

# Doha College, Qatar

## British Schools Overseas Inspection Report

Inspection Dates: 5 to 8 November 2023

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Age Group: 3 to 18 years  
Report Published: 22 December 2023  
Report Reference Number: 12/39/2023

## Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas, 2023. The inspection was carried out by four inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

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

**To be recognised by the Department for Education, British schools overseas must have an inspection report which shows that performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.**

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas (BSO) accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

**The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarders applied to schools in England; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.**

The **Standards** are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.

4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of BSO inspections are to:

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

### Key for inspection grades

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

### Proportions used in the report

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

## Information about the school

Doha College is a British International School in Qatar founded in 1980. In 2020, three schools on two locations were merged into a single campus located in Al Wajba, close to the capital Doha. It is a not-for-profit, co-educational, selective school that provides education for pupils from three to 18 years. Currently, there are 2,604 pupils on roll from 83 different nationalities. The majority are British nationals.

The recently appointed principal is in the process of consolidating several significant changes to the school's management structure. Senior leaders now have greater autonomy to support and implement an ambitious improvement plan. In addition to overseeing the operational aspects of the school, the principal also acts as the Chief Executive Officer, coordinating the school's finances along with the Chief Operating Officer. The school self-manages its finances and is dependent on school fees. The board of governors oversees the strategic development of the school.

In Doha College, children in the early years follow the English early years foundation stage (EYFS). In the primary stages, pupils follow the English national curriculum with adaptations to take account of the Qatari national curriculum for the three core subjects, and where possible, an international context. There are 224 pupils identified as having special educational needs and/or disabilities (SEND) and require differentiated and adaptive approaches to teaching and learning. A wide selection of GCSE courses is offered in Key Stage 4. In the sixth form, pupils study A levels and the recently introduced Business and Technology Education Council (BTEC) courses. All pupils go on to attend universities around the world with the largest percentage going to the UK.

The school's vision is to enable personal growth and to instil a passion for learning. Whilst selective, the school's commitment to diversity and inclusion ensures that pupils learn in a safe and caring environment where the individual is firmly placed at the centre of education.

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The BSO registration and self-review documents were completed, and the inspection

dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Over four days, the team observed the daily school programme including 75-part lessons, including nine jointly with school leaders. The team also attended four assemblies and visited a wide section of extra-curricular activities, including inter-school competitions. Inspectors held 46 meetings during which discussions with senior leaders, governors, staff, pupils and parents took place. Inspectors scrutinised pupils' work, school documents, including safeguarding procedures, and surveys of the views of parents, pupils and staff.

## Evaluation of the school

Doha College is an **outstanding** school and provides an **outstanding** quality of education for pupils from three to 18 years old.

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

Attainment and progress in **English** are outstanding. Almost all pupils achieve standards that are well above national averages in England. There is no significant variation in attainment and progress between different groups of pupils including boys and girls and pupils with SEND.

In the early years, children demonstrate speaking and listening skills that are below age-related expectations on arrival. A benchmark phonic assessment for all pupils is used to determine their individual starting points. The high impact, systematic phonics programme helps children make rapid progress in their reading and early writing skills. By the time they leave the foundation stage, most children can confidently retell stories from memory and are well prepared for the transition to Year 1.

In Key Stage 1, pupils' reading fluency continues to develop. Most pupils acquire a wide vocabulary through exposure to high-quality and culturally appropriate literature. A daily focus on grammar and comprehension skills enriches pupils' writing. In Year 2,

pupils confidently use conjunctions and expanded noun phrases to make their writing both more interesting and better structured. In Key Stage 2, pupils continue this outstanding progress and in Year 6, most achieve standards significantly above those typically found in England. Pupils confidently carry out analyses of complex and challenging texts. Extended writing opportunities are plentiful and enable pupils to plan in sophisticated and creative ways, taking into consideration language, structure, and presentation.

Pupils' attainment at GCSE and A level are well above England averages. Key Stage 4 pupils confidently present critically evaluated arguments, using complex structures. Year 11 pupils create strong social media campaigns based on in-depth research about the negative impact of social media. In English literature lessons, pupils apply personal life experiences in their analyses of texts. They articulate their messages imaginatively and effectively to discuss with and challenge their peers.

Pupils make outstanding progress in **mathematics** throughout the school, attaining exceptionally high standards which are above England and international averages. All groups of pupils, including those with SEND, make similar rates of progress from their starting points.

