



## **Inspection report**

# **Qatar International School**

## **Qatar**

**Date** 26<sup>th</sup> - 28<sup>th</sup> January 2020  
**Inspection number** 20200126

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International UK. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 78 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, discussions were held with the senior staff, the management team, a range of teachers, school governors and groups of students. The team were in the school for 3 days.

The lead inspector was Craig Halsall. The team members were John Cranfield, Nazish Sheikh, Christine Downey and Daniel Roberts.

## 2. Compliance with regulatory requirements

Qatar International School (QIS) fully meets all the standards for British Schools Overseas accreditation.

### 3. Overall effectiveness of the school

QIS is a highly effective school and offers an outstanding education for its students. The board, principal and school leaders ensure the school is effective at all levels. A strong safeguarding culture permeates the school. A broad and balanced curriculum provides a wide range of learning opportunities based on a modified UK national curriculum. Teaching staff provide excellent care and support for students. Teaching and learning are almost always good, a significant and growing percentage of which is outstanding. Students enjoy school and make good progress as they move through the school. External examinations results are strong, frequently exceeding UK and international expectations.

#### 3.1 What the school does well

There are many strengths. They include:

- The Principal is outstanding and provides a clear direction for the school. He is well supported by a passionate, dedicated and knowledgeable leadership team.
- Middle leaders are effective, cohesive and committed to achieving the strategic vision of the school.
- A commitment to the investment in targeted professional development for staff at all levels across the school.
- A strong safeguarding culture permeates the school and ensures students feel safe, secure and well cared for.
- The commitment of all staff, including administrative and ancillary, to the wellbeing of all students.
- Excellent relationships between the school and parents.
- The thematic and skills based approach to the curriculum in the primary school has had a significant impact on student engagement and attainment.
- Outstanding relationships between teachers, students and their peers ensure students are well motivated and engaged in their learning.
- Student behaviour is exemplary.
- Teaching and assessment are strengths across the school. A large majority of lessons were outstanding.
- External examinations results are high, exceeding UK and international expectations.
- Excellent strategic organization, utilization and maintenance of school premises supports student learning.

## 3.2 Points for improvement

Among the school's many strengths, the following are areas for possible development:

- i. Review staffing provision to ensure the additional needs of identified students are fully met.
- ii. Ensure a high level of challenge is the norm in all lessons.
- iii. Fully embed the house system in order to provide greater opportunities for leadership, competition and social interaction.

#### 4. The context of the school

Full name of School	Qatar International School					
Address	United Nations Street Doha Qatar PO Box 5697					
Telephone Number/s	+974 448 33456					
Fax Number	+974 448 31096					
Website Address	www.qis.org					
Key Email Address/s	Info@qis.org					
Principal	Mr. Deane Baker					
Chair of Board of Governors/Proprietor	Sheikh Khalid bin Ali bin Ahmed Al-Thani					
Age Range	3 – 18 years					
Number of Students	1,974	Boys	1,009	Girls	965	
Student Numbers by Age	0-2 years	0	3-5 years	348	6-11 years	839
	12-16 years	674	17-18 years	110	19 years	3
Total Number of Part-Time Students	0					

Qatar International School (QIS) is an English-speaking private day school located in Doha, the capital city of the state of Qatar. The school was founded by the Owner Sheikh Ali bin Ahmed bin Thani Al Thani and the first Principal, Mrs Griffin in 1977, making it one of the first British schools in Qatar. From its very small beginnings over 40 years ago, it has grown into one of the largest schools in the country. In 2001, the school moved to its current, purpose-built campus in the Diplomatic Quarter of Dafna. There are presently over 1,900 students in the school from over 70 nationalities.

The school follows the English National Curriculum for students from 3 to 18 years of age. In addition, there are local requirements, which dictate that particular groups of students must follow courses of study in Arabic, Islamic Studies and Qatari history. External examinations are taken at GCSE, IGCSE and A Levels using UK examination boards. The vast majority of students leaving QIS move on to Higher Education in leading universities all over the world but most especially the UK, USA, Canada, UAE and Qatar itself.

This inspection was for re-accreditation for BSO status having last been successfully inspected in 2016. The school has also previously been inspected by the Ministry of Education and Higher Education for their National Schools Accreditation (QNSA). QIS was awarded the highest level of accreditation possible.

