language carousel in year 7. Students felt familiar with the school's guiding statements (92% agreed or strongly agreed) and that they were learning how to develop as global citizens (81% agreed or strongly agreed). However ratings were slightly lower regarding learning about theirs and other cultures. The school is working to address this through a cultural committee created in 2020. The school also noted feedback from students relating to input on the assessment of work.

As the school has identified already with regards the alumni, raising response rates across the stakeholder groups will be helpful in providing more useful data and critical insight into strengths and areas of growth for the school. The director of marketing and communications stated that connecting with alumni formed part of the communications' strategy currently being developed. The Korn Ferry survey allows for the addition of school-specific questions and it was communicated that feedback may be sought on a future survey regarding the school's approaches to diversity, equality and inclusion, and also the approaches to teaching and learning developed during periods of virtual school.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Financial Information - SWOT Analysis - Team Evaluation

The analysis of the strengths, weaknesses, opportunities and threats offers the school the opportunity to demonstrate its capability in financial analysis and management. It is vital, in accreditation, to be able to assess the school's financial stability and sustainability.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

1. What are the financial strengths of your school? (Internal to the school)

- Strong Financial policies and procedures
- Secure Student Income due to full student roll with waiting lists due to quality of education provided
- Strong and effective leadership team
- Strict budgetary controls
- Comprehensive Insurance policies
- Low level outstanding fees/bad debt

2. What are the financial weaknesses of your school? (Internal to the school)

- Lack of control over fee structure
- Potential decrease in student numbers
- High staff and staff related cost compared to other schools in order to ensure recruitment of the highest qualified/experienced staff
- Repayment of bank loan for Al Wajba campus
- Failure of Quality/delivery on the part of external suppliers
- Loss or damage of assets

3. What are the financial opportunities of your school? (External to the school)

- Qatar's economy continues to develop (especially with a strong focus on other industries outside of Oil & Gas) and with targets such as FIFA 2022, Asian Games 2030

and the Qatar 2030 Vision. The strong economy enables job opportunities for Qataris and expats alike

4. What are the financial threats to your school? (External to the school)

- Current worldwide economic downturn due to the COVID pandemic also impacted Qatar, with redundancies in many business sectors meaning some families had to leave Qatar and return to their home countries.
- Expected Economic downturn after FIFA 2022 construction period, however Qatar have now also been awarded the Asian Games in 2030 and have a long term development plan (Qatar 2030 vision) in place.

Evaluator Response

Overall, Doha College has demonstrated, through this SWOT analysis, that governance and leadership effectively understand its financial context and makes decisions to enhance the sustainability of the school.

The school has identified several key areas as part of its SWOT analysis. From this, the school should consider if there are ways in which the school can offset some of its weaknesses with strengths. For example, could the school manage a potential decrease in student numbers (weakness) with an increase in tuition fees due to inelastic demand and supply (strength) in the short term?

Although debt instruments are considered relatively safe options, there is a hierarchy of risk among these. The percentage of allocation towards equity and debt-based instruments will depend on the risk profile of the school. The school has kept debt write-offs to less than 0.5% of total fees on average over the last 3 years.

Commendations

Part 1: Financial Information SWOT Analysis - The finance team for its effectiveness in chasing bad debts and

Recommendations

Part 1: Financial Information SWOT Analysis - The finance team uses the SWOT analysis to review the long-term

minimising losses from these.

impact and trade-off between risk, return, and liquidity to support critical financial decisions.

Part 1: Financial Information - Audit - Team Evaluation

The school describes its internal and external audit arrangements to indicate how it assesses business risk and how it uses checks and balances to improve financial and business management.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

1. Describe your annual external auditing process and how long this has been established at the school.

Doha College has been externally audited for more than 25 years now. The current external audit for Doha College is done by PriceWaterhouseCoopers. Our external auditors are independent of the school in accordance with the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (IESBA Code) and the ethical requirements that are relevant to the audit of financial statements in the State of Qatar.

The audit is conducted in accordance with International Standards on Auditing (ISAs).The school's management is responsible for the preparation and fair presentation of the financial statements in accordance with IFRS and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. As a part of the audit, the auditors aim to:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for their opinion.
- Obtain an understanding of internal control relevant to the audit in order to design

audit procedures that are appropriate.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained.
- Evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Currently no Internal audit process in place.

2. Comment on the type of audit adjustments proposed by the auditor in the last external audit report.

Doha College financial statements in the last external audit have not been finalised yet. As a non-profit organisation, we have not yet been able to finalise the School's tax position, following the notification received stating that the School is subject to income tax. The matter is still under appeal and given the large range of potential outcomes, the management has not recognised any tax liability in the financial statements. Until the appeal process is finalised, we cannot determine whether any adjustments to tax expense and liabilities are required.

3. Outline any corrective actions taken as a follow-up to the management letter recommendations.

The following corrective actions have been taken as a follow-up to the management letter recommendations:

- On 1 September 2019, the management has recognized the right-of-use assets and lease liabilities of QAR 233.99 million and disclosed the impact of first adoption in the financial statements for the year ended 31 August 2020 in accordance with the requirements of IFRS 16
- Doha College Management and Board have agreed with the auditors to delay signing of the financials for a few months while the appeal to the General Tax Authority is ongoing, to see if any further evidence becomes available to conclude this matter as

the potential amount of tax liability is expected to be a material amount.

- The new campus construction at Al Wajba was completed in August 2020. Therefore, all significant assets & liabilities related to the old campus at Al Waab and Al Dafna were transferred to the Al Wajba campus. The Al Waab and Al Dafna campus' financial statements were prepared on a basis of accounting (rather than going concern) given that they will no longer be in operation in FY 2021.

Evaluator Response

Review of the school's evidence related to audit, indicates that there are no discernable issues regarding the school's financial stability and legal compliance.

Price Waterhouse Coopers undertakes an annual audit of the school, and this is a part of the school's loan agreement relating to the new campus. Though regular internal audits have not been carried out, the board is undertaking an audit cycle of departments within the school and at some point will audit the financial section.

Commendations

None at this time

Recommendations

None at this time

Part 1: Financial Information - Financial Management - Team Evaluation

The school demonstrates how it manages its finances and how well it manages its finances. This is an opportunity for the school to show how the Board/Governing Body exercises its responsibilities in financial planning and stewardship, as well as the roles of the senior officers in the school's administration.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

1. Describe the establishment, accessibility and use of the school's financial procedures manual.

DC established a Finance manual in 2012. The Finance manual was reviewed and updated in 2017. The Finance manual is reviewed bienually in line with other policies.
The Finance manual is accessible through the Finance shared drive (for access by the Finance team to ensure policies are implemented in day to day operations) and parts of the Finance manual are shared, as necessary, with the relevant stakeholders through various forms/documents/channels.

2. If not included in the financial procedures manual, please comment additionally on
a) any defined independent spending authority and the ability to conduct budget line-item transfers given to management without the need for additional board approval
As per Board approved Lines of Authority and included in the Finance Manual, this is documented in the evidence.

b) the level and/or type of expenditures require the approval of the Board/ governing body/ ownership.
As per Board approved Lines of Authority and included in the Finance Manual, this is documented in the evidence.

c) the active pursuit of unpaid tuition fees

An aged debtor report is exported monthly as part of the end of month procedure.

Any outstanding invoices are identified and followed up by the Finance office. The DoF will follow up any debts that remain outstanding.

The following procedure will be initiated when fees are not received by the due date:
• Email/telephone call will be actioned 1 week after fees are due.
• A letter will be sent from Principal to parent.
• Before half term the student place will be withdrawn.

In the case of a dishonoured cheque the fees must be paid before the above deadlines.

In the case of financial hardship other arrangements for fee payment may be available on application in writing to both the Principal and the Director of Finance. Such arrangements will be carefully monitored.

d) the percentage (average) of the annual revenue that is written off to bad debt and any unusual bad debt write-offs

Less than 0.5% of fees average over last 3 years

3. If the school has access to a line of credit, when was it last used and for what purpose?
Bank loan used for the building of new campus over 2018-2020.

4. Describe how the Board/ governors/ ownership receive updated financial information about the school (e.g. frequency, type of report, level of specificity.) What is the reporting process from the external auditor to the Board/ governing body/ ownership?
Financial Information in the form of Management reports are submitted to the Board at Sub-committee meetings (required to be no less than once per term as per Constitution) and Full Board.
External auditors report firstly to Management and then to the Board (Sub-committee and Full Board) once the annual audit is finalised.

5. If there is a finance committee of the board/governing body with financial expertise on the committee, explain briefly its role and the relationship between the committee and the

full board/ governing body/ ownership.

Board have a Resource Sub-committee that include financial experts (in various fields), the role of the Resource committee is defined by responsibilities and KPI's that are reviewed on annual basis.

The Sub-committee have various responsibilities to review and support different aspects within Finance (e.g. Budget) as set out in the Lines of Authority before submittal to the Full Board.

6. Describe your internal auditing process.

No internal audit process at the moment. Part of the 3 year Development plan to develop the internal audit process.

7. Describe the divisions of responsibility in the handling of accounts, and the internal controls (including access to financial information and bank accounts and credit cards) aimed at protecting against fraud. How are these internal controls articulated in policy or procedures?

All cheques/bank transfers are created by Finance officer, reviewed by either Director of Finance or Finance Deputy and then approved by 2 signatories.

Payment voucher/Purchase requisition have to be approved by Budget holder (and Leadership Group and/or Principal if above a certain value) and the Director of Finance/Finance Deputy.

8. Describe the expenditure approval process.

Payment voucher/Purchase requisition have to be approved by Budget holder (and Leadership Group and/or Principal if above a certain value) and the Director of Finance/Finance Deputy.

9. What software is used in the financial operations of the school? Please include the date of the latest version that is used by the school.

SAGE X3 V7

10. Where does financial information reside (for security purposes) and how are backups arranged?

Internal server

Backup is done automatically on daily basis

Evaluator Response

Review of school's evidence related to financial management, indicates that there is effective implementation of finance policies and procedures.

The school has established robust financial and reporting procedures. It is able to draw on expertise from board members in the resource committee, many of whom were selected for their business experience. Bad debts were stated as being less than 0.5% typically. This is a low figure, but there is scope to reduce it further.

Meetings with the board of governors indicated that there is a significant amount of financial expertise on the board and this was deliberately increased during the acquisition and development of the new campus. The board's resources subcommittee receives and analyses annual budget.

Doha College is externally audited by Price Waterhouse Coopers and the law firm Eversheds is used to advise on legal matters. The school employs a business development director with a focus on human resources.

Commendations

Part 1 Financial Information Financial Management - The board's resource sub-committee for the support and guidance it affords the finance department to ensure the financial stability of Doha College.

Recommendations

Part 1 Financial Information Financial Management - The finance team looks at means to reduce further the amount written off as bad debts to minimise this loss.

Part 1: Financial Information - Financial Planning - Team Evaluation

The school outlines how it plans financially and relates this to the its strategic planning and the school's Purpose and Direction.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The school outlines how it plans financially and relates this to the its strategic planning and the school's Purpose and Direction.

Answer the following five questions related to financial planning:

1. Does your school have a long-term financial plan which reflects growth/reduction in facilities or enrolment?
Yes Doha College have a financial plan until 2033/34 that include option to reflect enrolment and facilities adjustment. Doha College does scenario planning regularly.

2. Is the financial plan coordinated with your school's long-term strategic plan?
Yes the growth plan align with the strategic plan

3. Does your school foresee any future external (i.e. governmental) policy changes that will affect your school finances or operations?
Not at the moment

4. Does your school have any potential/contingent liabilities not included in the accounts, which may bring out lawsuits or financial penalties?
Tax status is ongoing

5. Has your school considered potential alternative/additional sources of income?

Yes we constantly review sources of income as evident from Academies. Doha College is currently looking at our new Facilities and options to maximise income.

Evaluator Response

Review of the school's evidence related to financial planning, indicates that there is effective student enrolment modelling and forward operational capital expenditure planning, which enhances the sustainability of the school. The school shared evidence of a financial plan that runs until 2033/34. Consideration is given in planning to accommodate enrollment and facilities adjustment. This growth plan is aligned with their strategic plan.

Doha College is currently seeking clarification on its tax liabilities. The outcome will be known between February and July 2022. The tax implications will have an impact on funds. However, the finance manager indicated that the sum would be relatively small as a not for profit school, and for next year at least, would be inconsequential due to a predicted operating loss. The director of finance stated that the school has money standing by should it need to meet a new tax bill.

As part of the fees structure there is a standing capital charge. Further revenue is obtained through the academies (clubs operating after school on campus that families pay additionally for). Revenue from the academies fell considerably during the pandemic. Doha College is currently looking at the new facilities and options to maximise income.

Commendations

Part 1: Financial Information Financial Planning -The director of finance for creating a financial plan that is aligned with the school's strategic plan.

Recommendations

None at this time

Part 1: Financial Information - Risk Management - Team Evaluation

The school demonstrates its approach to investment, how it funds growth and the insurance policies taken out by the school to cover risk and liability in its activities.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

1. Describe how the school developed and uses its risk-based control framework

School developed organically and two schools (Primary and Secondary) were combined to form Doha College in the form we currently know. The opportunity was then taken to move 2 separate campuses to one combined campus by building a new facility. The new facility was funded by 30% retained earnings and 70% bank loan to ensure risk is minimised.

2. Outline your risk response mechanisms.

Risks can be:

a) Taken, eg intentionally pursuing, building contingencies or recovery plans

- Contingencies
- Example: Building of a new campus within a very short time frame. The Project budget included contingency to ensure the project can be delivered on time.

b) Transferred, eg taking out insurance policies or contracting out

- Insurance
- Example: Doha College have extensive insurance policies in place to reduce risk from any claims (including Third party liability and Property All risk)

c) Terminated, eg ceasing activities or reducing scale

- Reducing scale
- Example: Sport Academy is reducing in scale next year to ensure we can build up slowly again after the impact of COVID and potential long term effect on the economy.

3. Please comment on the school's actions in relation to the recognized internal

weaknesses and external threats as identified by the school in its SWOT analysis.

Doha College continues to review the long-term Business plan and react to any changes within the economy that are deemed to affect the business.

Insurance is taken to minimise any internal weaknesses remaining after policies and procedures are implemented to reduce the weaknesses.

Evaluator Response

Review of the school's evidence related to risk management and insurance policies, indicates that there is effective identification and mitigation of risks, including appropriate insurance cover.

The school rented its previous facilities and took out a loan for the new campus. The new campus was constructed quickly and against the backdrop of the pandemic. The school currently has a long-term lease for the land. It was shared that at present the school is just paying the interest on the loan. This has been the plan for the first two years during the construction period but has been extended by a further year. The finance director stated that the school anticipated a portion of the loan to remain after 17 years at which point refinancing would take place. This allows money to be available for ongoing improvements or unexpected costs.

The school has taken out insurance to minimise any internal weaknesses remaining after policies and procedures are implemented. The long-term business plan is flexible and reviewed continually in order to accommodate any changes within the economy that are deemed to affect the school.

Commendations

Part 1 Financial Information Risk Management - The director of finance and board for overseeing the rapid but sustainable delivery of a new campus in the backdrop of the global pandemic.

Recommendations

None at this time

Part 1: Financial Information - Debt Management - Team Evaluation

The school demonstrates how debts are collected and the managerial processes in place to collect dues and to minimise debt.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

1. If your school uses debt instruments, demonstrate how it has performed its due diligence including research, analysis and forecasting which supports the use of debt as a strategy and the current level of debt?

Doha College as an entity is risk averse and avoids debt whenever possible, and therefore debt instruments as such. The strategy is reflected in lines of authority and policies that require Board approval for new debt instruments.

Doha College currently have the following debt instruments in use:

Interest free Debentures to the value of QR2m were issued to companies over a 20 year period to assist in raising funds for the build of the new campus.

Bank loan to fund building of new campus at Al Wajba as agreed and approved by Board

DC had discussions with various banks within Qatar to research and negotiate loan terms. We enlisted the support of a well known and respected investment group to ensure the terms and conditions of the loan are beneficial to the school.

School credit cards issued as per policy, policy approved and reviewed by Board (maximum limit of QR30,000)

2. Explain how the debt management procedures support the Board approved debt policies.

The Lines of authority that enforce the Board constitution clearly support the Board and Management with all debt requiring either Full Board or Board Subcommittee approval.

3. Outline how the school reports on compliance with all of the required debt

covenants and its contingency plans should it face the potential of debt covenant violations.

- As part of the approval of the annual Budget all debt covenants are included on the Budget to ensure covenants are met when the Budget is approved.

- The Resource Board Subcommittee also

- Doha College prepares the covenant calculations after the audit of the Financial Statements are completed. The calculations are firstly reviewed by the Director of Finance and then submitted to auditors for further review. Once Auditors have confirmed the agreement with covenant calculations the Board Subcommittee review and approve before submission to the bank.

Evaluator Response

Review of the school's evidence related to debt management, indicates that there is appropriate management of debt to enhance the sustainability of the school.

The director of finance communicated an outline of how the debt was managed. It relies upon the planned growth in enrolment in the school as greater form entries progress into the upper grades. Clear lines of authority have been established and are widely known and together with a positive relationship with the board, debts are managed.

It was stated that Doha College as an entity is risk averse and avoids debt whenever possible, and therefore debt instruments as such. This means choosing certain debt instruments that are known for their stability and low volatility, such as debentures, which are debt securities that are not backed by collateral or assets but rather backed by the trustworthiness or security of the issuer. The strategy is reflected in lines of authority and policies that require approval for new debt instruments.

Commendations   Recommendations

Part 1: Financial Information Debt Management - The board's resources committee and director of finance for their due diligence in overseeing the use of debt and debt instruments as a strategic debt policy.

None at this time

Domain A: Purpose and direction - A1 - Team Evaluation

The school's purpose, direction, and decision-making is guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school.

Self Ratings

Exceeded

Evaluator Ratings

Met

Response

The school's purpose, direction, and decision-making is guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. All stakeholders are aware of the aspirational guiding statements, purpose and direction of the school. The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at governance, school leadership levels.

Doha College is now working with its 2020-21 School Development Plan. The plan was made collaboratively with the Senior Leadership Team, the whole staff body,parents, students, and the Board of Governors.
The Development Plan has been reviewed and updated to continually reflect the core values of the school, mission and vision, all of which was reviewed as part of the development planning process which then updated the strategic plan . Input from all stakeholders ensures collective ownership and clarity of vision. The vision, missions and core values are updated where necessary to maintain the school's operational philosophy.

Doha College's vision, mission, core values and development plan were originally launched in September 2019 as the previous development plan had come to an end. The Development Plan serves as a road map for Doha College's future ambitions and provides the entire community with a sense of purpose and direction. As well as launching the second development plan, Doha College has also surveyed staff and parents for the second

time and is using the data collected from the surveys to plan its next steps. In 2020 the school has had to adjust its plans due to the ongoing COVID pandemic.

Up-to-date development plans can be found in evidence. At specific points throughout the school year the development plan is relooked at. Once the development was made, the plan was then broken down into department specific plans, these plans are then 'ragged' which means that staff use a red, amber and green code to colour the actions from the development plan. Red means that it has not started yet, amber means work has started on this point and green means that the action has been achieved.

The guiding statements systematically influence all levels of decision making. The Development Plan is revisited periodically throughout the school year. All decisions made within the school must be inline with the action plan. The Heads of Year, Heads of Departments and Heads of Faculties evidence how objectives are met. Units of work across all subjects are accessible via the school portal.
The school's guiding statements are open to review through the development plan process and are adaptable especially in terms of the direction and purpose of the school relative to its stakeholders and governance body.

Inclusion, diversity, equity and anti-racism policies are developing within the school as the student body diversifies and grows along with the recent acquisition of the new campus. A cultural committee has been entrusted with the task of assessing, educating, and communicating these policies in language that can be understood and practised by all stakeholders.

Future adaptations and sustainability of the guiding statements are made possible through the regularity of working parties within the school to both review and make adjustments where necessary. All stakeholders are welcome to put forward their views, in order to ensure the guiding statements remain relevant, inclusive and flexible to changing educational needs in our changing world.

With the creation of the Diversity, Equality and Inclusive team in September 2020, the school set up a committee to look more deeply into all aspects of the school and how these could be improved. The committee was open to all school staff and there was a large

update. This committee was then divided into sub committees and each subcommittee had a specific area to focus on, examples included re-looking at all policies, recruitment, managing risk and complaints, training, curriculum, school ethos and community links. A copy of this can be found in the evidence, labelled DC Cultural Committee. The team started with allocating staff to a sub committee, they then looked into the current practice of the school, looked at what the possible actions could be and what the desired outcomes would be. The team met regularly and feedback, for the academic year 2020-2021 this team was led by a member of the leadership team, however as this is an important area for the school for the following school year the school will be introducing a Management and Responsibility Allowance (MRA) for a member of staff to take on responsibility for this area. Currently, we are in the process of writing a job description for this role. A Diversity, Equality and Inclusion policy was created by the team, this can also be found in the evidence.

Evaluator Response

Doha College has a clearly articulated development plan that is due to expire at the end of this academic year. A new plan is being prepared that will be ready to be put in place at the end of the summer term. The process involves feedback from stakeholders, some of which is taken from surveys. Division specific plans were shared for the primary and secondary divisions and an effective traffic light system has been utilised to assess progress towards the stated objectives. The philosophy of the school's guiding statements is apparent in these documents but not explicitly linked.

Guiding statements, including the core values, are reviewed and adapted as part of each development plan cycle. The development plan in 2016 led to significant changes in the guiding statements and reference to High Performance Learning (HPL) was added to the school's mission in the subsequent plan. Currently, discussions are underway regarding combining the mission and vision statements. The guiding statements are visible on the school's website and were referred to in introductory videos by members of the leadership group. HPL is clearly a driver for many aspects of teaching and learning, but there was limited tangible evidence provided on how the school's stated purpose and direction in the form of its mission, vision, and values was driving strategic planning and decision-making.

Guiding statements were visible throughout the school with some displays of student work

directly relating to them. In the CIS Community Survey, 92% of students responding either agreed or strongly agreed with the statement, 'I understand my school's mission and vision'. The core values have been utilised as weekly themes in primary school assemblies with an emphasis on giving the values context. In secondary, they are used by pastoral teams and reminders are given of the values throughout the year.

The cultural committee plays a significant role in ensuring policies and practises 'create an inclusive and accepting culture', thereby meeting aspects of the school's values. Senior leadership team members also stated that the guiding statements were utilised in the recruitment process to identify candidates that would be a good fit for the school. However, no clear references to the guiding statements were apparent in written policy documents.

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the team evaluation stage criteria.

Commendations

Domain A Standard 1 - The leadership group for the generation of a comprehensive development plan and efforts made to engage stakeholders with its establishment and review.

Recommendations

Domain A Standard 1 - The leadership group builds explicit links to guiding statements in its policies and planning documents.

Domain A Standard 1 - The leadership group in collaboration with the school community identifies and documents how guiding statements are used to drive planning and decision making.

Domain A: Purpose and direction - A2 - Team Evaluation

The guiding statements provide clear commitment to high-quality learning and teaching which is effectively implemented at each stage of a student's pathway through the school.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

Doha College's vision, mission, and core values are coherent and well-postured to directly inform and impact learning and teaching. These guiding statements provide the foundations for our High Performance Learning framework(HPL), which the College has implemented to underpin its entire teaching & learning philosophy.

Both the Doha College's guiding statements and the HPL framework are evidenced in the College's strategic direction, decision-making, and policies, cascading from Board level, through the Leadership Group, and to all stakeholder levels. In turn, this has a direct positive impact on teaching & learning.

The preparatory evaluation narrative supported and evidenced that Doha College is undoubtedly meeting this standard in terms of our commitment to high-quality teaching and learning, and how this is effectively implemented throughout the educational continuum from EYFS to Year 13. This is evidenced in particular in the high-quality outcomes and the College's examination data which postures us amongst the highest globally.

The evaluation visit reported that Doha College is exceeding this standard, particularly in terms of how High Performance Learning has been utilised as a tool by which to revolutionise teaching & learning, underpinning a clear definition and living embodiment of high-quality teaching & learning.

In transitioning to the new purpose-built campus, the College has streamlined its leadership structure to reflect its commitment to maintaining the highest levels of teaching and learning. Each discrete area of the College from early years throughout the key stages to Year 13 is supported by a nominal senior leader who continuously tracks, monitors, and evaluates teaching & learning and academic outcomes. The Primary school has recently appointed subject leaders to audit and develop action plans to further develop the discrete curricular areas covered within the curriculum, namely mathematics, English, science, computing, and interdisciplinary learning (IDL). Given the broad scope of IDL, this role has been further delineated into two discrete roles – one covering EYFS/KS1, and the other covering KS2. The subject leader roles align with the existing middle leadership structure in terms of specialist department heads, which therefore bolts together academic oversight for teaching and learning in all areas of the curriculum. The creation of the Faculty structure in the Secondary school similarly demonstrates commitment to high quality teaching & learning in that each discrete subject area has a head of department reporting to a faculty head, and in turn to the Deputy Head – Academic. This streamlining of academic oversight enhances the implementation and evaluation of teaching & learning at each stage in our students' learning pathways.

In terms of looking towards future aspirations, Doha College will now look to closing the delta between our guiding statements and the High Performance Learning framework. Through marrying this guiding language, we will compound on the evidence that we already deliver teaching & learning of the highest quality, whilst identifying how we can continue to monitor and evaluate this through the lens of students' pathway through the school more effectively.

Evaluator Response

Doha College began its journey to being an HPL school in 2016, achieving formal recognition in 2018. The school is now due its re-accreditation with this organisation. The senior leadership team stated that HPL was a philosophy that could be tailored to a particular school. HPL is included in the school's mission statement, and the school plans to continue to build links between these approaches to teaching and learning and its guiding statements. There was evidence of extensive efforts being made to educate the wider community on HPL. The seven pillars of HPL are designed to support global citizenship. The

principal stated that he believed HPL was lifting exam results, and its positive impact was being felt throughout the school. He believed HPL provided a means to realise the school's guiding statements. The principles and outcomes of HPL were observed in displays in classrooms. The school successfully underwent a re-accreditation as an HPL school last year, and this provided a significant opportunity for self evaluation and reflection.

HPL training is provided as part of each inset day with a view to helping teachers understand what it looks like in each section of the school and further opportunities were evident for teachers to share approaches and best practices. Associated indicators are used to assess and support student progress. Relevant terminology is being referenced in progress reports, and the head of secondary stated that the same language was being used in annual departmental reviews. There is effective monitoring, evaluating and reviewing of HPL in the school's context.

Commendations

Domain A Standard 2 - The teachers and students for their commitment to the principles of HPL and engagement with the recent re-accreditation process.

Recommendations

None at this time

Domain A: Purpose and direction - A3 - Team Evaluation

The guiding statements provide clear commitment to developing global citizenship and intercultural learning.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

In order to effectively improve the sharing of the values associated with global citizenship, our main priority is ensure that we, as a community, are given as many opportunities to learn about the cultures that are found around the world. Although our cultural committee is in its early stages of development, it is important that we have an understanding of global culture and not just those found within our local community. This is not only to develop global citizens but will ensure the ease of transition of the internationally based students that we have in Doha College.

Taking on feedback from the preparatory vist and the community surveys which all highlighted the need for Global Citizenship, we are beginning to implement a 'cultural studies' curriculum into the school. For this a member of staff has been allocated a MRA to write the curriculum. We will begin with Year 7 and then introduce other year groups.

The understanding of cultural studies can be further developed in many different ways:

Cultural celebrations, here we would be looking into offering the celebration of events within other cultural calendars as a means of improving the level of educational opportunities (while being aware of our host nations restrictions), we would also interconnect these celebrations within the PSHE timetable to offer a deeper level of understanding while focusing on not only the immediate community but also those that are found around the world.

More connections to other schools, we would like to develop a network of international schools (sister schools) to offer both students and staff the opportunity to collaborate within people on an international stage as this will increase the level of cultural awareness within our students and the community as this could lead to offering a richer CPD calendar as we would be sharing best practice with one another. Connecting with other schools would also provide a platform where languages taught in school could be practised with others.

Reflection of life stories, we are very lucky to have a large parent body from around the globe, we would like to invite parents in as f guest speakers that are involved with global citizenship as this would increase reflection time of one's own life both staff and students.

The school's High Performance Learning philosophy includes several ACPs and VAAS that encourage students to develop as global citizens. (These include Empathetic 'concern for society', seeing alternative perspectives, big-picture thinking, complex and multi-step problem solving and open-minded attitudes).

A number of intercultural opportunities exist:

- Highly-successful MUN programme that encourages students to engage with complex global issues, and the International award programme that encourages charitable service and global citizenship. Both of these programmes are very popular and growing: their activities should continue to reflect an environmental awareness within planning and outcomes .
- The school has Green Flag status, and the student Eco-Committee meets regularly to progress environmental concerns. This is an on-going process and the school must ensure that students understand the environmental challenges facing us regionally and globally through regular engagement with the work of this committee and other stakeholders.
- Several whole-school days promote intercultural learning, including modern languages day and Qatar national day as well as an annual Beach-clean.
- A Charities Committee focuses on local and international charities, raising awareness through fund-raising activities and appeals.
- A range of school trips run by departments and activities broaden students' horizons

and expose them to other cultural experiences. (Examples include the Art trip to Japan, History Trip to Russia, MUN to the UN/New York, Languages to Spain).

Within the Curriculum a new 'Cultural Studies' programme of study is being introduced for KS3 exploring citizenship issues within the regional context. The curriculum should be audited to consider the extent to which anglo-centric bias is removed and opportunities to recognise the diversity of the student population are taken. This might include choice of texts and study topics in Literature, The Arts and Humanities but should be considered within all Faculty areas. (For example in Year 7 Drama a mask performance topic draws upon Persian Folk Tales as source).

This academic year we began a Diversity, Equality, and Inclusion Committee, part of this committee was to look into training opportunities for staff, we are still looking into training providers, however in the interim we asked all our staff to complete the Educare - online training on equality and diversity.

Evaluator Response

The CIS Community Survey indicated that the vast majority of students responding felt they knew how to develop as a global citizen and were positive regarding their understanding of how to interact with other cultures. However, responses were slightly less positive regarding their learning about their own and other cultures. The school has taken on board this feedback, along with the comments in the preparatory report.

The school's large cultural (Diversity, Equality and Inclusion) committees have been structured such that aspects of global citizenship can be addressed. Students make up one section of this committee. The school has also assigned teachers to embed a cultural studies programme in the written curriculum. Commitment to this cause has been shown by the creation of Management and Responsibility Allowances (MRA) to support the development of the initiative. Time for the programme in years 7, 8 and 9 has been created against the compulsory Islamic studies classes that Muslim students must undertake. A cultural studies programme is also planned for the primary school next year and in both divisions care has been taken to avoid duplication of aspects of the PHSE curriculum.

The plan for this new programme will be important in moving forwards the community's understanding of international mindedness. When asked about intercultural learning one group of primary parents cited the annual international day and the study of ancient Rome, Egypt, and Greece as examples of the school's engagement with this theme. Primary students gave the same response but said they also learnt about Qatar's history. Secondary students interviewed pointed to specific authors studied in English and the international day but added that form time was also used for discussing global issues. Teachers stated that a diversity study of each subject's curriculum had recently been undertaken and departments were planning to use outcomes from this to guide curriculum review.

The school's mission statement includes reference to making a contribution to global society and the school has a Diversity, Equality and Inclusion Policy. However, the school does not yet have published definitions of global citizenship and intercultural learning. These definitions could be used to drive reviews of curricular content.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation criteria and should, as a priority, address the major recommendation.

Commendations

Domain A Standard 3 - The leadership group for its commitment to intercultural learning through the creation of the cultural committees and awarding of Management and Responsibility Allowances to embed cultural understanding in the curriculum.

Domain A Standard 3 - The cultural committees for the focused structure

Recommendations

Domain A Standard 3 (Major) - The leadership group works with the school community to develop definitions of global citizenship and intercultural learning unique to Doha College.

they have developed to support their efforts.

Domain A: Purpose and direction - A4 - Team Evaluation

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990).

Self Ratings

Met

Evaluator Ratings

Met

Response

Doha College fulfills the promises stated in their guiding statements, policies, contracts and promotional materials.

At Doha College, the school vision states: To enable personal growth, instil a passion for learning and create aspirational minds. This overarching approach to developing individualism amongst all students adequately addresses this.

The school mantra 'Excellence for all, excellence from all' instils a whole school commitment to achieving excellence. This is complimented by the fully embedded High Performance Learning (HPL) philosophy which enables us to develop the children holistically, and staff to recognise and praise academic achievement while contributing to social, methodological and cognitive factors.

At Doha College, the whole school celebrates National Days (including dressing in traditional Qatari dress); adheres to the working regulations for Ramadan (including shorter working hours, staff/stakeholder food and drink consumption, rooms for fasting children); promotes cultural awareness through international week, British Day and the PSHCE curriculum (taught throughout primary discreetly and indiscreetly); Qatar History is timetabled weekly and delivered by class teachers.