In the early years, children start below age-related expectations, however, they exceed the England national average by the end of their early education. This positive trend is the result of the well-equipped learning environment, impactful teaching methods, and continuous assessment. In Foundation Stage 2, children employed a variety of resources to respond to challenges, with teachers encouraging critical thinking skills and offering them opportunities for reasoned responses even when they were confronted with questions having potentially incorrect answers.

As pupils advance through primary school, they consolidate their understanding of mathematical concepts and continue to make outstanding progress. Pupils practise using their mental mathematics skills to improve their fluency and accuracy in arithmetical computations, evident in daily class challenges and games. Year 4 pupils use their number skills to work out percentages within a business context, and can accurately calculate total sales, the cost of discounts, and the overall proportions of goods used.

In secondary, pupils integrate skills acquired in other subjects and employ them in the context of mathematics. For example, Year 9 pupils linked physics, technology, and

mathematics to statistically analyse graph data. They successfully applied this cross-curricular strategy to traffic management in cities and established that the speed of vehicles is determined by force and distance.

At IGCSE and A level, pupils attain results in mathematics and further mathematics that significantly exceed England and international averages. The majority of pupils secure grades of 7 to 9 in IGCSE mathematics and grades A\* or A at A level. In 2023, five pupils were awarded the highest marks globally in A level and IGCSE mathematics and further mathematics.

Pupils make outstanding progress in **Science**. The standards pupils reach in tests and external examinations are well above the England and international averages in all sections of the school. Attainment and progress are consistent across all groups of pupils, including pupils with SEND.

All children in the early years develop an excellent understanding of the world around them and make excellent progress from their good starting points. This is a result of the exceptionally well-equipped environment and the many opportunities provided by their teachers and assistants for children to develop their enquiry and observation skills. As they move through primary, pupils' progress in developing skills of scientific enquiry is rapid. This is a result of the school's innovative science curriculum which ensures that pupils have extensive opportunities to apply and extend their scientific knowledge through planning and carrying out investigations. Pupils use scientific terminology with ease. Year 4 pupils accurately explained the difference between prediction and hypothesis and the different variables when planning a fair test. By the end of Year 6, almost all pupils achieve levels which far exceed expected standards for their age.

Pupils in secondary continue to demonstrate a strong interest in, and aptitude for, science. Open-ended tasks, such as the competition for Year 7 pupils to design a three-dimensional plant or animal cell, enrich scientific learning. Older pupils achieve outstanding success in science Olympiads and Creativity in Science and Technology (CREST) awards.

At IGCSE and A level, pupils achieve results in biology, chemistry and physics which are significantly higher than the England and international averages. The majority of pupils consistently achieve grades of 7 to 9 in IGCSE sciences and grades A\* or A at A level. In 2023 five pupils received awards for achieving the top marks in Qatar or the Middle

East and two pupils achieved the highest marks worldwide in A level chemistry and physics.

Pupils make outstanding progress in a range of **other subjects** across the curriculum. Attainment in the humanities, commercial subjects and creative and performing arts are well above the average for England schools and in line with worldwide averages. In several subjects, pupils achieve the top marks in the Middle East and the world at GCSE and A level, for example in business studies, economics and Spanish.

Teachers demonstrate strong subject knowledge beyond the core curriculum and their detailed attention to individual learning needs contributes to pupils' attainment of high standards. Pupils participate enthusiastically in these subjects and demonstrate highly developed skills in the use of information technology, which is successfully applied to real life. Year 6 pupils represented the school at the "United Nations (UN) Convention on Least Developed Countries" presenting strategies for using Artificial Intelligence (AI) to support the UN's sustainability goals.

## Summary of other judgements against the BSO standards

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).



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

## Brief references to any key strengths and weaknesses

As a result of this inspection, undertaken in November 2023, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

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

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

The quality of the **curriculum** is outstanding. It is exceptionally well-planned, broad balanced and well-matched to pupils' abilities and interests. The curriculum is adapted appropriately to meet the requirements of the national curriculum for England alongside the Qatari national curriculum for compulsory subjects. Schemes of work are carefully structured to ensure pupils' sustained development and mastery of knowledge and skills. The school successfully fulfils its aim to provide a rigorous curriculum that is designed to challenge and inspire pupils and ensure they are extremely well-prepared for each phase of their education and life after leaving school.

