

BSME
Accreditation
Visit Report

Doha British School
Qatar

23rd - 25th April 2013

1. Context	page
1.1 Key contextual factors	
1.2 British nature of the school	
2. Quality of learning	
2.1 How effective are learning and teaching?	
2.2 How well are pupils cared for, guided and supported?	
2.3 How well does the curriculum meet pupils' needs?	
2.4 How well does the school work in partnership with parents, other schools and the community?	
2.5 How well does the school prepare pupils for future learning?	
3. Standards achieved by pupils	
3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?	
3.2 How well are pupils' attitudes, values and other personal qualities developed?	
4. Leadership and management of the school	
4.1 How well is the school led and managed?	
5. Quality of provision	
5.1 How good are the accommodation, the staffing levels and the resources?	
6. Overall effectiveness of the school	
6.1 How successful is the school?	
6.2 What the school does well	
6.3 What should the school do to improve further?	
6.4 Does the school meet the standards for being an accredited BSME school?	

1. Context

1.1 What are the key contextual factors?

Doha British School is a pre-school to Year 13 co-educational international school with 1,350 pupils currently on roll. The school is owned by a Qatari business woman who saw a need for a good nursery school in Doha. The initial teaching philosophy of the school was the Montessori Method and the school started with a Reception class of 16 four-year-old children in 1997.

In 2003, the school moved to a new location in Al Soudan district of Doha. In 2008, the school moved to its current location. In April 2011, the school was renamed "Doha British School" receiving official recognition from the Supreme Education Council in September 2012.

The school has the stated vision "To be a vibrant, welcoming international school that provides a first class education enabling pupils to thrive in a dynamic, global environment". There are clearly stated values: 'Honesty, Integrity, Family and Community, Diversity, Tenacity, Sense of Purpose and Self Awareness'.

The school curriculum is based on the National Curriculum for England adapted to meet all local requirements. The curriculum is implemented 'to prepare all pupils through a relevant, challenging curriculum to become lifelong learners contributing to a global community'.

The school management is overseen by the Senior Leadership team comprising the Principal, Head of Secondary, Head of Primary, 2 Assistant Heads of Secondary and the Assistant Head of Primary.

1.2 British nature of the school

The British nature of the school is well above the standard required for accreditation. It is clearly articulated through both policies and practices. The leadership team adopt the best practice from the UK, and implement developments in line with the recommendations of the DfE in the UK.

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the independent sector in the UK. The school uses the National Curriculum (NC) of England which ensures that children can join/re-join the UK education system without disadvantage, at any stage. The curriculum has excellent breadth, adopted from expectations in the UK.

In line with best practice, the school has implemented a "Dynamic Learning" approach, to strengthen thematic links across curriculum areas. Specialist teachers deliver PE, music, ICT and modern foreign languages.

As well as implementing the NC for England, assessments are based on national standards from the UK.

The school is organised according to the pastoral structures used in English schools. The school house system is successfully implemented: children take a keen interest, through assemblies, sporting activities and house competitions.

UK practice is evident in approaches to performance management, staff target setting and annual review meetings.

Communications from the school to families and pupils are provided in English, as are all school publications, reports, letters and the website.

Extra-curricular provision including clubs and school trips, are seen as important, and are in line with British best practice.

The school is an active member of the British Schools in the Middle East.

2. Quality of learning

2.1 How effective is teaching and learning?

Primary school teaching and learning is above the standard, with significant elements well above. Secondary school teaching and learning meets the standard with significant elements above the standard.

In pre-school, the quality of teaching is above the standard with some aspects well above. Pupils independently and confidently choose from a rich range of learning opportunities within a carefully structured environment. Highly skilled teachers and teaching assistants work with small groups on focused activities with clear learning objectives. Teaching assistants are used effectively and work with groups and individuals. Specialist learning support teachers assist pupils where specific needs are identified through individual education plans.