At Doha College, staff, children and all stakeholders are expected to uphold the core values:

respect and integrity, perseverance and honesty. This is also complimented by the VAAs and the ACPs (High Performance Learning). Furthermore, the house point award system is linked closely to these core values to further reinforce them.

More recently, the Inclusivity Subcommittee has created an audit to evaluate inclusivity within the school, ranging from entire curriculum areas to professional conduct between all stakeholders. This includes: a balance of both gender and ethnicity when studying artists, writing maths questions, authors and prominent members in history. Furthermore, the representation of people with disabilities was also brought to the attention of staff when planning and offering learning opportunities. This was in tandem to a racial awareness survey that both students and staff alike completed.

Being an international school offering the English National Curriculum, there are many opportunities to promote global citizenship. For example, this is done through planned opportunities within lessons and spontaneous discussions with students. The secondary school is currently in the process of developing a global citizenship curriculum, which we have named 'Cultural Studies'

Evaluator Response

The school's guiding statements and its motto of 'excellence for all, excellence from all' are aligned with the CIS Code of Ethics. The guiding statements uphold the values of the UN Convention on the Rights of the Child (UNCRC). It is planned that the UNCRC will feature in the cultural studies curriculum that is being developed. At primary school, the head of primary shared that these themes have been woven into the pastoral calendar this year. There is only limited reference to the UNCRC in safeguarding policies.

Student input is sought as part of the review of policies relevant to them and members of the Big 6 stated that they felt their opinions were valued and listened to by the leadership group.

Commendations   ## Recommendations

Domain A Standard 4 - The leadership group for their planned inclusion of the UN Convention of the Rights on the Child in the cultural studies curriculum and current engagement with the statements at primary school.

Domain A Standard 4 - Safeguarding leads include more visible reference to the UN Convention on the Rights of the Child in their policies and practices.

Domain A: Purpose and direction - A5 - Team Evaluation

Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

Self Ratings

Met

Evaluator Ratings

Met

Response

Doha College's purpose and direction is evident in its mission statement, vision, core values all of which can be evidenced on the website for all stakeholders to see. The school's educational portal is also a source of information where all stakeholders can access strategic development plans as well as parent survey action plans.

Once per year all staff write and evaluate themselves according to CPD targets (ie BlueSky make specific reference to points on the school's development plan)

Doha College has guiding statements that are supported by the school's constituent groups and there is a termly review system in place to ensure that the guiding statements remain relevant in a modern educational setting. Surveys are used among staff, students as well as parents. These surveys are completed regularly according to a schedule (evidence). This ensures that the guiding statements remain effective and consider a range of perspectives from across the school. Both the school's leadership group and governors understand the need to reflect on and review the implementation of the guiding statements. To this end, systems (evidence) are in place for monitoring and evaluating the implementation of the guiding statements. Qualitative and quantitative data are gathered to inform the monitoring, evaluation, and any review of changes to the guiding statements that may be necessary.

Doha College has demonstrated an understanding and willingness to improve following feedback in relation to global citizenship and diversity. The college identified a gap in

support for the whole-school community in relation to culture and diversity and sought to address this through a whole school cultural committee. The college sought inclusion from all stakeholders to develop an action plan to support bridging the gap in this area. Doha College has also sought to increase cultural awareness through the implementation of a cultural studies program that will begin during the academic year 2021/22.

Evaluator Response

The school's guiding statements undergo review as part of the development plan and, as stated in Domain A Standard 1, the statements have evolved over recent years. Stakeholders agreed that creating the new plan was a collaborative process involving input from all members of the community. Feedback has been sought from the school community through time at staff inset days, parent surveys, discussions with the members of the Friends of Doha College (FDC), and its subsidiary Parent Link Group (PLG). Student leadership teams stated they felt their input was sought, and valued.

Staff professional development reflections make reference to the school's development plan, and there is evidence of ongoing review and progress checking by stakeholders of the plan itself. At the start and finish of each term, reflections on the plan's progress are led by the principal.

The CIS Community Survey gave useful data on how the school's guiding statements were understood and continuing to engage with the school's constituent groups by such means as part of the ongoing review will be helpful. The summaries of the biennial survey and the one from December 2021 did not show any feedback directly relating to the impact of the school's guiding statements.

Commendations

Domain A Standard 5 - Members of the leadership group and board for facilitating a process that has enabled all stakeholders to feel involved in the creation development plans that include

Recommendations

None at this time.

an evaluation of the guiding statements.

Domain A: Purpose and direction - A6 - Team Evaluation

The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.

Self Ratings

Exceeded

Evaluator Ratings

Met

Response

We have students from 68 different nationalities at Doha College. With the UK remaining the top nationality. The admissions policy is in the evidence, the policy ensures a fair and consistent process of all students . The policy lists the guiding principles which will be used for each application. The policy is reviewed annually, and any changes are documented. The admissions procedures are clear and accessible and aligned with the schools guided statements. With the move to remote assessments during the pandemic assessment processes had to be adopted so that students were still given the best possible chance for success. This included 'remote home visits' for the FS1 children.

Evidence includes students' code of conduct (primary and secondary) both codes of conduct reinforce ideas of inclusion. For instance point 3 of the code of conduct Secondary reads: Be open-minded, respecting the rights of others and report unwanted and inappropriate behaviour to an adult. Point 11 states: Show kindness and consideration for all members of the college and respect for their property. And Point 12 states: Avoid violent, threatening or discriminating behaviour.

Currently the whole school numbers are 2150 students. We have 1075 students in Primary. Out of these numbers we have 89 students on the SEND register which is 8% of our students. Those who we support or are monitoring/under observation – 167 pupils, which equals 15%. However, Learning Support offers a lot of intervention where pupils are not diagnosed. From the evidence gathered from the Primary Schools SEND which shows numbers of children we have on the SEND register and referrals. This also shows the

children that receive LSA support in primary and the provisions provided in primary such as booster groups, spellings, communication and interactions, lesson observations. It also shows pictures of sensory calming rooms. The Primary Learning Support Data 2018-19 document shows the students who are utilising learning support in each year group.

The Learning support data 2019-20 shows the range of categories of support and the interventions.

The school has the following systems for disabilities:
- Induction Loop Hearing systems – for students or staff with hearing impairments (various buildings and hallways)
- Disable toilet Refuge system – Pull cords for emergencies in the disables toilets if staff/students get in difficulties
- Elevators on site for disabled access – C2, P2, H1, S1 Buildings
- Ramps on various locations
- Remote learners list due to medical exception, during the COVID-19 pandemic.

Whilst the percentage of Remote Learning has decreased very significantly through the academic year (8.4% in Sept 2020 to 1.2% in Jan 2021) the school continues committed to ensure that all students receive a quality education, in line with our school motto: Excellence from all, Excellence for all/ Growing together.

Evaluator Response

The development of the new campus has allowed for the inclusion of infrastructure to assist in meeting the varied needs of the student body including elevators and induction loop hearing systems. Presently 8% of the student role is registered as having Special Educational Needs and Disabilities (SEND), and the team of learning support teachers also work with many students with undiagnosed learning differences. Guidance has been published on how teachers should accommodate students who can't attend campus in person and observations of pre-recorded lessons showed teachers taking time to engage with students learning remotely. Lesson observations offered further evidence of the school working to meet the needs of enroled students.

The Admissions Policy outlines key principles, including the academic entrance test. Though reviewed annually, it is not clearly linked to the school's guiding statements. The school's website provides comprehensive information on the registration process, stating the school to be a 'selective entry school with a focus on academic excellence' which is in line with the school's mission. A points system is used that feeds into a panel discussion for each application. The head of admissions explained that the qualities and unique characteristics that a child could bring to the school formed a part of that process and recently the additional point awarded for being a British citizen had been removed from the tally. No specific documented references could be found relating to diversity and anti-racism in this area, but the school does have a Diversity, Equity and Inclusion Policy that has a section for admissions. A review of English language entry requirements and the school's EAL provision may be required to support a more diverse demographic. The school recently undertook an anti-racism survey of secondary students.

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the team evaluation stage criteria.

Commendations

None at this time.

Recommendations

Domain A Standard 6 (Major) - The admissions team, in collaboration with the leadership group, reviews the admissions policy and website to relate current approaches to the school's guiding statements. This should include an explanation of inclusion in terms of reference to diversity.

Domain A: Purpose and direction - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

As part of our Cultural Committee and discussions with staff and students we are looking into offering a celebration of events within other cultural calendars as a means of improving the level of educational opportunities (while being aware of our host nations restrictions). To do this successfully and not just as a bolt on, we would look into connecting these celebrations within the PSHE timetable to offer a deeper level of understanding, as we feel that there should be a focus on not only the immediate community but also those that are found around the world.

As well as celebrating and learning about other cultures we would like to make more connections to other schools around the world who are different from ourselves. Developing a network of international schools (sister schools) to offer both students and staff the opportunity to collaborate on an international stage. This will increase the level of cultural awareness within the community and could lead to offering a richer CPD calendar as well as an opportunity to practise languages learned in school.

We would also like to invite more guest speakers into school and with the use of platforms such as Zoom, speakers can be invited from all over the world and would enhance our cultural studies programme, while increasing reflection on the staff and students' own life experiences.

Evaluator Response

The school factors review and revision of its guiding statements into its development planning and has stated its intent to embed further the philosophy of HPL. HPL underpins approaches to teaching and learning across the school and relevant training helps teachers and the wider community understand its aims and objectives. Guiding statements were visible around the school but were not as prominent in documentation. Though the school has a Diversity, Equality and Inclusion Policy, the Admissions Policy could include more information to support meeting the needs of a more diverse group of students and demonstrate that the school is a more inclusive, equitable, and anti-racist community.

The school has been responsive to feedback from the CIS Community Survey and preparatory visit. The school is commended for its creation of cultural committees and development of a cultural studies curriculum. Part of this cultural committee's remit should be to reflect on what global citizenship and intercultural learning mean in the context of Doha College.

Commendations

Please refer to recommendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain A: Purpose and direction - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The school's purpose, direction, and decision-making is guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. All stakeholders are aware of the aspirational guiding statements, purpose and direction of the school. The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at governance, school leadership levels.

Doha College is now working with its 2020-21 School Development Plan, the plan was made collaboratively with the Senior Leadership Team, the whole staff body, parents, students, and the Board of Governors.

The Development Plan has been reviewed and updated to continually reflect the core values of the school, mission and vision. Input from all stakeholders ensures collective ownership and clarity of vision. The vision, missions and core values are updated where necessary to maintain the school's operational philosophy.

Doha College's vision, mission, core values and development plan were originally launched in September 2019 as the previous development plan had come to an end. The Development Plan serves as a road map for Doha College's future ambitions and provides the entire community with a sense of purpose and direction. As well as launching the second development plan, Doha College has also surveyed staff and parents for the second

time and is using the data collected from the surveys to plan its next steps. In 2020 the school has had to adjust its plans due to the ongoing Covid pandemic. Up-to-date development plans can be found in the links below.

The guiding statements systematically influence all levels of decision making. The Development Plan is revisited periodically throughout the school year. All decisions made within the school must be in-line with the action plan. The Heads of Year, Heads of Departments and Heads of Departments evidence how objectives are met.

The school's guiding statements are open to review through the development plan process and are adaptable especially in terms of the direction and purpose of the school relative to its stakeholders and governance body.

Inclusion, diversity, equity and anti-racism policies are developing within the school as the student body diversifies and grows along with the recent acquisition of the new campus. A cultural committee has been entrusted with the task of assessing, educating, and communicating these policies in language that can be understood and practised by all stakeholders.

Future adaptations and sustainability of the guiding statements are made possible through the regularity of working parties within the school to both review and make adjustments where necessary. All stakeholders are welcome to put forward their views, in order to ensure the guiding statements remain relevant, inclusive and flexible to changing educational needs in our changing world.

Doha College's vision, mission, and core values are coherent and well-postured to directly inform and impact learning and teaching. These guiding statements have been working in parallel with the High Performance Learning framework in recent years, which the College has implemented to underpin its entire teaching and learning philosophy.

Diversity: A PSHCE audit is in process to see where the gaps are throughout primary school. There are many ways we could improve on this, by introducing more diverse texts into the curriculum and to gain a better understanding on diversity and how to develop a well rounded global citizen. The English subject leader has been developing this with other

members of the cultural committee and has ordered books with characters of multi-cultural backgrounds and also authors that reflect diversity.

Anti-Racism: The cultural committee is in the process of sourcing training on how to respond to racism and starting a conversation. Once this gets underway the school community will have guidance to make a more effective policy. The students and staff have a code of conduct but we require more guidance when an incident does occur.

A number of intercultural opportunities exist:

- The highly-successful MUN programme encourages students to engage with complex global issues, and the Duke of Edinburgh, International Award programme, encourages charitable service and global citizenship. Both of these programmes are very popular and growing: their activities should continue to reflect an environmental awareness within planning and outcomes.
- The school has the Green Flag status and the student Eco-Committee meets regularly to progress environmental concerns. This is an on-going process and the school must ensure that students understand the environmental challenges facing us regionally and globally through regular engagement with the work of this committee and other stakeholders.

Several whole-school days promote intercultural learning, including modern languages day and Qatar national day as well as an annual Beach-clean.

A Charities Committee focuses on local and international charities, raising awareness through fund-raising activities and appeals.
A range of school trips run by departments and activities broaden students' horizons and expose them to other cultural experiences. (Examples include the Art trip to Japan, History Trip to Russia, MUN to the UN/New York, Languages to Spain).

Within the Curriculum a new 'Cultural Studies' programme of study is being introduced for KS3 exploring global citizenship issues within the regional context. The curriculum will be audited to consider the extent to which anglo-centric bias is removed and opportunities to recognise the diversity of the student population are taken. This might include choice of texts and study topics in Literature, The Arts and Humanities but should be considered

within all Faculty areas. (For example in Year 7 Drama a mask performance topic draws upon Persian Folk Tales as source).

Evaluator Response

See Domain Summary section

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - B1 - Team Evaluation

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school.

Self Ratings

Met

Evaluator Ratings

Exceeded

Response

B1i. The written roles and responsibilities of governance and/or ownership, leadership, and management are clearly articulated, well understood, and reflected in operational practice, improving quality and sustainability in the school.

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school.

The roles and responsibilities of the Board of Governors (BoG) and the Leadership Group (LG) are set out in a number of documents, including the BoG Constitution and the Lines of Authority. These documents also state the motto, vision, mission and core-values of Doha College.

The two groups (Board of Governors and Leadership Group) work together to drive strategic decision-making in the school, as evidenced most recently by the successful completion, financial planning and opening of the new Al Wajba Campus in September 2020. The opening of the new campus has improved the quality and sustainability of the school from not just a facilities perspective, but it has also allowed Doha College to grow and offer many more places. In addition to that, the new campus has also secured the future of Doha College as a not-for-profit British School under the auspices of the British

Embassy in Qatar.

The Development Plan sets out the short, medium and longer-term planning which is all linked to appropriate budgeting, monitoring and delivery. This Development Plan, which complements and dove-tails with the Strategic Plan, is the guiding plan within the school, which was put together by all staff members with input from students and parents. The entire community therefore has ownership of it.

The Annual Governors Reports are readily available on the school website for all to read.

INSET days at the start of each academic year give staff a round-up of results and developments. They also set out the annual budget to ensure transparency.

The Principal holds monthly 'Town Hall' meetings (no agenda) with all staff where any questions can be asked, and any issues addressed. He also delivers a weekly video round-up as well as a Principal's blog. All the minutes for Leadership Group meetings are available for staff, on the staff portal.

The Governors are trained every two years on Governance. The last training was carried out by Trevor Rowell from COBIS. All the Governors complete Safeguarding training and the lead governor is trained to Level 3. The Safeguarding Governor has regular meetings with the Designated Safeguarding Lead for the school.

B1ii. The decision-making, policymaking and practices of governors and/or owners, as well as leaders, are all fully aligned with the CIS Code of Ethics.

All policies and procedures are available on the schools intranet (Firefly). They can be accessed by staff at all times. Any updates on policies are communicated to staff half termly through email.

Promises are fulfilled regarding the school's guiding statements, policies and contracts. Striving for excellence is not only shown in our constantly improving examination results, but also in Core Curriculum Activities, the delivery of High Performance Learning (HPL), and the constant drive for improvement and to make positive change.

There is a culture of care within the school which is evident in the various safeguarding policies and procedures that are shared with all staff. There is regular training and CPD; staff and student wellbeing surveys are sent out and acted upon; we have a Staff Association which organises social events for staff and their families, and we encourage staff to write cards of appreciation (theme for this year is ("you are amazing") to colleagues whenever they have been helped or felt well looked after. The staff benefits brochure, which was compiled by HR, contains the details of the benefits, financial and other, that is provided to staff. The year 2021 saw the recruitment of an Estates Director to oversee the running of the facilities on the new campus as well as the Health & Safety remit of the college.

This all leads to a culture of dignity and equality of all. In 2020, the staff and student cultural committees were established to ensure that all voices were heard, and positive changes were made to ensure staff receive appropriate inclusion and diversity training, and that recruitment is conducted in a fair and equitable way. The school caters for students with additional needs, and the SEN provision is improving with recruitment of more staff. Any illness in students/staff is dealt with compassionately by the Leadership group and BoG.

All local laws are complied with, and we are following the rules set out by the Ministry of Education. The school's HR team comply with local employment law but also go above and beyond in order to better compensate staff (i.e. with better holidays/working hours/pay than stipulated).

Finally, there is a promotion of global citizenship through units taught within PSHE, MUN, the DofE award, the Student Cultural Committee, which is run by 6th Formers and supported by staff. We run extensive overseas trips, and there is substantial choice when it comes to deciding on subjects for examination courses.

Evaluator Response

The board consists of member-elected governors, parent-elected governors, divisional staff representatives, a British embassy representative, and the principal. The Constitution and Instrument of Governance document clearly lays out the roles of governors and structure of the board. This document is accessible to all members of the school community and its policies provide for a sustainable school in the longer term. The Governor Recruitment and Appointment Policy clearly defines members' purpose and duties. Specific job descriptions have been written for the chair and vice-chair. The principal has a clearly articulated job description.

Longer term envisioning is evident in the comprehensive development plan and aligned with the CIS Code of Ethics. This development plan expires in 2022, and a new one to be launched at the end of the academic year is currently being written. The board successfully facilitated the move towards a single, purpose built campus in September 2020.

Conversations with board members indicated a high level of engagement with their roles showing a commitment to systematic induction, evaluation, and training. An upcoming session with RSAcademics had been tailored to meet their identified needs. Board members undergo safeguarding training and take part in National Governance Association workshops as part of their induction.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain B Standard 1 (Major) - Members of the board for their commitment to systematic induction, evaluation, and training to support the effectiveness and sustainability of their strategic governance and leadership.

Recommendations

None at this time.

Domain B: Governance, ownership and leadership - B2 - Team Evaluation

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole.

Self Ratings

Met

Evaluator Ratings

Met

Response

B2i. The relationship between the head of school and the owners and/or governors is a mutually supportive partnership based on a shared vision and common understanding about roles and responsibilities, thus empowering the head of school to provide leadership and improvement for student learning, well-being, and global citizenship.

When the Principal joined Doha College, a Strategy Document was in place. This evolved into the School Development Plan(SDP) (2019 - 22) of which the layout (headings) were agreed with the BoG. On the Development Plan itself there is very little mention of the BOG as they are not operational. The Development Plan updates are submitted at every "Full Board" and actioned as necessary. There is a firm commitment to improvement for student learning and well-being, prioritised in the Development Plan: (1) Curriculum/Academic, (2) Student Welfare. There are discrete links to improving global citizenship within the SDP and promoting the Core Values, Vision and Mission are seen as priorities.

The Lines of Authority document details responsibility / accountability to ensure that all the College's matters are managed to the highest professional standards and in accordance with best current practice.
There is a detailed job description for the Principal and HR have confirmed that a parent group, staff group, BoG, student groups were involved with recruitment.

B2ii. The working relationship between the school's leaders and the governors and/or owners involves a well-defined appraisal process for both governance and leadership. The effectiveness of working relationships is evaluated and/or reviewed in order to improve their impact on learning, well-being, global citizenship, and the school's culture.

The appraisal process for the Principal is run annually, the documentation sits with the Clerk and is confidential. The process is similar to that of all staff, with targets and objectives being set by the Board of Governors, and evaluated throughout the year. The process is completed at the end of the annual cycle.

In the Performance Development Policy the following is stated:

"The Governing Body will nominate 3 members of the Board of Governors who will carry out the Principal's performance development or any appeal regarding the Principal's performance development to ensure that the Principal's planning statement is consistent with the college's development plan priorities and complies with the college's performance development policy".

The Clerk to the BoG confirmed the following:

From Clerk: "Principal appraisal done by BoG panel of Chair, Vice Chair and Chair of one of the sub-committees. During October the Principal submits evidence of his objectives obtained/not, new objectives identified.
The school website includes all new Board members".

Policies the BoG is responsible for:
- SEND
- Complaints
- Risk Management
- Grievance
- Travel & Expenses
- Credit Card Procedures
- Bank Account Procedures
- Fee

- Governor Recruitment & Appointment Policy
- Admissions
- Child Protection and Safeguarding
- Lines of Authority

BOG has its own page on the school portal and they have their own section on the school website.

Evaluator Response

The principal's job description contains several references to leadership of the whole school and identifies the board of governors as the group he or she reports to. It also gives clear requirements on qualifications and experience. The recruitment process involved stakeholders from across the school community. The job description includes expectations on safeguarding but makes limited reference to responsibilities regarding fostering global citizenship.

The principal updates the board with progress on the development plan at every meeting and each year undergoes an appraisal process with a panel of board members. Members communicated that as part of that appraisal, the board may set specific goals in addition to the annual points for review.

The board itself undergoes its own appraisal process and this is supportive of its aim to ensure as high a level of transparency as possible.

Commendations

None at this time.

Recommendations

Domain B Standard 2 - The principal's job description and appraisal process be extended to include greater reference to an accountability for the development of global citizenship throughout the school.

Domain B: Governance, ownership and leadership - B3 - Team Evaluation

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community.

Self Ratings

Met

Evaluator Ratings

Exceeded

Response

B3i. The governors and/or owners, together with leaders, have plans that are formally approved, detailed, and sustainable. The plans have appropriate time frames with clear financial underpinning to provide sound direction for school improvement in student learning, well-being, and global citizenship. The plans have appropriate time frames with clear financial underpinning to provide sound direction for educational improvement.

B3ii. Approved educational and strategic plans are aligned with the guiding statements, appropriately communicated, and widely understood by stakeholders, in order to enhance accountability and the transparency of school operations, governance, and/or ownership

The curriculum and the extra curriculum (curriculum map) designed by the Principal and his team are diverse and varied. In their totality, they offer a wealth of experiences to the students which go far beyond the subject knowledge acquired in lessons. The sheer plethora of skills learnt to help the students develop confidence, resilience and perseverance as well as metacognitive skills which vastly improve learning behaviour and, with it, the outcomes. Doha College is a not-for-profit school sponsored by the British Embassy. Being completely independent (financially, politically and ownership-wise), Doha College runs its own affairs. The Principal, who also acts as the CEO, has a Business Director

and a whole finance team working on all matters relating to the school's finances. The board has a controlling function. The board's resources committee is charged specifically with the task of guiding the Principal and his team in all matters relating to Doha College as a business. The British Embassy provides moral support; no financial help is given. Every year, the Principal presents a budget to the board which is discussed and challenged as part of the board's controlling function. Once agreed, the Principal deploys the funds as budgeted following the lines of authority laid down and agreed by the board. Once a year, the board presents the audited accounts of Doha College to the parent body, as part of their annual review.

Evaluator Response

A clear development plan has been in place for the past three years and is coming to an end. A new plan is being drawn up for roll out at the end of this academic year. Evidence was apparent in shared documentation of frequent reviews, task assignment, and progress reporting on the current plan. Further divisional-specific plans were also shared with traffic light systems being employed to reflect progress.

Several stakeholders commented on the inclusive process to build the new development plan with time set aside to gather multiple perspectives. Students stated that they felt their input to planning and review was acted upon. The board has constructive relationships with the FDC and PLG parent groups. The board chair emphasised the importance of transparency with the community. However, responses from parents regarding board visibility were mixed. One parent remarked that board members have been making posts as guest bloggers on the school's website to introduce themselves to the school community. Annual reports are supportive of promoting clarity along with open forums held by both the principal and board members. Teachers shared that the forums with the principal were a means to have concerns addressed. Touch point question and answer sessions are held for middle leaders to promote continuity of understanding.

Financial management is supported by an annual audit by Price Waterhouse Coopers. Overall the school has a clear financial plan that extends into the longer term and accommodates the significant implications of the move to the purpose built campus. The finance director was able to explain the school's approach to managing the resulting debt.

In addition to financial stability, board members identified staff engagement and retention, formalising the legal status of the school, and rebuilding a strong community as goals for the next few years. Board members use their expertise to support relevant aspects of long-term planning.

There is extensive monitoring of strategic and operational planning to inform future educational improvement. Multiple perspectives are gathered and considered as part of strategic planning. The head boy remarked that he felt connected to the leadership group.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain B Standard 3 (Major) - The board and leadership group for the monitoring of the current development plan and engagement with stakeholders to consider multiple perspectives regarding the upcoming one.

Domain B Standard 3 - The principal and board members for the operational transparency that is afforded by hosting forums.

Recommendations

None at this time

Domain B: Governance, ownership and leadership - B4 - Team Evaluation

Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction, and continuity.

Self Ratings

Met

Evaluator Ratings

Met

Response

B4i. A legally compliant governance structure is translated into policy, embedded in practice, and subject to systematic review to ensure continued compliance with legal requirements.
B4ii. Governors and/or owners as well as leaders are able to clearly demonstrate how they would manage continuity in the event of both internal and external changes to the operating environment of the school.

The Governing Body works within their constitution, which ensures that they are legally compliant. They also produce an annual report which highlights the achievements for the school that year. As well as producing an annual report, the Governors also hold a parent forum. Last academic year due to the COVID pandemic this was not possible.

The Governors work closely with the Leadership group to ensure that the school is able to manage in the event of both internal and external changes to the operating environment. For example the COVID-19 pandemic meant that the school had to quickly go into remote teaching for the remainder of the academic year in 2020. When the schools reopened in September 2021, a blended learning approach was insisted on by the Ministry of Education, this was adopted very quickly and training was provided to staff and students. The Governors were kept informed throughout the moves to remote and then into blended learning. As well as adapting policies and procedures a dedicated crisis communication committee was set up to deal with the ongoing crisis as well as the operation of the school.

A remote learning handbook was distributed to the community, which explained which platforms would be used and regular touch-points for the students. This handbook was updated at regular points throughout the process. The school has Crisis Communications meetings every morning, every day to ensure all issues are resolved as quickly as possible.

Evaluator Response

Evidence presented in Part 1 shows that Doha College is licensed to teach students in Qatar from the age of 3 to 18 years and adheres to guidelines from the Ministry of Education relating to compulsory subjects and courses. Recent closures due to the pandemic have led to the school developing handbooks to support remote or blended learning. The school's leadership has shown great agility in responding to government mandated mitigations in response to the pandemic. Significantly, the school has managed these changes whilst also moving into its new campus.

The Constitution and Instrument of Governance document outlines the composition of the board and governor-elected governors are selected to ensure a breadth of relevant skills. It was noted that there had been a deliberate growth in the number of members with financial or law backgrounds to support the development of the new campus. The board's appraisal processes include a skills audit of its members.

The board is structured such that subcommittees with defined roles can fulfill specific tasks. Board members shared that they are starting a cycle of internal audits of departments within the school.

Commendations

Domain B Standard 4 - The board for being proactive in starting an ongoing cycle of internal audits to improve school systems.

Recommendations

None at this time

Domain B: Governance, ownership and leadership - B5 - Team Evaluation

The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.

Self Ratings

Met

Evaluator Ratings

Met

Response

B5i. All leaders demonstrate that they actively enhance school culture by developing the intercultural competencies and understanding of the school's cultural context of all staff

Inter-cultural competencies are embedded in the schools HPL philosophies. Examples of this are: Concern for society (Green Day), open mindedness (International Day) and critical thinking (entrepreneurship day led by the community). This is amplified in the work done through the United nations' Global Goals, where parents were invited to participate through our community involvement programme.

The school is in the process of writing a curriculum for secondary students with a view of a whole school role out after evaluation. The aim of the curriculum is to have explicit teaching about global citizenship with emphasis on social justice, law, politics and globalisation.

There was the creation of the intra school cultural committee designed to bring diversity, equality and inclusivity to policies, behaviour and Teaching and Learning at Doha College. They meet regularly and have a strong influence in impacting policy at Doha College for perspective, current and future members of the community. Subcommittees have impacted language and ethos, HR recruitment/training and Teaching/Curriculum.

PSHE throughout the school teaches students about Respect for other cultures, openness

without judgement and discovery of tolerance. They produced an action plan, which they are working towards. The team also worked together to produce a [Diversity, Equality and Inclusive Policy.](#) All staff had to undergo racial diversity training. Students were also audited and the results were presented back to them.

Enrichment days are designed to focus upon all members of the school community improving their intercultural competency. This includes wider community support including parents and guardians.
Co-Curricular activities are a vital opportunity for intercultural exploration including community action and Philosophy. Others include Global Goals, entrepreneurship (linked with InJaz), Language clubs (French, Mandarin, Japanese, Urdu, Spanish, German).

The student leadership opportunities drive and lead initiatives which ensure a diversity of constituent voices, which improve inclusion, equality and anti-racism.

The role out of Global Citizenship within the curriculum for primary will be pivotal to the success of intercultural competency at DC. The importance of enrichment days with a clear intercultural focus. In addition, more Co-Curricular offerings should help students explore the depths of global citizenship. We will be continuing staff awareness through more opportunities to understand socio-linguistic awareness.

Evaluator Response

The creation of a cross divisional cultural committee and cultural studies curriculum will be central to developing intercultural competencies within the school. The school's leadership is being proactive in this area. Evidence was shared of training being given to middle leaders to drive the curricular changes forwards and of planning for further embedding involving the UN's Global Goals for Sustainable Development was apparent.

The school, however, does not have its own definition of global citizenship that reflects its unique cultural context. A reference is made to focusing on diversity as a strength in the Diversity, Equality and Inclusion Policy and the seven pillars of High Performance Learning (HPL) are stated as supporting global citizenship. There was no evidence of training for the development of intercultural competencies among board members and senior leaders.

The impact of the pandemic on teaching and learning routines has necessitated a shift in the dynamics of communication away from community building to more practical matters. Several board members and senior leaders identified the importance of rebuilding a sense of community and this could also be an opportunity to celebrate diversity and enhance school culture.

Staff in the human resources department are trained by the Qatar Ministry of Labour in local practices and the Ministry of Education holds records of everyone working at the school.

Commendations

None at this time

Recommendations

Domain B Standard 5 - The leadership group and board members identify formal opportunities for the development of their own intercultural competencies.

Domain B: Governance, ownership and leadership - B6 - Team Evaluation

There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

Self Ratings

Met

Evaluator Ratings

Met

Response

B6i. The governors and/or owners as well as leaders have developed, and formally approved, a comprehensive policy manual that is appropriately delegated, brings clarity to school operations, and is well understood by staff.

A detailed table has been published that collates all the information about the exact policies at Doha College. Categories of policies such as statutory policies (Safeguarding, child and data protection), Doha college policies are divided into different departments and areas. An analysis of the policies describes the date of the last review and the term before next renewal. Most policies were made with staff input through working groups. The log also declares where the policy was published i.e. staff portal, parent portal and website.

The governors and/or owners, as well as leaders, have developed and formally approved a comprehensive policy manual that is appropriately delegated, brings clarity to school operations, and is well understood by staff. Policies are renewed according to the policies log, for this the policy will go to the owner to make any amendments/changes etc, it is then sent to the Leadership Group who will review the changes and then formally approve the policy. The policies owned by the Board of Governors will go to the Board for approval. For this the changes/amendments have to be proposed with the policy. The Board will then go through the policy and either accept or reject the proposal. If the proposal is rejected then the Board will give their reasons for this. Changes are then made and the policy is shared, the policy log also states where the policy will be shared.

The policy log is held by the Vice Principal - Quality Assurance, and is monitored on a regular basis. Policies are always sent to the original owner for either updating or writing. When writing a new policy, best examples are looked at as a starting point and where needed expert advice is sought.

B6ii. The governors and/or owners as well as leaders are able to demonstrate effective governance and leadership of child safeguarding policies and procedures through ensuring all its staff and board members understand their roles, responsibilities, policies, and reporting procedures of suspected or disclosed maltreatment, including historical disclosure.