Children receive an excellent foundation for learning in the early years. The curriculum provides children with exciting learning experiences through imaginative play and investigation that stimulate curiosity and engagement and help them to develop as independent learners.

Doha College's values and the school's principles for teaching and learning underpin the curriculum, developing learners who not only attain exceptionally high academic

standards but also acquire essential skills for modern-day life. In the primary phase, pupils benefit from an innovative and challenging curriculum which combines an interdisciplinary approach with the principles of High-Performance Learning (HPL). School leaders and teachers carry out frequent reviews of the curriculum and respond promptly if they feel changes are needed to improve opportunities and outcomes for pupils.

Most secondary pupils select 10 subjects for IGCSE, achieving outstanding results. In Year 12, the 6<sup>th</sup> form team guide pupils on their selection of 3 or 4 subjects to study at AS level. In year 13, pupils will then select 3 subjects from 25 options to study at A level. Pupils start their Extended Project Qualification (EPQ) in term 2 of year 12 and either complete it in year 13, or over the summer if on the accelerated pathway. The careers guidance programme is comprehensive and conforms to the Gatsby benchmarks for Years 9 to 13.

The curriculum aims to promote harmony and understanding amongst the school's diverse population and successfully prepares pupils for life in a diverse society. Through the exceptionally well-planned personal, social health and citizenship education (PSHCE) programme and the cultural studies curriculum, pupils learn to appreciate their own culture, as well as to celebrate and gain insight into other cultures. Curriculum policies and plans encourage respect for other people, paying particular regard to the protected characteristics of age, disability, race, religion or belief, pregnancy and maternity as set out in the Equality Act 2010. The school cannot meet the protected characteristics of gender reassignment, marriage and civil partnership, and sex and sexual orientation because they are precluded from doing so under Qatari law. Relationships education is taught in an age-appropriate way through the weekly PSHCE programme, and the teaching of puberty and reproduction follows strict guidance provided by the host country.

The Britishness of the curriculum is apparent throughout the school. The long-standing connection with the British embassy is an important aspect of the school community. Topics covered in the primary and secondary history curriculum mark key events in British history; assemblies regularly highlight fundamental British values and celebrate key British occasions such as Remembrance Day. Pupils are well-prepared to enter or re-enter the U.K. independent school system if they choose to do so.

Highly effective use is made of resources within the local and wider community to support pupils' learning. The curriculum is enriched with an exceptional range of co-curricular activities. Approximately 70% of pupils participate in the programme of 300

activities on offer each week. In addition to these activities, almost 200 pupils take part in the Duke of Edinburgh award scheme and a similar number participate in the Model United Nations.

The quality of **teaching, learning and assessment** is outstanding across the whole school. Teachers display excellent subject knowledge and a deep understanding of how children learn. School leaders' commitment to providing continuous professional development for all teaching and support staff ensures that teaching draws on the best evidence-based practice. Innovative teaching within and across different subjects is celebrated and shared through a reflective and collaborative system of professional review. The Doha College teaching standards outline rigorous expectations and provide a clear structure and range of strategies which ensure that almost all lessons are of the very highest quality. Year 9 pupils were able to articulate how reviewing their prior learning at the start of a lesson helped them to consolidate and embed knowledge before mastering further concepts. High-quality teaching makes a significant contribution to the outstanding progress made by pupils at Doha College.

Pupils respond positively to the school's ethos of academic challenge and the high aspirations that their teachers set for them, whether working independently or in collaboration with others. In a Year 8 English lesson, pupils enthusiastically debated whether they could trust different newspaper articles by examining persuasive language techniques. Pupils settle quickly to work as soon as they enter the classroom and remain focused throughout the lesson. Pupils of all ages and abilities show a real determination to succeed and are eager to challenge themselves at every opportunity. Pupils with SEND and English as an additional language (EAL) are supported very effectively and make very good progress from their starting points. Pupils' analytical skills are exceptional, as a result of teachers' skilful questioning and carefully planned activities which require pupils to think for themselves and use their initiative. This was seen in a Year 7 history lesson where pupils synthesised information from a range of sources to evaluate different strategies used in medieval warfare.