Throughout Reception and Key Stage 1 classes, most lessons are above the standard. Carefully planned lessons offer differentiated tasks, using a system of *Gold, Silver* and *Bronze* levels. Teachers employ a range of effective teaching methods and share learning objectives with pupils. For example in a music lesson, use of materials in a lesson added a creative dimension to learning, and inspired pupils to make music with junk.

Teachers assess through carefully targeted questioning and monitoring of the pupils' work. In the best lessons observed, teachers also planned for self- and peer-assessments. *Dynamic Learning* has been introduced this year, and all pupils understand the skills being targeted.

In nearly all lessons, high expectations of behaviour, independence and achievement promote a sense of pride in the school. Pupils talk of their successes and display a clear understanding of how to advance in their learning through agreed targets. Feedback to pupils is given verbally and in workbooks, although there are some inconsistencies in the marking system. In the most successful lessons a range of resources are used such as Interactive whiteboards to present learning challenges and practical equipment to support early learning.

Across Key Stage 2, the quality of teaching and learning is consistently above standard with a significant number of lessons well above. No unsatisfactory lessons were seen.

The *Dynamic Learning* approach supports teachers in delivering learning that is thoroughly planned, engages children's interests, and signposts the next steps in learning with clearly stated learning objectives. Year 4 pupils used their prior knowledge on advertising to discuss in depth, the impact of celebrity endorsements on the consumer.

As a result of the curriculum and the quality of teaching, pupils are highly motivated, conscientious and work with enthusiasm. Year 3 pupils demonstrated good investigational skills during their science lessons based on the properties of rocks; Year 4 actively tested the friction qualities of their footwear.

Assessment practices support teachers' planning on a daily basis, whilst monitoring gives an excellent longer-term indication of each child's attainment and progress. Marking of pupils' work is informative and contributes to each child's awareness of their targets. It also informs the future planning of work.

Teaching across the secondary school met the standard and the most successful lessons were above it.

A significant proportion of secondary mathematics lessons was satisfactory. Such lessons tended to be teacher-led, slower in pace and with fewer opportunities for self-assessment or critical thinking. Whilst there was evidence of some student marking, there was little evidence of teacher marking, and no formative annotations or target setting. Although some wall displays included NC level descriptors, Key Stage 3 pupils were generally unaware of their current sublevels or how to progress further. In some lessons, students were observed to be off task, in a few cases for prolonged periods. A focus group of Year 7-9 pupils identified some lessons as being 'quite loud'. The use of interactive whiteboards was observed in many lessons, but mainly as a projector.

The teaching in the most successful lessons was confident, engaging and precise. Tasks were interesting with opportunities for discussion. Pupils were confident about sharing their ideas and asking questions. Behaviour was generally good which allowed effective learning to take place. Staff used praise effectively to celebrate and encourage learning. Pupils were enthusiastic about the activities and so were nearly always on task. In a Year 7 science lesson, the teacher had devised two activities: one a teacher-led demonstration of the solar system, the other a practical sequencing activity which the pupils were able to complete independently, using reference material or through quiet peer discussion. There was a suitably high level of challenge, all pupils were engaged and behaviour was exemplary.

Effective teaching captivated pupils and they were eager to answer and happy to share ideas. Most lessons demonstrated suitable pace and challenge. Staff praised efforts and probed for greater depth when required. A well planned and executed Year 9 art lesson involved an inspiring introduction, talk partners, a teacher demonstration, a practical activity, self-critique and then peer assessment. Pupils were involved in a high-level discussion of the fragmented, layered nature of memories and were enabled to link this to the style of the artist whose work served as the stimulus for the lesson.

2.2 How well are pupils cared for, guided and supported?

Health and safety procedures are followed effectively and ensure standards are at least above the standards required, with some elements being well above.

During a fire drill, staff and pupils evacuated quickly and efficiently, although the outside exit gate was locked. A health policy has been drafted and is awaiting final approval. There is good supervision of pupils throughout the campus, with clearly identified responsibilities delegated amongst staff. There is a secure boundary wall and parents feel their children are safe in school. Visitors in and out of the school are monitored; identification badges are used where appropriate. There is adequate shade for pupils and water is readily accessible.