## 4.1 British nature of the school

The structure, ethos and culture of the school are identifiably British in nature.

The school follows a modified English National Curriculum organized by Key Stages from an Early Years Foundation Stage to Key Stage 5. Student progress is monitored by recognizable baseline, formative and summative assessment methods. Student progress is reported to parents through several detailed written reports each year.

The curriculum is supported by a strong Personal, Social, Health and Economic education (PSHE) program, a focus on educational trips and comprehensive after school co-curricular provision. Students take examinations in GCSE, IGCSE and A Levels using UK examination boards with most leaving QIS for Higher Education in leading universities around the world including the UK, USA, Canada, UAE and Qatar.

The school staffing structure is organized using a recognizable structure of senior and middle leadership roles. A robust appraisal and line management system is in place. The English National Curriculum is delivered by UK trained teachers. Locally hired teachers deliver Islamic and Qatari history in accordance with Qatari Education Ministry requirements. The school benefits from its UK links to provide training opportunities including 'Olevi,' 'Real Training' and Newly Qualified Teacher programs.

The school values and promotes student voice through student councils in the primary and secondary schools, head boy and girl and prefect roles. The school has a UK style house system, which provides opportunities and benefits for students to engage in vertically integrated sport and competitive activities. Students wear school uniform with pride.

The school maintains strong links with the British Embassy and the local community. The school is BSO accredited and is presently seeking Council of International Schools (CIS) accreditation. The school is an active member of British Schools in the Middle East (BSME).

## 5. Standard 1 The quality of education provided by the school

The quality of education provided by QIS is outstanding.

### 5.1 Curriculum

Qatar International School (QIS) offers an outstanding curriculum to its students.

There is full time supervised education for students of compulsory school age. The principal language of instruction is English. The curriculum is broad and balanced, based on the National Curriculum of England adapted to fully meet the requirements of the Qatari Ministry of Education: Arabic, Islamic Studies and Qatar history. The curriculum provides students with a wide range of opportunities in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas of learning.

The school has a written curriculum policy which is effectively supported by long, medium- and short-term planning that meet the needs of students. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school carries out regular detailed curriculum reviews to ensure its students' needs are fully met. Following a recent review in the secondary school, it was decided that a broader range of subjects would be offered at IGCSE and AS level. The school's Personal, Social, Health and Economic programme (PSHE) reflects the school's aims and ethos and encourages tolerance and respect for individual human differences.

The youngest students follow the Early Years Foundation Stage (EYFS) curriculum working towards the Early Learning Goals. The programme of activities on offer is highly appropriate to their educational needs in all areas, including personal, social, emotional and physical development and communication and language skills. There is a strong and appropriate focus on English language acquisition starting in EYFS and extending throughout the primary school. Detailed planning and high-quality support from teaching assistants ensures that students, with a wide range of learning needs, can fully access the curriculum.

Provision for students with SEN is good, ensuring that they achieve well. The school is committed to providing an inclusive education, which ensures students have equal access to a wide range of learning opportunities. The newly appointed SENCO has quickly, and efficiently, implemented procedures to ensure accurate and targeted support for students with additional needs. For example, a targeted intervention group is available for both primary and secondary students who need support with social, emotional and behavioural difficulties. A one-to-one support plan for a student in Foundation Stage 1 has resulted in significant progress being made against all Early Years goals. The present level of support, however, is insufficient to meet the growing level of future demands.

The appointment of a Bilingual and Multilingual Language (BML) lead, supported by whole staff continuous professional development (CPD) in this area, reflects the importance the school has given to the acquisition of language in the process of learning.

Throughout Key Stages 1 and 2, the National Curriculum for England is effectively delivered through a blend of discreet subject learning and cross curricular opportunities. The curriculum is adapted to meet local requirements. Senior school students are provided with a rich and comprehensive curriculum. It is modelled on the English National Curriculum suitably adapted to meet the needs of all learners and the school's local setting. Key Stage 4 and 5 students are offered a wide range of external examinations, which include Business and Technology Education Council subjects (BTEC) in addition to IGCSE, AS and A level. Students are counselled carefully throughout the options process to ensure their choices match their intended Post-16 pathways.

