

Ministry of Education and Higher Education

State of Qatar

**Qatar National School Accreditation Report
(QNSA)**

Doha British School- Al Wakra

September 2022

Private Schools Evaluation Section
Schools Evaluation Department
Evaluation Affairs Sector
Academic Year 2022-2023

General Introduction

The National School Accreditation Process is an integral part of the evaluation framework for private schools in the State of Qatar.

The process of obtaining Qatar National School Accreditation is focused on self-study submitted by the school in order to ascertain the most prominent strengths and aspects that need improvement and development in the school. Educational leadership, educational performance, learning environment, students' development and care, and resource management, which are the basic rules for ensuring the quality of school performance in accordance with international standards for school accreditation.

Accreditation officials use, in all areas and standards that are evaluated, fixed and specific procedures based on transparency and accountability through which evidence is collected and evaluated, and thus decisions are made and results are reached regarding the school being accredited.

Areas of National School Accreditation

Areas	Aspects
1. Quality of Self-Study	<ul style="list-style-type: none"> ➤ Accuracy of Self-Study and Student Achievements ➤ The Quality of Promoting National Identity in the School. ➤ Action Plan and Performance Improvement of the School.
2. Educational Leadership	<ul style="list-style-type: none"> ➤ School Vision and Mission ➤ Administrative planning and organizing ➤ Quality Assurance System and Performance Effectiveness in the School ➤ Family and Community Involvement
3. Educational Performance and Learning Environment	<ul style="list-style-type: none"> ➤ Quality of Curriculum Application ➤ Learning Quality ➤ Learning Environment
4. Students' Development and Care	<ul style="list-style-type: none"> ➤ Students' Academic Achievements ➤ Taking Care of Different Categories of Students ➤ Behavior and Discipline in School ➤ Communication and involvement of Students
5. Resource Management	<ul style="list-style-type: none"> ➤ Human Resources ➤ Material Resources ➤ Safety and Security

National School Accreditation Process

Evidence-gathering sources:

A set of evidence is used to conduct and complete school accreditation processes by obtaining and collecting such evidence before, during and after the visit.

Evidences are collected from the following main sources:

- School self-study and business plan
- Review and analyze school records and documents
- Student results in internal and external tests
- Analyzing the results of school surveys
- Interviews with school stakeholders: school directors, staff, students, parents...etc.
- Direct class observations, interactive, live or recorded electronic lessons.
- Educational tours
- School performance report card
- Ministry reports, including the school's previous accreditation team report

Preparing a national school accreditation report:

The school report is prepared based on the documents collected before the visit, and the self-study review and during the accreditation visit to the school. The report is comprehensively reviewed and then submitted to the school itself and the responsible authorities in the Ministry of Education and Higher Education, the most important of which is the private school affairs sector. The responsibility for how to deal and address the recommendations and aspects of improvement and development contained in the report and the preparation of the action plan rests with the school to take decisions and achieve quality in the school's performance.

The report briefly describes the main sources of evidence, the methods applied, and the results of the review, and identifies the school's salient strengths, and important areas for improvement. This report is considered as a general document of importance to decision makers in the educational process.

Estimates and Judgments

Judgement	Detailed Description
Highly Efficient (4)	This result is granted if the quality of practices and procedures is continuously reflected in the improvement and development of all the outcomes of the educational process in the school, where the level of the school's performance and based on its evidence in the areas of assessment is advanced, has a great and very strong impact, has high productivity and exceeds expectations.
Efficient (3)	This result is granted if the quality of practices and procedures is reflected in the improvement and development of most of the school's educational outcomes, where the school's performance level, based on its evidence in the areas of assessment, is in great progress and development, is productive and meets expectations.
Partly Efficient (2)	This result is granted if the quality of practices and procedures is reflected in the improvement and development of some outcomes of the educational process at the school, where the school's performance level, based on its evidence in the areas of evaluation, meets expectations to some extent.
Inefficient (1)	This result is granted if it is found that the practices and procedures applied have a limited effect or do not harm the improvement of the outcomes of the educational process in the school, as the development of work in the areas of assessment and based on its evidence does not meet expectations