The school Medical Coordinator ensures pupils receive appropriate medical care in consultation with parents. Health advice is given, records of incidents and accidents are recorded and information shared with staff. Preventative approaches are undertaken. For example, a healthy eating initiative has been successfully introduced in Key Stage 1.

Each pupil is recognised and valued for their individual needs and aspirations. Teachers display a high level of care, and share information at regular meetings. However, there is no formal system of tracking pastoral and social issues. Pupils' needs are met through Individual Education Plans (IEPs), where appropriate. Outside agencies may be consulted and parents given advice on further support available. In addition, a Play Therapist works within the school 1 day a week with individuals on a priority basis. Parents feel they can approach teachers with any concerns regarding their child's academic or pastoral care. They report positive changes made over the few years, and like to see their suggestions being acted on.

Pupils' academic development is celebrated throughout the school with liberal praise, and through the house system. The Pupil Council in Primary provides a valuable system for pupils to meet with senior leaders, be listened to and feel valued. Secondary pupils do not at present have a Pupil Council. House Captains, Prefects and monitors are appointed to further promote leadership skills. Pupils interviewed both formally and informally were articulate and confident individuals, who displayed maturity when speaking to adults.

School and class rules are shared and applied consistently, to provide a safe and secure working environment. Sanctions are used and checked consistently with an emphasis on positive behaviour management. The *Dynamic Learning* programme further enhances the development of social skills through lessons and at assemblies. Pupils who have been identified as gifted and talented are provided with learning opportunities to develop their interest and abilities. There are plans to develop the provision more formally.

The Careers Education and Guidance Councillor acts as contact for secondary pupils and provides opportunities for them to discuss any concerns. Pupils feel well supported by the staff. They are happy, confident and proud of their school.

2.3 How well does the curriculum meet pupils' needs?

The Primary school curriculum is above the standard required, with some aspects being well above. The Secondary school curriculum meets the standard needed, with some aspects above.

The curriculum across the school is broad and balanced, providing for the academic, moral, physical, creative and social development of pupils. All local obligations are fulfilled.

On entry to school, pupils follow the Early Years Foundation Stage curriculum and are assessed against the Early Learning Goals. Classes are mixed ability. Curriculum planning is of a high order, with schemes of work modified and adapted to meet the needs of all pupils. Pupils in the Early Years and Key Stage 1 enjoy a rich and varied curriculum that encourages both creativity and the development of independent learners. They gain an insightful understanding of their world through rich learning experiences in the local environment and activities that help them develop both independence and empathy for others. There is clear evidence of review and monitoring, that informs practice and enabling further development of a range of strategies, for example introducing and adapting the RSA 'Open Minds' programme to develop a range of specific competencies.

In Key Stages 1 and 2, pupils are set in mathematics. Pupils are set for literacy half way through Year 6 in order to better prepare them for end of Key Stage assessments. The school has identified the need to codify their gifted and talented and special needs provision.

Throughout the primary school, curriculum documentation is well planned, clear and concise. Evidence from detailed teaching plans highlights that content continuity and the progression of skills within subjects is appropriate. The effectiveness of planning is also enhanced by the inclusion of greater detail covering differentiated activities and opportunities for effective assessment for learning. The school has developed a *Dynamic Learning Curriculum* that enriches the delivery of the curriculum and provides a clear focus on developing high order learning skills. Common formats are used for schemes of learning and lesson plans.

In Key Stage 3, pupils study a range of subjects in line with those taught in UK schools. Arabic pupils study Arabic and Islamic Studies, whilst non-Arabic pupils have a choice of French or Spanish and follow a PSHE course. Pupils are set for English, Mathematics and Science. The curriculum is contextualised and used as an effective tool for planning. The quality of departmental curriculum review however is inconsistent and links to the whole school development plan unclear. The school has identified the need to codify their gifted and talented and special needs provision and implement strategies to support pupils with English as a second language. Able pupils sit IGCSE Mathematics at the end of Year 10.