The extra-curricular clubs and enrichment activities are of a high quality, are well attended and enjoyed by students. An excellent range of cultural visits, residential experiences, after-school activities significantly enhance the lives of the students and their families. Parents expressed great appreciation for the number and variety of clubs that are provided by teaching staff and two external providers. The excellent range of extra-curricular activities, trips, visits and visitors to the school further enhances the repertoire and variation in learning for students. Teachers and other adults from the community give freely of their time to enrich the students' experiences.

All students are provided with a range of opportunities to learn and make progress. Rich curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Students receive appropriate university and related careers guidance. Students are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

## 5.2 Teaching and assessment

The quality of teaching and assessment are outstanding.

Lessons are consistently well planned. High quality teaching across the school enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. Students are encouraged to apply intellectual, physical and creative effort during lessons showing interest in their work and the ability to think and learn for themselves. Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Students at the school referred to the diversity of the student body both with pride and as a key feature of the school, in line with the C of the school's ABC "celebrating diversity". All students have access to the same high-quality education, regardless of their gender, nationality, physical capability or any other characteristic. Students with permanent or temporary disabilities or additional educational needs are catered for and supported to the full extent of the school's capability; additional support is provided where needed. Teachers utilise a range of effective strategies for managing behaviour and encouraging students to act responsibly.

Lesson plans and observations indicate that all teachers know their students and show a good understanding of the aptitudes, cultural background, needs (including the needs of SEN and EAL learners) and prior attainments of the students in their class. All teachers demonstrated a good knowledge and understanding of the subject matter being taught. A particularly impressive feature of the lessons was the way in which teachers maximised learning time. Students are welcomed into lessons with 'starter' learning activities, which ensure lessons start promptly and effectively. Students benefit from good pace in lessons. A variety of effective teaching methods and activities supported and enhanced student learning. Lesson objectives are made clear to students or are at least apparent in the early stages of lessons and referred to throughout and especially at the end of lessons.

In Early Years, teaching is outstanding supported by effective collaborative planning. Learning goals are set with the needs and aptitudes of individual students in mind. The school has recently introduced 'in the moment planning', and albeit embryonic in its development, early signs suggest it is effective. Students and staff enjoy their time together. Teachers know their students well and use praise and encouragement extensively. Teaching assistants provide effective support for teachers and facilitate learning. The purpose built and well-resourced Early Years building provides a stimulating environment for students.

The behaviour of the students during the inspection was exemplary. On the very rare occasion when intervention was required, inappropriate behaviour was quickly addressed with the student refocused and engaged in learning. Lessons had significant pace and challenge. Praise and encouragement are used extensively by teachers and students respond well. The level of active engagement in a Year 2 independent literacy writing

session was especially notable with students working well together thereby allowing the class teacher to provide extra support with a focus group.

Teaching in Key Stage 2 was equally effective. Students benefit greatly from excellent planning, routines and high expectations from Key Stage 1. High quality and consistent planning are highly effective in ensuring a healthy balance between consistency between year group classes, whilst enabling teachers to adapt delivery to meet their individual class and students' needs. Learning is scaffolded; high quality displays support student learning. In a Year 5 mathematics lesson, students were observed, on more than one occasion, using displays to reduce their dependency upon the class teacher to problem solve whilst undertaking subtraction of fractions.

Consistently good or better teaching was observed across the secondary school. Teachers ensure that students are provided with clear learning objectives. These are discussed and revisited either through mini plenaries, or at the end of the lesson. This provides both students and teachers with a clear understanding of the extent to which learning outcomes have been mastered. The use of both peer and self-assessment is extensive and this enables students to reflect carefully on the work they have completed. Students could identify the strengths of their work, the work of their peers and were able to suggest ways the work could be improved. The use of 'what went well' and 'even better if' strategies are used extensively in Key Stage 4 and enable students to reflect effectively and to improve upon their work. In the best lessons, teachers use highly effective modelling and scaffolding strategies to ensure that new knowledge is clearly understood and applied. In nearly all lessons, students demonstrate that they are both confident and competent when using critical questioning and higher order thinking skills. This was particularly evident in a highly effective Key Stage 5 mathematics lesson where the teacher skilfully used the interactive screen to deepen students' understanding of the conditions that must be in place for an equation to have a solution / root in a particular interval. Students work highly effectively both independently and collaboratively, maximizing learning time. In a particularly effective English lesson, the enthusiasm of the teacher had a highly positive impact on student learning.