- Assessments and judgments are reached objectively and transparently through quality assessments of what is presented in light of a set of clear criteria and indicators, in accordance with the results mentioned above.
 - ◆ The final judgment on the level of school performance is calculated by the general average for all areas
 - ◆ If the school obtains in general rule highly efficient as the result, national accreditation will be granted for a period of 5 years
 - ◆ If the school obtains in general rule efficient as the result, national accreditation will be granted for a period of 3 years
 - ◆ If the school obtains in general rule partly efficient or ineffective as the result, national accreditation will not be granted

Visit Information

Date of Visit	6-12 September 2022	
Type of visit	Accreditation for the first time Accreditation renewal Reaccreditation Exceptional accreditation visit	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The number and percentage of classes watched	37 Periods and reviews 75% of teachers	
Accreditation Team Leader	Ahmed Shakir	
Accreditation team members	Hudail Al-Utaibi Fatin Sulaiman Mahmoud Al-Karani	
Team Supervisor	Mujeeb Al-Rabei	

School Performance Result

The accreditation team evaluated and measured the extent to which the school's performance had evolved based on the various standards and performance indicators for the Qatar National School Accreditation, which are (69) points for the primary level and (71) points for the preparatory and secondary levels. The team reported that the school's performance was as follows:

Areas	Judgement
Area One: The Quality of Self-Study	Partly Efficient
Area Two: Educational Leadership	Highly Efficient
Area Three: Educational Performance and Learning Environment	Efficient
Area Four: Students' development and care	Highly Efficient
Area Five: Resource Management	Highly Efficient
Overall Performance of the School	Highly Efficient

Accordingly, **the school is granted the National School Accreditation for a period of five years**, taking into account the recommendations contained in this report.

School Information and Data

Name of the School		Doha British School – Al Wakra												
Address of the School		Al Wakra/Area No: 90-Street No: 853-Building No:41												
Years of Operation		8 Years- Since 2014												
Owner's Name		Mrs. Natra Abdi Abdulla				Director's Name				Stephen Males				
School Levels		Kindergarten			Primary			Preparatory			Secondary			
Standards (1-12)		1-2			1-6			7-9			10-12			
No of divisions in each STD	Class	1	2	3	4	5	6	7	8	9	10	11	12	
	No of Divisions	2	2	2	2	3	2	2	2	2	2	1	1	
Curriculum followed		British Curriculum+ Mandatory Curriculum for the Ministry of Education and Higher Education of the State of Qatar												
External Tests	IGCSEK-CAT4-GL from 3 rd STD to 12 th STD													
No of Admin Staff		17			No of teachers			48			No of students			514
No of Qatari students		190			Percentage of Qatari students			37%			Arab students			133
School accreditation from (authorized organizations in the Ministry of Education and Higher Education)		National School Accreditation for the year of 2017						Accreditation Expiry			2022			
Other branches		Doha British School- Ain Khaled Doha British School- Rawdat Al hamama												
Telephone		40198080												
Owner E-mail		n.saed@artanholding.com												
School E-mail		Dohabritish.alwakra@education.qa												

Percentage of teachers left the school in three years

Academic Year	2019-2020	2020-2021	2021-2022
Number of teachers	38	45	49
Number of teachers left	7	4	6
Percentage of teachers left	18%	8%	12%

The above table shows the low percentage of teachers leaving from school, as the school administration is keen to provide a positive work environment for all employees and provide them with all support services.

Percentage of Students left the school in three years

Academic Year	2019-2020	2020-2021	2021-2022
Number of Students	396	382	450
Number of students left	64	86	42
Percentage of students left	16%	22%	9%

It is clear from the above table that the percentage of students moving from school in the academic years 2019-2020 & 2020/2021 was high, and the school explained that one of the most important reasons for students moving from school is because of their families left Qatar.

Vision of the school

To be a vibrant and welcoming international school, providing a first-class education that enables students to thrive in a dynamic global environment.

Mission of the school

Prepare all students with a robust and challenging curriculum, and resource-equipped facilities to become lifelong learners who contribute to a global community.

Objective of the school

Our primary goal is that every young person should earn as much as possible from our school, based on our belief that all learners can, need and desire to achieve.