At Key Stage 4, all pupils study for and are entered for GCSE and IGCSE examinations.

English, mathematics and science are compulsory subjects. Pupils are able to follow Combined Sciences or discrete biology, physics and chemistry courses. In addition, pupils choose four further subjects from: geography, history, design & technology (resistant materials), design & technology (graphics), art, ICT, business studies, French, Spanish, Arabic (1st and 2nd Language), music and PE.

The school applies entrance criteria to pupils entering Key Stage 5. All pupils accepted follow the International Baccalaureate Programme (IBDP). The school recognises this course is not appropriate for all pupils, but apart from IGCSE resits, no other provision is made. All pupils take 6 subjects: 3 at Higher Level and 3 at Standard Level.

There is some inconsistency in the quality of planning across the secondary school, with learning outcomes not as evident as learning objectives. Individual target setting has been introduced. The school is making increasing use of assessment data to identify under-performing and more able pupils. The former triggers a range of intervention strategies including mentoring and parental involvement. The latter helps to identify fast track IGCSE pupils. The development of accurate data tracking systems has been identified as a key issue within the school development plan.

The curriculum is enriched through a good range of celebrations (local and international), sporting events and cultural opportunities, including visits to local places of interest.

2.4 How well does the school work in partnership with parents, other schools and the community?

The school works well in partnership with parents, other schools and the community: it is well above the standard required.

Regular and informative written reports help keep parents informed of their child's progress. Parents are also offered teacher consultations shortly after reports are issued, where they have the opportunity to see their child's work. They suggest that they appreciate the school's open-door policy when it came to discussing concerns.

Parents are kept well informed about changes to the curriculum. The diverse nature of the parent body means that often change is not fully understood, for example the use of levels and sub-levels to monitor progress. No such problem exists however in the minds of students. They know where they are and where they should be.

The school communicates to parents through a mixture of face-to-face meetings and electronic methods. Parental questionnaires are used to gauge satisfaction and this is supplemented by informal meetings with the Principal. Whilst there is evidence that the school takes account of parental concerns, parents do not receive an analysis of questionnaire data. The school website provides extensive information on all aspects of the school.

Friends of DBS, formed in 2011, is an enthusiastic group of parents who support the school through a variety of social and fundraising events. For example, the friendship benches in the playground were funded by the group. The 'Class Mums' in Primary encourages dialogue and a better understanding of the work of the school, and its role in the community.

The school strives to establish links with the wider community in a variety of ways. The association with the Formula 1 racing team project has raised the school's profile in the community. Although the school has established sporting links with other schools, both parents and students suggested the links could be extended.

Trips to local facilities such as the Aspire Park encourage a greater awareness of the environment and are used as stimuli within curriculum topics. The Primary newspaper 'Doha British News' provides opportunities to forge links with a local newspaper office.

2.5 How well does the school prepare pupils for future learning?

This is above the standard.

Primary pupils attend transition days to help prepare them for their next year group. Academic records are transferred to the next teacher. The Primary-Secondary transition is well managed. A coherent plan is in place to develop this provision further. Year 6 pupils may write their concerns or queries on a 'question wall'. Year 7 pupils then work with staff to provide answers. A review of academic and pastoral information informs the allocation of pupils to Year 7 form groups. Year 6 pupils attend a transition day in their new form groups. The future Year 7 tutors visit Year 6 classes to gain an understanding of their learning environment.

Year 9 pupils and their parents are invited to an options evening. This is introduced by the Progress Leader whose remit spans Years 9 and 10. The evening includes a presentation by the Careers Coordinator. Year 9 pupils select Year 10 subject options freely. Attempts are then made to minimise option block clashes.