Safeguarding is a key priority and a comprehensive policy is established through all layers of school life. Safeguarding policy is regularly updated and published on all outward facing mediums available. There is a designated safeguarding lead Mr James Conly and has two Deputy Head teachers in the team. Additionally, there is a wider safeguarding committee which covers the phases of the school and associated academies. The safeguarding lead and committee oversee the welfare of students by keeping record of concerns that are reported and taking appropriate action. Any major concerns are communicated to the Principal and the Board of Governors.

All members of staff are trained and mandated to complete annual Child Protection training provided by 'EduCare'. This training is guided by UK best practice and current legislation. All staff members receive a copy of the child protection policy and it is a 'working document' that is often referred to by staff. HR keeps a log of the training.

CPOMS- is an online software utilised by the college to allow for secure reporting of any students or behaviours of concern. Relevant individuals in the safeguarding committee can be alerted and any appropriate action taken. Once a member of staff raises a concern, the relevant members of staff are alerted and this is then actioned.

Safeguarding training is built into the Induction process for new staff, support staff and governors Constitution. The constitution details the roles and responsibilities of the Board of Governors with respect to the statutory policies such child protection.

B6iii. The school has implemented policy and practices related to the storage and use of data to ensure that the school community is legally compliant and secure and these policies are reviewed systematically.

The school has a data security policy. The College adhered to the UK Data Protection Act (1998) and the European General Data Protection Legislation (2018). This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically. All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines. All staff and students have their own 'Z' drive and the 'Y' drive is subdivided into departments. Permission to access certain data is controlled centrally. Use of external online platforms such as Google Drive and Sharepoint is reliant on account security.

B6iv. There is a systematic process for the induction and training of new board members, school leaders and staff, which includes policies related to data protection, child protection, and safeguarding.

Diversity, Equality and Inclusion: The College has lately responded to the need for a comprehensive and honest conversation about identity and discrimination. Much of this was in response to opinions expressed amongst the student body. The College has responded positively and proactively to address these issues. A new 'Cultural committee' was established that has a holistic whole school approach. The values of diversity and inclusion have been knitted into every aspect of the College's organisation from recruitment to curricula to ensure that all members of the community are represented. The committee comprises volunteers from all departments and levels with the desired outcome to "All members of the school community feel valued and believe that the school systems and practices are there to support and protect their rights."

A new Diversity, Equality and Inclusion Policy has been published after extensive consultation with staff, students and the general community. The Policy aims to create an environment where all are included and safe from discrimination, overt and implicit.

The College hired an external agency (Flair) to conduct an anonymised Racial diversity survey for staff and students. The findings of the surveys were publicly discussed in student assemblies, staff meetings and large parental meetings with the Principal.

Evaluator Response

A single overview document lists all the policies the school holds, their review cycles and locations. The document shows who is responsible for updates and the timeline for modifications. Policies are available on the school's website or password-protected Firefly platform and readily accessible to the relevant constituents of the school community. Evidence was noted of the monthly email updates sent out by the vice principal - quality assurance on policy changes as they come up for renewal. There is a very clear structure and it was shared that student input via the 'Big 6' and 'Big 4' is sought on policies such as the Behaviour and Antibullying policies. Students are also invited to give feedback on drafts of the development plan.

The Safeguarding and Child Protection Policy includes governors in its expectations and these individuals receive training to Level 3 as part of their induction. The policy includes consideration of roles, expectations and responsibilities, and procedures relating to disclosures. A data protection policy includes consideration of the General Data Protection Regulation and an overview of how the school aims to meet those regulations.

Commendations

Domain B Standard 6 - The vice principal - quality assurance for the comprehensive management of policies allowing them to be updated in a timely manner and shared with relevant stakeholders.

Recommendations

None at this time

Domain B: Governance, ownership and leadership - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

From the narrative you can see that there is a strong working relationship between the Board of Governors and the school, the Board act as a critical friend and will question decisions, which is their role. With the current development plan coming to an end, the new development for the following year will begin. The Board will work with the Leadership Group to begin to put this together before it goes out to staff, parents and students. The Governor Blog was a new addition for staff and parents to get to know the Board of Governors.

Going forward we are looking into producing 'job descriptions' for the Governors, so that roles and responsibilities are clearly articulated,

Evaluator Response

Good working relationships were apparent between a committed board of governors, the principal, and the school. Efforts have been made to familiarise the community with the board members through blog posts and annual reports are shared with stakeholders but as the school emerges from the pandemic, more opportunities to increase visibility and develop the transparency of decision making can be created. The board recently held a question and answer session,and the principal hosts open forum meetings.

The board and senior leadership team can be proud of their efforts to navigate the last couple of years with a new campus being delivered against the backdrop of a pandemic. The senior leadership team has also worked hard to ensure the school met expectations regarding blended and virtual learning and introduced new guidelines to support ongoing student learning. The subsequent data-based study of the impact of blended and online learning will have helped focus efforts and expedite the closure of gaps in learning.

The school's guiding statements are aligned with the CIS Code of Ethics. A comprehensive battery of policies is well maintained and undergoes scheduled reviews by designated groups. Specific policies are in place for safeguarding and data protection. Governors are given child protection training and their role is outlined in the Constitution and Instrument of Governance document.

The school is making some positive steps to developing intercultural understanding and global citizenship and this could be further supported with training for the senior leadership team and governors regarding intercultural competencies.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

Met

Evaluator Ratings

No Rating

Response

The Board of Governors and the school leadership team own and are aligned to the school's guiding statements, as these were reviewed during the consultation process for the second school development plan. The strategic plan was developed with the Governors and this was used as a guiding document for the school development plan. In January 2022, the school will start to develop the third development plan, prior to this meeting the Board of Governors and the Leadership team are meeting in November, to set the strategic goals for the new plan. Any strategic decision making is discussed in the relevant Governor sub committees. There are four sub committees, these are:

- Development
- Education Standards
- Resources
- Governance

Each sub committee has its own terms of reference documenting the objective, primary focus, with clear roles and responsibilities and authority of that specific sub committee. The CIS code of Ethics and our Core Values are closely related, the BOG and the leadership group ensure that every decision made for the school has the core values at the heart of them. The school leadership closely monitors the evaluates the quality of student learning, well being through our quality assurance processes, these include learning walks, exam reviews, pupil progress meetings, exam reviews which are presented to the Board of Governors annually.

Evaluator Response

See Domain Summary section.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: (Early Childhood) The curriculum - C1 - Team Evaluation

The curriculum as a whole, offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students

Self Ratings

Met

Evaluator Ratings

Met

Response

C1i. A clearly articulated vision of high-quality learning is used in curriculum planning for each age group, which enables teachers to create engaging and suitably challenging learning activities for all students.

Our school vision drives the learning and is used in all curriculum planning. Our vision is articulated and shared with all and referred to and reflected in learning.

High Performance Learning (HPL), as an integral element of our vision, is fully embedded across the whole school and is woven into our core values. HPL is a regular discussion point in staff meetings, year group, department meetings, planning sessions, remote/home learning and enrichment days. Children are active participants in the HPL journey in their own classes and across the school. The HPL language is used daily across all stages and rewards (such as Star of the Week and house points) are issued linked to the Advanced Cognitive Performance characteristics (ACPs) and Values, Attitudes & Attributes (VAAs).

Doha College achieved the HPL World Class School Award for embedding the HPL philosophy within our school. We have incorporated the HPL philosophy into our schemes of work. Our environment and displays reflect HPL and the use of VAAs and ACPs within lessons is evident. In primary, the curricular overview is discussed at year group level. This is shared termly with the parents, providing an overview of expected learning. In Secondary, curricular content is shared with pupils across all key stages with access to calendars given to KS5.

Our vision for learning through the lens of HPL focuses on the philosophy that all students

are capable of high performance with the right environment and opportunity. As such, quality first teaching is a priority and we look to a 'keep up not catch up' model of differentiated support. We identify gaps and misconceptions at early stages through effective use of assessment for learning strategies as identified in our Assessment policy.

However, there is additional learning support available to teachers and students through our Learning support department. Specialist advice is given regularly and access to a wealth of reading materials and training is also available to all staff. Some individual children have full time LSA in classes to meet individual needs. In primary we have implemented 4 waves of interventions. This is discussed during Pupil Progress Meetings and then progressed as and when appropriate. The Head of Learning Support is a member of the Pastoral Team and supports Wave 2 and 3 strategies and manages Wave 4 intervention. A similar model is applied in secondary school.

Doha College was the first international school to achieve a double 'Green Flag' status. An 'Eco School Code' was developed via a committee and was pushed to all student's iPads. A paper recycling programme was set up whereby additional paper bins were provided to classrooms and office areas and emptied on a regular basis. A curriculum review was conducted and evidence of environmental issues being taught in lessons was collected. In support of our dedication to the Eco Schools Code we have now appointed an ECO schools coordinator with monetary allowance.

Doha College offers students a variety of Core Curricular Activities (CCAs) to enhance their learning and development as high performance learners and global citizens. Our academies provide the children with opportunities to develop their skills in drama and sports.

C1ii. Overviews of the curriculum meet the intellectual, physical, social and emotional needs of all enrolled students as they progress through school and are well understood by stakeholders

Our detailed overviews of the curriculum are reviewed regularly and reflect the intellectual, physical, social and emotional needs of our students. The Head of Year and Heads of Department oversee this review and it is conducted in consultation with all staff. Student and parent voices are also represented from feedback. Curriculum overviews are shared

with all staff and parents and are accessible on the parent portal throughout the year. Parents attend a presentation at the beginning of the new academic year to understand the curriculum for that year.

Doha College has implemented the use of PASS surveys and developed well-being surveys incorporating all ages within the school. For our youngest students, visual closed questions are asked to gauge their emotions and feelings. Our older students are able to access the questions independently using their own devices. The results of the survey are shared across the year groups, stages, and the whole school. Individual staff members are informed of any pertinent issues within their class and plans are actioned to support these. Information from these surveys inform our curriculum overviews too.

In Primary and Secondary, we have a PSHE subject leader who liaises closely with our pastoral DHT and selected PSHE champions throughout the year group. PSHE is planned for in year group planning sessions and is linked to real contexts that are happening in the class, school or wider community. Student and staff welfare is at the forefront of all of our Teaching and Learning. All staff have access to CPOMS and are regularly reminded about the importance of using this. All staff have also undergone training on safeguarding. Safeguarding and Child Protection is reflected in our PSED curriculum.

Our School Councillor works closely with the Pastoral team to support all students. Student referrals are made from staff and students can request to see the Councillor independently too. The Councillor supports the students directly and through liaising with parents, supporting staff with strategies and when appropriate working with external agencies such as Sidra, CAMHS.

Evaluator Response

Doha College's vision of learning through a lens of High Performance Learning (HPL) is evident through conversations with the primary leadership group, lesson observations, and interactive classroom displays. Teachers strive to bring the HPL philosophy, skills, and values to life through academic, play based learning, pastoral learning, and in the moment planning and responsive teaching within the curriculum.

The values and attributes of HPL are taught, modelled and reinforced in an age-appropriate and interactive approach. Students' understanding of each value and attribute is scaffolded and connections to relevant situations established. The language of HPL is used to help students learn and reflect on their learning and also to share peer feedback in an objective manner. Classroom interactive displays showed that students engage in co-constructing specific learning targets with their teachers and regularly revisit these targets to reflect on their progress towards them.

A review of curriculum overviews, lesson plan samples, conversations with faculty, and the walk through of the classrooms confirm that the physical, social, and emotional learning of students in the early years is catered for through assemblies, circle time, and personal, social and emotional development (PSED) lessons embedded in the timetable. Data from PASS and Shannari surveys have been used to gain an overview of student well-being in early years foundation stage (EYFS) and target intervention for students self- reporting low on the wellbeing indicators.

The school has provided clear articulation of curriculum overviews to staff and parents on Firefly. EYFS is implementing a new curriculum based on the Development Matters framework in the seven areas of learning. The assistant head, EYFS & Year 1, and staff share that subject leads are working collaboratively to articulate how these early development goals feed into the national curriculum progression of learning. Subject leads participate in grade level curricular meetings with the intent of identifying gaps in learning progression and ensuring effective planning in each grade level.

Commendations

Domain C Standard 1 - The assistant heads EYFS, Year 1, and Year 2 for using results from the well-being surveys to inform PSED teaching and learning in EYFS.

Recommendations

None at this time.

Domain C: (Early Childhood) The curriculum - C2 - Team Evaluation

The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students' current and future development.

Self Ratings

Met

Evaluator Ratings

Met

Response

C2i. The documented curriculum provides significant challenge and differentiation for all enrolled students.

Schemes of work across Doha College Primary and Secondary include a diverse array of activities and tasks for the students. Differentiation is a core principle within our curriculum documents, providing both challenging tasks for the more able and supportive tasks for the less able as is detailed in our planning documents.

We use the high performance learning attitudes and attributes to guide and encourage all our students to be the best learners they can be and offer valuable assessment for learning opportunities to extend them further.

In Primary, termly Pupil Progress meetings are held to discuss individual's progress and targeted intervention is planned for challenge or support. In Secondary, departments look at this subject specifically with Heads of Year and the learning support department identifying any trends for students across subjects and ensure targeted support is implemented.

C2ii. The documented curriculum articulates activities that foster well-being and explore diverse personal, community, cultural, and global perspectives, attitudes, and values to develop intercultural competencies.

Our curriculum documents specifically address student well-being and the development of intercultural competencies, appropriately, as also outlined in the middle leader's questionnaire on our curriculum review.

Our planning documents outline activities to teach, develop and enhance well-being and intercultural competencies.

The PSHE framework, which is firmly embedded within EYFS and the Primary curriculum and in Year 7 and 8 Secondary curriculum as part of the timetable. We are phasing in timetabled PSHE lessons within other year groups in the coming years. Departments and subject areas have strong PSHE links within their curriculum documents, including intercultural competencies. The history of, and relationships within, different cultures appear heavily in Sociology, History and Media within Secondary.
Assistant Head teachers monitor and develop student well being, for example by using the PASS survey and our well-being surveys, this data is used to plan appropriate strategies and resources to support well-being. These activities are documented in the planning, PPM forms and IEPs. Our Pastoral Team meetings are held regularly to discuss individual and whole school well-being needs and plans are actioned to meet these needs.

Qatar History is currently being delivered to KS1, KS2 and KS3 students as a distinct lesson within the school timetable in Primary and in Form time in Secondary. These lessons provide the students the opportunities to explore, discuss and develop awareness of local cultures. In addition to this from September 2021 we have also introduced Cultural Studies lessons for Key Stage 3.

We have a Cultural Committee that meets periodically to discuss community and cultural issues. A range of staff from across the school, representing all departments and levels work together to ensure the development of intercultural competencies of both staff and students. The committees have together developed a shared vision, mission and statement and DEI policy.

In Primary, a number of year groups are focusing on inclusion and diversity as part of their action research projects to develop the impact on learning through diversity and intercultural competencies based on evidence.
From September 2021, we have appointed a Diversity, Equality and Inclusion Coordinator whose aim is to support and drive forward our DEI agenda within the school community.

As a high performance learning school, the development of student independent learning

either within a group, or individually, is commonplace within our curriculum documents.

C2iii. Access, challenge, and the development of independent learning is planned for in the documented curriculum in sufficient detail to support teaching

In EYFS and Primary, students learn through IDL (Inter Disciplinary Learning) and child initiated learning. Students are able to explore the curriculum in multiple directions at their discretion, through their interests and enquiry, fostering student autonomy and developing independent learners. Students collaborate and link ideas in context, which is enhanced by having a key theme and focus. Students plan for their own learning and reflect and review using the HPL framework.

In Secondary our curriculum documents support the HPL ethos and provide multiple opportunities for students to develop their metacognition skills independently. There is an extensive range of opportunities across all subject areas, as evidenced in the responses to the middle leaders' questionnaire and exemplar schemes of work. At KS5, students have the opportunity to complete an EPQ to complete an extensive research task wholly independently, applying these skills.

As an iPad school, Doha College fosters the use of information technology to enhance independent student learning, we use platforms such as Century Tech and IGCSE Pod. These have been particularly useful for student home learning during the last year, with Covid-19.

Staff are supported to develop independent learning in their planning through training, team meetings, professional development targets and through the development of a shared vision.

Evaluator Response

Conversations with the assistant heads EYFS, Year 1 and Year 2, and head of the learning support department corroborated with classroom walk throughs show that teachers identify individual student needs via regular student observations and formative assessment, especially in the area of language learning and specifically phonics. Phonics

needs are monitored and tracked to ensure any learning gaps are identified and addressed early, enabling students to have a good foundation for success in reading and writing as they progress through the primary grades. Teaching assistants and teachers plan for and lead small group intervention or booster lessons to ensure students learn and can demonstrate the skills where scaffolding is required. The deputy head of pastoral primary has led one professional development session around differentiating instruction to support faculty in meeting the varied learning styles and needs of students. The learning support department offers some resources on Firefly on how to support SEN in the classroom. Additionally, pupil progress meetings (PPM) are used to monitor and review students' learning and progress across classes and grades. Patterns noted in these inform targeted intervention and are also used to reach out to the learning support department for assistance, if required.

The school recently undertook a review of diversity, equality and inclusion (DEI) representation in the curriculum, which prompted EYFS to map out steps to ensure their curriculum is more culturally inclusive. They have included multicultural texts for reading, diverse resources in the play areas (like doll figurines, cutlery toys) and invite parents to be guest speakers or readers to share about their cultures. However, as indicated by the assistant heads EYFS, Year 1 and Year 2, a follow up is required to ensure a boost of learning opportunities to develop intercultural competencies. Parents feel that while the school provides opportunities to develop intercultural understanding (mystery readers, sharing of cultural cuisine), much of this has been curtailed over the pandemic period.

Student voice is cultivated through a variety of instructional and reflective engagements. Students' interests and choices are accounted for in play-based learning and in the moment planning/responsive teaching. A walk through of the early years classes evidenced that students are involved in deciding which resources they would like to interact with and play areas they would like to co-construct with teachers. Rainbow challenges were noted in lessons observations and interviews. This is a strategy used to encourage independent choice in learning and self- regulation. Students are required to choose areas of learning introduced through the week to work on and ensure that all activities introduced are completed in the course of a week. Interactive visual tools scaffold student participation. Students are encouraged to articulate their understanding of what is learned using sentence starters, speech bubbles and HPL skills and attributes.

Commendations

None at this time.

Recommendations

Domain C Standard 2: -The assistant heads EYFS, Year 1, and Year 2 to document the findings in the diversity and inclusion review in the written curriculum to offer systematic guidance to intercultural planning learning in the early years.

Domain C: (Early Childhood) The curriculum - C3 - Team Evaluation

Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school.

Self Ratings

Met

Evaluator Ratings

Met

Response

The curriculum draws on the school's contextually appropriate definition of global citizenship and an understanding of the school's cultural context, to provide intentional learning focused on developing students' local and global citizenship.

Mystery readers (FS1/2). Masked readers, guests represent a range of cultures representative in the class or linked to the text via connection. Global Goals is now part of the curriculum framework in Primary and is slowly being developed at Secondary level.

As part of our work on behalf of the school Cultural Diversity Committee we created a primary school audit to identify areas of strength with regards to our focus on cultural diversity and areas of development. These are currently being looked at by middle leaders before being delivered to all staff. This will form the basis of any changes that could be made within our year groups and departments. This is also scheduled to take place in secondary at the end of next term as well.

Primary Year Group research projects are taking place with key links to diversity and inclusion.
For example - Year 2 conducted a survey with all pupils (see evidence) and from those findings, Teachers discovered children would like to know more about each other. Year 2 have now adapted PSHCE planning to incorporate more opportunities for children to learn about their peers. A brief overview below:
Week 1 - Origins of your name- How was your name chosen? Were you named after

someone? Does it have a meaning?

Week 2 - Food from your culture

Week 3 - Music and Traditions

Week 4 - Celebrations

Week 5 - Traditional Dress

Week 6 - Language (with an opportunity to learn key words and greetings)

We will begin this unit of PSHCE lessons and conduct a survey again towards the end of the year. This will give us an opportunity to develop the curriculum even further and ensure the unit of PSHCE lessons are taught towards the beginning of each academic year.

These are scheduled to start with Cultural learning lessons in Year 7 and 8 that will take place alongside Islamic Studies. All Muslim students and all students who express an interest are offered the opportunity to learn about Islam, its tenets and principles during Islamic Studies. We offer the Islamic studies programme for native and non-native Arabic speakers following the Ministry of Education requirements and standards.

Medium Term and Long term planning is provided for the teaching of Qatar History in Year 7 - 9 and throughout Primary.

In Eco School, Global citizenship is a central theme of the programme. The Eco Committee chose to focus on global citizenship during the 2016 - 2018 cycle. This included students, staff and parents taking part initiatives such as Earth Hour, Ocean Awareness Month and Qatar Sustainability Week. Earth Day (including Earth Hour) will take place again this year in April.

The school demonstrates commitment to the role of language through developing programmes to support multilingual learning as well as the host country language.

In Year 1-3, pupils experience French lessons taught by the class teacher using 'Language Angels' to support the learning. The specialist teacher then begins from Year 4-6.

Pupils are taught Arabic from Year 1 all the way through to Secondary. Arabic, at Secondary level, is taught at different levels, beginner Arabic and Advanced Arabic. The Beginner Arabic course follows a different path to the Advanced Arabic course. The beginner course

aims at teaching the students the syllabus and the skills related to the Edexcel GCSE Arabic examination at the end of Year 11. There is greater emphasis on communication and the four skills of Speaking, Listening, Reading and Writing. As the students come to Year 7 with different levels of Arabic, we spend time teaching the basics to all students. We do offer differentiated lessons but we believe that the students benefit from consolidating their previous knowledge of Arabic as well. We use the target language (Arabic) and the source language (English) for some parts of the lessons (Grammar, comprehension etc..) Towards higher levels, we use Arabic more often as the teaching medium in class.

Previously, from Year 7, pupils took two languages only. This didn't allow pupils to experience a variety of languages or to be able to choose a language that they wanted to study at a later date. The carousel approach for language learning in Year 7 allows pupils to experience four languages before opting for two to study in Year 8 and Year 9.

CCAs (formerly ECAs) demonstrate an offering in response to student wants and needs in terms of languages with languages such as Latin, Spanish, French, Urdu, Mandarin and Arabic being offered in recent years.

The school has defined digital citizenship and has shared age-appropriate expectations with the students, which inform the nature of their learning with technology. - The school employs a Head of Digital Learning in secondary and two Digital Coordinators in Primary who oversee the use of technology across the curriculum.

Doha College is a 1:1 iPad school - the principles of Digital Citizenship and how the school supports this are explored with children and parents when devices are distributed. The school employs a digital learning model which is displayed throughout the school. This is an eight point learning model that focuses on the tenets of digital citizenship such as collaborative participation, responsible usership, digital literacy etc. Digital Citizenship is reinforced in ICT curriculum in Primary, and within Computer Science and PSHE in secondary. Digital Citizenship has been a focus for a number of year group assemblies delivered by Head of Year, and Head of Digital Learning. Doha College subscribes to the National Online Safety platform. Staff members can gain a qualification in online safety within an international setting. Students and parents can access a wide range of resources to enhance understanding of how to cultivate a positive relationship with technology.

A number of teachers in primary and secondary are qualified in Google Certified Educator Level 1 and Level 2. Staff trainers have taught modules on digital citizenship in their delivery of this training course. The school makes use of an MDM which helps to create an environment of online safety and appropriate use.

Evaluator Response

The self-study narrative and conversations with the assistant heads EYFS, Year 1, and Year 2 indicate that Doha College has started embedding an understanding of global citizenship into their teaching and learning based on their cultural context. The assistant heads EYFS, Year 1, and Year 2 indicated that a school wide definition of global citizenship is yet to be established. EYFS students participate in the primary school cultural committees, in a guided and age appropriate manner, with meetings of their own. Some examples of how students explore global citizenship are: creating 'worry boxes' for classmates to share any worries or concerns, which are then addressed sensitively; in the effort to build environmental stewardship, eco committee members are responsible for mindful use of water and electricity in their classrooms. Parent conversations corroborated these findings; they believe that the school offers relevant opportunities to build leadership, open-mindedness and environmental awareness. Their own involvement in the life of the school is limited due to pandemic restrictions.

In line with the Qatar Ministry of Education requirements, the school has planned to start Arabic language learning in EYFS in the next academic year. Currently, French is taught alongside English, which is the medium of instruction at the school. Conversations with the primary leadership group indicate that while students' use of their mother tongue is not actively encouraged in classroom learning, students' use of and sharing of their mother tongue languages is acknowledged and honoured. EAL students or students identified with language development needs, receive scaffolded instruction or targeted intervention from classroom teachers (wave one and two) or the learning support department (wave three and four). However, the school does not have a clear language policy. The CIS Community Survey indicates that a quarter of the parents in these grades did not feel that the school catered sufficient opportunities for multilingual learning. Parents reported that while they appreciate the foreign language offerings at the school, they would like to see more time

(timetabled into the week) devoted to learning these languages to ensure a strong foundation is built.

EYFS students use technology in their learning. Students have access to a bank of community iPads, voice recorders, keyboards and beebots. The focus of teaching is on how to use these devices and operate the softwares used for teaching and learning. Digital citizenship is organically integrated into teaching where need arises. Students in older primary grades often create safety online posters to share with and teach students in EYFS. There are eight distinct capacities for digital learning that are taught from Year 1 and upward, while in the early years the basics of use of device and safety is taught.

Commendations

None at this time

Recommendations

Domain C Standard 3 - The primary leadership group and assistant heads EYFS, Year 1, and Year 2 to create a language policy that encapsulates opportunities for mother tongue and multilingual learning.

Domain C: (Early Childhood) The curriculum - C4 - Team Evaluation

The curriculum is sequenced in a way that promotes students' access and progression, and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

Self Ratings

Met

Evaluator Ratings

Met

Response

There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation and review. In DT we get involved in cross phase once per year (pre COVID) by provinding a transition programme, delivered over 3 days. What would be benefical, would be the opportunitiy to have regular (whole school initative focussed on vertical and horizontal learning opportunities/transition) cross phase meetings (curriculum leaders) enabling staff to jointly plan, curriculum map, share expertise, schemes of work, training opportunities, ensuring the curriuclum is progressive, developing skills, sharing the vision of the department, enhancing access to greater resources like software/hardware/expertise.

In maths, we have started looking at ways to ease the transition from KS2 to KS3. Last year Luke Bennett from primary came to look at the KS3 maths curriculum and observe lessons. He gave some feedback and also took on some advice on what could be tweaked in the Year 6 scheme of work. Heads of KS3 and KS4 maths are already working together with the curriculum. Could further improve links with other subjects (such as physics).

In secondary science we have transition days for the year 6 primary students to come and experience secondary science lessons. The SOW are clearly mapped from KS3 up to KS5 with a spiral curriculum, there is some discord between primary and secondary science and what is taught at each stage of schooling.

The Primary School has effective curriculum coordination with music specialists and where possible, IDL is linked and integrated into Music curriculum planning. The school would benefit with designated meeting time across the Arts to discuss links between the subjects.

The school has provided a coordinated and coherent written articulation of the curriculum for students, staff and parents.

Termly overviews are sent to parents to provide a written articulation of the curriculum. These are available for maths students on the Firefly pages. Also in maths, staff have day-by-day calendars which ensure coordination.

Resources that are used in and out of school are made available to all students via firefly and the students and parents are encouraged to engage with these resources on a regular basis. The curriculum at KS3, 4 and 5 is chunked up in a modular format and made easy for students and parents to follow. Some more regular communications with vertical year groups and KS2 teachers regarding what is taught in primary could enhance the students' learning at KS3 and above. Additionally, horizontal links between mathematics and physics for example and PE could be beneficial to improving students' understanding of content and skills. A centralised plan or calendar of review days/dates could help departments/year groups review the effectiveness of T&L and SOW and implement changes throughout the year. This would ensure little disruption to student learning and a smaller workload for teachers (this may already be being done, I am not sure)

Evaluator Response

Last year, Doha College implemented a new EYFS curriculum based on the Development Matters framework and recently the school established structures for subject leads to work collaboratively within each year group in the early years foundation stages (EYFS) to ensure coherence and continuity in learning progression. They work with middle/ extended leaders and focus on pedagogical approaches of HPL underpinning the curriculum and how the seven learning areas and early years goals feed into the National Curriculum, in order to meet the needs of enrolled students. Teaching staff reported that recently the EYFS team met at the start of the term to unpack Maths learning objectives. This exercise was found to be impactful in refining teacher understanding of the curriculum and planning for rigorous

learning. They suggest regular year group meetings to pull apart learning objectives in the 7 learning areas to visualise successful learning in each grade and progression across grades.

Over the past two years, working parties across early years, primary, and secondary schools have been collaboratively building curriculum statements for each area of learning, defining the intent, implementation and impact in each learning discipline across the grades. Next steps planned include outlining learning expectations, Rosenshine's principles and making these statements practical in usage for teachers. With the return of faculty and students to campus, the school states that it will benefit from designated time across the arts to discuss IDL and links between these subjects.

Commendations

None at this time

Recommendations

Domain C Standard 4 - The vice principal teaching and learning and assistant heads EYFS, Year 1, and Year 2 provide regular opportunities to discuss learning objectives in all subject areas to deepen understanding of the the curriculum and ensure continuity between the early years and primary learning progression.

Domain C: (Early Childhood) The curriculum - C5 - Team Evaluation

The curriculum is monitored, evaluated, reviewed, and developed on a systematic and planned basis using student outcomes, student agency, and in response to changing external influences.

Self Ratings

Met

Evaluator Ratings

Met

Response

Curriculum review and development is informed by systematic monitoring of quantitative and qualitative measures of student learning and well-being, including student agency, with appropriate analysis and development.

As a school we introduced Century Tech, four years ago into English, maths and science. Century Tech is an AI powered online learning platform that tailors study materials to the needs of every child. Students can challenge themselves at their own pace. The use of Century Tech was increased during remote and blended learning and this has continued to be the case even now that all the students are back in school full time.

From reviewing the curriculum, the following changes were made to further develop:

- A languages carousel, to allow an informed decision by students and parents in their choice of language, the review of the number of languages taught to students to allow a firm foundation for GCSE. To develop mastery further Year 7 introduced a Complete Maths platform.
- Introduction of Complete Maths platform into year 7 mathematics to develop mastery
- Curriculum review in English to change set novels in key stage 3 after thought of their well being
- Year 9 curriculum overhaul in science as it was seen by teachers and staff to not prepare students well enough for GCSE
- Change of syllabus in History for next year's IGCSE to ensure a better foundation for A level

- Weekly online wellbeing 'check-ins' during remote learning – provided an early warning system for those that were struggling
- Termly well-being surveys provide quantitative data on students safety and well-being
- GL PASS survey utilised across the school to provide staff with attitudinal data
- Staff trained in the interpretation of GL PASS data and the application of interventions.
- Progress tests used in key year groups for maths, English and Science in Year 3 and 6. This has allowed subtle shifts in focus for the planning in these areas.
- NGRT used to track progress in Reading. Deep dives with this data have helped to inform focus and professional learning.
- Subject leads leading working groups to consolidate our school approach to each curriculum area and provide clear guidance for staff.
- Calculation policy in mathematics currently being reviewed.
- New texts introduced across the Primary to take account of DEI issues and be more representative of our student body.
- Introduction of Century tech to support learning in core subjects across KS2.
- Wellbeing developed across the school with assemblies and PSHCE learning linked to SHANARRI
- Wellbeing assessments and student questionnaires used to target support to students presenting with low wellbeing
- Termly wellbeing surveys used to assess wellbeing with whole school trends and individual students being supported
- PASS survey used annually to track longitudinally
- Safeguarding assemblies being developed
- Community time across phases developed and used as a vehicle for Pastoral issues and learning as well as community building

The school enables curriculum innovations and exploration of new learning methods, monitored by appropriate assessment and reflection techniques.
· The use of century tech
· Blended learning has allowed staff to experiment with online tools to add in learning.
· Staff reviewing Rosenshein's principles and practicing these in the classroom
· The use of Century Tech
· Google classroom roll out for blended learning

• Revision of ELO format based on experiences with blended and remote learning.

• Review of Rosenshine' Principles – initial focus on effective review and then we are asking staff about what comes next for them.

• Subject Lead Marketplace on INSET to allow choice for staff in the professional learning they undertake in response to curricular area that they feel they need to improve on.

Evaluator Response

It is evident that assistant heads EYFS, Year 1, and Year 2 has used data from the PASS survey to inform PSED and student well-being and learning. During virtual learning phases, the school carried on leading student assemblies online, focusing on well-being and community building exercises. Parents reported that their children looked forward to these assemblies and that they addressed relevant topics. Recent face to face assemblies unpacked the UN Rights of the Child to make age relevant connections; students explored why having names is important to their identity and also explored identifying and acknowledging feelings and emotions.