The school has a range of teaching resources that are of a high quality and sufficient quantity. Well organised classrooms ensure resources are always on hand and are used effectively. Teachers make extensive use of technology. Most classrooms have interactive whiteboards, which were used skilfully by teachers to present and manipulate information and images; to capture work and to support the high levels of engagement of students. In the secondary school, students and teachers make extensive use of Google Classroom to distribute material and tasks, submit work and provide feedback. Feedback offered via Google Classroom is effective and teachers are able to review and provide constructive comments on student work.

The school has an assessment framework in place that ensures student work is regularly assessed. Assessment takes a wide variety of forms including teacher observations and formal examinations. Assessment information is used to plan lessons and arrange interventions to ensure students are supported. In EYFS, the Development Matters age-

related performance descriptors are used as the basis for assessment and tracking. This is recorded using the 'Tapestry' database. In Key Stages 1 and 2, Learning Ladders are used to assess and record students' progress. In the secondary school, end of unit assessments are utilised to measure students' progress. Cognitive Ability Tests (CAT) tests provide further assessment data, which is evaluated against UK expectations. The performance of students is recorded centrally and used by heads of progress, heads of departments, teachers and form tutors to monitor student progress and ensure the provision of effective intervention strategies.

Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria. In addition, on-going formative assessment is used to assess students' levels of understanding through a mixture of questioning, observations, peer and self-assessment, marking and feedback.

The styles of teaching, learning and assessment equip students with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

## 5.3 Standards achieved by students

Nearly all students make progress at least in line with ability, some better.

Students are highly motivated and enjoy their lessons as demonstrated through exemplary behaviour and a strong desire to learn. Student attendance is good and some minor issues with punctuality are largely caused by extensive traffic congestion due to two other large schools being in close proximity to the school's main entrance. The school has been proactive in managing lateness. Students spoke highly of their school and teachers during the inspection visit.

Baseline tests indicate that most students enter the school performing significantly below age-related expectations. Through high-quality teaching, care and support, students make rapid progress across the Early Years Foundation Stage (EYFS). Most students, however, enter Key Stage 1 approximately 2.8 months below their age expectation. With close monitoring, gap analysis and intervention strategies 82% of students are presently working at or above age-related expectations compared to 63% on entry to the key stage across core subjects. Historical data shows increasing rates of progress. 87% of students making expected or better progress across the key stage compared to 78% in the previous year.

Good or better progress is maintained across Key Stage 2. Assessment data collected on a formative basis using the Learning Ladders platform indicates that attainment exceeds UK national expectations in mathematics, reading, writing and science by the end of the key stage. In mathematics and reading the difference is in excess of 6%. At the end of Key Stage 2, Year 6 students complete a Cognitive Ability Test (CAT) assessment which informs the target setting process and the creation of a minimum expected grade. The latter is based on the CAT challenge prediction.

The seamless data transition from primary to secondary enables rigorous and robust tracking of students throughout the secondary school. By the end of Key Stage 3 school data indicates that students match or exceed the CAT challenge predictor for A\*-A (9-7) grades. This trend continues into Key Stage 4. The IGCSE results for 2018-19 compare favourably to international CAT, if challenged, grades. 43% of students achieved 5A\*-A grades compared to the international CAT, if challenged, expected percentage of 16%. The percentage of students achieving 5A\*-C grades is in line with international CAT predictions. Most subjects exceeded international averages for A\*-C grades, including all core subjects. Art, business studies, economics, French, ICT, physical education and Arabic exceeding international averages by between 10% and 21%. Historical analysis shows an increase in the percentage of students achieving 5A\*A grades at IGCSE increasing from 29% in 2015 to 43% in 2019. The figures for 5A\*-C are 66% and 80% respectively.