The Key Stage 4-to-5 transition is well managed. From January, the IB Coordinator visits Year 11 PSHE lessons to assess students' future intentions. Subject choices are collated and subject teachers consulted. Some pupils are 'invited' onto the IB programme based on their IGCSE mock examination results and other relevant factors. Pupils whose performance places their intention to join Year 12 in doubt are interviewed to ensure that the entry requirements are understood and that all necessary support is in place. The school is investigating possible alternative pathways for pupils who are not suited to the IB Diploma. An induction day is held for incoming Year 12 students. Both continuing and recently joining students stated they felt well informed for the challenge of the Diploma programme.

A comparison of the Year 11-to-12 transition experiences of pupils in the current Years 12 and 13 revealed that the process continues to be refined and improved.

Leadership opportunities, including those provided by the prefect and house systems, were identified by current Sixth Form students as a key skill in their preparation for life after school.

The careers coordinator interviews all Year 12 pupils and advises or directs them towards resources which can assist them with career choices. A recent career fair was judged by a focus group of Sixth Form students as being particularly helpful.

University fairs provide additional information to help students make informed decisions about their academic future. The school does not currently track leavers, although there are plans in place to do so. Whilst there is no formal alumni association, visits and correspondence from ex-students help maintain productive links.

3. Standards achieved by pupils

3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?

Standards in the Primary school are above what is required, with aspects that are well above. In the Secondary school, they are in line with requirements, with aspects that are above.

In Early Years, the school has implemented rigorous processes for the monitoring and assessing of pupils' progress against the Early Learning Goals. Teachers observe effectively and record pupils' progress as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence.

Pre-school results indicate that most make good or better progress in reading, writing and number. The school has identified that children make less progress in 'Understanding the World'. In Reception, pupils continue to make good or better progress. At the end of Key Stage 1, standards in English are broadly comparable to UK. Whilst the percentage of pupils obtaining a Level 3 in writing has increased from 9% in 2010 to 14% in 2012, the percentage obtaining a Level 3 in reading has fallen from 26% in 2010 to 17% in 2012. Standards are higher in mathematics.

Standards at the end of Key Stage 2 are broadly comparable to the UK. This is a significant achievement considering the limited exposure to English many experience outside of school. The school however has identified the drop in Level 5 writing from 32% in 2010 to 10% in 2012 as an area of concern, and has implemented strategies to address the issue.

Throughout Key Stages 1 and 2, the school has implemented a range of formative assessment strategies which are analysed and used to inform teaching strategies and to identify areas for intervention and support. The data on pupil progress is monitored well with the aim of raising standards through high quality teaching and assessment. The leaders and managers regularly monitor pupils' progress, observe lessons and give informative feedback to teachers on the success of lessons and advice on how learning may be improved.

At the end of Key Stage 3, all pupils are assessed against National Curriculum levels. Teacher marking of SATs tests indicates that standards in English are broadly comparable to those in the UK, whilst in mathematics and science they are above. School data indicates that 90% of pupils are working at or above their expected level across all subjects.

Assessment data from the end of Year 9 provides the school with a lot of information. Whilst the school uses the data to monitor individual pupil performance, it is not used strategically

to evidence “value added”, the progress of key groups or to support the work of departments or individual teachers.

Progress in Key Stage 4 is generally good: overall standards reached in IGCSEs compare favourably with international standards. In 2012, 56% of pupils achieved 5 A* to C grades including mathematics and English. In mathematics, 81.4% of pupils achieved A* to C grade. The figures for biology, chemistry and physics were 78.3%, 79.2% and 70.8% respectively. In English language, 74.5% of pupils achieved A*-C grades, an increase of 10% from the previous year. Double Award Science A*-C grades however fell from 42.5% in 2011 to 22.5% in 2012. Departmental review highlighted the language skills required to access to the curriculum as a major issue. The school has already put steps in place to address the issue.

The school has set ambitious and challenging targets for all key stages over the next 3 years.