PSED themes centre around understanding and building resilience in age appropriate ways for young students. With learning taking place on the school campus, circle time is planned based on student interests and in the moment planning around well-being needs that are observed. Lesson observations confirm the use of HPL values, skills and attributes in teaching and learning, helping students understand the skills and attributes that help them learn. Interactive displays and student reflections are used to reinforce language of these ACPs and bring to life these skills for young learners.

Commendations

None at this time

Recommendations

None at this time

Domain C: (Early Childhood) The curriculum - C6 - Team Evaluation

The school offers a breadth of programmes and co-curricular activities to complement the formal curriculum which foster high-quality learning, student well-being, and the development of global citizenship.

Self Ratings

Met

Evaluator Ratings

Met

Response

Resources that are used in and out of school are made available to all students via firefly and the students and parents are encouraged to engage with these resources on a regular basis. The curriculum at KS3, 4 and 5 is chunked up in a modular format and made easy for students and parents to follow. Some more regular communications with vertical year groups and KS2 teachers regarding what is taught in primary could enhance the students' learning at KS3 and above. Additionally, horizontal links between mathematics and physics for example and PE could be beneficial to improving students' understanding of content and skills. A centralised plan or calendar of review days/dates could help departments/year groups review the effectiveness of T&L and SOW and implement changes throughout the year. This would ensure little disruption to student learning and a smaller workload for teachers. In addition to this, sixth formers run the charities and social committees and digital leaders team. These are responsible for organising school wide events that are entirely student driven.

Charities Committee - Voted in as a representative of their class who are responsible for sharing ideas and managing tasks. Using student agency, they meet to discuss charities they can raise money for and spend play-times thinking about how they can raise money. They lead the distribution of the themed day and also assist with the collecting of money. They promote themed days amongst their year group hub and are a visible member in Primary in terms of their commitment to support charities inside and outside of school (locally and globally).

EcoWarrior - These children are instrumental in promoting Eco Awareness across Primary which is also linked to the Global Goals. In cross-curricula tasks during IDL lessons, children are taught the importance of the UN Global Goals and how this impacts society, globally and locally. They fulfil tasks related to affordable and clean energy, clean water and sanitation, climate action, life on land and life below water.

Moving up award (Y6) - links to DofE in secondary as a building block so they experience the different sections: skills, service and sport. Within that they have PALS (playground leaders) which counts as their service, supporting at break times and playing with other students; resolving conflicts and leading games. The Moving on Up award develops children's initiative, independence and time management skills.

Evaluator Response

Conversations with assistant heads EYFS, Year 1, and Year 2 and staff show that the school offers in house co-curricular programmes (previously called extra curricular activities) from year one and upwards. EYFS have shorter school days compared to other grades and are offered optional co-curricular programmes, largely led by academies, such as little footballers and little bowlers. For students who choose to remain on campus waiting for older siblings, they are offered a creche programme. Students are cared for during this time and participate in play, reading, and art.

Early years students participate in student led committees like the eco, cultural, digital and well-being committees. They meet regularly to discuss and understand the themes chosen by primary school and subsequently work on projects to raise awareness of these themes and include their peers in the learning from these complementary programmes.

Commendations

Domain C Standard 6 (Major) - The primary leadership group, for the complementary programmes and activities, offered to the students to

Recommendations

None at this time

foster lifelong learning and well-being.

Domain C: (Early Childhood) The curriculum - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

From the prep visit it was recommended that the we ensure that PSHCE is taught throughout the school, this is now the case and is a timetabled lesson. Throughout the school right from FS1 student voice and autonomy is encouraged. As students from Yr3 onwards have their own device , digital citizenship is taught and we encourage the use of the iPad within our teaching in order to enhance the learning experiences of the students.

Our curriculum is aligned with our core values and focuses on subject knowledge while encouraging interlectual curiosity and creativity, where the students are challenged throughout their learning. Throughout the lockdown and blended learning time at Doha College, we have focused on student welfare throughout and ensured that we captured their feelings regulary, this was done through regular well being surveys.

Evaluator Response

Doha College's vision and mission are evident in its teaching and learning practises in the early years. The taught curriculum offers challenge and engagement for all learners. The HPL philosophy is taught, reinforced, and brought to life through teaching, conversation, reflection, and interaction in the early years classrooms. The school as a whole offers an impressive range of co-curricular activities to benefit student interests and needs, while in the early years age appropriate optional co curricular activities, complementary programmes, and a creche facility is offered. Over the past year, primary leaders and heads

of year have ensured students' social emotional learning has been informed via PASS surveys administered to garner student voice about their well-being. As part of the DEI curricular review, the early years has bolstered its print and play resources to reflect different cultural backgrounds and inclusion. It is recommended as part of furthering the impact of intercultural learning, the school includes opportunities to engage students in the use and learning of different languages relevant to them. Including themes and results from these surveys into the PSED curriculum will also offer planning and teaching guidance across the EYFS and FS.

Curricular overviews lay out clear expectations and the school is currently in the process of aligning these overviews to the Development Matters framework. A review of the vertical articulation of the curriculum has begun at the school and next steps outlined by relevant leaders. This undertaking will provide essential clarity for all school stakeholders and reflect the school's purpose and direction in curricular and co-curricular teaching and learning.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: (Elementary/Primary) The curriculum - C1 - Team Evaluation

The curriculum as a whole, offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students

Self Ratings

No Rating

Evaluator Ratings

Met

Response

Please see: Domain C (Early Childhood) The curriculum - C1

Evaluator Response

Conversations with the primary leadership group, pre-recorded, and observed lessons indicated that Doha College focus has endeavoured to embed HPL into the day-to-day life of the college and teaches students to use these skills within the taught curriculum during the pastoral time and extra-curricular activities.

During classroom observations and walk throughs, it was evident that the HPL skills and values are uniformly used across the primary school. The teachers were observed to model the skills throughout the visits.

Focused faculty meetings confirmed that through established structures, the subject leads collaborate with core curriculum group (primary) middle leaders/ extended leaders focus on vertical alignment and pedagogical approaches of HPL underpinning the curriculum and the needs of enrolled students.

The evidence suggests that the primary leadership group has acted on feedback using the Ofsted criteria, Pupil Attitudes to Self and School (PASS) survey, national curriculum and curriculum statements to provide input for ongoing professional development sessions, identify deficits and plan more intervention and required learning.

It was evident in both conversations with the leadership team, students and parents that child safeguarding takes place through the school counsellor, head of learning support, and the pastoral team who liaise with the parents and students and offer strategies in conjunction with external agencies.

The deputy head academics shared that the next step of curriculum review and development is to allow in-depth curriculum mapping across primary and secondary to meet student needs and close any learning gaps.

Commendations

Domain C Standard 1 - The primary leadership group , in collaboration with the subject leads, teachers and students for using feedback from Ofsted to create engaging and challenging learning activities for students.

Recommendations

Domain C Standard 1 - The primary leadership team and subject leads ensure in-depth curriculum mapping across the school to meet all student needs and close any learning gaps.

Domain C: (Elementary/Primary) The curriculum - C2 - Team Evaluation

The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students' current and future development.

Self Ratings

No Rating

Evaluator Ratings

Met

Response

Please see: Domain C (Early Childhood) The curriculum - C2

Evaluator Response

Through documentation and conversations with the leadership group, it was noted that differentiation is a tool the school uses to meet the learners' various needs.

For example, the school moved from a guided reading carousel to full-class reading levels to support students reaching that level. Planning documentation clarifies the differentiation by tasks according to ability, and assistant teachers lead one reading before all group reading begins. Through the Pupil Performance Meeting (PPM) forms, targeted interventions are in place for individual students.

During classroom observations and conversations with students, the use of know, want to know, learned (KWL) was evident. Students shared questions they would like to explore in the various areas of interest to create opportunities to share what types of things they would like to learn and how.

The documentation and leadership group meetings elaborated further on the different student committees and activities that promote student leadership and give a sense of identity.

Documentation reviews and class observation verified independent learning through child-initiated play, interdisciplinary learning, and research using Google documents, Students were seen to be completing tasks on learning applications like Century Tech and there was evidence of the students' ability to self-assess and reflect on their learning and acquisition of the HPL skills and values. Most practical maths lessons exhibited the personalisation of an abstract approach. This was used to demonstrate learning in a choice of concrete materials for students to meet their year level expectations.

Commendations

Domain C Standard 2 - The primary leadership group and teachers for including a range of independent learning strategies that enable students to access their learning effectively.

Recommendations

None at this time.

Domain C: (Elementary/Primary) The curriculum - C3 - Team Evaluation

Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school.

Self Ratings

No Rating

Evaluator Ratings

Met

Response

C3i. Articulated learning outcomes provide evidence of the planned integration and delivery of learning that fosters local and global perspectives and intercultural learning.

The curriculum draws on the school's contextually appropriate definition of global citizenship and an understanding of the school's cultural context, to provide intentional learning focused on developing students' local and global citizenship.

Mystery readers (FS1/2). Masked readers, guests represent a range of cultures representative in the class or linked to the text via connection. Global Goals is now part of the curriculum framework in Primary and is slowly being developed at Secondary level.

C3ii. The school recognises and supports multilingual learning, including languages of the host country and mother tongues where feasible, and uses its multilingual community as a resource to enrich learning.

As part of our work on behalf of the school Cultural Diversity Committee we created a primary school audit to identify areas of strength with regards to our focus on cultural diversity and areas of development. These are currently being looked at by middle leaders before being delivered to all staff. This will form the basis of any changes that could be made within our year groups and departments. This is also scheduled to take place in secondary at the end of next term as well.

Primary Year Group research projects are taking place with key links to diversity and inclusion.

For example - Year 2 conducted a survey with all pupils (see evidence) and from those findings, Teachers discovered children would like to know more about each other. Year 2 have now adapted PSHCE planning to incorporate more opportunities for children to learn about their peers. A brief overview below:

Week 1 - Origins of your name- How was your name chosen? Were you named after someone? Does it have a meaning?

Week 2 - Food from your culture

Week 3 - Music and Traditions

Week 4 - Celebrations

Week 5 - Traditional Dress

Week 6 - Language (with an opportunity to learn key words and greetings)

We will begin this unit of PSHCE lessons and conduct a survey again towards the end of the year. This will give us an opportunity to develop the curriculum even further and ensure the unit of PSHCE lessons are taught towards the beginning of each academic year.

These are scheduled to start with Cultural learning lessons in Year 7 and 8 that will take place alongside Islamic Studies. All Muslim students and all students who express an interest are offered the opportunity to learn about Islam, its tenets and principles during Islamic Studies. We offer the Islamic studies programme for native and non-native Arabic speakers following the Ministry of Education requirements and standards.

Medium Term and Long term planning is provided for the teaching of Qatar History in Year 7 - 9 and throughout Primary.

In Eco School, Global citizenship is a central theme of the programme. The Eco Committee chose to focus on global citizenship during the 2016 - 2018 cycle. This included students, staff and parents taking part initiatives such as Earth Hour, Ocean Awareness Month and Qatar Sustainability Week. Earth Day (including Earth Hour) will take place again this year in April.

The school demonstrates commitment to the role of language through developing

programmes to support multilingual learning as well as the host country language.

In Year 1-3, pupils experience French lessons taught by the class teacher using 'Language Angels' to support the learning. The specialist teacher then begins from Year 4-6.

Pupils are taught Arabic from Year 1 all the way through to Secondary. Arabic, at Secondary level, is taught at different levels, beginner Arabic and Advanced Arabic. The Beginner Arabic course follows a different path to the Advanced Arabic course. The beginner course aims at teaching the students the syllabus and the skills related to the Edexcel GCSE Arabic examination at the end of Year 11. There is greater emphasis on communication and the four skills of Speaking, Listening, Reading and Writing. As the students come to Year 7 with different levels of Arabic, we spend time teaching the basics to all students. We do offer differentiated lessons but we believe that the students benefit from consolidating their previous knowledge of Arabic as well. We use the target language (Arabic) and the source language (English) for some parts of the lessons (Grammar, comprehension etc..) Towards higher levels, we use Arabic more often as the teaching medium in class.
Previously, from Year 7, pupils took two languages only. This didn't allow pupils to experience a variety of languages or to be able to choose a language that they wanted to study at a later date. The carousel approach for language learning in Year 7 allows pupils to experience four languages before opting for two to study in Year 8 and Year 9.

CCAs (formerly ECAs) demonstrate an offering in response to student wants and needs in terms of languages with languages such as Latin, Spanish, French, Urdu, Mandarin and Arabic being offered in recent years.

C3iii. Learning outcomes in all age groups provide evidence for the development of digital citizenship and skills in the use of technology for learning.
The school has defined digital citizenship and has shared age-appropriate expectations with the students, which inform the nature of their learning with technology. - The school employs a Head of Digital Learning in secondary and two Digital Coordinators in Primary who oversee the use of technology across the curriculum.

Doha College is a 1:1 iPad school - the principles of Digital Citizenship and how the school supports this are explored with children and parents when devices are distributed. The

school employs a digital learning model which is displayed throughout the school. This is an eight point learning model that focuses on the tenets of digital citizenship such as collaborative participation, responsible usership, digital literacy etc. Digital Citizenship is reinforced in ICT curriculum in Primary, and within Computer Science and PSHE in secondary. Digital Citizenship has been a focus for a number of year group assemblies delivered by Head of Year, and Head of Digital Learning. Doha College subscribes to the National Online Safety platform. Staff members can gain a qualification in online safety within an international setting. Students and parents can access a wide range of resources to enhance understanding of how to cultivate a positive relationship with technology.

A number of teachers in primary and secondary are qualified in Google Certified Educator Level 1 and Level 2. Staff trainers have taught modules on digital citizenship in their delivery of this training course. The school makes use of an MDM which helps to create an environment of online safety and appropriate use.

Evaluator Response

Meetings with the leadership group elaborated further on the documentation regarding different student-led committees overseeing activities that foster local and global perspectives as well as intercultural learning.

As advised in the preparatory visit, the leadership group will need to develop a culturally and contextually appropriate definition of global citizenship to ensure that the teachers are better guided in planning and reviewing the curriculum. According to the CIS parent survey, 77.8% of year 2 parent respondents feel that the school's curriculum does not provide their children with opportunities to learn about their background and culture. Some parents felt that cultural diversity is not used to enrich a child's learning. Conversations with staff and parents indicated the need to provide more opportunities in that regard.

Although students study Arabic in year 1 to year 6 for one hour a week, conversations with

the steering committee and the head of the Arabic showed that language acquisition was still evolving to align with the Qatar Ministry of Education required contact times. Student meetings elaborated further on the Mother Tongue Foreign Language week that enabled them to share and appreciate the community languages. The students were enthusiastic in describing their engagement with the Language Angels interactive website and application to learn French by completing fun tasks, slideshows, short lessons, different topics, games, and stories.

Doha College does not have a clear language policy to support the integration of language tuition in the school's programmes. This was a matter raised during the preparatory visit.

Reviewed documentation suggests that the head of digital learning has spearheaded digital citizenship and developed a consolidated policy integrating the different IT policies. During class observation, students engaged through the application of technology, Google Docs collaboration and research on various topics. Conversations with students and parents further verified the school's yearly initiative to create awareness of online safety and password security among all iPad users in the school. The governors, students, and parents commented on this evidence positively. They cited examples of how the school has helped build digital citizens through workshops on keeping safe online and year 6 designing posters on age-appropriate applications.

Commendations

Domain C Standard 3 - The head of digital learning for developing a consolidated policy integrating the different IT policies and digital citizenship to enhance learning.

Recommendations

Domain C Standard 3 - The leadership group creates a language policy which makes language development an integrated part of the school's programme.

Domain C: (Elementary/Primary) The curriculum - C4 - Team Evaluation

The curriculum is sequenced in a way that promotes students' access and progression, and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

Self Ratings

Met

Evaluator Ratings

Met

Response

C4i. The school has clear curriculum coordination and has articulated the curriculum horizontally and vertically for all groups of students.
C4ii. The school regularly re-evaluates horizontal and vertical articulation of the curriculum in light of all students and their needs as well as changes determined by external sources.

In DT we get involved in cross phase once per year (pre COVID) by providing a transition programme, delivered over 3 days. What would be benefical, would be the opportunitiy to have regular (whole school initative focussed on vertical and horizontal learning opportunities/transition) cross phase meetings (curriculum leaders) enabling staff to jointly plan, curriculum map, share expertise, schemes of work, training opportunities, ensuring the curriuclum is progressive, developing skills, sharing the vision of the department, enhancing access to greater resources like software/hardware/expertise.

In maths, we have started looking at ways to ease the transition from KS2 to KS3. Last year Luke Bennett from primary came to look at the KS3 maths curriculum and observe lessons. He gave some feedback and also took on some advice on what could be tweaked in the Year 6 scheme of work. Heads of KS3 and KS4 maths are already working together with the curriculum. Could further improve links with other subjects (such as physics).

In secondary science we have transition days for the year 6 primary students to come and experience secondary science lessons. The SOW are clearly mapped from KS3 up to KS5 with a spiral curriculum, there is some discord between primary and secondary science and what is taught at each stage of schooling. The Primary School has effective curriculum coordination with music specialists and where possible, IDL is linked and integrated into Music curriculum planning. The school would benefit with designated meeting time across the Arts to discuss links between the subjects.

Termly overviews are sent to parents to provide a written articulation of the curriculum. These are available for maths students on the Firefly pages. Also in maths, staff have day-by-day calendars which ensure coordination. Resources that are used in and out of school are made available to all students via firefly and the students and parents are encouraged to engage with these resources on a regular basis. The curriculum at KS3, 4 and 5 is chunked up in a modular format and made easy for students and parents to follow. Some more regular communications with vertical year groups and KS2 teachers regarding what is taught in primary could enhance the students' learning at KS3 and above. Additionally, horizontal links between mathematics and physics for example and PE could be beneficial to improving students' understanding of content and skills. A centralised plan or calendar of review days/dates could help departments/year groups review the effectiveness of T&L and SOW and implement changes throughout the year.

Evaluator Response

The primary curriculum focuses on the 2014 British national curriculum and is horizontally articulated through the HPL skills, interdisciplinary learning (IDL) and Extended Learning Opportunities (ELO). The documentation and leadership meetings demonstrated that vertical articulation occurs primarily through subject lead meetings and cross-phase meetings across departments. The subject leads meet to identify what is missing and examples were shared of the closing of gaps in science, maths, English, and PE to help students transition to the next level.

As seen on Firefly, walk throughs, and lesson observations, age-appropriate learning resources are shared across the board. The leadership envisages more articulation,

collaboration and continuation with the school now on one campus. The primary maths subject lead emphasised the role of the subject leads in ensuring regular curriculum reviews to include; subject delivery, student attainment, assessment for learning (AFL) strategies, strengths, gaps, training and changes in collaboration with faculty and the leadership group. The primary leadership group verified the curriculum review processes and outcomes to ensure student learning and well-being.

For example, after review and the government initiative, Qatar history is now taught in all classes to boost intercultural understanding. The Century Tech application review also enabled the school to identify and address the evident gaps in English, maths, and science subjects. Maths journalling and linking of KS2 maths with KS3 is now in place.

Like in the music and maths curriculum articulation planning, the primary leadership group reported the need to build consistency by having a designated curriculum review plan across all subjects to enable the coordination of standards and promote coherent articulation.

Commendations

None at this time.

Recommendations

Domain C Standard 4 - The leadership group sets up a designated curriculum review plan to ensure the coordination of standards and a coherent articulation across all subjects to enhance student learning.

Domain C: (Elementary/Primary) The curriculum - C5 - Team Evaluation

The curriculum is monitored, evaluated, reviewed, and developed on a systematic and planned basis using student outcomes, student agency, and in response to changing external influences.

Self Ratings

Met

Evaluator Ratings

Met

Response

C5i. Curriculum review and development is informed by systematic monitoring of quantitative and qualitative measures of student learning and well-being, including student agency, with appropriate analysis and development.

As a school we introduced Century Tech, four years ago into English, maths and science. Century Tech is an AI powered online learning platform that tailors study materials to the needs of every child. Students can challenge themselves at their own pace. The use of Century Tech was increased during remote and blended learning and this has continued to be the case even now that all the students are back in school full time.

From reviewing the curriculum, the following changes were made to further develop:

- A languages carousel, to allow an informed decision by students and parents in their choice of language, the review of the number of languages taught to students to allow a firm foundation for GCSE. To develop mastery further Year 7 introduced a Complete Maths platform.
- Introduction of Complete Maths platform into year 7 mathematics to develop mastery
- Curriculum review in English to change set novels in key stage 3 after thought of their well being
- Year 9 curriculum overhaul in science as it was seen by teachers and staff to not prepare students well enough for GCSE
- Change of syllabus in History for next year's IGCSE to ensure a better foundation for A

level

- Weekly online wellbeing 'check-ins' during remote learning – provided an early warning system for those that were struggling
- Termly well-being surveys provide quantitative data on students safety and well-being
- GL PASS survey utilised across the school to provide staff with attitudinal data
- Staff trained in the interpretation of GL PASS data and the application of interventions.
- Progress tests used in key year groups for maths, English and Science in Year 3 and 6. This has allowed subtle shifts in focus for the planning in these areas.
- NGRT used to track progress in Reading. Deep dives with this data have helped to inform focus and professional learning.
- Subject leads leading working groups to consolidate our school approach to each curriculum area and provide clear guidance for staff.
- Calculation policy in mathematics currently being reviewed.
- New texts introduced across the Primary to take account of DEI issues and be more representative of our student body.
- Introduction of Century tech to support learning in core subjects across KS2.
- Wellbeing developed across the school with assemblies and PSHCE learning linked to SHANARRI
- Wellbeing assessments and student questionnaires used to target support to students presenting with low wellbeing
- Termly wellbeing surveys used to assess wellbeing with whole school trends and induvial students being supported
- PASS survey used annually to track longitudinally
- Safeguarding assemblies being developed
- Community time across phases developed and used as a vehicle for Pastoral issues and learning as well as community building

C5ii. The school enables curriculum innovations and exploration of new learning methods, monitored by appropriate assessment and reflection techniques.

• The use of century tech

• Blended learning has allowed staff to experiment with online tools to add in learning.

• Staff reviewing Rosenshein's principles and practicing these in the classroom

• The use of Century Tech

- Google classroom roll out for blended learning
- Revision of ELO format based on experiences with blended and remote learning.
- Review of Rosenshine' Principles – initial focus on effective review and then we are asking staff about what comes next for them.
- Subject Lead Marketplace on INSET to allow choice for staff in the professional learning they undertake in response to curricular area that they feel they need to improve on.

Evaluator Response

Through discussions with the primary leadership group and the deputy head primary pastoral, it is evident that the PASS surveys inform student well-being and learning. Data from the surveys was used to direct topics for assemblies.

Additionally, the documentation on the Century Tech learning application, adopted during lockdown to enable learning in English, maths, and science led to the formulation of a maths action plan. The teachers were informed about the gaps in knowledge and thus the need to develop interventions for the students. The teachers reported tackling this through maths journaling.

In the new academic year, year 3 upwards will receive all home /remote learning work via Google Classroom. This replaces the tasks set on FireFly that were communicated to the parents to support learning.

Commendations

None at this time.

Recommendations

None at this time.

Domain C: (Elementary/Primary) The curriculum - C6 - Team Evaluation

The school offers a breadth of programmes and co-curricular activities to complement the formal curriculum which foster high-quality learning, student well-being, and the development of global citizenship.

Self Ratings

No Rating

Evaluator Ratings

Exceeded

Response

C6i. The school's complementary programmes, teaching, and resources foster lifelong learning and well-being, enabling all enrolled students to be included and to have their learning extended.

Resources that are used in and out of school are made available to all students via firefly and the students and parents are encouraged to engage with these resources on a regular basis. The curriculum at KS3, 4 and 5 is chunked up in a modular format and made easy for students and parents to follow. Some more regular communications with vertical year groups and KS2 teachers regarding what is taught in primary could enhance the students' learning at KS3 and above. Additionally, horizontal links between mathematics and physics for example and PE could be beneficial to improving students' understanding of content and skills. A centralised plan or calendar of review days/dates could help departments/year groups review the effectiveness of T&L and SOW and implement changes throughout the year. This would ensure little disruption to student learning and a smaller workload for teachers. In addition to this, sixth formers run the charities and social committees and digital leaders team. These are responsible for organising school wide events that are entirely student driven.

C6ii. The school's complementary programmes are intentionally planned so that students can demonstrate leadership, global citizenship, and environmental

<u>**sustainability.**</u>

Charities Committee - Voted in as a representative of their class who are responsible for sharing ideas and managing tasks. Using student agency, they meet to discuss charities they can raise money for and spend play-times thinking about how they can raise money. They lead the distribution of the themed day and also assist with the collecting of money. They promote themed days amongst their year group hub and are a visible member in Primary in terms of their commitment to support charities inside and outside of school (locally and globally).

EcoWarrior - These children are instrumental in promoting Eco Awareness across Primary which is also linked to the Global Goals. In cross-curricula tasks during IDL lessons, children are taught the importance of the UN Global Goals and how this impacts society, globally and locally. They fulfil tasks related to affordable and clean energy, clean water and sanitation, climate action, life on land and life below water.

Moving up award (Y6) - links to DofE in secondary as a building block so they experience the different sections: skills, service and sport. Within that they have PALS (playground leaders) which counts as their service, supporting at break times and playing with other students; resolving conflicts and leading games. The Moving on Up award develops children's initiative, independence and time management skills.

Evaluator Response

Meetings with students and parents verified the teacher and leadership group reports concerning complementary programmes, teaching, and resources to enhance lifelong learning. Under the staff guidance, sixth formers run charities and social committees that organise school wide events and raise money.

Other committees like the eco-warriors provide environmental stewardship to ensure sustainability. The cultural committee ensures the community links with different cultures to foster a sense of belonging and appreciation of diversity differences. The primary school has also formed partnerships with Qatar organisations for students to consolidate their learning. A high level of student agency was apparent.

During meetings with the leadership group, the deputy head academic primary clarified the co-curricular activities (CCA) opportunities at Doha College. The majority are not paid for, and staff are mandated to run one CCA a week. They are resourced using a central budget. Academies are also outsourced to provide opportunities at a cost. The physical spaces used for CCAs include three sports facilities, studios and classrooms. Walk throughs and videos show how these spaces are custom made to enhance student learning and needs.

Before the pandemic residential trips were scheduled. Some of the planned learning from these experiences was carried out at home during the lockdowns. As well as the trips, students ordinarily have access to events such as music and sports competitions.

Observations of students in the playground showed them using a wide variety of play equipment. Year 5 and year 6 students meet to develop ideas and set challenges for younger students. The student leaders ensure safety and well-being in the playground as they support, play with other students, and resolve conflicts.

It was evident in conversations with parents and students, that students showed the ability to consider different perspectives, form opinions, and have the confidence to stand up and be heard through the given complimentary programmes. The school ensures that the HPL skills and values are used to enhance the educational provision.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain C Standard 6 (Major) - The primary leadership group for the range of complementary programmes and activities, offered to the students to foster leadership, lifelong learning, and well-being.

Recommendations

None at this time.

Domain C: (High/Upper School) The curriculum - C1 - Team Evaluation

The curriculum as a whole, offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see: Domain C (Early Childhood) The curriculum - C1

Evaluator Response

The vision of high-quality learning at Doha College is based on High Performance Learning (HPL) which informs the curriculum planning through creating a shared framework for faculties to apply in developing engaging and suitably challenging learning for all students. Interviews evidencing this vision provided shared language as well as the framework, and each faculty and department unpack how this vision is embedded into their curriculum and learning engagements, adapting the curriculum and learning activities to their student's needs. During lesson observations the HPL vision was displayed in every classroom and also translated to the language of instruction for foreign languages, for example Spanish.

Curriculum overviews outline the learning objectives, content, resources, and assessment in each subject and are currently shared with stakeholders on Firefly, although from conversations this is currently being transitioned to Google. In conversations with the vice principal for teaching and learning and the heads of faculty, curriculum overviews meet the diverse learning needs of the enrolled students through the departmental and individual planning of teachers. Academic and pastoral curriculum documents allow for the academic and social emotional needs to be met across the secondary school. Although differentiation planning and documentation is inconsistent across subjects, a whole school special educational needs (SEND) policy includes the processes for early identification, referrals and interventions that support students to access the curriculum. A simplified and consistent

curriculum overview document could also support parents as they mentioned Firefly can be difficult to navigate.

Commendations

None at this time.

Recommendations

None at this time.

Domain C: (High/Upper School) The curriculum - C2 - Team Evaluation

The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students' current and future development.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see: Domain C (Early Childhood) The curriculum - C2

Evaluator Response

Doha College has a documented curriculum which provides challenge for enrolled students. A variety of learning objectives and engagements are planned that often include the HPL philosophy and concepts. These links are evident in curriculum documentation shared, whilst interviews and the community survey reinforce that students are suitably challenged by the curriculum. Through interviews with the vice principal for teaching and learning and the heads of faculty it was evident that the curriculum is designed to be differentiated by departments or individual teachers in their planning. This supports the access for students, with a focus on differentiating the process not the outcome. This was documented and evident in schemes of work shared, especially the arts. However, approaches to documenting differentiation lacked consistency. Students reinforced that support or the extension of tasks was always available in class, reflecting teacher planning. The integration of technology for access to the curriculum through a variety of learning, checking understanding, independent learning and differentiation was present in lesson observations and was evident in curriculum documentation for subjects. Individual education plans (IEP) documents were also cited by teachers as documents that support teaching and access for students.

The PSHE curriculum is planned for learning activities to support the well-being of students

from a pastoral perspective. It was evident from lesson observations and curriculum documentation that there are learning activities to explore a range of contexts and perspectives with the intention of developing intercultural competencies. Although as stated in the heads of faculty interview these may not be explicitly stated or explored on a deeper level. Also, evidenced was a diversity equity and inclusion (DEI) audit to review the curriculum and identify opportunities for intercultural learning with the aim to include more diverse topics. The cultural studies curriculum is also designed to explore diverse perspectives and develop intercultural competencies with dedicated time for deeper learning and understanding.

Independent learning is developed through the curriculum with specific reference to HPL. A range of collaborative and independent learning tasks are planned and documented. The heads of faculty interview confirmed that independent learning skills, such as meta cognition or self-regulation, were based around HPL and individual teachers were encouraged to look for opportunities in classes to develop these further.

Commendations

None at this time.

Recommendations

Domain C Standard 2 - The vice principal of teaching and learning to establish a consistent way to document differentiation and challenge in the curriculum.

Domain C: (High/Upper School) The curriculum - C3 - Team Evaluation

Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see: Domain C (Early Childhood) The curriculum - C3

Evaluator Response

Doha College has articulated learning outcomes that reflect local and global perspectives. These are applied in curriculum documents and planning to explore the local perspectives, such as Qatari history, learning about geography concepts through Qatar 2022., or Arabic tessellations for learning in math. On Qatar national day and the International Day, cross curricular connections were made for students to explore the local and global perspectives and culture in subject specific activities. Lesson observations also saw these explored through Cultural Studies, where the diverse perspective of communities were learned about and in the PSHE focused on diversity. Although in interviews with the vice principal for teaching and learning and the heads of faculty, it was stated that these need to be more explicit in curriculum planning and teaching. The head of English also commented that they have a more diverse range of resources to compliment the curriculum due to feedback from students on a lack of diversity. A definition of global citizenship contextualised for Doha College will support the further development of this area across the secondary school.

Multilingual learning is recognised by being a diverse part of the curriculum at Doha College. Students in year 7 have a language carousel, where they learn about each language before choosing two languages to study in year 8 and 9. Arabic is a required aspect of the programme, where students follow native and non native pathways with learning focused

on the same language goals. The languages department develop connections with local and global community for students to develop their language skills. An example cited was students meeting and debating with the French School in Doha, who would give feedback and this has been virtually continued through the pandemic. English is the language of instruction and support is given through the learning support department, if needed. A language policy is not in place and should be explored as it was cited in an interview the student demographic is changing, supported by GL Testing data. This will be required more in the future, to inform how to support EAL students access the curriculum. Home languages are supported, where available, through the languages department and co-curricular activities.

Digital citizenship is evidenced through Doha College's digital learning model being the framework applied across subjects for purposeful use of technology. Also, PHSE and computer science curriculum have specific units such as e-safety, being a responsible user, and digital footprint, to learn and gain a deep understanding about digital citizenship. Information technology (IT) considerations and digital citizenship are also included in curriculum documentation for different subject areas, such as schemes of work and learning objectives. Lesson observations and conversations confirmed that technology is a large part of the curriculum and digital citizenship is addressed across subjects.

Commendations

Domain C Standard 3 - The teaching faculty for actioning diversity feedback from students for curriculum planning.

Recommendations

Domain C Standard 3 - The leadership group to develop a whole school language policy to address EAL curriculum needs.