The 2018 A level and AS level results exceeded international averages for grades A-E. A number of subjects exceeded international averages by between 10% and 35%. Students achieving 3 or more A level A-B grades increased from 17% in 2016 to 18% in 2019. The data for 3 A-E grades are 57% and 66% respectively.



Students from QIS regularly feature in Cambridge and Edexcel examination board commendations for student high achievement and outstanding results, in addition to highest mark in the Middle East, top in Qatar and even a number who have achieved 'top in the world' results.

## 6. Standard 2 Spiritual, moral, social and cultural development of students

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

Students develop their awareness and understanding of social, moral, spiritual and cultural aspects through a combination of themed assemblies, tutor-based activities, a planned PSHE programme, whole school focus days, extra-curricular and enrichment activities, thematic learning units in primary and phase days in secondary. Recent assemblies have raised student awareness of important topics including 'my digital footprint' and environmental issues. Students show a sense of enjoyment, confidence and fascination about learning about themselves, others and the world around them. Students discuss topics during tutor time such as life choices, Year 11, and attitudes to learning, Year 8. A rich and diverse range of extra-curricular and enrichment opportunities offer further opportunities including the school's MUN program, a strength of the school. Spirituality is further developed in lessons and community service through activities such as the recent beach clean-up.

Students behaviour is outstanding, which allows teachers to focus on learning and ensures learning time is maximised. Classroom routines are firmly embedded and there is a high level of respect for others and the classroom environment. Students move around their area in a calm manner, mindful of other students' space and respond positively to teacher guidance and instruction.

The school effectively enables and encourages students to distinguish right from wrong. Students reported that they like and respect their teachers and they felt well supported and cared for. They are self-motivated and want to do well whilst also motivated by positive rewards that can be earned through exemplary behaviour, such as a telephone call home to parents, breakfast with the Senior Leadership Team and End of Year trips. The Weekly Achievement Award for those students in Key Stage 2 who go above and beyond the 3R's is well received. Students also earn house points for excellent behaviour from Key Stage 1 through to Key Stage 5. Restorative justice approaches in primary has seen a reduction in repeated incidents with only four incidents recorded over the last the year. The mission and vision of the school is clearly referred to in classroom displays and student planners and is firmly embedded in the current climate of the school.

Students know who to talk to if they have a problem. One student in Key Stage 3, who had recently joined the school, spoke of how she had transitioned seamlessly thanks to the buddy system that is in place. Students are happy in their lessons and enjoy their break time.

Students are encouraged to contribute to the local and wider community. There are many leadership and volunteer opportunities including form tutor representative, leading assemblies, student council, digital leader, 'buddy' system, playground leader and sports captain. Further skills can be developed in enrichment clubs such as MUN, Debate and World Scholars. The MUN and the Athletic Program are two examples of QIS students working alongside and competing in the wider community. The International Award is well attended and supports students' SMSC development. In addition to beach clean-up, students have also been involved in a tree planting in the wider

community. A number of the older students support enrichment clubs after school to gain community service hours.

There are currently 72 nationalities present in the school. A whole school Language Day and the reintroduction of International Day encourages students to understand, value and celebrate personal differences and appreciate and respect those with different faiths and beliefs. Qatari History, Arabic and Social Studies add to the students' knowledge of local culture. As they progress through the school, students' rich curriculum and co-curricular experiences ensure that they broaden and deepen their understanding of the responsibilities of citizenship not only in Qatar but in the UK and globally.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of these with different faiths and beliefs. This is delivered within the laws of the country. The school precludes the promotion of partisan political views in the teaching of any subject. Where applicable, students are offered a balanced perspective. Students demonstrate their respect for the culture and law of their host country.

The school is highly successful in helping students to develop their personal skills and qualities. Students are thoughtful and well behaved. Students are highly motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

There is a continued focus on maintaining high levels of student attendance and punctuality. Attendance is high, 93% for last term and 94% on the second day of inspection. The main reasons for absence are illness and religious observance. The increasing volume of traffic approaching the school is having a negative impact on punctuality, which currently stands at 75%.

## 7. Standard 3

### The welfare, health and safety of the students

The provision for the welfare, health and safety of students is outstanding.