Values of the school

Trust, respect, ambition, motivation, integrity, and honesty

Analysis of the areas of National School Accreditation

Area one: The quality of self-study

Self-study level (Efficient)

The first aspect: the accuracy of self-study and students' achievements	Result: Partly Efficient
1- The accuracy of self-study in expressing the actual school reality ➤ Some aspects of self-study reflect the actual reality of the school, and the study included data of staff and students during the previous three years, but it was noted the need to cover all areas in self-study and avoid repetition of information.	
2- Participation of stakeholders in the preparation of the self-study ➤ It was noted that the school needed to improve the quality of the self-study preparation mechanism so that it includes an evaluation analysis of all standards and areas in the national school accreditation guide, and the school needs to involve all stakeholders in the process of preparing the self-study and determine their role in this process.	
3- Student achievements (curricular and extra-curricular) ➤ It was found that most of the curricular achievements of the school are effectively linked to the objectives of the curriculum, and the students' extra-curricular achievements reflect the school's role in developing their skills, and most students are involved in school activities and programs.	
The second aspect: the quality of strengthening the national identity in the school	Result: Efficient
1- Strengthening the national identity and Qatari culture and instilling Islamic values ➤ The school is committed to preparing and implementing a variety of continuous plans, activities and programs to enhance the national identity and Qatari culture, instill Islamic and human values, and follow up their implementation in most aspects of the school's work. By displaying student	

work around the school, and their participation in the (National Day) celebrations, in addition to communicating and organizing events with museums and exhibitions in the country to coordinate visits and school trips, as well as value program is applied continuously and effectively through the implementation of a weekly morning assembly to develop the personal aspects of students, which reflected positively on their behavior.

The third aspect: the action plan and the improvement of the school's performance level

Result: Efficient

1- School progress report

- The progress report prepared by the school shows that the progress corresponds to the actual reality of the school, and the work on most of the recommendations of the performance report reflects the previous national school accreditation, which led to the improvement of various aspects of work in the school.

2- Quality and measurability of the action plan and follow-up on its implementation

- It was found that the school's work plan is comprehensive, clear and measurable and commensurate with the school's financial and human capabilities. Its implementation is constantly monitored through periodic meetings between the school management team and is amended when needed. This has led to the achievement of some of its goals, and some goals need to specify the exact time range. also, it is noted that some of the goals included in the work plan are strategic goals that the school seeks to achieve, such as moving to a new building in August 2024.

3- Realism of the work plan/development plan and its alignment with the actual needs of the school

- It was noted that the school's work plan is commensurate with the actual reality of the school, and includes most of the areas of improvement reached by the school in the self-study, as it is identical to most of the areas of improvement reached by the visiting team.

The most important aspects of strength
1- The school environment enhances Qatari culture, national identity and Islamic values
The most important aspects that need improvement
1- Improving the quality of the self-study preparation mechanism to reflect the actual performance of the school.
2- Actively involve stakeholders in preparing the self-study

Area Two: Educational Leadership

Educational leadership level (Highly Efficient)

The first aspect: the vision and mission of the school	Result: Highly Efficient
1- Clarity of the school's vision, mission and objectives and their compatibility with the general directions of the State	
<p>➤ The school has a clear and publicized vision, mission and goals for most stakeholders as it is published in all classrooms and throughout the school, and through the website and school correspondence, in addition to holding various meetings with the concerned parties about the school's vision and mission and how to contribute to achieving it. The general directions of the State and Qatar's 2030 vision, and it was also clear that all the school's goals were compatible with the vision and mission to ensure the achievement of expectations and continuous improvement.</p>	
2 - Realism of the school's vision, mission and objectives and their suitability to its capabilities and material and human resources	
<p>➤ It became clear that all the goals and mission of the school are realistic and measurable, as it is within the school's capabilities and human and material capacity, whereby qualified and experienced teachers are employed, educational resources are provided in all classrooms, and educational facilities have been provided such as laboratories, and appropriate sports facilities. despite this, the school needs to increasing the number of educational</p>	

resources in the school library to support and develop students' reading skills in both Arabic and English at different academic levels.

3- Reflection of the school's vision, mission and goals on the various aspects of work (administrative and academic).