The school holds a vast amount of data measuring pupils' academic attainment across all ages and subjects. This data is used by school leaders and teachers to track the progress of pupils as they move through the school. In almost all lessons, teachers systematically assess what pupils are learning and adjust their teaching methods to support pupils who need help and stretch those who would benefit from further challenge. In a small number of lessons, formative assessment is not always used

effectively, which then impacts negatively on pupils' engagement and progress. More training for teachers on the use of assessment and data would ensure a more consistent approach in all lessons. Verbal feedback provided by teachers, along with peer- and self-assessment, was seen to be very effective in helping pupils consolidate their understanding and provide instant next steps on how they could improve their work.

Pupils have trust and confidence in their teachers and these supportive relationships make a significant contribution to the effectiveness of teaching and learning. Teachers encourage pupils to organise and take responsibility for their learning, guiding them to carry out their research and supporting them with digital resources to extend and consolidate their learning. For example, in a Year 12 chemistry lesson, the learning was able to move at a fast pace because pupils had researched the topic themselves beforehand. School leaders' vision for digital excellence means that technology is used seamlessly in lessons as a highly effective resource to enhance learning.

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

The spiritual, moral, social, and cultural development of pupils is **outstanding**. The school has met all aspects of this standard with one exception outlined in paragraph 5 (b) (vi); this is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The British values of democracy, the rule of law and individual liberty form the basis of the aims of Doha College. Tolerance and respect between all members of the school community are highly evident in the daily life of the school. Mutual respect and tolerance of those with different faiths and beliefs are taught through cultural studies, Islamic studies and PSHCE. The pupil leaders and pupil ambassadors provide excellent role models for others to follow. They actively demonstrate the importance of these values in school life through their daily responsibilities and in planning events which promote inclusiveness across the school community. Pupils' well-being is given the highest priority. Each term, the well-being committee analyses the results of confidential surveys and members have the autonomy to formulate an action plan to respond to the points raised.

Standards of behaviour across the school are excellent. Pupils have a clear understanding of how they are expected to behave, and the impact that bullying can have on others. Parents and carers acknowledge the importance of the behaviour policy and actively work in partnership with the school to ensure their child follows the rules. There are awareness raising sessions for pupils and parents on online safety and cyberbullying.

Pupils speak with pride about their leadership roles and aspire to make the school even better for future generations at Doha College. The school provides many opportunities to promote moral values and ethical decision-making among its pupils. At school assemblies, pupils speak about the concepts of right and wrong and share with others the importance of making the correct ethical and moral decisions. Pupils at all stages are encouraged to develop their confidence through contributing to the school on a daily basis, including Tuesday's weekly choir and musical performance which welcomes visitors to the school. Older pupils have the opportunity to improve public speaking and diplomacy skills through events such as the annual Model United Nations conference.

School leaders ensure that there is breadth and diversity in the books in the library. The Diversity, Equality and Inclusion Committee promotes awareness of world events such as Black History Month, and the World Day of Culture where pupils celebrate the cultures, nationalities and languages spoken throughout the school.

Teachers help to nurture the spiritual, moral, social, and cultural development of pupils during lessons and daily interactions throughout the school. This results in pupils who are not only academically competent but also socially responsible and culturally aware citizens who become positive contributors to society.

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

The school meets the requirements of this standard. Its arrangements for the welfare, health and safety of pupils are **outstanding**.

The school provides a caring environment for both pupils and staff. Relationships are mutually respectful and positive. Well-established support systems that monitor pupils' well-being ensure new pupils quickly integrate into school life and become valued members of the school community. Teachers know their pupils well and ensure

any concerns about academic or personal development are quickly addressed so that their learning is not hindered. The emotional literacy support assistants are highly effective in supporting pupils in times of personal anxiety. Older pupils report that they value the ease of self-referral to the school's counsellors and that the confidential support that they provide greatly increases their sense of security.

The school's policy clearly states that safeguarding is the responsibility of all adults. Inspectors found that arrangements in place are rigorous, comprehensive, and aligned to the best UK practice, where they are not in conflict with Qatari law. The Executive Designated Safeguarding Lead (EDSL) oversees the work of the school's safeguarding team who robustly monitors concerns which may have arisen. Safeguarding is given the highest priority in terms of staff professional development and all staff within the school community and external agency staff participate in mandatory training. Pupils and parents are also fully aware of safeguarding procedures and how to approach the school for help. The EDSL runs the Qatar safeguarding network which shares best practice. Policies and practices are regularly reviewed and amended where required in response to incidents or changes in the law.