Domain C: (High/Upper School) The curriculum - C4 - Team Evaluation

The curriculum is sequenced in a way that promotes students' access and progression, and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see: Domain C (Early Childhood) The curriculum - C4

Evaluator Response

The secondary school has a sequenced and progressive curriculum building towards GCSE and A levels. There is clear curriculum coordination from the vice principal for teaching and learning. It was also evident in the focus interview that there is a concerted effort to streamline and improve the approach to horizontally articulating the curriculum through combining departments under six heads of faculty for more cohesive and collaborative planning and shifting all curriculum documentation to a team drive in Google. Teachers also evidenced that currently the curriculum is in transition due to a number of factors such as moving between remote, blended and face to face learning, the change to mastery reporting and new requirements for Arabic and Qatari history.

Conversations with staff, lessons observations, and curriculum documentations on Firefly show evidence that the curriculum is reviewed regularly and updated, based on student feedback and new regulations for the Qatar Ministry of Education. Heads of faculty discussed how changing exam boards and the addition and withdrawal of KS4 and 5 subjects occurred during curriculum reviews based on the needs of students. This evidenced how vertical articulation was impacted and created change for the KS3 curriculum. Although, a formal, clear and consistent horizontal and vertical articulation has not been evidenced, the curriculum review provides comprehensive information for vertical

articulation.

Commendations

Domain C Standard 4 - The leadership group for establishing heads of faculty to create more cohesive and collaborative planning.

Recommendations

None at this time.

Domain C: (High/Upper School) The curriculum - C5 - Team Evaluation

The curriculum is monitored, evaluated, reviewed, and developed on a systematic and planned basis using student outcomes, student agency, and in response to changing external influences.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see: Domain C (Early Childhood) The curriculum - C5

Evaluator Response

Documentation and interviews show it is evident that the curriculum is regularly and systematically reviewed during department meetings and through a comprehensive analysis of report and assessment data, at the end of each academic year. The review provides qualitative and quantitative analysis reflecting on the curriculum planning, learning activities, GL Testing data, examination results, as well as the impact of changes implemented from the previous review. The next steps for continued development of the curriculum and learner access is also noted. PASS data is also used from a pastoral and wellbeing perspective, with the deputy head of pastoral identifying that the aim is to use this data more to inform the academic curriculum for differentiation and access. An internal workshop has already been lead on this.

Lesson observations, interviews, and documentation evidence that innovation, especially through technology, is very well supported. An example of this is the exploration of artificial intelligence platforms for individualised learning, challenge and differentiation. This is part of the current development plan and one of these platforms, Century Tech, was commonly cited by all stakeholders as a new learning method which individualised learning pathways and provided data for teachers. Monitoring of this occurred through IT reviewing user data and sharing with staff in the digital learning meeting (October 2021), as well as being evaluated as part of the examination reviews (English). It is evident that Doha College

encourages innovation, especially through technology. Teachers can monitor their progress of innovation and share learning across the school through Firefly and teaching and learning forums.

Commendations

Domain C Standard 5 - The leadership group, IT, and the teaching faculty for their commitment to innovate and implement different technology into the curriculum.

Domain C Standard 5 - The leadership group and departments for their comprehensive analysis of report and assessment data to inform the curriculum.

Recommendations

None at this time

Domain C: (High/Upper School) The curriculum - C6 - Team Evaluation

The school offers a breadth of programmes and co-curricular activities to complement the formal curriculum which foster high-quality learning, student well-being, and the development of global citizenship.

Self Ratings

Met

Evaluator Ratings

Exceeded

Response

Please see: Domain C (Early Childhood) The curriculum - C6

Evaluator Response

Doha college provides complementary programmes through enrichment activities, educational trips, committees, co-curricular activities (CCA) and academies evidenced through the school website, Firefly and the documentation shared. Interviews with teacher and middle leaders demonstrated that there were a range of enrichment and co-curricular activities that complemented curriculum and extended learning. Sport and art academies provide additional support and challenge through participation and high performance pathways for students outside of school day. Educational trips locally and internationally also extends the learning experiences of the students through local and global connections as well as intercultural learning.

The complementary programmes provide many intentional and authentic opportunities for student leadership through the Big 6, various committees including the eco committee and charities committee, form representatives, and house representatives. Global citizenship and environmental stewardship is embedded in these programmes, as well as opportunities to explore local and global perspectives, through activities such as the Duke of Edinburgh Award, Model United Nations, competitions such as choir. Other examples include the cultural committee, where students create change based on audits and student initiatives and the eco committee where student implement initiatives and raise awareness of

environmental issues to reduce environmental impacts and increase sustainability at Doha College.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain C Standard 6 (Major) - The leadership group for providing and supporting comprehensive and intentional complementary programmes that extend student learning

Recommendations

None at this time

Domain C: (High/Upper School) The curriculum - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Please see: Domain C (Early Childhood) The curriculum - Summary

Evaluator Response

Commendations

Recommendations

Domain D: (Early Childhood) Teaching and assessing for learning - D1 - Team Evaluation

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

D1i. Students are able to articulate what, why, and how they are learning, and feel engaged and challenged to learn.

Across Doha College, at the start of every lesson students are made aware of what they are learning (Learning Objective is displayed or expressed orally) and also the High Performance Learning Skills for that lesson. The students can all clearly articulate what they are learning. As a school we conduct regular learning walks and lesson observations, all our students are confident and are able to tell you what they are learning and how they feel about their learning. As a High Performance Learning school, we teach to the top and support any students who need help with that.

D1ii. Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching.

In Primary and Secondary, teachers attend weekly in-house teaching and learning forums led by teachers to share best practice. In the weekly briefing notes, learning highlights from different Year Groups across the school share examples of the children's work and demonstrate the high quality teaching and learning. All teachers understand the High Performance Learning philosophy and apply this to their teaching.

D1iii. Teachers create learning opportunities that engage all students and challenge them to achieve.

In Early Years, in the moment planning is used to engage all children in their learning with a child-centred approach. In KS1 and 2, children are taught using the IDL (Interdisciplinary Learning) approach with links being made between different subjects. In Secondary students are taught in departments with subject specialists. At every opportunity teachers create learning opportunities that engage all the students and challenge them to achieve the best they can.

D1iv. Learner variability and diversity is valued and accommodated in classrooms, and all students are appropriately challenged by their learning experiences
Learner variability and diversity is valued and accommodated in every classroom, curriculum content is reviewed regularly and adapted

D1vi. Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation.
As an iPad school technology is used throughout teaching and learning, platforms such as Century Tech have helped with enhancing access and differentiation as these platforms use a personalised approach to learning.

Evaluator Response

Lesson plans, observations, and student interviews evidence that the learning objective is shared with students at the start of each lesson. EYFS students can articulate in simple words what they are learning about and how their teachers help them learn. Many lessons referenced HPL skills and attributes being taught. Lessons often end off with a reflection on the skills and attributes used in the lesson. The language of HPL is used in awards like star of the week and parents are encouraged to use the same in their conversations at home. In EYFS triangulation of data showed that a variety of teaching approaches are used to engage all learners - interdisciplinary learning (IDL), play-based learning, guided teaching, and direct instruction.

The school draws its understanding of high quality learning from HPL, which drives its mission statement. Lesson observations and staff interviews evidence that teachers use a mix of teaching approaches. The gradual release of responsibility (I do, we do, you do),

checks for understanding and intensive intervention teaching to scaffold all students' learning. The head of learning support shared that the school is trying to collaborate with external specialists to offer upskilling in areas of speech development and language development needs.

A review of documentation and information gained from interviews demonstrate that learners requiring support or intervention are identified via regular observations and assessment for learning. Their needs are addressed through a four wave intervention system between the classroom teacher, assistant teacher and the learning support specialists, as needed. Individual learning plans or IEPs are developed for students and reviewed regularly by the learning support, classroom teachers and heads of year. As the school views all students as potential high performers, leaders share that the school has no gifted and talented policy.

Staff, leaders, and evidence triangulate that continuous professional development is offered to all teachers through a variety of means, such as weekly staff meetings, webinars, COBIS, newsletter and blogs. Teachers have received training on a variety of topics, such as Maths journaling, retrieval strategies based on Rosenshine's principles, computing and technology use. The learning support offers support in terms of practical SEN strategies and is making efforts to connect with external agencies like SIDRA to offer training in language development, anxiety, and trauma.

Commendations

Domain D Standard 1 - The EYFS teachers for integrating aspects of the HPL philosophy into teaching, learning, and school life to enhance student learning.

Recommendations

Domain D Standard 1 - The head of learning support and deputy head of pastoral primary to complete tie ups with external agencies to offer professional development in support of differentiated language learning needs,

trauma, and anxiety.

Domain D: (Early Childhood) Teaching and assessing for learning - D2 - Team Evaluation

There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

Evaluator Ratings

Met

Response

All policies and procedures are in place.

The assessment for the curriculum is aligned within the planning. From EYFS up to A Level. In EYFS teachers and teaching assistant carry out observations to access the children. Through the primary school formative and summative tests take place at key points throughout the school year. This is then used to inform planning and plan for interventions where needed. For the secondary school, the different departments have their own assessments inplace, this can include end of unit tests to chapter tests. Results from this are then used to inform planning.

The curriculum encourages students to maximise their learning potential by setting challenging but realistic targets for them. Structures and scaffolds are put in place to help the students reach these targets. This can be in the form of Booster classes before school, peer mentoring etc.

As an iPad school the use of technology is built into the curriculum, students from Key Stage 2 right up to Key Stage 5 have their own iPad and are encouraged to use this as a tool for learning. The school have a Digital Leader who will oversee how technology is implemented and monitored in the school. Recently, the school introduced a 'Mobile Device management' system onto all the iPads to control the apps on the iPads. Parents are asked

to attend a workshop on iPaduse before they are handed over the iPad.

There is an expectation for all staff to plan the use of technology for learning, however they are also asked to only use this when it will enhance the learning. Digital Citizenship is one of the core values of the newly installed DigitalCode of Practice, which was introduced to students in September 2019.

Students are exposed to 4 different elements of Digital Citizenship (to Be Secure,Be Private, Be Healthy, Be Brave) in a range of activities throughout the academic year. Digital Code of Practice. Each element of the Code of Practice has been the focu sof a PSHE lesson in Year 7. This curriculum is delivered by the student Digital Leader team (Y12 & Y13) as part of a peer-to-peer mentoring programme. Digital Induction for Year 7 – covered appropriate use of technology, well as BeSecure and Be Private. Students were taught online etiquette

Head of Digital Learning has delivered digital citizenship assembly focusing on the issue of how much time we spend online. Assembly covered the physical/ mental impacts of overuse of technology. E-Safety. Whole School recognition of Safer Internet Day in February 2019 Digital Leadership – Primary. iChild Programme. Each class in the primary school has one digital advocate who is the 'class expert' and leader in technology.

iChild has various duties, including propagating safer and more responsible internet use.Digital Leadership - Secondary. Digital Leader Team and Digital Prefects. Are responsible for leading technology focused projects in the secondary school.Provide support to younger years.

Primary ICT curriculum has been updated to include Digital Literacy,which includes strands of learning dedicated towards 'e-Safety', 'digital citizenship' and 'technology in our lives'. This has developed for students from Year 1 through to Year 6. Introduction of Purple Mash in Primary to support learning re: digital citizenship. Achievement data is stored centrally in SIMS and is available for all staff to access through mark sheets.

Tracking templates are in place that monitor the students' attainment and effort grades as they progress through the Key Stages. These templates use a traffic lighting system to ease the broad interpretation of the data, allowing the pastoral teams to go deeper when they

need and ensure support is in place. For example, at the end of Year 10 tests and mock examination data stored centrally in SIMS, is used highly effectively by the Key Stage 4 Leader to create intervention groups for our lower achieving students. All departments store assessment data centrally via Microsoft Excel or Google Docs to track progress within departments as per individual department policies.

Evaluator Response

Conversations with assistant heads of EYFS, year 1 and year 2, and learning support head revealed that there are procedures in place at admission to identify learning or social emotional needs for enrolling students. Previous school and specialist reports are solicited as required and admission assessments and observations help the school decide if particular needs can be accommodated and make provisions accordingly. An increase in language learning needs has been observed, which the school believes could be either due to less language exposure in the medium of instruction during the pandemic or due to changing student demographics.

In EYFS, enrolled students are observed and formatively assessed regularly to identify and address any learning needs that may arise. Digital learning journeys are co-constructed with students and shared with parents fortnightly; Class Dojo platform is used to communicate academic and pastoral student development and progress regularly. Parent teacher meetings (PTMs) take place twice a year and term reports outlining next steps are shared every term with parents. IEPs are created, followed and reviewed every six to eight weeks for students who require intensive support. The school has a four wave system in place to address learning needs that arise. This intervention begins with provisions and additional teaching strategies in the classroom and moves on to learning support or external specialist intervention, on a case by case basis. PPMs used to record continuous assessment data are analysed termly by the assistant head of EYFS, FS1 and FS2, and classroom teachers to flag students that may need booster lessons or intervention for reading, writing or maths. If patterns of learning needs are noted across year group cohorts, the learning support steps in to provide instructional guidance to teachers.

In response to the preparatory stage recommendation, the school has used the PASS

survey for EYFS students to assess and use data to support well being. The data has been used to identify themes addressed via assemblies, lessons and circle time activities.

Commendations

None at this time.

Recommendations

Domain D Standard 2 - The leadership group and learning support department review admission procedures and learning support systems in the school to accommodate language learning needs and changing student demographics.

Domain D: (Early Childhood) Teaching and assessing for learning - D3 - Team Evaluation

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners.

Self Ratings

Met

Evaluator Ratings

Met

Response

Doha College provides opportunities for students throughout the school to experience global citizenship. For example, we have achieved the Green Flag Eco School award which was worked on collaboratively with students across the age groups. The Eco committee meets regularly to monitor our progress towards being better global citizens.

We provide age-appropriate opportunities to experience and learning from a variety of environments, contact and cultures. The celebration of diversity in school is evidenced through our international days in school and other multi-cultural days throughout the year. For example, in Primary we had a theme of inclusion and diversity for this year's World Book Day. In Year 5 they discussed extracts from the text 'Hidden Figures: The True Story of Four Black Women and the Space Race' to explore how African-American women sought to shatter stereotypes during NASA's earliest mission, linking with their focus topic about the Space Race. In Secondary, the Modern Foreign Languages department held an 'International Language Day' where students gave presentations about different cultures.

Qatar History is taught throughout the school, showing an awareness of our own culture in the country where we our based.

We have recently completed a diversity survey where all members across the school community, including students, staff and parents got to express their opinions. This survey shows how Doha College is seeking ways to measure and assess students' development as

global citizens and intercultural learners. This was followed up with Educare diversity training for all members of staff and the creation of a cultural committee. The cultural committee is currently working on a cultural audit and throughout the school departments are considering ways to be more culturally inclusive. We are creating short term goals and, in Primary, ordering supplementary texts which supports the children's learning as global citizens and intercultural learners.

Evaluator Response

The school has recently completed a DEI survey with all stakeholders in the community. The survey measures understanding and beliefs about intercultural learning, diversity and inclusion. This was followed up with EduCare training for staff and the creation of a school wide cultural committee. The vision of the committee is to create an inclusive and accepting school culture where all members feel comfortable, respected and valued. They have identified gaps and next steps across teaching and curriculum, training and coaching, school policies. Doha College still does not have a contextually appropriate definition of global citizenship and intercultural learning aligning with its mission statements to guide these efforts.

Interviews with teachers and assistant heads EYFS, year 1 and year 2, and evidence shared indicate that in the EYFS, students are provided with opportunities to explore different cultural contexts linked to the curriculum and student diversity in their classrooms. EYFS students participate in the primary school cultural committees, in a guided and age appropriate manner. They share their learning through show and tell and projects to include their peers in environmental, charities and wellbeing initiatives. Links to the curriculum are made through celebrations like Qatar National Day and learning about culture through food, dress and stories. Parents report that they were involved in opportunities to share about their culture pre-pandemic and are confident that the school did all they could to keep these offerings relevant and realistic through the pandemic.

EYFS staff teams have engaged in a diversity and inclusion review of their curriculum and have uncovered gaps and means to be more culturally inclusive in teaching and learning. Multicultural texts have been included in the curriculum and age appropriate conversations on gender stereotypes take place at circle time.

Commendations

Domain D Standard 3 - The cultural committee and assistant heads EYFS, year 1 and year 2 for reviewing the EYFS curriculum and taking steps to ensure resources and curriculum links include cultural diversity.

Recommendations

Domain D Standard 3 - The leadership group engages the school community in collaboratively defining a definition of global citizenship and intercultural learning in order to measures and evaluates the development of student progress in this area.

Domain D: (Early Childhood) Teaching and assessing for learning - D4 - Team Evaluation

Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

Self Ratings

Met

Evaluator Ratings

Met

Response

The Learning Support Department aims to provide a holistic approach to meeting students' academic, personal, social, physical, emotional and behavioural needs. The department enables students with evident difficulties in learning, compared to the majority of children their same age, to successfully access the mainstream school environment. Access to services is not exclusive, as the services are designed to accommodate the needs of all students who experience difficulties whether pastoral or academic.

Within Primary, our Head of Learning Support has 5 years' in a hospital as Public Health specialist, 12 years' experience in an educational setting, and has worked as a Literacy Coach, Head of Teaching & Learning, Special Education teacher, and Academic Deputy in the past. The Primary Learning Support team consists of 1 Special Education teacher (SENCO) and 6 learning support assistants (one-to-one), who deliver SEND provision.

Within Secondary, our SENCO/Head of Learning Support has 8 years' experience in this role and has worked as a Second in English, EAL and Literacy Coordinator in the past. The Secondary Learning Support team of 6 floating learning assistants, including one specialist learning assistant, all are trained to deliver SEND provision. They are allocated 5 days/19 hours a week to manage SEND provision.

Doha College has come some way in establishing the framework and structure of interventions to identify students with additional learning needs although when children are identified there is often a delay in offering support due to lack of personnel and resources. In Primary there is a three-tiered intervention system and referral system for issues to be identified. Here, 'Pupil Progress Meetings' (PPM) take place each term between class teachers and AHT to discuss specific needs and progress made for all pupils. Those children with additional needs are discussed in further detail with the Head of Learning Support and specific targets are put in place to support these needs. Interventions and 'booster' sessions are timetabled with class teachers and teaching assistants. This is a working document and meetings take place each term. The one-to-one (shadow) Learning Support Assistants receive training to deliver interventions such as: Read, Write Inc. RWI, Fresh Start, Toe by Toe reading intervention, Maths and English intervention linked to dyslexic, dyscalculic, and working memory needs to the students they individually support.

In Secondary, 'Student Welfare meetings' are held to monitor progress of students and evaluate the support that has been put in place. Concerned subject teachers are asked to provide feedback on pupil progress and how the interventions have made a difference. Some of these also include work with external agencies. Within Secondary, we have 6 learning assistants who are trained to deliver interventions such as: Toe by Toe reading intervention, Maths and English intervention linked to dyslexic and dyscalculia needs, development of ILPs (Individual Learning Profiles) differentiated resources for intervention groups and leading screeners for pupils when required. One specialist learning assistant is trained to deliver intervention for physical needs and works 1-1 with a pupil.

Evaluator Response

Documentation and conversations with the assistant heads EYFS, year 1, and year 2 confirm that the school has structures and procedures in place to support students facing difficulties accessing the curriculum. Teachers use high-quality learning strategies and inclusive practises in the classroom to enhance all students' access to learning. The learning support department provides additional learning strategies and intervention programmes beyond this as necessary. In individual cases that demand more specialised support, external specialists may be consulted and learning assistants provided to support participation and learning. Social emotional needs that may arise are addressed by the head

of learning support. The EYFS do not have a dedicated counsellor yet, so the head of learning support ensures to consult teachers, carry out observations and guide students who need social and emotional or behavioural guidance. The head of learning support shared examples of how sensory and physical needs are provisioned for in the school.

Teachers receive training in programmes used in language and maths learning, like Read Write Inc Fresh Start. Learning support assistants receive more intensive training with intervention programmes used to support students. In November 2021, EYFS staff received training in identifying language development needs and basics of speech therapy. The head of learning support shared that plans are underway to offer more training in identifying language difficulties and EAL. Staff find the support received from the learning support department is very useful and recommend that more specialists would be beneficial to support a growing school's needs with regards to learning support and EAL.

Commendations

Domain D Standard 4 - The primary leadership group for offering enriching continuous professional development to teachers ensuring enhanced student access and engagement in learning.

Recommendations

Domain D Standard 4 - The assistant heads EYFS, year 1 and year 2, and head of learning support make provisions to ensure sufficient qualified support for teachers and students to minimise barriers to learning.

Domain D: (Early Childhood) Teaching and assessing for learning - D5 - Team Evaluation

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

Recruitment of teaching staff is managed by the Leadership Group of the school and the HR department. They ensure that staff have appropriate attested qualifications and are proficient in the language of instruction and that staffing levels are sufficient to meet demand.

Barriers of the language of instruction are minimised due to the entrance requirements of Doha College. However, of those that this does apply to, we have a system in place that involves different waves of intervention, which allows resources and differentiation to be deployed to enhance access to learning for students who lack understanding of English. At department level staff can utilise CAT4 data in order to identify those learners with a low verbal SAS. Some students have an adapted timetable which enables dedicated support to narrow gaps. The support department focus on the verbal deficit between verbal and non-verbal CAT4 data. Primary also use NGRT assessments to assess language use and comprehension, and uses the results to inform future planning.

The learning support department have resources available that teachers can access to support individual students. Individual students are also withdrawn from specific lessons for targeted intervention and support. Quality first teaching is used as a primary point of call, where teachers use the resources from learning support and already assigned teaching assistants to accommodate students with language needs. Teachers working in an international school will naturally develop an inclusive culturally sensitive mindset, knowing

that everyone is from different cultures, and tailoring provision to the needs of the individual student (making learning relevant).

Evaluator Response

Doha College uses English as a medium of instruction and its admission policy specifies that applicants must demonstrate appropriate levels of English language and literacy as a criteria of admission. The assistant heads EYFS, year 1, and year 2 state that as such the need for language support and EAL has been small in EYFS.

Phonics, reading, and writing in the EYFS is continuously monitored and assessed to ensure a strong language foundation for all students. The school optimises language instruction through quality first teaching and uses programmes like Read Write Inc Fresh Start and Toe by Toe reading intervention. As indicated in the SEND Policy, students identified as needing support in the medium of instruction receive booster lessons and small group intervention with teaching assistants before assessing the need to involve learning support.

Focused interviews with staff showed that there has been a rise of students needing support in English and believe this is a result of limited exposure to the language of instruction (English) during the course of the pandemic. The vice principal teaching and learning and deputy head pastoral posit that the need for a language policy could arise in the future due to change in student demographics, but has not arisen yet.

Results from the CIS Community Survey indicated that more than 40% of faculty that completed the survey felt that they needed to learn strategies to accommodate students who need English support. While teachers receive training in the programmes the school uses to support phonics, reading, and writing instruction, no specific training was evidenced for EAL.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation stage criteria and should address the recommendations.

Commendations   ## Recommendations

None at this time.

Domain D Standard 5 (Major) - The leadership group creates a language policy which makes language development an integrated part of the school's programme.

Domain D Standard 5 - The vice principal teaching and learning and the head of learning support plan for and include effective training in EAL for relevant faculty to ensure equitable access to the curriculum.

Domain D: (Early Childhood) Teaching and assessing for learning - D6 - Team Evaluation

A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

Self Ratings

Met

Evaluator Ratings

Met

Response

Devices have become embedded within teaching and learning principles; students are confident using them effectively and teachers are confident in leading and supporting learning via these technologies. Even as early as in the admission programme, assesments are computer based, and interviews are conducted via zoom for overseas candidates.

To ensure rich learning experiences, teachers use relevant apps and programs designed to develop the learning of students (Massolit for example in Eng Lit). The school has had significant success in maintaining learning during the pandemic because of its use of media and technologies. Technology has ensured DC students have less of a learning loss, despite the pandemic, than many schools all over the world. The use of media and technologies has therefore been positive on the whole, in ensuring that learning can continue. However, the over-reliance on digital media may have had a negative impact on some students' well-being. Over-reliance on media, especially when back in the classroom in a post-Covid world, should be avoided.

Everyone at Doha College has access to such devices. It is an inclusive practice for all. Criteria for access - every new student and teacher has an Ipad, effective use of media, which are controlled by MDM, Google Classroom, and by teachers' knowledge (ongoing programme of teacher skill development in Google Educator etc). Criteria for access/inclusiveness - all students and teachers get an Ipad, regardless. Criteria for 'other

appropriate measures' whole-school feedback via Firefly questionnaire, teachers' indiv assessment of learning done via tech on subject-specific platforms (eg, Massolit, Seneca, GCSE Pod, Google Scholar for English), diagnostics of online programs such as Century.

Evaluator Response

There is a range of media resources and technologies used in EYFS to enrich teaching and learning meaningfully. Technologies such as community iPads, voice recorders, keyboards, and bee bots are used, and Firefly provides school access to a range of media resources like Class Dojo, QR code, Kahoot, Maths Monster, and much more.

A large focus of instruction is teaching students how to use these technologies and resources. They learn the purpose of each resource and when it can be appropriately used. Observations and walk throughs verify that students are provided with choices at various steps of instruction - they may choose to showcase their understanding of learning through the use of a device or resource; students can also choose the mode (record, write, draw) of responding to engagements and reflecting on learning.

Digital safety is taught organically and in lessons as the need arises and use of technology is monitored by teachers and teaching assistants in class. Parents report satisfaction in the introduction and use of technology and media resources in EYFS and share that teachers are careful to use a range of teaching methodologies to support learning, rather than over relying on technology. In walk throughs it was noticed that students access and engage in a variety of child initiated play using outdoor resources. Although the new campus has large and inviting spaces, teachers feel the need to further develop these outdoor classrooms with relevant and inviting resources to support learning.

The impact of use of these technologies and resources is largely qualitative and anecdotal, with no evidence of a formal review of the same.

Commendations

None at this time.

Recommendations

Domain D Standard 6 - The leadership

group, teachers and students utilise the outdoor spaces to include resources that further enhance and enrich student learning.

Domain D: (Early Childhood) Teaching and assessing for learning - D7 - Team Evaluation

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

Self Ratings	Evaluator Ratings
Met	Met

Response

Children are starting to make connections through a lot of encouragement to recognise and address their next steps. Year 2 use whole class feedback for their next developmental steps. Next steps is evident within marking and is evident across a range of subjects in primary; the students are supported to action this. The next step for this would be for students to take more ownership of this process through self- regulation and their meta-thinking skills to recognise and work on their targets.

Differentiation of assessment strategies widely used for both formative and summative assessments. Throughout lessons children are given verbal feedback depending on their abilities. Through support, children are guided on their next steps. Summative assessments show differentiation through support with children on IEPs, for example, reading tests through and having more time to complete. More recently in Year 2, and more established within other years in Primary, we started the NGRT tests online which allowed for the children to access assessments catering for their abilities.

In Primary progress is tracked through Pupil Progress Meetings, allowing teachers and SLT to see where gaps are in areas of learning. From this, we are able to set up booster groups and set differentiated work. As a year group we ensure that we are covering areas that seem to be areas of concern across the year group. RAGing of maths assessments to amend medium term planning. Professional discussions in planning meetings lead to

adaptations of pedagogical approaches. NGRT reports can highlight a change in learning focus for students.

Teachers use assessment data as part of the regular evaluation of the effectiveness of the inclusion and extension provision. Clear gaps are shown through assessment and those children that need extra support or pushing further. Through the PPM cycle, individuals and their learning deficiencies are addressed and waves of intervention are put into place for them.

AFL is used to ensure in the moment adaptations to learning materials for students. An example of this would be hinge questions or exit questions during teaching episodes. Children will also self and peer assess so that they can direct the support the they need - mild, medium and spicy in maths for example.

Evaluator Response

The EYFS uses a variety of assessment methods to capture a holistic image of student progress. Evidence indicates that assessment criteria is based on early years goals and the Development Matters framework. Teachers use ongoing assessments for all academic areas through observations, checks for understanding and in the moment conversations. Assessment criteria is clear and data documented in trackers that inform teaching and learning on an ongoing basis. PSED and play-based learning relies on student observations and anecdotal notes, according to the teachers and formal assessments include daily and half termly assessments for phonics and half termly assessments for Maths. Assessment data is recorded on SIMS.

Teacher interviews indicate that assessment data is used to inform short term planning in play-based learning and PSED. Formal assessment data is analysed through PPMs, and meetings with the heads and assistant head of year to identify student needs and year group patterns. These are addressed by the teacher or learning support as needed.

Commendations

None at this time

Recommendations

None at this time

Domain D: (Early Childhood) Teaching and assessing for learning - D8 - Team Evaluation

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

A range of data is collected and is available to parents and students these include assessment results from GL progress tests. All reports are available to the school's parent portal. Data is used systematically across the school to track and evaluate student progress, these range from observations in the Early Years to assessment reviews in the 6th form.

In the Primary school regular 'Pupil Progress Meetings' are held at the start of each term to determine where the students are in their learning, interventions are then put in place to ensure the students make the progress they should. In secondary the school begins the term Exam Reviews from each department, these look at student data from the previous are discussions take place on what worked well and what improvements need to be made for the coming year.

The Data Manager will also ensure that all marksheets are up to date and include the key information needed by the teaching staff, these marksheets are made with the input from the academic deputies of both the primary and the secondary school.

Evaluator Response

Documented evidence and focused interviews with staff and the assistant heads EYFS, year 1, and year 2 described the reporting process in the early years. Parent teacher meetings take place twice a year, reports are shared termly and digital learning journeys are shared

regularly with parents.

All assessment data is recorded on SIMS with assessment criteria laid out clearly. Evidence showed that trackers are used to monitor continuous assessment and adapt weekly planning for students accordingly. Teachers share that they meet with assistants and heads of years to evaluate and analyse assessment data through PPMs. These meetings allow students requiring support to be flagged for intervention, identify instructional adaptations required across a grade and inform planning for instruction accordingly.

Parent conversations show that parents are satisfied with the reporting process, informal catch ups, and regular updates on digital learning journeys. CIS Community Survey parent data and conversations indicate that parents would like students to receive more feedback on their learning, helping them understand where they are and what their next steps would be.

Evidence and anecdotes clearly indicate that assessment systems consider and are in alignment with the school's definition of high-quality learning.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Early Childhood) Teaching and assessing for learning - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The assessment for the curriculum is aligned within the planning. From EYFS up to A Level. In EYFS teachers and teaching assistant carry out observations to access the children. through the primary school formative and summative tests take place at key points throughout the school year. This is then used to inform planning and plan for interventions where needed. For the secondary school, the different departments have their own assessments inplace, this can include end of unit tests to chapter tests. Results from this are then used to inform planning.

The curriculum encourages students to maximise their learning potential by setting challenging but realistic targets for them. Structures and scaffolds are put in place to help the students reach these targets. This can be in the form of Booster classes before school, peer mentoring etc.

As an iPad school the use of technology is built into the curriculum, students from Key Stage 2 right up to Key Stage 5 have their own iPad and are encouraged to use this as a tool for learning. The school have a Digital Leader who will oversee how technology is implemented and monitored in the school. Recently, the school introduced a 'Mobile Device management' system onto all the iPads to control the apps on the iPads. Parents are asked to attend a workshop on iPaduse before they are handed over the iPad.

There is an expectation for all staff to plan the use of technology for learning, however they are also asked to only use this when it will enhance the learning. Digital Citizenship is one of the core values of the newly installed DigitalCode of Practice, which was introduced to students in September 2019.

Students are exposed to 4 different elements of Digital Citizenship (to Be Secure,Be Private, Be Healthy, Be Brave) in a range of activities throughout the academic year. Digital Code of Practice. Each element of the Code of Practice has been the focu sof a PSHE lesson in Year 7. This curriculum is delivered by the student Digital Leader team (Y12 & Y13) as part of a peer-to-peer mentoring programme. Digital Induction for Year 7 – covered appropriate use of technology, well as BeSecure and Be Private. Students were taught online etiquette

Head of Digital Learning has delivered digital citizenship assembly focusing on the issue of how much time we spend online. Assembly covered the physical/ mental impacts of overuse of technology. E-Safety. Whole School recognition of Safer Internet Day in February 2019 Digital Leadership – Primary. iChild Programme. Each class in the primary school has one digital advocate who is the 'class expert' and leader in technology.

iChild has various duties, including propagating safer and more responsible internet use.Digital Leadership - Secondary. Digital Leader Team and Digital Prefects. Are responsible for leading technology focused projects in the secondary school.Provide support to younger years.