- It became clear that the school's vision, mission and values were integrated into most of the school's programs and activities through the activities of the morning assembly or the organization of internal competitions and carrying out purposeful educational trips, in addition to integrating them into the classroom through subject classes (PSHE) which reflected positively on most of the administrative and academic aspects, as it turned out. The school's vision and mission have a positive impact on students' behavior and their relations with teachers, which are characterized by mutual respect, as well as their academic results in various tests, in addition to the quality of teachers' performance in lessons.

4- The school's ability to determine the degree of its success in implementing and achieving its mission and goals and the participation of stakeholders

- The school has clear procedures that enable it to measure and follow up the implementation of the school's goals, vision and mission, such as periodic meetings held at the level of senior management and middle management, regular meetings with most stakeholders, and review and analysis of students' results in internal and external exams, which contributed to improving most aspects of academic and administrative work.

The second aspect: Administrative planning and organization

Result: Highly Efficient

1- Compliance with the regulations and systems of the Ministry of Education and Higher Education and the relevant government agencies

- The school applies most of the regulations and laws of the Ministry of Education and Higher Education and the relevant government agencies, such as the availability of valid licenses (educational license, commercial license, fire and control certificate), but the school needs to fully comply with the laws and policies of the Ministry of Education and Higher Education with regard

to teaching compulsory subjects, this is by adhering to the number of hours of teaching Arabic as set by the Ministry, as well as teaching Islamic education to non-Arab Muslim students.

2- Investigation, implementation and follow-up to achieve the goals of the school

- The school prepares a comprehensive annual plan for development and improvement. The objectives included in this plan are clear and measurable, which has had a positive impact in working to develop the school's performance in most academic and administrative aspects. The school also sets its priorities based on self-evaluation processes and follow-up reports and include them in the improvement plan. It was found that most of the components of the improvement plan are compatible with the actual needs of the school and their suitability for its material and human resources, and constantly amending them to ensure the achievement of its goals. However, the school needs to prepare a strategic plan that includes the major goals that it seeks to achieve in the long term.

3-The rules, regulations, and policies regulating the work of the school

- The school has clear, comprehensive and announced policies for all stakeholders covering various aspects of work such as employment policy, security and safety policy, student assessment policy and behavior policy. The school's policies are in line with its values and objectives and the Ministry of Education and Higher Education, holding periodic meetings and conducting questionnaires. School policies are also known through regular meetings and published on the school's website, which contributed to the ease of workflow and promoted the improvement process for all aspects of work in the school.

4- Organizational structure and job description

- The school has a comprehensive, announced and accurate organizational structure for the jobs in the school and clarifies the sequence of the roles of the higher and middle management, and commensurate with its size and nature, and defines the sequence of tasks and responsibilities, which contributed to the smooth running of all aspects of the work with no overlap

and conflict in powers. The school also has a clear, detailed and announced job description for all personnel which outlines the duties and responsibilities of each employee, as well as showing that employees are well-versed in the expectations of their assigned roles and responsibilities.

5- Assigning and delegating tasks and responsibilities

- Responsibilities and tasks are distributed to school staff fairly and according to qualifications and experience, and most appropriate solutions are taken for emergency situations, where an effective mechanism and procedures are applied to delegate tasks between leaders as well as between employees, and employee evaluation and performance management systems are used to monitor the performance of delegated responsibilities, which led to ease and accomplish most aspects of school work.

6- Mechanism of communication between employees

- The school has various ways and means of communication between the leadership and the staff and between the staff and each other via e-mail, holding periodic meetings, the staff website (Google Drive), periodic meetings and official emails, which contributed to the quality and ease of doing the work and creating a positive work atmosphere characterized by cooperation and a sense of responsibility and led to the satisfaction of most of the staff with aspects of work at the school.

7- Involving stakeholders in the decision-making mechanism and take their opinions and suggestions

- The school applies a mechanism to take the opinions and suggestions of stakeholders, through periodic meetings with stakeholders, the participation of senior and non-senior leadership in decision-making, and through the implementation of school questionnaires to measure satisfaction about various aspects in the school. These questionnaires are also analyzed, but the school needs to work on increasing the participation of all stakeholders in these questionnaires to obtain more accurate information on the various aspects of their work, and to benefit from the feedback in continuous improvement processes.