The school's risk assessment policy and practice are thorough and actively promote the welfare and safety of pupils. Regular risk assessments ensure that all activities within the school and on external visits are safe. Written policies are comprehensive and meet the requirements of the laws of the host country. Fire regulations and procedures are stringent and reflect UK standards. The school has established very effective procedures and practices for transport management which ensure the safety of all. Full-time qualified nurses provide high-quality medical support. Effective systems have been established for the daily recording of injuries, administering medication and dealing with emergency incidents. The well-established surveillance systems overseen by highly vigilant security and administration staff protect the school community from unauthorised intruders. All staff, parents, visitors and contractors must wear the appropriate lanyard, which are robustly checked by the security team.

Standards of behaviour across the school are excellent. Pupils have a clear understanding of how they are expected to behave, and the impact that bullying can have on others. The school's response to the few incidents of inappropriate behaviour is swift with highly effective support and guidance as required. Pupils are aware of the need for cybersecurity and are regularly reminded about online safety.

Procedures for registering late pupils' attendance are rigorous. The school's attendance for the current academic year stands at 95.3% which is above the average for schools in England.

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

The school meets the requirements of this standard.

The appointment of staff follows a robust recruitment process that ensures all applicants have the necessary skills and aptitudes to contribute to the school. New staff members must be fully compliant with all requirements. Checks to determine their right to work and suitability to work with children are extensive. Checks such as identity, qualifications, police checks and medical fitness are in place. No member of staff, including external providers such as security or catering can take up a position until these checks are complete. The process of maintaining staff records is robust and is checked regularly by the principal. The school has established a single central record (SCR) for all staff which is well-organised and securely stored to ensure staff confidentiality. The SCR is continually updated to record the participation in and completion of safeguarding training and all professional development activities.

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

The school meets the requirements of this standard.

The large purpose-built campus provides an outstanding learning environment. Spacious classrooms are very well-resourced and include well-used digital technology to support learning at all stages of the school. Pupils have access to a wide range of very well-equipped specialist facilities, including science laboratories and performing and creative arts spaces, which are used very effectively to promote pupils' progress across the curriculum. Wide corridors and communal areas provide additional learning spaces for pupils and allow ease of movement at daily transition times. Individual phase areas create home spaces so that pupils can be part of a smaller community of learners.

Pupils benefit from an extensive range of sports facilities, including several spaces for gymnastics and drama, two swimming pools, and large outdoor sports areas for team games and track and field events. All are used well and encourage pupils to participate in a wide range of sporting activities. Pupils from within the school community and beyond make good use of the facilities at weekends and participate in specialist sports programmes.

Children in the EYFS develop their gross motor skills and a wider understanding of the world around them through the range of well-resourced indoor and outdoor play areas.

The well-designed and well-equipped creative arts areas support pupils' interests and expertise in music, drama, theatre and art. The school's libraries and other specialist areas, including science and design technology, have an outstanding range of well-used resources and provide a stimulating learning environment for pupils.

There is safe access across the site for the whole school community, especially those with additional physical and learning needs. Regular checks by the highly efficient operations team ensure the safe operation of the building. A dedicated team of cleaning and maintenance staff ensures that the buildings and grounds are maintained to the highest standards of hygiene. Pupils appreciate this; they take great pride in their school and show respect for the way they use the facilities.

A large security team ensures that the premises are safe at all times. Their high level of commitment to the pupils' safe and efficient arrival at and departure from school ensures a welcoming start and clear end to the school day. A network of CCTV cameras maintains a high level of vigilance at all entrances and exits.

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

The school meets the requirements for this standard.

Surveys and discussion groups with parents demonstrate their strong support for the school with a high degree of satisfaction with their child's educational progress and the care and support given by all staff to ensure they enjoy being at school.



Senior leaders and teaching staff provide high-quality and easily accessible information for parents. Regular written reports give them a comprehensive account of their child's progress and achievements in all subjects. Parents find these very helpful, and they are discussed during teacher consultation meetings. This provides parents with a rich understanding of their child's performance. In addition to the scheduled meetings, parents are encouraged to speak to class teachers in the first instance if they wish to discuss concerns or share information about their child. The swift response for an appointment helps resolve issues quickly.