Curriculum. Primary ICT curriculum has been updated to include Digital Literacy,which includes strands of learning dedicated towards 'e-Safety', 'digital citizenship' and 'technology in our lives'. This has developed for students from Year 1 through to Year 6. Introduction of Purple Mash in Primary to support learning re: digital citizenship. Achievement data is stored centrally in SIMS and is available for all staff to access through mark sheets. Tracking templates are in place that monitor the students' attainment and effort grades as they progress through the Key Stages. These templates use a traffic lighting system to ease the broad interpretation of the data, allowing the pastoral teams to go deeper when they need and ensure support is in place. For example, at the end of Year 10 tests and mock examination data stored centrally in SIMS, is used highly effectively by the Key Stage 4 Leader to create intervention groups for our lower achieving students. All

departments store assessment data centrally via Microsoft Excel or Google Docs to track progress within departments as per individual department policies.

Evaluator Response

After a thorough triangulation of the CIS Community Survey results, self- study report, shared documented evidence, lesson observations, and focused interviews, it is established that Doha College meets the criteria for all standards aside for Standard 5 under Domain D team evaluation stage.

Overall, the school demonstrates a commitment to using team evaluation criteria and guided development questions to reflect on its current status, especially as it grows in its new campus. Doha College has a well-planned approach for high-quality teaching and learning in place, underpinned by HPL which clearly aligns to its guiding statements and purpose. All students are afforded access to the curriculum and opportunities for success in their learning by a range of teaching and assessment methodologies, technology and resources. Students are engaged in their learning, can articulate what they are learning and why, and have suitable opportunities to develop voice, choice and leadership. The school has demonstrated a commitment to deepening intercultural learning through its review of curriculum and creation of cultural committees with the goal of identifying themes of development and action plans to ensure that the school knows, believes in and practises diversity, equality, and inclusion.

Assessment policies and practices are well planned for and effective systems are in place to inform all stakeholders about assessment data and analyses. Data is regularly analysed and used to inform teaching and learning. The school should continue to deepen differentiated instruction to meet the different learning needs and styles of students and help them be successful. Adding professional development like differentiated instruction strategies, supporting bilingual and multilingual students, and regularly ensuring provision of qualified learning support is sufficient, will help the school continue to meet the needs of all its students.

As the school continues to grow, further development and building of shared

understanding in areas of global citizenship and a clear language policy will have to be provided to relevant stakeholders. With the changing student demographics and external influences, having systems and procedures in place to optimally support development of English as an additional language will reinforce Doha College's commitment to global citizenship, high-quality learning and excellence for all its students.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D1 - Team Evaluation

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

Self Ratings

No Rating

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D1

Evaluator Response

The documentation reviewed demonstrates that Doha College (DC) explores utilises British Curriculum standards and practices, DC guiding statements and HPL values and skills to 'enable personal growth, instill a passion for learning and create aspirational minds' as stated in the school's vision.
Through the on-site and pre-recorded lesson observations and discussions with the students and teachers, student engagement and self-reflection about their learning were evident.

Classroom walk throughs and observations demonstrated the teachers' ability to share learning objectives, focus on HPL skills and values as tools for learning, interdisciplinary learning (IDL) across related topics, 'in the moment' and the 'I do, we do, you do' approaches for students to reflect and interpret their effort and achievement was apparent. Additionally, the primary leadership group and the teachers emphasised using GL progressive tests, reading tests and assessments to accommodate individual learning styles and needs. After the booster sessions and the PPMs, it was verified that the head of learning support primary develops individual education plans (IEP) in collaboration with classroom teachers, parents, learning support assistants, and external specialists for all

students who have referral recommendations.

The various reviewed documentation, school websites and discussions with the teachers demonstrate how the school community is made aware of the learning provision, practices, and procedures to cater for learners' needs. However, as identified by the head of learning support and deputy head academic, future workshop collaborations with external agencies will enhance strategies for teachers and parents to support students in the areas of trauma and anxiety, English as an additional language and special educational needs.

Commendations

Domain D Standard 1 (Major) - The primary leadership group, in collaboration with teachers, head of learning support and external specialists for enabling students to learn, access the curriculum and fulfil their potential in challenging times.

Domain D Standard 1 - The primary school teachers and students for consistently embedding aspects of HPL skills and values into all aspects of school life as a tool to enhance access, engagement, and student learning.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D2 - Team Evaluation

There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D2

Evaluator Response

Conversations with the primary leadership group and the head of learning support indicated that students' needs are identified either at the admissions stage or after enrollment through CAT4 results and previous school reports. Teachers have access to IEPs and modify activities to support student learning.

Further discussions with the leadership group and a documentation review showed the use of the Century Tech app to encourage individualised learning during lockdowns and the transition to Google Classroom from Firefly to share feedback, create extension work and enhance learning. The CIS Community Survey showed that the faculty had a significant level of disagreement concerning the statement, 'I am informed about the unique abilities and needs of newly enrolled students before admission to my classes'. However, focused meetings with faculty and the leadership group clarified the steps taken at the admission stage to inform the teachers about a student's needs and the support required.

In response to the preparatory stage recommendation: 'The vice principal, teaching and learning, assessment coordinator, and the head of learning support use the PASS data to

identify the social and emotional needs of the students along with their learning needs', the leadership group has utilised a PASS well-being survey to gauge student emotions and feelings.

There is a wide range of complementary programmes. However, as noted in the faculty and primary leadership group focused meeting, there is a need for the leadership team to follow up on the regular evaluation of the effectiveness of the programmes to monitor student well-being and learning amidst the changing demographics of Qatar.

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Commendations

None at this time.

Recommendations

Domain D Standard 2 - The primary leadership group, in liaison with key stakeholders, makes provision for the regular evaluation of the effectiveness of the school's complimentary programmes.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D3 - Team Evaluation

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D3

Evaluator Response

As reviewed in the documentation and class observations, Doha College allows students to learn about various cultures. These include but are facilitated by the cultural committee, charities committee, Qatar history lessons, and a class corner on local culture and environmental sustainability.

Conversations with students, parents, and the leadership group demonstrated the enthusiasm exhibited by the students for global citizenship. The teachers, and primary leadership group communicated that the theme this year's World Book Day was inclusion and diversity. International days are celebrated and a diversity survey has been completed to measure and assess student development as global citizens and intercultural learners.

While Doha College lacks a contextual definition of global citizenship and intercultural learning, conversations with the primary leadership group outlined plans to further develop intercultural learning. The primary leadership group expressed their commitment to follow through, evaluate and reflect on all changes relating to the new initiatives.

Commendations

Domain D Standard 3 - The primary leadership group for collaborating with local and worldwide organisations to enhance intercultural learning opportunities through curricular and co-curricular programmes.

Recommendations

Domain D Standard 3 - The leadership group engages the school community in collaboratively creating a definition of global citizenship and intercultural learning in order to facilitate the measurement and evaluation of student development in this area.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D4 - Team Evaluation

Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D4

Evaluator Response

Discussions with the head of learning support and the primary leadership group indicated that Doha College has a three-tiered intervention system. The head of learning support confirmed collaboration with all stakeholders, including the leadership group, teachers, teaching assistants, parents, and external agencies to ensure learners' additional needs are met with specific targets and modifications through the IEPs. The deputy head academics shared that there had been staff professional development with an outside agency on the topic of language and speech in November 2021. This was corroborated with the head of learning support who plans to engage and partner with SIDRA and Mind institutions, to share ideas on dealing with trauma and anxiety across the school community.

Conversations with teachers indicated that PD is received through webinars, small working groups, and teaching and learning forums. Learners are supported through the interventions Fresh Start, Toe to Toe reading and booster sessions with learning support assistants. Paid learning support assistants were seen supporting individual students that were academically struggling to meet the academic expectation criteria for Doha College.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D5 - Team Evaluation

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D5

Evaluator Response

Doha College uses English as a language of instruction. It is stated in the admissions policy, 'barriers to the language of instruction are minimised due to the entrance requirements of Doha College.' Fluency in written and spoken English is required to access the entry assessment. The SEND policy stipulates that support for students whose first language is not English is given if a need arises through small intervention groups involving teaching assistants.

Conversations with the head of learning support and deputy head academics showed that there is a need to provide specific support in class. For example, the head of learning support observed that lockdown had led to some students whose first language is not English losing out on language development. The teachers and leadership team identified the use of mother tongue materials for bilingual students, Google translator, and pull out as means to support students.

Although the primary leadership group indicated that Doha College has not yet seen a need to address its language policies and procedures, effective EAL training for relevant faculty is crucial to ensure equitable access to the curriculum as demographics change.

The preparatory visit recommended the development of a comprehensive language policy for the whole school that will make language development an integral part of the school. Despite the school rating indicated, the evidence suggests that the school does not yet meet the team visit evaluation criteria and should address the recommendations.

Commendations

None at this time.

Recommendations

Domain D Standard 5 (Major) - The leadership group creates a language policy which makes language development an integrated part of the school's programmes.

Domain D Standard 5 - The vice principal teaching and learning and the head of learning support plan for effective training in EAL for relevant faculty to ensure equitable access to the curriculum.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D6 - Team Evaluation

A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D6

Evaluator Response

Doha College is a 1:1 iPad school for years 3 to 6. Teachers and students across the section use technology, media, and resources to enhance the eight distinct capacities for digital learning in alignment with HPL. Conversations with the leadership group, teachers, and students demonstrated consistent approaches for the use of digital media to support teaching and learning whether on-site, blended or online.

Teaching and learning observations demonstrated that students can research in class using their iPads and collaborate with peers on Google Docs. At the time of the visit the school was back to face to face learning but students who tested positive for COVID-19 were able to use their iPads to attend lessons virtually.

Sharing platforms include Class Dojo, Firefly and Google Classroom. The parents knew how to use the shared mobile device manager (MDM) application Jamf to monitor students' safety online. Parents also verified the student's ability to use the media and information technology to research and support innovation.

The leadership team and teachers expanded on how online platforms like GL assessments

and CenturyTech were used to modify teaching and learning. Educational apps allowed teachers to track the completion of work. The teachers also used the data collected informally to adapt the curriculum. Student are assessed through the completed quizzes, assignments, and projects.

Commendations

Domain D Standard 6 - The primary school teachers, students, and school community for the effective integration of media, resources and technologies into teaching and assessment to enhance student learning.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D7 - Team Evaluation

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D7

Evaluator Response

'Excellence from all' is displayed in all classrooms to support the school's drive for academic excellence

Conversations with the primary leadership group and teachers verified that student assessment is graded using emerging, developing, secure, and mastered criteria. It is completed throughout the primary years using programmes such as the New Group Reading Tests (NGRT).

Responses in the CIS Community Survey demonstrated a high agreement regarding the statements, 'teachers use assessment data to inform teaching and assessment strategies' and 'I know what my marks/assessment grades mean'. The assessment data informs and improves pedagogical methods and learning outcomes. New texts were introduced across the primary school take account of DEI issues, and Century Tech was introduced to support learning in core subjects across KS2.

Teachers, the deputy head for academics, and head of learning support stated that they

cater to the different students' needs through the differentiation of activities carried out in the moment. The booster sessions and Extended Learning Opportunities (ELO) set up to address areas of concern. These are followed up by PPMs that identify gaps and set up interventions to close the gaps.

Lesson observations confirmed assessment for learning (AfL) strategies are used by the students to collaborate with peers. The lesson plans show learning opportunities that align with the school's guiding statements and HPL skills. Shared learning goals and well-communicated HPL skills at the start of every lesson make students aware of the expectations and success criteria for the different activities.

Commendations

Domain D Standard 7 - The primary school for the systematic and notable classroom routines that include sharing lesson goals and success criteria across all classes, thus enabling students to make connections between these criteria, their current learning, and their next developmental steps.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D8 - Team Evaluation

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D8

Evaluator Response

Formative and summative data from internal and external assessments like CAT4, GL assessment, NGRT is tracked on School Information Management System (SIMS). Conversations with the deputy head of academics and the leadership group elaborated further on the tracking of student progress. Data is analysed to identify gaps in the learning to promote individual growth. Further discussions with the primary leadership group, teachers, and parents indicated that the school organises parent evenings to share curriculum overviews, PPM modifications, IEP progress, and end of term reports all of which serve to inform parents about their child's progress.

Conversations with teachers emphasised the subject leads' role in monitoring the effective delivery of content, assessment, and PD training to enhance best practices.

Focused student meetings confirmed that they are informed of their learning progress through the Class Dojo and Google classroom notifications. The students reported that they felt confident and comfortable asking for support from their teachers if they needed additional help with particular learning concepts.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - Summary

Evaluator Response

Commendations

Recommendations

Domain D: (High/Upper School) Teaching and assessing for learning - D1 - Team Evaluation

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

Self Ratings

No Rating

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D1

Evaluator Response

The Doha College has provided the visiting team with ample opportunities to observe lessons and speak with teacher and students. Conversations with students both during lesson visits and in the focused interview show that students are able to articulate what, why and how they are learning, giving examples of lesson objectives being posted for most lessons and using detailed overviews on FireFly. In all visited classrooms, High Performance Learning (HPL), the school's statement about high-quality learning, has been visibly present in the form of visuals and posters (also seen translated into Spanish in relevant classrooms), and in teaching approaches. Although observed pedagogies varied from more teacher-centered examination revision lessons to project-based student-centered approach, most lessons showed an alignment with HPL in terms of student collaboration, inquiry-based friendly learning environment and reasoning skills. This was confirmed by the interview with the students who confirmed their learning is appropriately challenged.

Lesson observations and conversation with students and teachers also show extensive use of education technology and general resources, used to engage students and enhance access to learning.

Conversations with the head of inclusion, leadership group, teachers, and students show that the Secondary school now has seven learning support assistants. Their classroom presence was confirmed by lesson observations and also by students themselves.

Commendations

Domain D Standard 1 - Secondary school teachers for regular use of education technology to engage students, challenge them, and enhance access to learning for all students.

Recommendations

None at this time.

Domain D: (High/Upper School) Teaching and assessing for learning - D2 - Team Evaluation

There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D2

Evaluator Response

Doha College has an admissions policy in place. The document is reviewed annually with the next review date set for August 2022. The policy is aligned with, though does not specifically expand on, the school's guiding statements. An increase in language learning needs has been observed, which the school believes could be either due to less language exposure in the medium of instruction during the pandemic or due to changing student demographics.

Conversations with the leadership group, middle level leaders and head of assessment (secondary) show that the school takes a proactive approach to collecting and analysing assessment data, both from external sources (such as CAT4, PASS) and internal academic reports. There is a formal process of an end-of-year review used to identify necessary changes going forward, and heads of faculties (arts and languages) were able to provide specific examples of adjustments in curriculum content or teaching approaches as a result of the analysis of student assessment data.

Commendations

None at this time.

Recommendations

Domain D Standard 2 - The leadership group and learning support department review admission procedures and learning support systems in the school to accommodate language learning needs and changing student demographics.

Domain D: (High/Upper School) Teaching and assessing for learning - D3 - Team Evaluation

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D3

Evaluator Response

The move to the new campus has led to an increase in enrolment and therefore a shift in student demographics. In recognition of this, the school has recently completed a DEI survey with all stakeholders in the community which measured understanding and beliefs about intercultural learning, diversity and inclusion. The leadership group has identified the need to increase the prominence of global citizenship and intercultural learning. As a result, a range of committees have been established, one of which is the cultural committee. The vision of the committee is to create an inclusive and accepting school culture where all members feel comfortable, respected, and valued. Conversations with the middle leaders showed that this work has been ongoing for the past 12 months and aims to collaboratively develop a shared definition of global citizenship and intercultural learning over time. As a result, the school finds it difficult, at the moment, to measure and evaluate the development of student progress in these areas.

Conversations with students and lesson observations show individual teachers provide some opportunities for discussing global citizenship and intercultural learning through subject areas; however, the absence of a shared definition was evident.

Commendations

None at this time.

Recommendations

Domain D Standard 3 - The leadership group engages the school community in collaboratively defining a definition of global citizenship and intercultural learning in order to measures and evaluates the development of student progress in this area.

Domain D: (High/Upper School) Teaching and assessing for learning - D4 - Team Evaluation

Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D4

Evaluator Response

Doha College shows a strong commitment to professional learning. Conversations with the leadership group, heads of faculty and teachers, as well as provided documentations, such as staff inset slides, show both teaching and non-teaching staff are given regular opportunities develop professionally. The school responded to the shift to online teaching and learning by offering training sessions on Google classroom and on the use of various educational technology tools, such as Century Tech, MyMaths, Massolit. All staff are currently working on completing the Google Certified Educator Level 1 with the intended completion date by April 2022.

Although COVID-19 has affected opportunities to collaborate with external community-based experts, heads of faculty, and secondary school parents gave several examples of effective use of community resources to increase student learning and participation, including local author visits and laboratory visits by science students.

Commendations

Domain D Standard 4 - The leadership group for their commitment to continuing professional development opportunities for all staff to ensure methods are in place to meet the needs and learning goals of all students, and teachers are upskilled in the use of latest education technology.

Recommendations

None at this time

Domain D: (High/Upper School) Teaching and assessing for learning - D5 - Team Evaluation

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D5

Evaluator Response

Conversations with teachers and lesson observations demonstrate a competent use of teaching strategies for students who lack understanding of English as the language of instruction. A language assistant or the SEND team is available to provide additional help; however, there is not a formal programme or approach for English as an additional language learners (EAL). Through conversations and review of documentation, it is evident that the support achieved through teaching techniques but is not necessarily documented. The school does not have a published language policy.

Although teachers mentioned a PD session on supporting English language learners which took place last year, they identified this area as a focus for development to stay aligned with the shifted student demographic.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation stage criteria and should address the recommendations.

Commendations

None at this time.

Recommendations

Domain D Standard 5 (Major) - The leadership group creates a language policy which makes language development an integrated part of the school's programme.

Domain D Standard 5 -The vice principal for teaching and learning and the head of learning support plan for and include effective training in EAL for relevant faculty to ensure equitable access to the curriculum.

Domain D: (High/Upper School) Teaching and assessing for learning - D6 - Team Evaluation

A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D6

Evaluator Response

Lesson observations and conversations with students and parents show that Doha College integrates education technology extensively in teaching and learning. All students have iPads which are monitored by the school in alignment with the IT Student Acceptable Use Policy. Teachers have school-provided iPads and each classroom has a desktop, AppleTV, and a smart board. Teachers use a range of education applications, such as Massolit, Epic, and MyMaths, to enhance student learning.

Heads of faculty confirmed that they are in charge of reviewing and streamlining the use of education technology, assessing them in terms of what value they bring to students' learning experiences. The school has recently replaced the role of head of digital learning with two part-time positions - one for each division. The school communicates digital learning updates to all staff regularly in the form of the Digital Updates newsletter.

Tour of the campus, lesson observations, and conversations with students and parents also show that Doha College has at its disposal an impressive range of teaching resources which enhance and enrich students' learning. Teachers and students mentioned a well-equipped design technology rooms.

Commendations

Domain D Standard 6 - The leadership group for their commitment to integrate resources, such as the design technology learning spaces, into teaching and assessment.

Recommendations

None at this time

Domain D: (High/Upper School) Teaching and assessing for learning - D7 - Team Evaluation

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D7

Evaluator Response

Doha College has an assessment policy in place. The document is reviewed annually with the next review date set for September 2022. The policy is aligned with the school's guiding statements, and makes particular references to High Performance Learning and related assessment approaches, including sections on assessment for learning and of learning. Conversations with the heads of faculty show that they are involved in the Assessment Policy review working group.

Assessment criteria are subject-specific and are published on FireFly or on Google Classroom where Doha College is now migrating their online teaching and learning. Submitted documentation as well as conversations with heads of faculty and teachers show that assessment criteria allow for a consistency in marking.

Conversations with students during lesson observations and in the focused interview also show that assessment rubrics are clear, levels are achievable , and that teachers provide timely assessment feedback to students.

Commendations

None at this time

Recommendations

None at this time

Domain D: (High/Upper School) Teaching and assessing for learning - D8 - Team Evaluation

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

Please see - Domain D: (Early Childhood) Teaching and assessing for learning - D8

Evaluator Response

A review of the Assessment Policy and conversations with teachers and parents show that Doha College has in place systems to collect, review and report on assessment data. The head of assessment (secondary) leads the process of setting student targets and, along with the heads of faculty, performs exam reviews annually. Reporting to parents to done regularly and parents can also track student progress through FireFly although some secondary school parents expressed the desire for the school to take a more proactive and personalised approach to communicating their child's progress, especially when giving formative feedback.

The school reviews their reporting regularly and seeks parent feedback. A conversation with heads of faculty showed that parent feedback was recently considered to include more detailed information, such as a link to master and national levels on the report cards. Another recent change is the alignment of the timing of the KS3 report for added reporting consistency.

Commendations

None at this time

Recommendations

None at this time

Domain E: Well-being - E1 - Team Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support student learning related to well-being. The school listens to students' views and develops their agency, compassion, environmental stewardship, and leadership capabilities.

Self Ratings

Met

Evaluator Ratings

Met

Response

E1i. The school fosters effective student relationships, leadership, and voice from a variety of cultural perspectives, and has informal, formal, and confidential channels through which students can give feedback to the school regarding their well-being and learning to influence school-wide policy and process.

The school works closely with parents and students to ensure openness and fairness. All relevant policies are on the school portal and website. Surveys are conducted to gather information and seek improvements. The Student Council and the Friends of Doha College (FDC) are both very active in the life of the school, and regular meetings take place between the leadership team and both groups. Assemblies, PSHE and taught curriculum has a focus on wellbeing and parents are encouraged to use information online, workshops and directed online activities to support the wellbeing of their children. Buddy system is in place, as well as academic mentoring, to help ensure students have settled in and are OK.

We have a strong welfare team including a counsellor, learning support team and nurses who students can access as well as outside agencies for support. Students lead committees and initiatives in both primary and secondary. Student council are an integral part of the school and are part of the review system for policies reviews and creation.

In September 2020, the school reopened on a Blended Learning model, where the students were split into Group A and Group B, when Group A were in school Group B completed

home learning tasks and then they swapped the next day. During this time, to ensure that the students were settled, the students completed weekly wellbeing surveys, this highlighted any students who needed some extra support.

The Behaviour policy was developed with the students and the welfare team.The parents and students sign a Code of Conduct when they start the school and this stays with them throughout their time at the school.

Relationships between staff and students are supportive and caring. We actively promote student leadership with the prefect and house system and through representation on the student council. There are opportunities for students to work as buddies to younger students, as mentors to their peers and to initiate and lead activities of particular interest. Recently introduced programmes in the primary school have made leadership opportunities more accessible to a broader range of students where they can work at their own pace to achieve leveled status as an eco warrior, i child or DC lifestyle leader. Students believe their opinions are listened to and acted upon and cited a number of policies to which they were able to give input.

E1ii. Service learning, environmental stewardship, and community partnerships are in place for developing student voice, compassion, and leadership capabilities.
We seek to forge links with external organisations to develop student agency, although this is not as easy as in some other regions. The charity committee and the eco-school committee are staffed by committed students who initiate and lead projects with the aim of involving larger sections of the student body. Where possible, these are tagged to the global goals. Currently these take place as after school activities and are not formally embedded in the programme. The school has successfully gained Green Flag status and are currently preparing their presentation for the current year to encompass the wide range of activities in which they have been actively involved.

Evaluator Response

Doha College develops and maintains effective student relationships, leadership, and voice from a variety of cultural perspectives. This is evidenced in the clear and well-

communicated structure of student leadership throughout the school and echoed through interview responses with parents, staff and students. Formal channels exist in elections and regular age-appropriate meetings, where feedback to the school is received and, where appropriate, actioned. The key student leaders, known as 'The Big 6' attend meetings directly with the school principal.

This system is supported by a range of informal channels of confidential communication to support well-being and learning. A strong pastoral team works cohesively across the whole school, with physical and digital displays indicating who they are and how to contact them. Information from Pupil Attitudes to Self and School (PASS) surveys and regular online check-ins have been used to influence interventions and process. The designated safeguarding lead (DSL) cited a recent change in teacher feedback, based on the student responses requesting more aspirational guidance. The deputy head of primary (academic) noted that with directives from the government, policy change cannot be open to change at the request of the school.

Observations within all sections of the school reveal strong working relationships, based on trust and mutual respect, with pastoral and counselling care highlighted as a strength of the school in the secondary parent and student interviews.

Service learning, environmental stewardship, and community partnerships are built into the student leadership roles and will be further expanded within the context of the whole school campus as it fully opens. To support this development it would also make sense to quality assure service learning and community related activities ensuring meaningful engagement for students.

Commendations

Domain E Standard 1 -The student welfare department for creating a culture of community support across the school that positively impacts on the well-being of the students.

Recommendations

Domain E Standard 1: The co-curricular director, in liaison with relevant staff, provides quality assurance for service learning and community related activities to ensure meaningful

community engagement for students.

Domain E Standard 1 -The student leadership for driving and managing effective student committees across the school to support the well-being of the school community.

Domain E: Well-being - E2 - Team Evaluation

The school has clearly documented and effectively implemented policies and procedures relating to child safeguarding to protect and promote the well-being of all enrolled students. These policies set out how the school addresses the following issues: safer recruitment; staff conduct; student behaviour; reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse (including but not limited to bullying and sexual harassment); online safety; and security and health and safety. These exceed, where necessary, local regulatory requirements.

Self Ratings

Met

Evaluator Ratings

Met

Response

We have documented and implemented policies and procedures relating to child safeguarding to protect and promote the well-being of all students. The policies set out how we address the issues, such as: safer recruitment; staff conduct; student behaviour; reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; online safety; security and health and safety. These include, where necessary, local regulatory requirements.
We have a programme of annual professional training for faculty and staff (including non-teaching staff) regarding child safeguarding.

We have a compressive safeguarding policy and how to guide lines. This includes child protection, handling disclosures, recognising signs of abuse etc. We have a Designated Safeguarding Lead supported by a safeguarding team who are responsible for the overall safeguarding of the school and child protection procedures.

Training is given to staff through online resources annually, and face to face training is given annually to support staff such as cleaners, security and canteen staff. Level 2 and Level 3 safeguarding as well as Safer Recruitment training is completed through face to face sessions.

Polices such as anti-bullying are in place to support the students, alongside a PSHE programme to teach children about topics such as equality and personal growth/development. Health and Safety is taken seriously and clearly documented in the health and safety policies to maintain and foster student and staff care within the building and school environment. Security procedures in place and security staff are trained to help safeguard the students. We use CPOMS to report and record any concerns, disclosures and actions and this is reviewed regularly by the welfare team. Safer recruitment is practised to ensure students are safe and staff are safeguarding conscious.

We have a clear and strong commitment to child safeguarding policies and procedures to promote well-being and protection. This begins with the recruitment process which details steps and appropriate checks which will be undertaken for any potential new employee as well as the requirement that at least one member of the interview panel is safer recruitment training. Our website and all recruitment materials have a statement underlining our dedication to safeguarding and we complete enhanced screening and reference checks for all adults working with children, including support staff, volunteers and contracted workers have undergone the necessary checks and received training.

All board members have undergone safeguarding training, some to Level 3. Existing staff do a refresher session annually through EduCare as well as receiving an update annually from the DSL during the whole staff induction. We have clearly defined leadership for child protection and safeguarding with a designated safeguarding lead (DSL) , two deputies and a committee consisting of counselor, governor and four others including the head of the associated sports academy[Evolution] which operates out of school hours. Attention has been given to identifying outside agencies which can provide additional levels of support for students in need or those which might be in danger of significant harm, and referrals are made through the DSL in these cases. Contact details for the agencies Sidra, CAMHS Hamad/Sidra and Sidra SCAP are documented in the policy.

Responsibility for child safeguarding has been allocated at governance and leadership level and a safeguarding committee meets regularly. Photos of the members are posted prominently in the school. A very clear set of procedures is documented and further refined through an incident flow chart. We have access to an external expert to be available to provide advice should a serious incident arise.

Staff are encouraged to report any suspicions about a colleague to the head of school, Staff use CPOMS to report and record any concerns, disclosures and actions and this is reviewed regularly by the welfare team. Safer recruitment is practised to ensure students are safe and staff are safeguarding conscious. The CPOMS system allows accurate record keeping of any concerns flagged by staff. Permissions on CPOMS have been set up so that the relevant people from the committee get the alerts. The DSL has an overall view of the whole system. The DSL regularly reports any safeguarding concerns during each Leadership Group meeting, as this is an agenda item and he has a standing agenda item on the Governing Body Report.

Evaluator Response

Policy and procedures for the well-being of students are effectively implemented and well understood by all stakeholders. The vice principal (VP) for student welfare meets regularly with external agencies to ensure that the school meets local regulatory requirements and that the relevant information is disseminated to the school community. Contact details for the external support agencies of Sidra, Children and Adolescent Mental Health Services (CAMHS), Hamad/Sidra and Sidra SCAP were verified as documented in the policy.

During the team evaluation these procedures were actively demonstrated, as a positive case of COVID-19 was identified in the primary school. In these instances, the school works closely with the Ministry of Public Health to ensure the well-being of all students is supported.

Internal training of new staff also occurred during the team evaluation visit. This centred around well-being, with particular reference to the use of the Child Protection Online Management System (CPOMS) and other supporting procedures. In addition to this, Doha College is part of a network of schools that support each other to provide an international

standard of care in Qatar's unique setting.

The DSL provided evidence that demonstrated systematic monitoring and evaluation of data. The DSL meets weekly with the school principal to discuss whole school and individual issues. Safeguarding is a standing agenda item in board meetings and a designated section on well-being is included in the Board of Governors Report.

Evidence was also provided to verify daily COVID Comms meetings and the regular safeguarding committee meetings. Part of the responsibility of this committee is provide quality assurance, review and suggest amendments to school policies and procedures directly relating to child protection and safeguarding. Wider school policies that are indirectly related to student well-being are also reviewed within this procedure.

The reporting, recording, monitoring, and evaluating of well-being concerns for individuals and groups of students through a range of tools across the school is identified as a strength of Doha College by faculty. The well-established system of policy and practice was identified as a commendation in the school's preparatory report and continues to be clearly communicated to all stakeholders, enabling the school to provide effective social and emotional support. This extends to the procedure relating to any allegation made against a member of staff.

Commendations

Domain E Standard 2 - The student welfare team for expanding child protection and safeguarding training for teaching and non-teaching staff to include scenario based training to better support students studying in an

Recommendations

None at this time.

international setting.

Domain E: Well-being - E3 - Team Evaluation

The school ensures the physical and mental health and overall well-being of all enrolled students.

Self Ratings

Met

Evaluator Ratings

Met

Response

Doha College has 3 nurses and 1 councillor that are suitably qualified to serve the needs of the students here. Their documents are regularly updated to ensure the best practice possible. The counsellor has run a wellbeing session with year 12 and 13 students and parents as well as operating an open door policy for all.

Doha College has a proven record of excellent record keeping. As a minimum, data pertaining to a child's physical and medical needs is kept on SIMS profiles and the nurse updates these daily. The counsellor keeps detailed records of meetings with students and these are held confidentially within her office. When concerns surrounding a child's well-being occurs a CPOMS incident may be raised and the relevant staff members alerted. All incidents are confidential and involve only concerned parties until such time when others may need to be alerted. HoYs send "TLC" forms to alert key staff members to an individual child's needs and on agreed strategies to follow - these are sent by email and marked confidential. A PASS survey was conducted in February of this year to highlight any students who may be a well-being concern. These were followed up by tutors/HoY with one-to-one meetings; the HoY holds records of the meetings on a restricted access google document.

Within the KS3 PSHE curriculum students are taught aspects of physical and mental well-being at age appropriate level. This is supplemented through assemblies and, in 2020-21, through the introduction of a well-being committee in the sixth form who have held various . Online safety is taught extensively at KS3 both in PSHE and IT lessons and revisited in KS4

during assemblies. The PSHE department is developing its PoS to marry up with the DfEs statutory requirement for the delivery of SRE and Health; this is ongoing.

The Doha College Welfare department has established links with child and adolescent mental health services (CAMHS) at Hamad Medical and Sidra services, making referrals and connecting parents with the necessary departments. It works closely with the academies so that safeguarding of children is at the forefront with all those working with children under the umbrella of the college. DC works with the local health care authorities on the implementation of in-school vaccination drives and in the collection of height/weight data. Eye tests are also carried out in school.

Evaluator Response

Doha College employs a number of specialist health professionals, including two nurses and an NHS trained counsellor. An advertisement for the replacement of a 3rd nurse (to fill a recent resignation) was live at the time of writing. The school also maintains links with external services to support the health of its students. The Counselling Support page on Firefly provides a range of resources to support students and parents, including channels for making an appointment. Where appropriate these are shared with the students through teaching points at set times within the curriculum or as a referral. The counsellor's office is based within the secondary school, as the majority of her time is spent working within this age range. Going forward it is suggested that the leadership group evaluates it's counselling provision across the school to ensure the well-being needs of all students are met.

Physical and mental health records are kept securely within the school's internal data systems. Regular surveys, with individuals evidenced in PASS data and Google forms add valuable information, particularly at a time of online and blended learning.