8- The role of the owner/the board of directors in planning and supporting school work and its relationship to school leadership

- The board of directors (including the school owner) has a detailed knowledge and awareness of the various aspects of the work and contributes clearly and effectively to the school's strategic decisions. Regular meetings are held to discuss all administrative, academic and financial aspects. The board of directors delegates the senior leadership and holds it accountable for the school's performance in a documented and periodic manner, which led to the quality of performance in almost all educational services provided in the school and continuous improvement in work performance.

The third aspect: the quality system and performance effectiveness

Result: Efficient

1- Monitoring and evaluating the performance of the staff in the school

- The school has a continuous system to monitor the teaching and learning processes and to evaluate and follow up the performance of old and new employees according to a quality framework that includes specific, clear and announced standards and indicators. There are also various ways to follow up and evaluate the performance of administrative staff and teachers by the senior management team. Feedback is provided to employees and the extent to which individual goals have been achieved to each teacher and the progress made during the school year, in addition to the evaluation of the performance of the school leadership by the Board of Directors, which contributed to the development of the performance of most employees.

2- Monitoring and following up on students' performance

- The school has an accurate system to follow up and monitor the level of students' performance through the application of internal and external tests, and to involve them continuously in extra-curricular activities. The school implements and follows up the behavior policy, enhances the values of the students, and urges them to adhere to positive behavior, which is reflected positively on the behavior of all students.

3- Follow-up and evaluation of plans, programs and projects

- The school applies effective and continuous evaluation processes for all plans, programs and projects using specific evaluation criteria through the master improvement plan (Whole School Improvement Plan) and amendments are made to them according to the needs of the school, and the process of follow-up and monitoring of performance in the school is carried out at all stages. Accordingly, follow-up reports are issued on a regular basis to ensure the extent to which the objectives in the normal improvement plan have been achieved. At the end of the academic year, the school follows up and evaluates the goals that have been achieved based on various performance reports and meetings at the middle and senior management level based on specific performance indicators to identify strengths and points that still need improvement.

The third aspect: Family and community participation

Result: Efficient

1- Communication with parents and their participation in school life

- The school communicates with parents in a variety of effective ways to introduce the various aspects of the school, parents are constantly updated through e-mail, personal interviews, the weekly school bulletin, and through (WhatsApp, ISAM, ClassDojo, Tapestry) in addition to the school's website, where its vision, mission and policy are defined through it, as well as through direct or remote workshops to familiarize parents with policies and developments in the school. The school encourages parents to follow up on the academic and behavioral aspects of their children by holding meetings with teachers to discuss performance reports for students in each semester, which led to a comprehensive awareness of almost all parents about the various aspects of the school, to the necessity of providing academic guidance for students and parents, which contributed to supporting the knowledge of most parents in coordination with their children in universities. The school also organizes activities and programs that enhance parents' participation in school life, such as introductory meetings and live or remote interviews.

2- Parents' satisfaction with the school's efficiency and effectiveness and interacting with their opinions, suggestions and observations

- The school has a comprehensive, clear and publicized policy for parents' complaints that includes the sequence of procedures for dealing with the complaint, the time frame for resolving it, and showing the parents' full awareness of these procedures. It also shows the effective role of the senior leadership team in dealing with complaints and striving to solve problems through the open-door policy and direct communication, suggestions box at the school entrance. The school also implements annual questionnaires for parents to solicit their views on various aspects of work, as it was found that the percentage of parents' satisfaction with teaching in the school increased by (100%) and communication with the school by (92%), but the school needs to encourage parents to participate in school questionnaires, where the rate of participation is only 15-20%.

3- The school communicates with community institutions

- The school organizes and participates in a variety of effective ways in the various national, international and community events and activities held in other Doha British School branches with the involvement of almost all educational stages and the different school departments to support the teaching and learning process. also, school participates in national events like National day celebrations, (Sports Day) and organizing educational and recreational trips for students, such as visit to (Sheikh Faisal Museum), (Qatar National Library) and (Museum of Islamic Art).

The main aspects of strength

- 1- Clarity of the school's vision, mission, and goals, and integrating them in a variety of ways in different aspects of work.
- 2 - Implementing clear, comprehensive and announced policies and regulations to ensure the ease and organization of school work.
- 3 Implement effective procedures for distributing and delegating tasks and responsibilities according to qualifications, ability and experience to ensure the accuracy of work completion.