At Key Stage 5, the school has recently introduced the International Baccalaureate Diploma Programme. In the first cohort of pupils 42% of entrants achieved the Diploma, with an average points score of 21 and a top points score of 30. The school is aware that this is below international standards and has implemented rigorous strategies for improvement. Current data indicates that the present Year 13 cohort will meet international standards

Scrutiny of pupils’ books across secondary shows inconsistency in marking. In many books, pupil work was not acknowledged and marking where it existed, was rudimentary. In the most effective practice however, students were given clear guidance on how to set out work clearly, how successful they have been in meeting learning objectives and suggestions for improvement. The absence of a whole school marking policy and in some areas the lack of common assessments, is a missed opportunity to ensure quality and consistency across the school.

3.2 How well are pupils' attitudes, values and other personal qualities developed?

The development of pupils' attitudes, values and other personal qualities is above the standard required.

Attendance and punctuality are recorded and monitored. Intervention is triggered if a pupil's attendance falls below 85%. In Key Stage 2, the class with the highest attendance each week wins a laminated 'trophy' which is displayed on their classroom door. Pupils with full attendance are invited to a party as a reward. In the Secondary school, a target of 95 % attendance is being promoted. The school acknowledges comparatively low pre-school and Year 11 attendance. There is a legacy issue with higher year groups, including Sixth Form, being less punctual. However, targets for punctuality have not yet been set.

An effective behaviour policy is in place, involving traffic-lighting and clear consequences should 'red' be reached. This policy is explained within the new staff induction programme. It was acknowledged within a staff focus group that most, but not all, teachers understand and implement the policy correctly.

Almost all pupils are well behaved, with particularly good behaviour within the Primary phase. This is attributed by a staff focus group, to the introduction of values education and elements of SEAL. A particular strength across the whole school is that teachers serve as effective behavioural role models. Most teachers also set high behavioural expectations, and the vast majority of pupils respond accordingly. The speedy response by pastoral leaders to behavioural incidents is acknowledged to be limited by deficiencies of the management information system.

A notable strength of the school is the widespread feeling of warmth and 'togetherness' in corridors and during breaks. Pupils were seen to chat naturally, smile and laugh together. Friendship groups were observed to be fluid, with no pupil being isolated. During breaks, supervising staff engaged informally with groups of pupils.

The overwhelming majority of pupils are habitually courteous and kind. No anger, high-level disruption or overly boisterous behaviour was observed at any time during the visit. A focus group of Year 7-9 pupils said that corridor movement could at times involve jostling for position, but could remember no instance of bullying.

Internationalism is promoted on plaques displayed around the school and through Primary International Week and Secondary International Day, supported by the Primary *dynamic learning* programme and Secondary PSHE programme. A focus group of pastoral and curricular leaders identified the cultural contexts within dynamic learning modules as one key to improved pupil integration. A Key Stage 3 student focus group agreed that inter-racial tensions are extremely rare.

Whilst primary pupils are given opportunities to voice their opinions in a measured manner, secondary students felt there were less formal opportunities to do so. The school improvement plan has identified the reinstatement of an effective forum for 'student voice' as a priority for 2013-14.

4. Leadership and management of the school

4.1 How well is the school led and managed?

The leadership and management of the school are above the standard required for accreditation.

The principal provides strong strategic leadership and has moved the school forward effectively, given the short time in post. Senior leaders are successful, sharing and implementing the principal's strategic vision for the school. The heads of school work well to ensure progress in achievement across all age groups is a key priority.

The Senior Leadership Team (SLT) under the guidance of the principal has implemented a range of effective policies and practices over a short period. They have established a clear focus on raising pupils' attainments: this is evident in many areas of the school. A clear focus on implementing strategies to enhance the quality of teaching has had a positive impact in nearly all the lessons observed. Implemented policies and practices have enhanced the provision within school and raised the confidence of parents. Parents now feel that the external perception of the school has been enhanced and that it is the school of first choice for many.

The school's SLT is well supported by an effective administration team. They maintain and support the smooth day-to-day operation of the school.