There are effective arrangements in place to safeguard and promote the welfare of students in the school. All staff at QIS are required to successfully complete safeguarding training and this is repeated every three years. During the school day the site is secure with visitors required to sign in and wear ID badges upon entering the school. At the end of the school day, although parents are able to access the site, supervision from staff is excellent and ensures the students are safe. The school has a comprehensive safeguarding policy. In addition, the school has comprehensive policies that cover health, safety and security. The school prioritises online safety, this was demonstrated in a Year 6 assembly that covered digital safety and footprints. The school has an e-safety policy.

Exemplary student behaviour enables them to make significant progress and ensure that they feel safe at school. The school has a clear written behaviour policy, which sets out the expectations and procedures for handling behaviour. The school promotes good behaviour where possible and the code of conduct explains how students are expected to behave. The policy sets out how poor behaviour and associated sanctions are to be managed. The school's behaviour policy is clearly communicated to both students and parents and is outlined in the students' planners. The objective of the policy is to create a positive atmosphere for learning. The policy is implemented effectively, and a record is kept of both positive and negative behaviour in the school information management system.

Students were keen to report that bullying behaviour at the school is minimal. The importance of respect and tolerance of all is a consistent theme throughout the school. The school has an anti-bullying policy in place and the school continues to work hard to ensure that all students know how to access help if needed. During the inspection students were able to identify a number of staff who they could turn to for help with relationships with their peers.

The school fully complies with local regulatory requirements and the school is regularly monitored by the local authorities. This includes an annual inspection to determine the safety of the premises in the event of a fire. The school has a clear fire procedure. Fire extinguishers, fire alarms and other equipment is serviced regularly. Fire exits are clearly signposted and evacuation plans are displayed clearly. The school undertakes fire and lockdown drills to ensure that the students and staff are aware of the procedures. All school buildings have designated fire marshals and sweepers, who ensure that buildings are evacuated quickly during a fire alarm.

The school has excellent provision for first aid. There are three nurses on site during the school day and a well-resourced clinic. The school has comprehensive clinic and first aid policies. The school has a significant number of first aid trained staff, for example 60% of primary teachers and teaching assistants are first aiders. Across the whole school 39% of teachers and teaching assistants are first aid trained.

The school site, before and after school, as well as during scheduled breaks is supervised effectively. A school supervision rota is in place and the staff on duty were visible and reacted quickly to any incident. The school reviews the safety of the site regularly and is taking steps to reduce the potential trip hazards, for example by introducing lockers to reduce the number of bags on the ground. The school clinic provides information to the school management on incidents to help improve the safety of the students. For example, staff training has been provided to ensure the safety of students when using glue guns in the primary school. The school trip policy details the supervision requirements for when students are taken off site. The school gates are manned by security guards who prevent students from leaving the school site during the day without permission.

Attendance registers are taken every morning across the school, and at the start of every lesson in the secondary school. Attendance records are kept in the school's information management system and are monitored by the school's attendance officer. An admissions register is maintained by the admissions department. Risk assessments are widely used to ensure the safety of students when on school trips and different areas of the school undertake risk assessments of their activities.

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

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged.

Safeguarding is a high priority for the school. The school recruits almost all of its staff responsible for the delivery of the UK National Curriculum directly from the UK. All staff are required to complete safeguarding courses prior to appointment. As part of safer recruiting, the school has strong pre-employment procedures including the requirement to provide at least two professional written references including one from the teacher's current principal. Telephone references are also taken up where possible. Staff are also required to provide attested police references from all countries of past employment. The school undertakes a number of its own wider pre-employment checks that further enhance its recruitment practices. New staff are also required to undergo local medical checks upon arrival in Qatar including blood tests and chest x-rays.

The school is compliant with all local and national employment laws and regulations as required by the Ministry of Education and Higher Education. The school also meets the requirements from a number of Ministries including, but not limited to, the Ministries of Health, Interior, Labour, Education and Civil Defence in order to retain its annual licence.

Teaching staff are compliant with the Ministry of Education regulations for hiring teaching staff as set out in "Circular 13" requiring teaching staff to hold a valid Diploma and related teaching qualification. The school's requirements for teaching staff is that they hold as a minimum a bachelor's degree with an appropriate professional teaching qualification. A significant number of staff hold additional and post-graduate qualifications. The school exceeds local regulations and requirements when recruiting expatriate and local staff.