- 4- The effectiveness of the board of directors' role in follow-up and accountability to ensure the achievement of the school's goals.
- 5- The school communicates regularly with parents and encourages them to follow up on the academic and behavioral aspects of their children.
- 6- The school communicates with the local community institutions in a variety of effective ways to support the teaching and learning processes.

The most important aspects that need improvement and development

- 1- Comply with the policies and laws of the Ministry of Education and Higher Education in relation to the following:
- Number of Arabic language classes according to the academic follow-up policy for private schools
 - Teaching Islamic education to non-Arab Muslim students
- 2 - Preparing a long-term strategic plan that includes the school's strategic objectives and contributes to achieving its vision and mission.
- 3- Encouraging all stakeholders to participate in these various school questionnaires.

Area Three: Educational Performance and the Learning Environment

Level of Educational Performance and Learning Environment (Efficient)

First Aspect: Quality of curriculum application	Result: Highly Efficient
<p>1- Comprehensiveness of the curricula and its compatibility with the school's vision, mission and objectives, and the desired expectations at each academic stage</p> <p>➤ The applied curricula are consistent with the vision and mission of the school and meet the educational, psychological, social and physical needs of students in a diverse and effective manner, and work to develop their abilities and skills in line with the expectations desired from them at all academic levels to support the achievement of almost all educational goals of the school, but the school needs full commitment to applying the curriculum the Ministry of Education and Higher Education for compulsory subjects in terms of (the</p>	

number of hours of teaching Arabic language) and teaching Islamic education for non-Arab students.

2- Planning and follow-up to achieve curriculum goals

- The school has comprehensive educational plans that include the desired goals and expectations of students and that are appropriate to the curriculum standards for each stage of study in the different subjects. These plans clarify the educational objectives, how to achieve the concepts of lessons, accompanying activities, and integration between subjects to achieve learning goals and in proportion to the needs of students. The plans are implemented and followed up in different ways, activities and programs that support the curricula (classroom and extra-curricular) to achieve almost all objectives of the curriculum.

3- Curriculum-supporting activities and programs (curricular and extra-curricular)

- The school implements an effective plan for activities that support the curricula (classroom and extracurricular) that includes various activities and appropriate academic support programs that meet the needs of students, enhance the growth of their personalities and enable them to develop their knowledge and abilities such as the drawing club, chess and basketball, in addition to many academic clubs to raise students' educational skills and support their learning to achieve Most of the school's educational goals.

4- Activities and programs that enhance national identity and Qatari culture

- The school implements a diversified and effective plan to enhance the national identity and Qatari culture through the effective application of Qatari history, and the integration of Qatari culture into the school environment and the subjects of the British curriculum at all levels of study.

5- Curriculum revision

- The school continuously reviews the curriculum according to a clear, regular and effective mechanism that includes plans, programs, activities and resources, and the curricula, plans, programs, school activities and resources are modified when needed, in order to achieve almost all curriculum goals in

line with the school's vision, mission and goals. It is also ensured that the school resources are free of what contradicts the Qatari culture and Islamic values.	
The second aspect: the quality of learning	Result: Efficient
<p>1- Teaching strategies and methods</p> <p>➤ Teachers use a variety of student-centered teaching methods and strategies that are appropriate for the age stage and support their learning and acquisition of different skills. Learning strategies are applied in the educational pillars in the kindergarten stage and learning by modeling at the time of the episode, while primary and secondary school teachers used strategies of effective dialogue and discussion, teamwork and problem solving, in addition to learning, which prevailed in achieving the objectives of the curriculum and supporting the learning of most of the students in the different academic subjects.</p> <p>2- Taking into account individual differences among students</p> <p>➤ Teachers use teaching strategies that take into account individual differences, learning styles, and different levels among students through various classroom activities (individual, pair and group activities), as well as the active role of teaching assistants at the kindergarten and primary levels in the lessons to meet most of the students' educational needs in the classroom.</p> <p>3- Develop students' higher-order thinking and critical thinking skills</p> <p>➤ Teachers design different lesson activities that develop higher-order thinking skills for most students in the lessons, encourage participation and challenge them, such as a variety of questions and a variety of teaching strategies.</p> <p>4- Employing technological means in teaching</p> <p>➤ Educational and technological means and resources are employed in the lessons, such as the smart board, educational videos, and various educational presentations on an ongoing basis to simplify ideas and concepts and encourage students to participate, which contributed to supporting the</p>	

educational process to achieve the objectives of the curriculum and support the learning of most students.