PSHE provision is planned in the different sections of the school and is delivered in lessons, assemblies and at opportune teaching points. Curriculum planning documents refer explicitly to physical health, mental well-being, online safety and child safe-guarding. The relationships and sex education (RSE) programme formulated in KS5, although presented with an opt out option, was discontinued due to feedback from parents challenging the content. It was explained by the deputy head pastoral that in light of this barrier, efforts continue to address the need for comprehensive sexuality education. Cross-curricular

teaching moments are currently exploited to highlight the importance of well-being in context. It is advised that the secondary pastoral team explore strategies to deliver elements of a comprehensive sexuality education programme to prepare students for life beyond school.

Commendations

None at this time.

Recommendations

Domain E Standard 3 - The leadership group evaluates it's counselling provision across the school to ensure the well-being needs of all students are met.

Domain E Standard 3 - The secondary pastoral team explore strategies to deliver elements of a comprehensive sexuality education programme to prepare students for life beyond school.

Domain E: Well-being - E4 - Team Evaluation

The health, safety, and security of students and staff conducting activities outside the school are supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.

Self Ratings

Met

Evaluator Ratings

Met

Response

Doha College has a history of providing students with co-curricular opportunities beyond the campus boundaries, both regionally and internationally. Staff are supported in producing well planned learning experiences through a series of forms and check-lists to ensure all aspects of the trip are considered. Through comprehensive planning risk is minimised and learning is maximised. Students are given health and safety briefings for all excursions, while their approach to risk taking.

Risk assessments are consistent across the school, through primary and secondary. They are considerations for local, regional and international trips, as well as day visits and overnight ventures. The risk assessments include reviewing external suppliers, such as bus companies. International risk assessments have protocols around travel by plane. All risk assessments take into account risks around adult/child relationships and the use of social media. Duke of Edinburgh/International Award risk assessments include specific assessments tailored to those activities.

Evaluator Response

Doha College uses CPOMS to frame safeguarding and well-being issues and has a number of policies housed on Firefly to support the school in reporting, recording, and reviewing allegations of abuse. Additional policies, relating to risk management and educational trips and accidents, allow the same systems to be used both on and off-site. These are housed in the trips and visits section of the staff handbook on Firefly.

This system is comprehensive and reporting avenues are accessible to both staff and students. Risk assessments, which include internal due diligence, liaison with trip providers, and discussion with school nurse, are conducted in a systematic way. Evidence of risk assessments conducted by external providers has been verified. The trip must be approved by a number of committee leads prior to it taking place. All policies and procedures relating to risk are reviewed annually, as per the policy cycle.

Conversations with faculty confirmed that risk assessment procedures are supported through clear communication relating to expectations, itineraries, and contingency plans with all stakeholders prior to and during the trip. Education visit forms are tailored to the nature of the trip and are specific staff: student ratios.

The school is evaluated against health and safety regulations from the government and are actioned in line with the specified time frame. As such, trips and activities have been heavily impacted in the last two years, but hope to resume in the near future.

Commendations

None at this time.

Recommendations

None at this time.

Domain E: Well-being - E5 - Team Evaluation

The school provides active support for students and families as they transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling, and advice, drawing upon local agencies and external expertise when needed.

Self Ratings

Met

Evaluator Ratings

Met

Response

The school has appropriate information and guidance to support students and families in transition.

Information packs given to all parents. This includes what pupils require for coming into the school and how the school can help. It gives information to parents about the school and Doha too.

Open days to introduce perspective pupils and parents

Introductory letters to parents

New parents meetings

Protocols sent to parents (e.g. 2020 COVID protocols)

Reporting schedule- when parents and reports will take place.

Electronic passwords for Firefly, email etc.

The school offers a range of developmentally appropriate and effective educational opportunities for students in transition between divisions and programmes, to reduce well-being concerns and enhance continuity of learning.

The Primary school provides move up days- FS1 - Y7.

An induction and staggered start plan to support FS1 children and parents transitioning in to school.

HoY Primary- meet with the parents and talk about expectations.

Workshops in Y6 from various subjects to introduce to show the difference from Primary to

Secondary school

Move-up day Y6-Y7 (Primary to Secondary).

Welcome assembly in Y7.

Revision workshop in KS4.

6th form application writing in Y11, ready for Y12&13 university applications

CCAs and the academies (EVO, Musiqaa and Mockingbird) provide opportunities for pupils who want to get involved in things outside of school.

Assistance with home learning / home work (more in Secondary so how to do this)

PSHE programme to help transition students

Medical care plans

SEN lists

Well being survey

Extra for 2020- FS1 gold moving back into regular classes (COVID situation)

E5ii. The school provides orientation for students and families new to the school as well as transition support for those students and families exiting the school.

Transition days

Tours of new school for parents.

Meetings for parents about 'Becoming a Teenager'- adolescence.

Parents' evenings and settling in parents' evenings for Y7.

Settling in reports for new pupils.

Transition from school to tertiary education. 6th form applications, interviews, guidance etc.

Induction day

Mid-year induction day (for pupils joining late)

Induction booklet

Map of school

References for those who are leaving- including grade reports

What can we do when leaving school assembly

Evaluator Response

Doha College staff work collaboratively to implement a programme of transition activities for students and families at different stages of their school careers. Evidence included in the self-study has been verified through reference to specific touch points made by faculty, the leadership group. and students. The same groups that plan the programmes, evaluate the

effectiveness and offer suggestions for improvement. A point of note was the purposeful display for a newly welcomed Year 5 class, explaining in greater depth the philosophy of HPL, which accompanied specific teaching of the same to these new students transitioning from another system. Generic information is readily available digitally for incoming families and is enhanced through a more individualised programme of induction on arrival.

The school development plan 2019-22 specifically includes point 2.2.7 - Develop a culture map for DC in order to understand how different cultures think, solve problems, require and respond to intervention. This focus is in response to feedback from parents and students relating to transition for families from different cultural backgrounds. The VP for student welfare noted that this journey has started positively, with the cultural committee working with students to unpack bias and work towards a better understanding for the school and wider community.

As part of staff transition, an exit interview is conducted. The deputy head of primary pastoral noted that to support emotional adjustment and maintain continuity of learning this is proposed as an additional tool for transition with students across the school.

Commendations

Domain E Standard 5 - The leadership group for the purposeful inclusion, in the development plan, of a target to acknowledge and better support the different experiences of families from diverse cultural backgrounds.

Recommendations

None at this time.

Domain E: Well-being - E6 - Team Evaluation

The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

Self Ratings

Met

Evaluator Ratings

Met

Response

From Year 9 students are given access to Unifrog, a platform that enables them to explore careers and subject interests, along with opportunities (such as global universities) once they finish their studies.

Unifrog can be used to capture students' skills and activities, and is used to support the university application process. The school uses this as a repository for references, and to collect university destination information.

See International Student Launch Presentation, is presented to Year 9 students in an assembly, where students set up their accounts and are given the opportunity to explore the Unifrog system.

Y12/13 Daily Notices contain a dedicated section related to university guidance, including information on any action required and links to any forthcoming events or opportunities. A wide range of virtual events, including open days, summer schools, lectures, university fairs and workshops have been advertised to students via the daily notices. Online university preparation workshops took place for Y12 students. See Careers and university guidance pages for full details.

DC has always hosted a wide range of university visits. In light of COVID, virtual events have been advertised via the Daily Notices. Student meetings take place as required to discuss individual plans/requirements and answer any student questions. An annual meeting takes place with all Year 12 parents in Term 2, talking them through the university application process. Guest speakers have been brought in as part of this. In addition, many individual

meetings, telephone conversations and e-mail queries take place, as required. Mock interviews are arranged for students, as required, in advance of their university admissions interviews. Specific mock multiple mini interviews are arranged for students applying to medical related courses.

Evaluator Response

The careers and university advice department at Doha College provides a very comprehensive service to students from Year 9 upwards. This is delivered through scheduled sessions and support material on Firefly. The head of careers and university guidance outlined how the department works alongside personal tutors, the head of 6th form, and heads of year, individualising programmes to support the unique career and higher education choices of students. Key dates and information is evidenced as reminders in the KS5 section and within presentation material stored within the careers and university section of Firefly. This material, directed at parents, also includes snapshot information regarding international and national data, alongside school information showing pathways and trends. Feedback from students and higher education providers help provide direction for the department when providing support and sharing information.

No cap is placed on the number of global applications a student can make and through an acknowledgment of the workload of the careers department by the leadership group, an assistant was appointed at the start of the academic year.

Students are prepared for life beyond school through a range of focused activities organised by the tutor team and heads of year. Topics such as budgeting, cooking, and travel are delivered through an independent living programme. In addition to this, the VP for student welfare noted all staff are encouraged to maximise teachable moments relating to life skills and independence within KS5, including the celebration of diversity and challenging of stereotypes.

Commendations

Domain E Standard 6 - The careers and university guidance department, in

Recommendations

Domain E Standard 6 - The careers and university guidance department to

liaison with KS5 leadership, for supporting students to pursue university applications in multiple countries to ensure a suitable tertiary pathway is chosen.

explore procedures that evaluate the effectiveness of the careers counselling to ensure material is relevant and supportive of current and future students.

Domain E: Well-being - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Things to improve

Soft launching of Unifrog from Y7 and utilise resources (such as skills building) within the PSHE programme.

Ideally we would have a structured careers and university guidance programme, tying in with PHSE activities from Year 7 up. This would of course require more resources

Consider the US system, where each student has an allocated Careers and University Guidance Counsellor and allocated appointments. This would require more resources.

Automation of transcript production

Evaluator Response

The support of well-being is interwoven into the fabric of Doha College and the school can be very proud of the culture that they have created. The safe, caring and inclusive environment included in the school's guiding statements is made possible through the thoughtful and carefully maintained student welfare structure that spans and is adapted to the age ranges. Through the promotion and normalising of mental and physical well-being check-ins and the effective use of CPOMS, the support of student well-being has continued to improve since the preparatory report.

With a new development plan being written for the coming academic year, the student welfare team are already able to articulate their future plans. The recommendation from the preparatory report to increase the capacity of the counselling service within the school

remains a feature of the team evaluation.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain E: Well-being - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

We would like to continue with what we are currently doing and further enhance this to ensure that all students have the best possible experience. Students know who they should contact if they have an issues and this in reinforced through regular assemblies. The COVID pandemic has made everyone look into student and staff well being and therefore a wellbeing committee has been set up for staff and students. The school has also invested in an Employee Assistance Programme which staff can access at any time and is a free service for staff. This has been utilised by staff.

As a school we systematically monitor student physical and mental health through well-being and the GL PASS surveys students complete these and then the results are analysed and actions are put in place. We also have key member of staff email addresses around school for students to use if they would like to report an issue. Safeguarding talks are given throughout the school year and posters are around school informing students of who the Safeguarding Team is.

Students will meet with the careers guidance officier to discuss their next steps and they will be guided.

Evaluator Response

See Domain Summary section.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - F1 - Team Evaluation

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications, and competencies and in accordance with the host country employment law and the CIS Code of Ethics.

Self Ratings

Met

Evaluator Ratings

Met

Response

Despite facing adverse conditions with the global pandemic, the school has done exceptionally well within this standard. Ratios of staff and students are very good and staff ratios have been maintained across the school, particularly in Early Years, in Early Years staff ratios are 1 qualified teacher to 13 children.

As part of this we are required to ensure that qualifications of applicants, specifically for staff, are checked and this is recorded upon our Single Central Register and copies of the qualifications are saved upon the employee file. Although how the information is stored makes reporting difficult and these barriers have been identified. To overcome these barriers the new HRIS system, scheduled for implementation within the next coming academic year will enable applicants to input their qualifications as part of the recruitment process and empowers existing staff to maintain their employment record with new qualifications achieved. This will form the basis of future succession planning and talent management to ensure staff remain engaged and the College understands the skills and qualifications to maximize agility within the workforce.

The HR department, the Leadership Group and the Deputy Heads have all had Safer Recruitment Training and all interview panels will also consist of one person who is safe recruitment trained, the training was completed during the 2020 - 21 academic year.

The quality of and retention of existing staff is highly impressive due to a number of

reasons – early application process, a well thought through employment process where new staff are paired up with a 'buddy' who will support them with their move. Maintaining a pool of supply staff can be difficult within Qatar. However, we have managed to build up a list of qualified teaching staff. All the members of staff go through the same rigorous safeguarding checks as permanent staff members. All new staff will undergo a rigorous probation period, in line with Qatar Labour Law.

All staff engage in rigorous and robust training and undertake both collegiate and personal professional development opportunities. Staff are also supported to engage in further study at Masters level or beyond and the College part funds these development opportunities. Recent successful CPD opportunities include Coaching for middle leaders and whole school cultural diversity training.

Staff feel that they are treated fairly within the group and also feel that terms and conditions within the College are highly favourable, particularly for teaching staff. Restraints in terms of employment of over-50s within Qatar must be considered alongside fair employment strategies. Retention of staff is very impressive as is staff turnover. A potential avenue for growth would be more CPD opportunities for support staff. In conclusion, we stand between team evaluation and future aspirations.

Evaluator Response

Submitted evidence and conversations with the leadership group, finance, and HR director show that Doha College ensures sufficient numbers of faculty and support staff are employed, appropriately qualified and experienced in line with the school's guiding statements and needs of the programmes. The school has a seven-year expansion plan which includes a matching recruitment strategy and is supported by a financial plan. The divisional heads for both primary and secondary schools confirmed they drive the process of identifying staffing needs for their section of the school, considering a range of section-appropriate factors, such as subject choices in Year 11.

The school's recruitment strategy aims to hire experienced and suitably qualified staff; however, conversations with both the leadership team, middle level leaders (such as heads of faculty), and teachers show that extensive professional development opportunities are available after staff have been hired.

Conversations with the HR staff and shared documentation (such as HR manual, Recruitment and Retention Manual, Sage - HR database, and Single Central Register) show that the school follows a defined and published recruitment policy and a set of procedures which include, for example, specific reference requirements, attestation of qualifications, and a criminal background check from the country of original as well as other countries in which applicants have lived. Hiring managers have all taken Safer Recruitment training which has recently been expanded to include assistant head teachers.

Commendations

Domain F Standard 1 - The school leadership group and HR team for a robust hiring process which now includes a safer recruitment training for a growing number of school personnel.

Recommendations

None at this time.

Domain F: Staffing - F2 - Team Evaluation

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications, and suitable references. This information has been taken into account in determining whether their appointment will be confirmed.

Self Ratings

Met

Evaluator Ratings

Met

Response

Thorough background and criminal record screening are undertaken for all members of staff in a systematic way and according to a published schedule. – Pre-employment checks state that an offer of appointment to the successful candidate is conditional upon:

• The receipt of at least two satisfactory references

• Receipt of a work visa for sponsored employees or receipt of a work permit for locally hired employees

• Verification of the candidate's identity (if that could not be verified straight after the interview)

• Verification of qualifications (if not verified after the interview)

• Verification of professional status where required

• A satisfactory Criminal Records check

All checks are documented and retained on the staff member's personnel file, recorded on the College's Single Central Register, followed up where they are unsatisfactory or if there are discrepancies in the information provided.

Section 13 describes the vetting checks process. As a British International School, Doha College follows the most recent guidance from the UK Department for Education on keeping children safe in education. This includes carrying out the same vetting checks as in UK schools and maintaining a Single Central Register to record which vetting checks have been carried out on College staff.

The College will carry out the following vetting checks on all new staff:

• A check to verify the employee's identity

• A Criminal Records check (including for those who have lived outside of the UK)

• A Barred List check

• A Prohibition from Teaching Check

• A check of an employee's professional qualifications

Depending on where the person is recruited from, (i.e. UK or Qatar) there are slightly different processes for what Criminal Records Checks need to be carried out. These can be found in ....?

To acquire a Residence Permit(RP) in Qatar all staff must go through a medical examination before the RP is issued. Our application form also has a section where staff can expand on any medical conditions they have.

Evaluator Response

Conversations with the leadership team, HR director and HR team as well as the provided access to the HR portal (Sage) show that the background and criminal record screening is undertaken for all members of staff and other relevant members of the school community (such as cover teachers and volunteers, including the board of governors). The Single Central Register is a live safeguarding document which includes information for all relevant parties, including contractors, and the same information is also contained in Sage (HR Portal) for all employees of Doha College. The school is in the process of migrating from Sage to HRPro which provides direct integration with iSAMS as their new school management system.

A conversation with the school's designated safeguarding lead (DSL) demonstrated his involvement in HR background screening processes. The school uses a UK-based company, The Safeguarding Alliance, for undertaking background checks, and, as part of the improvement process, will be introducing social media background checks for employees.

Commendations

None at this time

Recommendations

None at this time

Domain F: Staffing - F3 - Team Evaluation

The school provides for the continuous professional development of faculty and support staff that relates to school priorities, addresses the professional needs of the staff, and contributes to the development of student learning, well-being, and global citizenship.

Self Ratings

Met

Evaluator Ratings

Met

Response

The Education Innovation Forum is the CPD academy for Doha College. The academy has a number of modules within the forum which are accessible to all staff. Staff themselves feel that they have access to high quality CPD opportunities. The current global pandemic has restricted the opportunity for external CPD opportunities. However, the developing use of BlueSky to log CPD and having a relatable target on BlueSky promotes personal and professional development. Staff at Doha College, are encouraged to take a lead in their own professional learning and are provided with opportunities to do this, such as access to learning platforms such as The National College, The Key for School Leaders, HPL Member site as well as webinars from COBIS and BSME.

Staff overwhelmingly feel that the process is fast and simple. Staff fill out the CPD form, this is then emailed to the Executive Assistant for the Vice Principal Quality Assurance, where the necessary signatories are taken and approval is given. After approval, if the course is a paid course then the form goes to the Finance department so that the course can be booked and paid for. Staff are then informed when everything has been booked and they are reminded to log their CPD in their BlueSky account. The school has standardised forms for these applications and provides a significant amount of funding for staff to develop professionally through training and CPD opportunities. The school also supports staff to engage in further study by part funding not only Masters level study for staff but also PhD level study for staff this has been utilised by a number of staff members.

Staff felt that Professional Development provision within learning and teaching, including the use of technology was highly effective as there are many opportunities to effectively

use the school technology systems and adequate training has been provided for staff to utilise these well. This academic year we have rolled out Google Classroom, as due to COVID, we are still using a Blended Learning approach, where students are in school one day and learning from home the next day. To roll this out successfully, training was provided by the Digital Leaders during the INSET days at the start of the school year. Staff also noted that there had been recent work on the areas of . The formation of the has led to both a new policy and complaints procedure for incidents involving the above characteristics. This Committee is also working on developing professional learning opportunities within these areas for all staff.

There have been opportunities to develop within the school which have been led by fellow colleagues. An example of this has been a CPD opportunity offered by the Head of Digital Learning, whereby the effective use of technology was discussed. There have also been positive steps towards including staff within the 'well-being' provision. This has been in the form of a survey undertaken, in addition to discussions at whole school meetings. Well-being training has been delivered for staff with a focus on student well-being. Cultural committee policies and practices to be included as evidence.

Evaluator Response

The school uses BlueSky as a cloud-based tool to monitor performance for both faculty, classroom support staff, and non-classroom staff. This includes target setting which requires staff to link their targets to one or more of the school's identified priorities and development plans. Although the tool is used to identify staff development needs and to record actual undertaken professional development, the HR team stated that actual professional development requests are completed on a school's internal form, approved and then uploaded to BlueSky as a way of record keeping. They have identified this as a potential room for improvement in terms of efficiency, and are working with BlueSky on this improvement.

Conversations with the deputy heads (academic) and teachers show that internal professional development, such as the Educational Innovation Forum, opportunities are also available internally. This forum is a wider PD framework, including a newsletter, workshops for aspiring leaders, and opportunities for middle leaders. After the internal roll out success, the school is now looking to open this to other schools in Doha.

Professional development process opportunities, such as Google training and COBIS workshops and webinars, are also available for non-teaching staff.

Commendations

None at this time

Recommendations

None at this time

Domain F: Staffing - F4 - Team Evaluation

The appraisal/performance management system is defined and implemented for all faculty and support staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities.

Self Ratings

Met

Evaluator Ratings

Met

Response

The school uses BlueSky as a platform to evaluate and record any aspect of professional performance. BlueSky supports a developmental approach to performance management reviews, and enables staff to engage in rich professional dialogue continuously throughout the cycle. BlueSky provides staff with a secure portal, giving them ownership of their development and professional progression. Staff goals can be aligned to departmental and strategic objectives of Doha College, with instant, granular and holistic reporting available. The multi-functional nature of BlueSky's modules allows for the triangulation of performance reviews, professional learning and monitoring.This has now been in use for five years and the system has been developed and personalised across this time to be more specific to the DC standards and the overall development plan for the College.

Staff felt that there were opportunities to improve their professional practice based on their classroom observations and also given opportunities to observe colleagues as part of the improvement and development process. Staff who required support, felt that they were given clear success criteria and guidelines to improve with periodic feedback and support. Staff commented on the use of learning walks as a performance evaluation tool and as part of the ongoing quality assurance process. They felt that they knew what senior staff members were looking for on these walks and that they were a good professional development opportunity.

Staff are also supported in their professional development through coaching conversations with leaders who are suitable trained to coach.

Staff felt that professional development opportunities within the College were good and numerous. Staff are also regularly reminded of and informed of external and internal CPD opportunities. Examples of these would be the Aspiring Middle leaders' course and the COBIS middle leaders courses that have both been run at the College for the last two years. However, they felt that in primary in particular, staff need to be encouraged to be more independent in the identification of CPD courses.

Teaching and Learning forums (sharing of good practice and personal research) were felt to be strong CPD opportunities by staff and the digital CPD offered had been extremely beneficial.

Evaluator Response

The school uses BlueSky as their performance evaluation platform. Conversations with line managers (such as heads of faculty) and with teachers show that this platform is understood by all stakeholders. The performance evaluation process is owned by identified line managers, and is generally supervised by the leadership team who step in if a line manager identifies a need for an 'action plan' for a member of staff. A conversation with the HR team shows that they provide support throughout the evaluation process.

Access to BlueSky, the school's published HR manual, and Doha College Teacher standards show there are clear links between performance evaluation and the school's priorities, and that the system enhances collaboration between teachers and management.

The deputy head (academic) described a review of the school's continued professional development approach. This is currently in a pilot stage and provides staff with a holistic, learning impact-focused framework of identifying development goals. The pilot is also open to non-teaching staff.

Commendations   Recommendations

None at this time

None at this time

Domain F: Staffing - F5 - Team Evaluation

Collectively, the leadership and staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and support staff, and they are applied fairly and consistently.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

Staff felt that there was a good degree of cohesion between the feedback of leaders and staff. Middle leaders are being trained in using coaching approaches with their teams and this is beginning to impact on creating a culture of trust, autonomy, and improvement.

The HR department keeps detailed documentation that is widely disseminated and widely accessible to all staff. This includes a detailed staff handbook. Staff feel that policies are understood and applied consistently.

All staff, including supply staff, volunteers and temporary staff are obliged to complete the Educare Child Protection training as we are undergoing rigorous police clearances and reference checks. All staff must undertake a refresher course on this annually.

The cultural committee, which was established this year, has systematically updated and rewritten all applicable policies to ensure that any bias, prejudice or intolerance is mitigated through the protection and support of the school policies

Evaluator Response

It is evident through conversations with various stakeholder groups, such as middle leaders and teachers, that Doha College aims to create a professional and trusting working environment. This then translates into a positive teaching and learning environment which was noticeable during the virtual campus visit and lesson observations. Submitted evidence

shows that job descriptions are role-specific and published, and appropriately define role-specific expectations.

In addition, Doha College has a published and regularly reviews a HR manual which the school uses as a staff handbook. This document is available to all staff on FireFly and clearly outlines a wide range of expectations for all Doha College staff.

In recognising diversity and equality, the importance of interculturalism, and as staff feedback on how to deal with upsetting situations, the school has established a range of committees. The work of these committees, and various subsections, has also resulted in the inclusion of a diversity statement on vacancy posting and the inclusion of safeguarding and diversity questions in interviews.

Although evidence was shared of the vice principal (quality assurance) updating all staff each month on any changes to policies via email, it is not a current practice for staff to sign an acknowledgment that they have read a code of conduct and written guidelines stating appropriate and inappropriate behavior of adults with other adults and adults towards children. The vice principal (quality assurance) and the HR team are aware and have plans in place to meet this requirement. New staff have been signing off as part of their induction but in August it is planned that the leadership group will go through the document with all staff and have them sign off at that time.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation stage criteria and should address the recommendation regarding sign off on the code of conduct for staff.

Commendations

Domain F Standard 5 - The leadership team for creating a trusting working environment evident in teacher

Recommendations

Domain F Standard 5 (Major) - The HR team, guided by vice principal (quality assurance) ensure that all staff have

interviews and through lesson observations.

signed an acknowledgment that they have read a code of conduct and written guidelines stating appropriate and inappropriate behaviour of adults with other adults and adults towards children.

Domain F Standard 5 - The HR team, with input from the cultural committee and diversity sub-committee, revise the existing HR manual to include clear expectations on how adults of different cultures and languages work together.

Domain F: Staffing - F6 - Team Evaluation

All staff members are employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

Self Ratings

Met

Evaluator Ratings

Met

Response

Staff felt that there was evidence of transparency in their contracts and code of conduct with clear communication from HR. Staff have access to the Staff Handbook via the Firefly portal at all times and this has a wide range of pertinent information for staff to draw upon. Checks prior to employment are thorough and high standards of safeguarding are maintained at all times throughout the employment process. Before an offer of employment, all relevant documentation from the last 5 years (qualifications, police checks) is checked and verified. All data is stored with HR. All documents are verified and attested prior to employment for sponsored staff and this is now being implemented for non-sponsored staff.

Staff feel that there is no clear appraisal system in place for support staff although there are CPD opportunities for both teaching and support staff. However, academic staff (teachers, TAs and LSAs) engage in a thorough PD process to ensure quality across the teaching and learning within the school.

Evaluator Response

Doha College has a published and regularly reviewed HR manual which the school uses as a staff handbook. This document is available to all staff on Firefly and clearly outlines a wide range of expectations for all Doha College staff. In addition, the school also has a clear Reward and Remuneration Policy, also accessible to staff, which clearly outlines salaries and

benefits for all staff.

Conversations with teachers show that faculty and staff understand their contracts, and that the HR team has appropriate expertise available to staff to clarify understanding.

Commendations

None at this time

Recommendations

None at this time

Domain F: Staffing - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

We moved into our new state of the art campus in September 2020, this is a closed campus which benefits from full time security guards and also has police presence on site. The campus consists of a central hub, which houses the reception areas, the leadership team offices, admissions department and finance department. The finance office has a separate entry point for parents. Admissions have their own reception area and parents lounge. The HR department is based on the first floor of the central hub. The main school auditorium is at the back of the hub with the music classes off the auditorium.

The primary and secondary schools have their own building base and are both built around a grassed quad area. The quad area provides breakout space for the students as well as an outdoor learning environment for the younger years. Both schools have their own dining area and library. The secondary school includes general classrooms as well as specialised Art/DT and science labs.

There is also a large sports complex which is used by the PE department as well as our sports academy (Evolution Sports) in the evenings. EVO runs a number of sessions across several different sports for students from Doha College and other schools in Qatar. The sports complex includes two large swimming pools (a competition pool and a learner pool), and two sports halls (one for primary and one for secondary).

The campus ensures full accessibility and buildings also include lifts. School security is

ensured by externally provided security guards (18) present at each building gate when school is in session. A CCTV camera system is in place and controlled from the facilities building. Building access is controlled with a badge system for staff and visitors.

We have a robust Health & Safety Policy, which covers emergency planning which is reviewed annually. If the plan has been used before the review date, it will be reviewed straight after the incident. Parents can be contacted in an emergency through the school's text messaging service.

We are currently in the process of setting up a Health & Safety committee to ensure regular safety compliance in parallel with the building maintenance. We have a full time cleaning and maintenance team working at the campus to ensure daily and routine maintenance work. Major cleaning tasks are accomplished outside school hours.

As well as the premises, we have a robust IT infrastructure which comprises of:
• Over 1000 desktops and laptops in school
• MDM in school
• FS1 - Y2 iPad trollies
• Main MDF and Primary MDF Fibre connectivity MDF - IDF
• LED screens in every classroom
• LED in Auditorium

Evaluator Response

Doha College is a well-established international school, following the UK curriculum, and accredited by a number of British as well as international organisations. A thorough review of provided documentation, conversations with leadership, staff, and parents show that the school places staffing at the forefront of their operations. There are sufficient numbers of both teaching and non-teaching staff to fulfil the school's guiding statements. Recruited staff are suitably qualified and experienced. Robust recruitment processes are in place, with a particular focus on performing background checks, using both UK and international services, as relevant. There are published and regularly updated policies and manuals which ensure transparency and provide guidance throughout the recruitment process and during employment. Conversations with staff confirmed that employment contracts are

transparent and in place for all staff. The school uses Sage as their HR portal to store all personnel files and is planning to move to HRPro for an increased integration with their new school management system.

Evidence shows a commendable commitment to continuous professional development and indeed many internal as well as external opportunities are available to both teaching and non-teaching staff. Doha College is currently transferring to Google Classroom as their main online teaching and learning platform; to support this change, all staff have been given professional development training and on track to become Google-certified educators by April 2022.

The school's performance evaluation process is rigorous and personal development goals are aligned with the school's priorities through BlueSky, the performance management platform which staff confirmed is simple to use.

The wider school initiative regarding diversity, equality and inclusivity (DEI) is making an impact in the area of human resources - for example, vacancy posts have now been updated to include a DEI statement.

It is not the school's current practice for staff to sign an acknowledgment that they have read a code of conduct and written guidelines stating appropriate and inappropriate behavior of adults with other adults and adults towards children. The vice principal quality assurance and the HR team are aware and have plans in place to meet this requirement. New staff have been signing off as part of their induction but in August it is planned that the leadership group will go through the document with all staff and have them sign off at that time.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

A recommendation from the prep visit was to develop a diversity workshop module to promote intercultural understanding among all members of the school community. Since the visit we have put together a diversity, equality and inclusion(DEI) team and produced a policy on DEI, all staff were trained and prior to the training we used a third party company to administer an anonomous questionnaire to find out what the issues in the school are and what we need to do. This questionnaire was filled out by staff and students.

Evaluator Response

See Domain Summary section.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain G: Premises, facilities, technology systems, and auxiliary services - G1 - Team Evaluation

The school maintains premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum, and contribute to the well-being of students.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

We moved into our new state of the art campus in September 2020, this is a closed campus which benefits from full time security guards and also has police presence on site. The campus consists of a central hub, which houses the reception areas, the leadership team offices, admissions department and finance department. The finance office has a separate entry point for parents. Admissions have their own reception area and parents lounge. The HR department is based on the first floor of the central hub. The main school auditorium is at the back of the hub with the music classes off the auditorium.

The primary and secondary schools have their own building base and are both built around a grassed quad area. The quad area provides breakout space for the students as well as an outdoor learning environment for the younger years. Both schools have their own dining area and library. The secondary school includes general classrooms as well as specialised Art/DT and science labs.

There is also a large sports complex which is used by the PE department as well as our sports academy (Evolution Sports) in the evenings. EVO runs a number of sessions across several different sports for students from Doha College and other schools in Qatar. The sports complex includes two large swimming pools (a competition pool and a learner pool), and two sports halls (one for primary and one for secondary).

The campus ensures full accessibility and buildings also include lifts. School security is ensured by externally provided security guards (18) present at each building gate when school is in session. A CCTV camera system (xx cameras) is in place and controlled from the facilities building. Building access is controlled with a badge system for staff and visitors.

We have a robust Health & Safety Policy, which covers emergency planning which is reviewed annually. If the plan has been used before the review date, it will be reviewed straight after the incident. Parents can be contacted in an emergency through the school's text messaging service.

We are currently in the process of setting up a Health & Safety committee to ensure regular safety compliance in parallel with the building maintenance. We have a full time cleaning and maintenance team working at the campus to ensure daily and routine maintenance work. Major cleaning tasks are accomplished outside school hours.

As well as the premises, we have a robust IT infrastructure which comprises of:
• Over 1000 desktops and laptops in school
• MDM in school
• FS1 - Y2 iPad trolleys
• Main MDF and Primary MDF Fibre connectivity MDF - IDF
• LED screens in every classroom
• LED in Auditorium

Evaluator Response

Doha College moved into their new state of the art campus on September 2020 which fully aligns with their guiding statements and focus on High Performance Learning (HPL). The leadership team feels the campus is a physical reflection of the school's guiding statements. Planning for the new campus had been explored over the past 10 years and became a necessity after the Al Waab Campus lease was not to be renewed. Through focused interviews, the leadership team shared that governors and staff collaborated on existing plans for the new campus and redeveloped these to meet the HPL focus, in line with their budget and time constraints for completion. The defect liability period had recently ended and Doha College has contracted a company, on a trial basis, to continue to maintain and

improve the premises, physical accommodation, infrastructure and equipment. The business development director stated that provision of maintenance will occur through scheduled maintenance, facility checks, monthly meetings with contracted companies, KPI reviews and staff reporting systems.