Academic and administration staff receive regular and on-going safeguarding training as part of the school's planned professional development program.

The school's safeguarding policy is reviewed annually and accessible to all staff and parents. All adults and visitors to the school are required to sign in at security and are issued with ID badges that must be worn at all times whilst on site. The school holds central records for all staff and volunteers in the school. Records are held both electronically and in hard copy to ensure compliance with Ministry of Administrative Development, Labour and Social Affairs.

Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development. The school has appropriate recruitment policies and procedures designed to attract and retain highly qualified and committed staff.

## 9. Standard 5 *The premises and accommodation*

The premises and accommodation are outstanding.

The school provides students with high quality safe learning environments. There are subject specific areas for all areas of the curriculum. Specialist resources include two large sports halls, a fitness suite, an outdoor volleyball and basketball court, a 20m swimming pool, large outdoor football pitch and table tennis area. The school is proud of a multi-purpose garden area that is used by Early Years students as part of their free flow play learning through play provision, by students in Key Stages 1 and 2 for science and was used by Key Stage 2 students in an after-school drama enrichment club.

Classrooms are well lit, ventilated and maintained. The school has a designated facility manager responsible for ensuring the ongoing maintenance, safety and security of the school site. The school site is exceptionally well maintained by the maintenance team. The facility manager and overnight porter ensure the site is clean and ready to safely receive students and staff each morning.

The school's Health and Safety related policies and risk assessments further enhance student safety. The school employs three full time school nurses, at least one of which remains onsite during the school's after school enrichment activities. In addition, a significant proportion of teaching staff receive first aid training on an annual basis. Physical Education staff have also been trained in lifeguarding. The school swimming pool is well maintained, access to which is strictly controlled in accordance with school policy. Staff are able to use the swimming pool provided at least two staff members are present. The facility manager and a member of SLT undertake a bi-weekly walk of the premises to identify risks. The maintenance team are responsive and effective in addressing identified issues.

Robust policies and procedures ensure students are safe during school trips. The school nurses provide staff with appropriate medical information, which ensures staff are able to respond to any students with medical issues arising whilst offsite.

The school site is safe and secure. The site benefits from a comprehensive CCTV system and a highly visible security team ensuring visitors sign into and out of the building and wear ID cards whilst on the school premises. The staff ID and security badges system provides further security as entry points to and within the school are controlled by a magnetic door locking system.

The school carries out regular fire evacuation and lockdown drills. School records kept by the facility manager and available to staff, show that the school can ensure buildings are fully evacuated in under three minutes.

The school benefits from clean wash facilities in all buildings, changing rooms and in the sports halls. There are separate toilet facilities for all staff and students except for in Early Years where there are shared facilities. There is a plentiful supply of clean drinking water available in all buildings

and around the site. The school's nursing team occupy two high quality accommodation spaces that are conducive to the needs of sick or injured students.

The school meets local and national standards relating to building regulations checked on a bi-annual visit by the Qatar Civil Defence. The Ministry of Public Health ensures the continued suitability of the cafeteria to prepare and serve food for students. The school maintains records of all related certificates demonstrating compliance to required standards.

School buildings comprise two floors with the exception of the new sports hall which covers three floors. The ground floor is fully accessible to persons with disabilities. Whilst there are no elevators providing access to the second floor of buildings, the school is committed to ensuring students unable to access the second floor continue to access learning through timetable and rooming modifications as highlighted by a year 5 and 6 class swapping classrooms to accommodate a year 6 student with a broken leg. Signed risk assessments are put in place ensuring tailored provision before students re-enter the classroom post injury.

The two external companies, which provide a range of additional after school enrichment activities are subject to the same stringent safeguarding procedures as the rest of the school.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

The school's vision statement is visible around the school and posted on the school website. There are excellent partnerships with parents. Parents report that they have been asked to volunteer their services and several regularly take up the opportunity to help children read, which has also enhanced the ability of parents to support their own children at home.

A parental focus group reported that their views and opinions are valued as part of the school's development journey. Parents are highly satisfied with the school's education provision and the academic progress of their children. Parents feel that teaching is excellent and students behave very well. Parents feel the school is well led and that staff expect students to work hard and to do their best.