A recent self-evaluation has enabled the school to identify key strengths and set clear priorities for further improvement. Across the primary school, policies and practices are consistently applied; the use of assessment strategies has a positive impact on the quality of planning and delivery of most lessons. Within the secondary school, although initiatives to improve standards of teaching and learning have been implemented and a clear direction established, significant changes in personnel have resulted in some inconsistent practice between departments.

The school has established a cohesive middle management structure to ensure effective implementation of agreed initiatives. Many of this team have only recently been appointed, but have already established clear priorities that will be incorporated in the next whole school development plan. Robust systems for reviewing the work of the school linked to clear lines of management responsibility will help to support them in this endeavour.

5. Quality of provision

5.1 How good are the accommodation, the staffing levels and the resources?

The accommodation, staffing levels and resources at Doha British School are well above the standard required for accreditation.

The school site is well-organised over three storeys with an adjoining playground and sports field. The school facilities are new and well maintained. There is a clear aim to provide a rich learning environment for all pupils. A wide range of facilities are provided that including a 20 m indoor swimming pool, astroturf pitch and athletics track. There are also courts for tennis, netball, basketball and volleyball, a multi-purpose hall used for sports and as a theatre, ICT suites, DT rooms, science laboratories and music rooms.

The site is well cared for. There is effective daily monitoring and regular maintenance to ensure hygiene and safety. Incident report forms are given to all staff to report concerns. Gates are manned or locked for security during the day and Sixth Form pupils who wish to leave during school time are required to present a gate pass. Younger children can only leave if accompanied by a parent.

Effective procedures are in place for the safe evacuation of the building. During the visit an emergency evacuation was practised. Students were observed exiting the building in an orderly and calm manner although it was noted that the gate onto the main road was locked and a key was not available. Should the students need to leave the school site for safety, this would not have been possible via that exit. The school is aware of the need for a back-up plan should the key holder be unavailable. Nearest exit maps and emergency instructions were seen in some rooms but not all. Clear emergency signage for visitors, new pupils and staff was not evident in all areas of the school.

Staffing levels are appropriate throughout the school. Staff are well qualified and specialists are employed to enrich the curriculum. There is sound full-time provision of medical support.

Resources are good and well stored. A system of bar coding all school property (furniture and text books) has been implemented to enable the school to track and better account for resource use. There are audited lists in every room. At present, departments are not given a discrete budget; requests for expenditure are scrutinised by either the head of primary or secondary, and then passed on as appropriate to the head of school. The system is currently under review. Science and design & technology have budgets for consumables.

6. Overall effectiveness of the school ?

6.1 How successful is the school ?

Doha British School is an effective school that meets all the BSME accreditation standards and exceeds them in a number of significant areas:

- The principal and senior leadership team ensure the school continues to move forward during a period of self-evaluation and development.
- All staff have high expectations of the students and they respond by making good progress in their lessons and in external examinations.
- The school is successful enabling students to develop their personal skills and qualities; students are thoughtful, well behaved, treat others with respect and have excellent social skills.
- Standards achieved across the school are good and many students achieve above UK learning expectations.
- Staff are well supported by specialist teachers and pastoral support staff; this has a positive impact on teaching and learning.
- Relationships between teachers and pupils are positive and help create a calm, supportive learning environment.
- Parents value the contribution the school makes in the lives of their sons and daughters.

6.3 What should the school do to improve further?

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

- Agree, implement and monitor key whole school policies to ensure they are delivered consistently.
- Develop the opportunities to enhance and enrich the curriculum by ensuring ICT is used effectively across the school.
- Formalise systems of tracking for pastoral care to ensure they are stored, acted upon, monitored and reviewed.
- Consistently apply the best practices in assessment, target setting and formative marking to raise further students' achievements.

6.4 Does the school meet the standards for being an accredited BSME school?

The Accreditation Team is recommending to the BSME Executive Committee that the school **does** meet the accreditation requirements.

Evidence source/s

During the accreditation visit, 52 full- or part- lessons were observed, school documentation and policies were analysed. Pupils' workbooks were scrutinized, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the parents and groups of pupils. Three school days were monitored.