5- Students' motivation towards learning and their independence at work

- Teachers use a variety of effective activities to motivate most students to participate in the classroom, motivate them to learn, and enhance their independence and responsibility in learning, such as providing opportunities for students to discuss global issues and linking them to the issues of their country. Most students are able to apply what they have learned and use their acquired knowledge and skills.

6- Methods of evaluating learning skills and achieving curriculum goals

- Teachers apply diverse and effective formative and summative assessment methods to measure the extent to which most students understand and comprehend new concepts and skills and to ensure that lesson objectives are achieved such as worksheets, multi-level classroom activities and teacher observation of students, as well as ensuring that educational goals are achieved before moving on to new goals. Constructive feedback is also provided. A variety of different subjects clearly contributed to supporting the learning of most students.

7- Classroom management

- All teachers have the ability to manage classrooms. Relations between teachers and students are also characterized by positive, respect and cooperation, which led to a positive interaction between students and teachers and between students and each other, which contributed to effectively achieving the objectives of the lessons.

8- The quality of the implementation of the mandatory curriculum

- In the compulsory subjects (Arabic language, Islamic education), teachers apply teaching strategies and classroom activities centered around the teacher that achieve the objectives of the lessons and work on stimulating the higher-order thinking skills of most students. Constructive and final assessment activities are also implemented to identify the extent to which most students understand and comprehend the material presented through the questions.

Direct verbal communication and solving book questions. Teachers also provide feedback to support the learning of most students.	
The third aspect: the learning environment	Result: Efficient
<p>1- Teaching resources and materials in the classroom</p> <p>➤ The classrooms are equipped with appropriate educational means and resources to implement the curriculum and support the learning of most of the different educational styles for students, such as smart boards and projectors in all classrooms. Positively reflected on the learning of most students.</p> <p>2- Organizing classes</p> <p>➤ Classroom space and equipment are suitable for students' numbers and ages, and are organized to help learn and follow up almost all students through the implementation of various individual, bilateral and group activities.</p> <p>3- Presentation of students' work</p> <p>➤ It was found that students' work and achievements displayed in classrooms and school corridors are diverse and include different levels of students, as they are appropriate to the objectives of the curriculum and enhance students' sense of achievement in most classrooms and school facilities. Teachers also provide constructive and age-appropriate feedback on most of the students' work and motivate them to achieve.</p> <p style="text-align: center;">The main strengths</p> <p>1- The curriculum is compatible with the school's vision and mission and meets the students' educational, psychological, social and physical needs.</p> <p>2 - Using a variety of teaching methods and strategies that focus on students and take into account their different educational needs.</p> <p>3- Develop students' higher-order thinking and critical thinking skills in the classroom.</p> <p>4- Students' motivation towards learning and their independence at work</p> <p>5- Organizing classes to facilitate the learning process and following up on students' participation in various activities.</p>	

The most important aspects for improvement and development
1- Providing Islamic education classes for non-Arabic speaking Muslim students.

Area Four: The development and care of learners

The level of learners' development and care (Highly Efficient)

The first aspect: the academic achievement of students	Result: Highly Efficient
<p>1- Evaluation and utilization policy</p> <p>➤ A comprehensive, clear and effective policy for assessing student learning is applied that is appropriate to the applied curriculum. It specifies procedures, types of assessments, and the grade assigned to each assessment. It is included in the school's policy manual announced to all stakeholders. Students are assessed using teacher feedback, ongoing applications, periodic tests, projects and activities, in addition to evaluating reading and writing skills. In the kindergarten and primary stages, which led to measuring the extent to which all the objectives of the curriculum were achieved, and to benefit from those results continuously in determining the needs of students and providing appropriate support programs, which led to the improvement of the learning of most students.</p> <p>2- Assessment of students' knowledge and skills when joining the study and at the beginning of the year/semester</p> <p>➤ The school applies comprehensive and clear admission procedures to determine the level of knowledge and skills of new students in English, Mathematics (PTE,PTM) and Arabic in proportion to the age stage, such as assessing children's skills through observation The results of these assessments are analyzed and utilized through planning and implementing effective and diversified programs that suit the individual needs of almost all students.</p> <p>3- Internal evaluations</p> <p>➤ It was found that most of the internal assessments include a variety of questions that are graded in depth of knowledge and are compatible with the curricular standards for different grades, including questions to develop</p>	