The school's website is user-friendly and offers a comprehensive overview of the school. It contains detailed information necessary for prospective parents and links to newsletters providing information about school life and future events. Induction for new parents is thorough, and parents comment that the detailed handbook is an excellent reference when they are uncertain about specific aspects of school life. Parents have the option to request a daily or weekly update on their child's progress and learning. New families appreciate this and state that it has helped them to settle their child into the school quickly.

Parents have a strong voice in the school and are well-represented on the board of governors. The views of parents are valued and sought through surveys, coffee mornings and consultations at the beginning of the academic year. Parents consider academic excellence as a major strength of the school. They also value the many opportunities for their child to develop their athletic, musical, and artistic talents. Feedback from parents indicates a high level of satisfaction with the school and they appreciate the continual efforts made to include them in school life. Parents state that their child enjoys attending the school because they are challenged in their learning, feel safe and have positive relationships with other pupils and staff.

## **Standard 7. The school's procedures for handling complaints**

The school meets the requirements of this standard.

The complaints policy is available on the school website and was revised in October 2023. The complaints procedure follows a staged process from initial concern to resolution. The responsibilities of all parties and the timescales involved are clearly stated. A flowchart provides a helpful visual guide for parents to follow. Senior leaders record all complaints in a central register with measures in place to ensure the privacy

of all parties. In the previous year, six formal complaints were raised and resolved within the agreed timescale. Parents state that it is easy for them to raise an issue with the school and they are confident that complaints are listened to and fully addressed. No formal complaints have been raised in the current academic year.

## Standard 8. Leadership and management of the school

The leadership and management of the school are **outstanding**. The leadership fulfils its responsibilities in ensuring that the BSO standards are met.

The new principal has a clear vision for the school and, following a realignment of the management structure, he is well supported by the Strategic Leadership Team (SLT). An Educational Leadership Team (ELT) is now in place and the faculty system has been changed to a departmental system in the secondary school. The remits of senior leaders are understood by all. They are held accountable for the smooth running of all areas of the school, driving continuous improvement and actively promoting the well-being of all pupils.

Governance is strong. The board of governors is an elected group of people who have a wide range of experience in finance, education and commerce. The overall composition of the board ensures strong parental representation and includes teaching and non-teaching staff, and a British embassy representative. Governors maintain a high level of engagement with the school at a strategic and pastoral level. They are consistently engaged in the operational aspects of the school and provide strong support and guidance to senior leaders. Governors ensure the school is compliant with all regulations. They provide guidance and support to the principal and senior leaders on pupil admissions, resource allocation and overall financial management. In addition to meetings and formal reports, the governors robustly hold the principal to account through an annual review of his performance against key indicators which focus on whole school improvement.

Senior leaders seek the views of pupils, parents and staff through a variety of means, including interviews, and surveys. This informs decision-making and the calendar of school events and celebrations organised by pupils. Almost all parents stated that their child is learning in a safe and stimulating environment and enjoys coming to school. Staff at all levels hold similar views and are proud to be a member of the school

community. Staff are enthusiastic about the school's plans for the future and demonstrate a high level of commitment to school improvement.

Leaders and managers at all levels promote an inclusive ethos which encourages equality, tolerance and respect. They lead by example and strive to help every member of the school community to be the best version of themselves. Changes to the staffing structure and the increase in the number of pupils on roll are viewed positively. An intensive recruitment process ensures that all new staff have developed a high level of professional skills that will bring added value to Doha College. Staff are deployed effectively at all stages across the school. Senior leaders value the contribution that all staff make to whole school improvement. They ensure that staff are given regular opportunities to further develop their teaching skills through the school's extensive professional development programme.

Safeguarding procedures are rigorous and are applied to staff recruitment and daily school operations. Annual training is mandatory for all staff, including members of the board of governors. Regular awareness-raising for pupils and parents in the school safeguarding policy and practice ensures that a safe and secure environment is maintained.

The individual child is firmly placed at the centre of education and reflects the school's vision of "Excellence for all: Excellence from all." The principal and staff engage all stakeholders in the continuous evaluation of the school's performance. In addition to highlighting key strengths, identifying areas for improvement, such as the application of AI across the curriculum, maintains the school's position as a leading centre of excellence in the region.