The school has developed exceptional facilities for students and faculty as well as extensive infrastructure to support learning and wellbeing. Continual development will form the facilities sections of the new strategic and development plans. In discussions with the business development director priorities such as shading, play space and playground equipment arose. Outdoor play spaces were identified in conversations with teachers, parents and at break observations as areas that should be explored for further development to best meet the needs to the learners. The financial team cited that funds have been budgeted for the maintenance and continued development of Doha College.

The use of technology as an educational tool is prevalent in teaching and learning to enhance learning with smart boards and iPads as examples. The information technology (IT) strategic plan will continue to support and develop this, with the Head of IT citing maintenance and replacement provisions and budget are in place to support this. This was confirmed by the director of finance.

Student leadership and parent groups, for example The Big 6, and Friends of DC have regular opportunities to voice their perspectives for the maintenance and further development of the campus through meetings with the principal and other leaders. The community survey, parent and student feedback evidenced that faculty, parents and students agree that the facilities and infrastructure reflect the guiding statements and the learning needs of students.

Commendations

Domain G Standard 1 (Major) - The senior leaders and governors for the development of the new campus that reflect their guiding statements and

Recommendations

Domain G Standard 1 - The leadership group, teachers and students to explore how the outdoor spaces could be redesigned to support play based

High Performance Learning philosophy.

learning during class and break time.

Domain G Standard 1 (Major) - The
facilities management team for the
smooth transition to the new campus
during the pandemic.

Domain G: Premises, facilities, technology systems, and auxiliary services - G2 - Team Evaluation

The premises have high standards of maintenance, cleanliness, health, safety, and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements.

Self Ratings

Met

Evaluator Ratings

Met

Response

The campus is clean and secure and there are no health and safety concerns on site. However, there is a need for more shaded outdoor spaces to support outdoor learning, especially for the Primary school. Plans are in place to undertake this work in the October half-term. There is a health and safety policy for the school and the school is currently putting together a Health and Safety Committee, which will meet regularly and arrange site inspections.

Fire Evacuation procedures are in place and the Estate Director provided training on all the procedures during staff induction at the start of the school year. Fire drills take place on a termly basis. All evacuation procedures are visible in all classrooms and key areas. Lockdown procedures have not been put into place as yet, however the Estates team are looking into this.

We have three nurses on site, and have dedicated nurses stations around the school. First Aid training is provided for staff. The Facilities team ensures the premises and equipment are kept safe and secure. We use an outside provider to support us with this.

Evaluator Response

Doha College has developed their policies and procedures to align with their guiding principles, UK regulations, and local laws. There is a general health and safety policy

outlining the expectations at Doha College. This is supported by supplementary policy and procedure documents for risk management, critical incident management plan, fire safety, fire evacuation procedures, heat and chemical storage. The critical incident management plan needs to be reviewed and updated and lockdown procedures developed. The Safeguarding and Child Protection Policy is a comprehensive document that clearly sets out expectations and procedures for the community. In interview, it was clear the safeguarding team regularly meets and monitors the effectiveness of this policy through the CPOMS system and in staff meetings where the understanding of reporting is checked through collaborative scenario based problems. Policies are available on Firefly for stakeholders with the safeguarding and health and safety policy also available on the website. Through observations of lessons and break times child safeguarding key staff and procedures posters are visible throughout the campus for staff and students, as well as fire evacuation procedures. Staff and students shared they understand the evacuation procedures and are confident in applying these in an emergency. Teachers also confirmed these are part of all staff training at the beginning of the year for staff and in new student inductions.

The evidence shows that the board of governors and leadership group are responsible for overseeing and ensuring the internal control systems for the effectiveness of the premises and these policies. The business development director and the leadership group review policies every one to three years or if an incident or drill occurs. The business development director and the leadership group measure the effectiveness of policies and cite a very low number of incidents occur on campus. Committees, such as the risk committee, departments and specific roles support the monitoring of the premises and the effectiveness of the policies and procedures. The business development director cited there has been an overhaul of procedures to take into account the size, structures and systems of the new campus and with students recently returning, so these are continually developing. The business development director oversees the facilities manager and facilities maintenance team (outsourced to the same company) who are charged with day to day scheduled and unforeseen maintenance. The business development director verified that Doha College has an on site help desk with an email and phone line for staff to lodge maintenance needs, streamlining and centralising the process. Students and parents can also feedback on these aspects of school life through email, student leadership groups and the PLG. Urgent health and safety concerns are shared directly with business development director through email.

During break time observations health and safety and risk management examples were observed, such as sharp corners on new outdoor benches being covered and some raised garden beds being being removed. A health and safety committee is being re-established for the new campus. Nurse stations were purposefully designated to be near the PE and science labs, and are equipped with a shower for any chemical injuries. From submitted video, science labs are new and equipped with gas cut off switches, eye showers and bins for broken glass. Chemical storerooms are swipe card access, have adequate air filtration and are being reassessed for proper shelving and storage. There is limited clear bench space in the chemical storeroom and prep room for assistants to prepare the required resources for lessons.

Commendations

Domain G Standard 2 - The business development director, leadership group, and safeguarding team for reviewing aligning policies and procedures for the new campus.

Recommendations

Domain G Standard 2 - The business development director and leadership group to re-establish the health and safety committee for monitoring the health and safety policy and procedures at Doha College.

Domain G Standard 2 - The business development director and leadership group to develop and implement lockdown procedures for the new campus.

Domain G Standard 2 - The science head of faculty to explore how to provide clear preparation spaces for assistants and teachers in chemical storeroom and prep rooms.

Domain G: Premises, facilities, technology systems, and auxiliary services - G3 - Team Evaluation

The technology systems (infrastructure and data) support the school's teaching, learning, and administrative needs and have appropriate and effective safety, security, and confidentiality measures in place.

Self Ratings

Met

Evaluator Ratings

Met

Response

Technology is used to support learning in the classroom and at home. This was an area we have worked on heavily since March 2020, when we went into lock down. Since September 2020 we have been using a Blended Learning approach, where each class is split into two, Group A and Group B. One group of students have face to face teaching one day and then the next day they complete home learning tasks, while the other half of the class is in school. To ensure work is completed within the time frame, Google classroom was adopted in Secondary and in Key Stage 2 in primary. Other year groups used Class Dojo to post work as the younger children needed support from parents to access their learning. Our learning platform - Firefly, was also used to post work for students.

We use a range of different technology hardware to support teaching and learning, which include iPads, laptops, PCs; both staff and students have access to these devices. As an iPad school all students from Year 3 upwards have their own one to one device, as do all of our teaching staff. This device is used as an integral part of teaching & learning. Subscriptions and platforms are then used across this hardware to ensure effective use. This includes the use of Century Tech; an assessment platform that uses artificial intelligence to create bespoke learning pathways. Both Primary, Secondary and EYFS use an extensive range of apps to support teaching and learning - read theory, MyMaths, Epic, Education City, TopMarks, PurpleMash, Oxford Owl to name a few.

In addition, as part of remote learning the school made use of Zoom and firefly extensively to support online teaching and learning. Firefly had been an embedded platform with the school already, but it became even more widely used when Qatar went into lock down last year. With the move to Google as a school we made the introduction of Google Classroom to our repertoire in September 2021 and is successfully beginning to replace Firefly as part of our home learning support. We are also able to remotely access the school network through 'classlink'.

In addition, in terms of security, the students use the MDM which enables the school to monitor and control the use of iPads during the school day and for parents to do the same with the device at home. All teachers and students have secure email addresses, logins and passwords. For secure data tracking we use SIMS across the school in both primary and secondary.

For staff training, teachers and leaders are able to track CPD through Bluesky which enhances the teaching and learning at Doha College. On top of this, the school has appointed Heads of digital learning in secondary and primary who have recently delivered google training as the school moves towards becoming a google school. The school is rolling out trained google teachers across the school.

The school has purchased and installed a giant panel of video screens to enhance whole school assemblies and parent information evenings, and to showcase the school's students as well as multiple screens around the campus to share information with staff, students and visitors digitally.

For staff training, staff and managers / leaders are able to track CPD through Bluesky which enhances the teaching and learning at Doha College.

For secure data tracking we use SIMS across the school in both primary and secondary. Registers are also done through SIMS which aids the tracking of attendance and ensures safety during fire / lockdown drills.

The school is constantly trying to improve through training and there are many opportunities for staff to attend courses.

Evaluator Response

Doha College has a a robust technology infrastructure which is has multiple servers and access points to allow for coverage over the 92,000 square metre campus. An IT plan is in place to maintain and continually replace necessary IT infrastructure, equipment, and devices over a two-five year cycle with the future vision of students supplying their own device which can easily access the school network. Finance confirmed there is budget provision for this plan, although the impact of the transition to the new campus has made this more difficult, with teaching and learning prioritised in the budget.

Technology and the integration of artificial intelligence platforms are priorities in the curriculum and IT section of the school development plan. This was clear with the 1:1 device policy, lesson observations and in conversations with head of faculties where a range of platforms such as Firefly, Google suites, and Century Tech were used to enhance individualised learning. Faculty confirmed these practices and provisions were helpful in the transition to online and blended learning for staff and students. These also allow for collaborative learning within the classroom. Parents expressed their approval of the technology systems and the provisions of the school, citing they felt there was an intentional and focused plan for IT to enhance the learning environment.

Doha College has systems to enhance management and operation. These include CPOMS for managing all child protection disclosures by centrally storing the data. The safeguarding team identified, in interview, that they use this system to effectively assess all safeguarding disclosures, the needs of the community and the volume of disclosures demonstrates the value of the system. In interview with leadership, referencing the Doha College development plan, there has been a shift to a single platform student information system which integrates finance is a priority and is currently being implemented for the start of the 2022-23 academic year to better align with school needs. Doha College has a clear data protection policy aligning with UK regulations. Data is backed up every day to primary IDPA, then every day to secondary IDPA.

Commendations

Domain G - Standard 3 - The IT

Recommendations

None at this time.

department for supporting the provision
and integration of artificial intelligence
learning platforms that support High
Performance Learning.

Domain G - Standard 3 - The teaching
faculty for implementing the integration
of artificial intelligence learning
platforms that support High
Performance Learning.

Domain G: Premises, facilities, technology systems, and auxiliary services - G4 - Team Evaluation

The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.

Self Ratings

Met

Evaluator Ratings

Met

Response

With appropriate stakeholders and the service providers or staff themselves, the school evaluates and improves the effectiveness, due diligence, and educational contribution of auxiliary services to broaden learning opportunities for students and ensure they are safe and secure.

We use auxiliary services to ensure the maintenance, cleanliness and security of the school. The Health and Safety Manager with the Estate Director monitors the effectiveness of the auxiliary services, ensuring that they provide high quality work, which meet the expectations of the school and the community. Any issues are reported to the supervisors who will then resolve these, where possible. The auxiliary services all go through safeguarding checks and complete safeguarding training. HR has in place procedures for conducting police checks on all auxiliary staff.

Since March 2020 we have not had any trips or visits, however prior to this we had a number of trips and visits. Before a visit could go ahead a detailed risk assessment had to be completed and approval had to be given by the Health & Safety Manager.

The Business Development Director(BDD) line manages the Estates Director, therefore any major issues or updates are communicated to the school leadership by the BDD.

Evaluator Response

Doha College currently uses maintenance, cleaning, and security companies as auxiliary staff to support. The business development director confirmed the facility management has been contracted to a local company on a trial basis for the 2021-22 academic year, with the decision to soon be made with the leadership group if this will remain. The business development director monitors this company's effectiveness through key performance indicators in the contract. These are linked to financial penalties, that are reviewed in monthly meetings. The human resources interview confirmed that background checks and vetting are completed for staff of these services and the documentation centrally stored and also audited by the designated safeguarding lead (DSL). In conversation with the safeguarding team it was confirmed that child protection and safeguarding training is delivered for these services by at least one of the accredited trainers within this team. The evidence shows these auxiliary services were selected due to their experience with other schools around Doha and familiarity with the educational environment. The effectiveness of these services are evaluated by on a regular basis through the business development director and leadership group meetings, as well as direct meetings with companies where feedback is provided. According to the business development director, a catering company and transport company, managed by the same process, will also become an auxiliary service once government restrictions allow. The community survey also reinforced the effectiveness of these services, agreeing that the school is well maintained, clean, and secure.

Commendations

Domain G Standard 4 - The auxiliary staff for providing a high level of maintenance, cleanliness, and security to support an environment of high-quality learning for Doha College

Domain G Standard 4 - The business development director for establishing the facilities management contract to

Recommendations

None at this time.

maintain the campus for high-quality

learning

Domain G: Premises, facilities, technology systems, and auxiliary services - G5 - Team Evaluation

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

Self Ratings

Met

Evaluator Ratings

Met

Response

We are legally compliant with the local environment laws, and have gone beyond these laws as we have been awarded the Eco Schools Green Flag twice. We were the first school in Qatar to achieve this. The Ministry of Education and Higher Education, regularly come to school for checks, especially during COVID times. Each visit has been successful. We also have an Eco Committee, who have run a number of initiatives such as the removal of plastic cups at the water fountain. Instead, students and staff were asked to bring in reusable containers.

Environmental stewardship was also set up where they organised a beach cleanup for the whole community. The DC ECO school commitment made and placed posters in classrooms, and timers were put on lights in the corridors.

Evaluator Response

Doha College has had a presence in Doha for over 40 years. During this time, they have complied with local environmental laws. To push the local requirements further, Doha College has sought and received the EcoSchool status with the Green Flag Award from the Foundation for Environment Education in 2016. The newly opened campus will continue to provide opportunities to reduce environmental impact and enhance sustainability through following their Eco Code, published in the Doha College website. This focuses on six keys areas including refuse, repair, reduce, reuse, recycle, rethink and is committed to ethical and sustainable food choices. The eco committee is the environmental steering group at Doha

College. Evidence shows it is made up of staff and students who also meet and directly communicate with the leadership group. In conversations the business development director, teachers, students and facilities team were conscious of the eco committee and the initiatives it leads, such as encouraging electronic copies on iPads instead of printing, the removal of disposable water cups from the entire campus and recycling bins on campus. Due to the transition to the new campus and turnover in the facilities management team it was cited that Doha College has a moral obligation to monitor and improve environmental impacts of the school, although the exploration of a system for this should be established.

Commendations

None at this time.

Recommendations

Domain G Standard 5 - The business development director, facilities management team, and eco committee to explore a system to monitor the environmental impact of Doha College to inform the school community of actions that can be taken.

Domain G: Premises, facilities, technology systems, and auxiliary services - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

To ensure all policies and procedures relating to premises, technology and the auxiliary services are up to date to reflect to the move to the new campus.

We will continue to practice the fire evacuation processes as with the new school, it will take time for all staff and students to become familiar with the new routes. Begin to develop a 'lockdown' procedure which would work for the staff and students in the new campus.

Evaluator Response

Doha College moved into their new state of the art campus on September 2020, which fully aligns with their guiding statements and focus on High Performance Learning. They have policies and procedures that support the effective safeguarding of students, as well as the maintenance and monitoring of the premises and facilities. An IT plan with financial support is in place to maintain and develop the IT infrastructure for the teaching and learning needs. Auxiliary services are used to supplement the facilities management, maintenance, cleaning and security requirements of the school. Environmental stewardship is demonstrated through Doha College maintaining their EcoSchool and Green Flag status and through the continued development of the eco committee driven by student leadership.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - H1 - Team Evaluation

Effective communications foster a productive home-school partnership and a positive learning community.

Self Ratings

Met

Evaluator Ratings

Met

Response

Doha College believes that parents are a vital part of the school triangle, and the input from parents is key to the success of the school. The school communicates regularly with parents, and not only informs them of the school direction and operations, but invites them to be part of the planning, reviewing and development of the school. The school portal and Class Dojo are used to communicate and store letters, information and invitations for parents. In Primary this is done daily. This includes information regarding their children's learning, curriculum overviews, concerns regarding student's progress and well-being. Verbal communication is given daily as parents collect their children from the classroom door in primary regarding any concerns or reasons to celebrate. Events such as parent's evenings allow parents to meet teachers and discuss progress and actions needed. These are very well attended. Written reports are given yearly, with grade and effort reports issued regularly throughout the year. The school has a very open-door policy and welcomes parents to ask questions and teachers will regularly be in touch to discuss students. All staff photos and emails are on the school website. Complaints link also on the parent portal for parents who wish to share concerns. These are direct to the Principal.

The school actively seeks parent opinion through a systematic approach with an annual parent forum held with the school Governors and leadership and a parent survey every two years. All parents are invited and encouraged to take part. As part of the development cycle of the school parents are invited in these forums to view, comment and add to the school's development plan. An example is the development of the school's diversity and inclusion programme where parents have been surveyed and asked to join with the students and

staff in the development of this area of the school. Alongside this parent opinion is also sought on specific topics such as Ramadan timings to take into consideration diversity and the host country and a recent uniform update survey.

Parents new to the school have a systematic induction process ranging from open days, presentations, meetings and information packs. Once in the school there are coffee mornings and the Friends of Doha College (FDC) parent networking events. Each year group has a parent representative who ensures that new parents are welcomed and invited to join. These link parents will also share concerns with the school and meet with the Heads of School and school management.

Parents are actively involved in their children's learning through a number of ways.Twice yearly parents' afternoons are used as an opportunity to get to know the teachers and other school personnel where discussions involve child progress, targets and give a good chance for parents to voice their hopes and concerns for their child and our school.

Ongoing in-house events such as sports events, student exhibitions, award events and coffee mornings also aim to involve parents in their child's learning as well as inform and highlight the work achieved by the children.

Numerous volunteer opportunities also exist for parents to take part in and these include attending field trips; helping on community events such school fayre days and concerts; reading in class to the children and assisting in the library; visiting classrooms to give talks on their areas of expertise.

The use of Class Dojo as a communication platform also allows simple, streamlined communication. Daily messages and reminders are sent to ensure parents have up-to-date information pertaining to their child's learning for that day.

Daily photographs / videos of children's work and activities are uploaded which the parents can then respond to, ensuring timely and consistent communication between school and home. Class Dojo also allows the teachers to upload timetables and daily overviews for the next day's learning, keeping the parents in the loop on an ongoing basis.

Through membership organisations such as COBIS, CIS, BSME and HPL the school constantly receives and has access to and uses high quality resources such as webinars, conferences, networking and the latest trends and developments both locally and internationally, to enhance and enrich the student learning environment. It recognises the importance of using both the local environment and the people within that environment to develop the students through service, environmental awareness and citizenship.

We seek to engage in a wide range of activities within our local community which we hope will be of significant benefit to all those involved.The local community is brought into school such as judging in the medical conference, speaking about well-being, diversity discussions for staff and the use of Zoom has allowed for international speakers to engage the staff and students through many webinars and tailored made sessions such as visiting authors and conferences such as MUN and the continuation of the international award.

Other ongoing events and activities which link our school to the local community and beyond include:
· Collection of food drive, involving all pupils and parents collecting donations for distribution to the local community
· community fund-raising events for local charities
· School Summer and Winter Fayres run by parents and our parent committee (Friends of Doha College)
· musical performances at local hotels event, involving many pupils
· Winter Festival presentation, involving many pupils and attended by members of the school and local communities
· Local personalities visiting the school to offer their expertise and advice to the pupils.

Our students engage with other students from a wide range of other schools through activities which in recent years have, for instance, included our annual Model United Nations Conference, language student exchanges, hosting conferences and invitations to arts and other events held at the School.
Charity fundraising is an integral part of the culture and life of the School, either through the efforts of individual students or as part of the School's overall charity committee initiatives. Staff and students regularly raise funds through various personal and group initiatives in aid of a range of local, national and international charities.

We also host several events and workshops that the public can attend and to which local schools are invited. The School also hosts an acclaimed signing competition, Qatar School Choir of the Year (QSCoY), which many local schools take part in. Talks have been given to the community such as well-being, university guidance, curriculum guidance, how to support your children in their learning and online platforms such as the National Online Safety suite for parents.

Through the curriculum students are taken into the local environment such as visits to the beach, the Souq, the local desert or local farms to learn and share in local experiences. Outside Qatar students enrich their learning through many overseas trips, several with a focus on community, leadership and service such as spending time on community projects in Nepal

Evaluator Response

High-quality communication is evident across all sections of the school. Several communication platforms are in use, namely Class Dojo for primary teacher-parent communication, Firefly for whole school/year group information and SMS used in an emergency. The head of marketing stated that a variety of social media platforms, chosen based on the intended audience, are used to celebrate and inform. These cover the activities of the school and academies.

All of these modes of communication are used to support dialogue, with feedback actively encouraged, through surveys and invitations to attend and respond. Evidence was shared of the analysis of the larger biennial surveys. The online workshops have recently been adapted to present material, with a follow-up a question and answer session to ensure a greater reach of the content. Due to their success, this is something that is proposed to continue after COVID-19 restrictions are lifted. The director of marketing and communications confirmed that a parent forum was planned for next month. The board and faculty have reported the benefits of obtaining multiple perspectives.

Action from parent and student feedback is evidenced in examples such as the creation of the cultural committee and the inclusion of the school development plan student welfare statement 2.2.7. The management of communication from and within Doha College aligns with the guiding statements and its core values. Discussions with staff and students reflect a sense of pride in this clear link.

Initially, parents new to the school are supported by the admissions team. From here they transfer to the school platforms, receive welcome information, such as the New Parent Guide evidenced in the self study and are made aware of support from the school, Friends of Doha College (FDC) and their parent link group (PLG).

Prior to the pandemic, parent involvement in the school was high, with parent volunteers supporting learning and specific initiatives, such as class discussions, presentations and careers talks. With parents currently prevented from physically accessing the campus as in previous years, a commitment to rebuilding a sense of community is clear from comments the board and the leadership group. Several parents commented that they felt their child's teachers and carers were responsive to their requests and proactive in communications, yet some secondary parents would appreciate being more included in the teacher-student communication.

Parent comments from across the school indicate that they are aware of the purpose and direction of the school and know where to access information. To further support this a communication strategy is currently being worked on within the communications and marketing departments to streamline the systems further.

Commendations

Domain H Standard 1 - The leadership group for developing high-quality communication between home and school that aligns with the school's guiding statements and enhances student learning and well-being.

Recommendations

None at this time.

Domain H: Community and home partnerships - H2 - Team Evaluation

The school establishes partnerships and networks with external organisations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships, and the development of leadership capabilities.

Self Ratings

Met

Evaluator Ratings

Met

Response

Through memberships such as COBIS, CIS, BSME and HPL we constantly receive, have access to and use high quality resources such as webinars, conferences, networking. This way we have access to the latest trends and developments both locally and internationally, to enhance and enrich our teaching and learning. We recognise the importance of using both the local environment and the people within that environment to develop the students through service, environmental awareness and citizenship.

We seek to engage in a wide range of activities within our local community which we hope will be of significant benefit to all those involved.The local community is brought into school such, for example doctors for the local hospital - Hamad as judges in the annual Medical Conference. The use of Zoom has allowed for international speakers to engage the staff and students through webinars and tailored made sessions such as visiting authors and conferences such as Model United Nations (MUN) and the continuation of the Duke of Edinburgh International Award.

Other ongoing events and activities which link our school to the local community and beyond include:
· Collection of food drive, involving all pupils and parents collecting donations for distribution to the local community
· Community fund-raising events for local charities

· School Summer and Winter Fayres run by parents and our parent committee (Friends of Doha College)

· Musical performances at local hotels event, involving many pupils

· Winter Festival presentation, involving many pupils and attended by members of the school and local communities

· Local personalities visiting the school to offer their expertise and advice to the pupils.

Our students engage with other students from a wide range of other schools through activities which in recent years have, for instance, included our annual Model United Nations Conference, language student exchanges, hosting conferences and invitations to arts and other events held at the school.

Charity fundraising is an integral part of the culture and life of the school, either through the efforts of individual students or as part of the school's overall charity committee initiatives. Staff and students regularly raise funds through various personal and group initiatives in aid of a range of local, national and international charities.

We also host several events and workshops that parents can attend. The School also hosts an acclaimed signing competition, Qatar School Choir of the Year (QSCoY), which many local schools take part in. Talks have been given to the community such as well-being, university guidance, curriculum guidance, how to support children in their learning and online platforms such as the National Online Safety suit for parents.

Through the curriculum students are taken into the local environment such as visits to the beach, the Souq, the local desert or local farms to learn and share in local experiences. Outside Qatar students enrich their learning through many overseas trips, several with a focus on community, leadership and service such as spending time on community projects in Nepal.

Evaluator Response

Doha College is a member of a number of external organisations, which provide high-quality resources to enhance and support learning for staff, students and parents. Many of these resources, from organisations such as COBIS, CIS, and HPL are accessible to parents

via the school's communication platforms.

Student specific programmes include Duke of Edinburgh International Award Scheme and the Eco-schools programme, which provide some opportunities to experience service learning and environmental stewardship. Comments from primary students reinforced the importance of these external accreditations when formulating projects. Faculty provided multiple examples of short, medium, and long-term links with local community organisations, such as refugee crisis responses and animal welfare organisations, alongside national and international initiatives. Parent comments suggest that the most highly valued external links are those evident in the local community, where they observe students feeling proud to be give back. With only one response to the CIS community survey from alumni, this is an area that can be further developed to support global external links.

The vice principal (VP) student welfare noted that through their core values, the school needed to build in sufficient planning to ensure that the calendar was not overloaded with events and that the quality of the experience in regards to genuine service learning was maintained. The school recently created six committees with a view to ensuring initiatives are focused and those that are approved for the calendar, are done well. Evidence was shared of how branding had been applied to an upcoming event to show the initiatives links to the eco schools and cultural committees. It was noted that a large number of outreach activities involved fund raising or donation drives.

As a high profile organisation, Doha College is often contacted by external organisations to forge collaborative links - in the domain meeting examples such as the Qatar Museum were cited. The VP student welfare noted that as part of procedure, the school considers the core values of the organisation to ensure that they align with those of the school before collaborating.

Commendations

None at this time.

Recommendations

Domain H Standard 2 - The vice principal student welfare, in conjunction with the student committee, to create a reflective

tool to evaluate the quality and impact of service learning to better support the core values of the school.

Domain H Standard 2: The careers and university counselling department to establish links with alumni to support the transition of KS5 students in life beyond school.

Domain H: Community and home partnerships - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The preparatory visit report notes the strong support from our parents. Parents are represented through the Friends of Doha College (FDC). The FDC was recently re-started as due to COVID a number of events, which the FDC organised such as the Car Boot Sale and School Fayre were cancelled. With restrictions lifting slowly the FDC are now able to start bringing the community back together again. The report praised us on our 'holistic program'. They did however raise concerns regarding the communication between the parents and school. This has now being addressed with the introduction of the weekly Principal's video message, which is shared on social media as well as a link to all parents.

As a school we need to engage our alumni more than we currently do as well as deepening relationships with external stakeholders such as businesses, this should be easy to develop as a number of our parents work for the large companies in Qatar.

Evaluator Response

Overall, Doha College has demonstrated strong alignment with the standards of Domain H. The school has been responsive to feedback from the CIS Community Survey, the preparatory visit, and have navigated the demands of the pandemic well.

The communications department acts in a role of quality assurance and has provided material on a variety of platforms that is informative and underpins the schools vision,

mission, and core values. Much of this material is intentional in ensuring and enhancing well-being. Throughout the visit, interviews with all stakeholders have echoed the sentiment of reinvesting in the needs of the school and wider community in the future. Tools to reflect upon links within the wider local community and how they are providing effective and meaningful service learning will benefit the school as it moves forward. As the school have already identified in their self-study, a deepened engagement with alumni will provide opportunities for students to broaden their knowledge and application of global citizenship.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Evaluator Response

Commendations

Recommendations

Part 3: Conclusions - Team Evaluation

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The self reflection process came at the right time as we moved into out new purpose built campus in September 2020. The make things more complicated the move all took place during the COVID pandemic, therefore all the transition opportunities planned for staff, students and parents could not take place as the Ministry of Education in Qatar started the school year on fully online learning, this was then moved to blended learning and then in October 2021, the students all came back to school for full time learning. During this time, we completed the self reflection process. As a large school with over 300 members of staff arranging the groups did take time, staff were then given roles within the domains to look at the strengths and weaknesses of our school. During the process we have reconfirmed to fact that we are a very good school which focuses on the needs of the students. We conduct staff, student and parent surveys every two years and that helps us to identify any areas we need to work on as well as highlighting our areas of strength. We are now coming to the end of our second school development plan and are now working with all the stakeholders to put together our third development plan.

The parent, staff and student surveys show that our community is happy and we all work well together. There is a strong culture of care within the school, with strong safeguarding protocols.

Evaluator Response

Doha College is commended for accommodating the CIS visit during a very difficult period. The school had recently returned from another period of online learning and was still transitioning into its new campus. The pressures of the ongoing pandemic will have

undoubtedly had an impact on the quality of the self-study report provided by the school.

Members of the self-study steering committee stated that getting everyone's input in a large school was challenging. For several members of the team, including the vice principal quality assurance, this was their first experience of a CIS accreditation. They felt, however, that technology had been used effectively to ensure everyone could contribute. Domain summaries were ultimately written by the steering committee members with some planning time being given back to staff to manage the moves to learning virtually. Next time, the group would do more by way of the final review and include the domain chairs to give the report more cohesion. For this report stakeholders were given freedom of choice over which group they joined. Next time more direction is planned to ensure relevant expertise is in the right places. Steering committee members commended the vice principal quality assurance for her briefings, structuring of the process, and the accessibility of relevant resources. It was felt that Domains C and D needed to be prioritised as they were the most time consuming sections.

Requests for information and evidence by the team were very quickly dealt with in the lead in to, and during the week. The senior leaders were very accommodating with requests for information or clarification. However, the original self-study report lacked key information and evidence across several sections. This meant that time had to be given to identifying and requesting relevant evidence and in meetings, a greater proportion of questions had to focus on clarifying practices and procedures. Several pieces of evidence were not up to date or related more to the previous campuses, and sections of some narratives did not focus on the standards. This set back the starting point for the visiting team and will be something to reflect on ahead of future accreditations. It was clear from meetings with staff, students and parents that there was a lot of exemplary practice that was not reflected in the report.

Nevertheless, the process has highlighted many areas of strength to the school and identified some areas for growth. The school reported that the process of reflection had been very positive for staff and showed that teaching and learning was a major focus at Doha College. This is augmented by HPL and the group felt that children were at the centre of any decisions being made, especially in response to the pandemic. Members of the steering committee also stated that constructive links to their community were apparent and that there was a strong sense of affiliation by stakeholders to the school. The report

also highlighted the major role technology now played in teaching and learning.

The steering committee referenced the need to rebuild its connection with parents through community events and workshops that had not been possible during the pandemic. They also noted that work needed to continue on developing the whole child and included global citizenship as a part of this. One member recognised that the 'something we naturally do' response needed to be backed up with evidence and documentation. This documentation will ensure clarity and the longevity of any initiative.

The CIS accreditation is based on four drivers; high-quality learning, well-being, the development of global citizenship, purpose and direction. It is the last two of these that present the greatest opportunities for growth. Though global citizenship is a stated outcome of HPL and the school has taken steps to develop this trait in its community, there is still work to be done. Creating school-specific definitions of global citizenship and intercultural learning will be a starting point. The school stated that it regularly reviews its mission, vision and core values as part of its development plan but evidence suggested the statements were only used to a limited extent to direct operations and planning. HPL is clearly a key driver in terms of teaching and learning and the school's guiding statements have the capacity to be an excellent platform for decision making.

Conversations with teachers and members of the leadership group indicated that the school was intending to become a more inclusive institution and initiatives regarding diversity, equality and inclusion were observed. To support this process the school should assess if the current admissions policy can meet the vision and what additional provision may be needed in terms of EAL, its language policy and learning support. The school should also reflect on what training could be given to teachers in themes such as differentiation and intercultural understanding to help them meet the needs of all learners. The review of diversity in the curriculum was a good starting point for this process.

The vice principal quality assurance stated that presently the school works with four accreditation agencies and timings of visits have now been spread so that only one a year takes place. The school plans to share the CIS report with its community, and the leadership group will meet to review the feedback and make amendments and additions to its current development plan as appropriate.

Safety precautions relating to COVID-19 were observed to be well adhered to by students, and it was recognised during classroom visits that the presence of students joining remotely, masks, and social distancing meant lessons were being conducted differently. The classroom visits, however, showed the school's commitment to, and positive impact of HPL on teaching and learning. The school is commended as to how it has supported community members throughout the pandemic and minimised any negative impact on student well-being and learning.

The evaluation team would like to thank Doha College for its readiness to share practices, retrieve evidence, and explain processes. The patience and kindness of community members at a very difficult time is noteworthy. A special thank you is given to the vice principal quality assurance for facilitating the entire process, culminating in a productive visit.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.