The leadership team and other key staff are highly visible at the beginning and end of the school day. Parents feel confident that this enables the school to quickly act upon any concerns and questions they may have. Parents of students with additional needs are able to have both regular informal and formal opportunities to talk about their child's learning progress. Parents are kept well informed regarding progress towards existing targets and new targets.

Effective use is made of the SIMS management system, social media, notice boards around the school site and Google Classroom and a weekly bulletin to ensure highly quality information is communicated in a timely manner with parents. Academic reports concerning students' standards and progress are very helpful and supplied six times a year in primary and three times a year in secondary school. Curriculum information sessions relating to the core subjects are well attended by parents.

Key policies, including behaviour, code of conduct, safeguarding, health and safety policy are readily available to parents. Details of the complaints policy and procedures are available on the school website. The school's ethos, aims and mission are clearly stated. A copy of the school's previous BSO report is available via the school's website. Parents may request information in order to contact the proprietor in the event of a complaint or otherwise via the school's administration office.

## 11. Standard 7

### *The school's procedure for handling complaints*

There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective students. The procedure consists of four stages and mirrors the school's management structure. The complaints procedure allows complaints to be made and considered initially on an informal basis. There is a clear timescale.

A complaint is acknowledged within 2 working days of the complaint being received either verbally, in writing, electronically or by phone/SMS. The complaint is recorded on the appropriate form in order for it to be progressed. Each stage of the process is carried out as quickly as possible with the understanding that time is key to a successful resolution of a complaint. Depending on the amount of investigation and communication required it is expected that no stage will last longer than 2 weeks to conclude. If it is not possible to meet this timescale, then all parties are fully informed of the delay and the reasons why.

Unresolved complaints are passed to the principal who will attempt to resolve the issues within three working days. If the parent is still not satisfied with the outcome, the complaint is heard by the board, comprising members not directly involved in the matters detailed in the complaint. Parents have the right to be accompanied by another adult. Ultimately parents have recourse to the Ministry of Education. Correspondence, statements and records of complaint are secure and confidential. At any time during the process the parent may request a written copy of the findings and recommendations. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint. There have been no formal complaints in the last year.

## 12. Standard 9 Leadership and management of the school

The quality of leadership and management throughout the school is outstanding.

The newly constituted board has been strengthened by the addition of an external educational consultant from the UK. There is a highly positive relationship between the principal and the proprietor. The proprietor ensures appropriate policies and procedures are in place and reviewed regularly. Robust financial management ensures sufficiency of resources. Regular formal meetings are supported by frequent informal meetings.

The principal provides outstanding leadership. He is well supported by a highly skilled and competent senior leadership team. Collectively they have developed a shared vision which provides clear direction, as reflected in the high quality of education, the care of students, and the fulfilment of the school's aims and ethos. The school has successfully met the recommendations of the last report. Appropriate delegation of areas of responsibilities is enabling staff to make a strong contribution to the effective development and progress of the school. Middle leaders are cohesive and competent. They have the capacity to continue moving the school forward. Effective performance management and professional development is well matched to the needs of the school and staff.

Development plans are based on a highly accurate understanding of the school's strengths and weaknesses. The strategic 5-year development plan, supported by school improvement plans, provides a clear roadmap for the future direction of the school.

The quality of teaching continues to improve underpinned by a comprehensive CPD programme and a commitment from teachers to continue to strive for excellence. Effective policies ensure students make good or better progress in literacy.

The school's curriculum provides highly positive, and often memorable learning experiences. Rich learning opportunities are embedded throughout the curriculum. In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop across the whole range of personal and social skills. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The school leadership team values highly the contribution made by all staff in ensuring each and every student succeeds. Both teaching and non-teaching staff are recognized as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.

The school has established highly successful strategies for engaging parents and carers. Parents are actively welcomed into the school on a daily basis. Whole school policies are regularly reviewed and updated and are available to parents. Learning is clearly seen as a partnership.



The school is pro-active in seeking to recruit staff of the highest calibre and ensures all safeguarding procedures are in place. The school provides opportunities for staff to undertake high quality CPD that meets the school's development needs. The promotion of fundamental human values is intrinsic to the work of the school.