## EYFS provision

The overall quality of the school's early years provision and the achievement and progress of most children are outstanding. Some children joining Foundation Stage 2 with no formal educational experience make significant progress and achieve a Good Level of Development. The progress of a majority of children is above that expected of children attending schools in England. The school's systematic and thorough approach to developing literacy skills across the curriculum ensures almost all children have a solid foundation for further learning. Following the pandemic, the school ensured that lesson planning included an appropriate emphasis on children's

communication, language and gross motor skills. New teaching strategies are providing more opportunities to build important speaking and listening skills.

Outdoor learning areas for children in the early years provision are well-resourced, and children enjoy activities which strengthen their confidence and develop their gross motor skills. Throughout these learning activities, children are encouraged to enhance their vocabulary related to, for example, height, colour and feelings.

The school's indoor environment promotes independent learning. Learning areas create exciting, engaging, and purposeful learning about which children are keen to talk.

The school's early years provision is committed to continuous improvement, and this is robustly monitored and documented through individual assessments and reports. There is an emphasis on personal development, behaviour, and welfare. The strategies used by the school have been shared with parents through, for example, well-attended workshops. Parents speak highly of this, and stated that consistently using the same strategies at home had led to very positive outcomes. Children are eager to learn, and the excellent progress made in EYFS prepares them very well for the transition to Year 1.

## Post-16 provision

After iGCSE, some pupils return to the UK for sixth form study, but the majority continue their studies in school. There are currently 305 pupils who choose from 25 different A level subjects and a range of BTEC courses. In Year 10 the "World of the Workday" initiative broadens pupils' understanding of their future opportunities. This includes workshops with different industries on how to write a curriculum vitae and preparing for interviews. The school invites representatives from a range of professions and academic centres to share information with pupils so that they make the right sixth form choices.

Outstanding results ensure that all pupils continue their academic studies in universities around the world, and in 2023 the majority went to UK universities. The careers service and sixth form staff prepare pupils well and ensure that they are aware of university course entry requirements. A well-thought-out support structure has been established to help pupils select the subjects required to meet their career aspirations. Pupils are encouraged to experience work in a setting that is relevant to their career choice. They benefit from the school's extensive networks which provide work

opportunities in different professions and through BTEC courses and support during gap years.

Pupils benefit from a wide range of opportunities to develop their leadership skills, including, being a school prefect, serving or chairing committees, helping younger pupils, planning school events and representing the school at many activities and meetings outside the school. The sixth form pupils are exceptional role models for other pupils and actively contribute to the school community. They demonstrate to the other pupils that “Excellence for all” is possible through hard work and taking responsibility for their learning. They take great pride in their school and are highly appreciative of the outstanding support and guidance given to them by careers and the sixth form leaders.

## Compliance with regulatory requirements

Doha College meets all of the required standards except those that would be in breach of the host country’s laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii). Doha College encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race; religion or belief; as set out in the Equality Act 2010.

## What the school could do to improve further

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

1. In a very small number of lessons, teaching does not consistently consider the learning needs of all pupils. Staff would benefit from further training on the use of the school’s new assessment system that gathers data on individual pupils’ progress. Regular analysis of this data will ensure that every pupil continues to make progress in line with their ability.

## Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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### The quality of education

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

### Pupils spiritual, moral, social and cultural development

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

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	○			
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### Leadership and management

Overall effectiveness of leadership and management	○			
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## School Details

<b>Name of school</b>	Doha College
<b>Type of school</b>	Private, international school
<b>Date school opened</b>	1980
<b>Age range of pupils</b>	3 to 18 years
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	2604
<b>Number on roll (part-time pupils)</b>	N/A
<b>Annual fees (day pupils)</b>	EYFS QR46,085 Primary QR47,960 Secondary QR73,094 Sixth form QR77,660
<b>Annual fees (boarders)</b>	N/A
<b>Address of school</b>	Doha College, Al Niser Street, Al Wajba, Doha, Qatar
<b>Telephone number</b>	+974 4407 6777
<b>Email address</b>	uzaffar@dohacollege.com
<b>Headteacher</b>	Mr David Tongue
<b>Proprietor</b>	Doha College is a not-for-profit school with a Board of Governors

## GLOSSARY

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

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

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

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

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

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

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

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

**Combined or Joint Visit** – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards



against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

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

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

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

**Leadership** – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

**Learning** – Pupils' gains in knowledge, skills and understanding.

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

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

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

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

**Standards –**

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

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

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges. Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then, we have developed our experience and expertise in the field of school evaluation and improvement to become one of the major providers of inspection services.

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Report reference no: 12/39/2023