students' higher-order thinking skills, where various tests are used to measure students' progress based on a verbal rating scale appropriate to the British curriculum. The school's Arabic language department follows the specifications of the Ministry of Education and Higher Education when preparing examinations for compulsory subjects, resulting in fair grading and providing constructive feedback to support the learning of almost all students.

4- Academic performance of students in internal tests over successive periods of time

- The analysis of the results of the internal tests shows the average scores of students over successive periods of time for the academic years 2020-2021, and the improvement of the performance of most students in the different academic subjects is as follows:

The first grade from (72% to 92%) in the English language

Fourth grade (53% to 62%) in Arabic language

Fifth grade (55% to 74%) in mathematics

- (87%) of the students in the ninth grade scored above average in the English language

- (83%) of the students in the tenth grade scored above average, Clash in science.

5- External tests and their compatibility with the school curriculum

- The school applies appropriate external tests that are compatible with the British Curriculum in the different academic levels for all students, where (GL.) tests are applied for all students from the third to the ninth grade, and (CAT4) tests for students in both grades, tenth and eleventh, and the school monitors the performance of students in a variety of, continuous and effective ways, and the results of the students are analyzed and used in making the necessary decisions.

6- Academic performance of students in external examinations over successive periods of time

- The analysis of external test results across successive time periods for the academic years (2020-2021), (2021-2022) for grades three to eleven, shows the following:

GL Test

- Most of the students from the third grade to the ninth grade achieved a level equal or higher to the results of students in schools that apply the same curriculum in the English language subject, where their results range between (76-96)
- Most of the students achieved a level equal to the international level or higher in mathematics, where their results ranged between (83-97)

CAT4 Test

- Analysis of students' results in the tenth and eleventh grades tests shows that the level of performance of most students is equal to the international level, and their results ranged between (95-99)

IGCSE Test

- 75% of the students in the eleventh grade achieved an average of (5-9), and the general average of all students was (7.5). The students achieved the highest average in Biology (7.0) and the lowest rate in English as a first language and a second (4.3)

7- Academic performance in international exams

- Test (TIMSS 2019): The school achieved results higher than the international average for fourth grade mathematics and science, and the school benefits from analyzing the results in making the necessary decisions to meet the needs of all students and support their skills.

8- Student performance reports

- The school prepares various, clear, comprehensive and appropriate reports that are appropriate to the curriculum, including academic and behavioral performance, as well as reflecting the real level of achievement of students' knowledge and abilities in all academic subjects. Reports are sent and discussed with parents on a regular basis in order to support student learning.

The second aspect: taking care of the different categories of students	Result: Highly Efficient
<p>1- Taking care of students (gifted, talented, learning difficulties, and people with disabilities)</p> <ul style="list-style-type: none"> ➤ The school has clear procedures to identify gifted and talented students, and implements plans and programs to take care of them, such as engaging them in the debate program in English and Arabic and many extra-curricular activities, both academic and non-academic, which led to the care and support of the needs of most of this group of students. ➤ The school has clear procedures for identifying students with learning disabilities and people with disabilities through analyzing the results of admission tests, conducting interviews with students and parents, and consulting the official of the support department and related medical institutions. Clear and diverse plans and programs are implemented and followed up, which led to the care and support of the needs of most of these students <p>2- Taking care of students with low academic performance</p> <ul style="list-style-type: none"> ➤ The school has clear procedures for identifying students with low academic performance through individual analysis of students' results in different subjects. Clear, comprehensive and diverse support plans and programs are implemented and followed up, and depend mainly on taking into account individual differences within the classroom, and the support team within the school follows up on students Low-performing students constantly and following up their progress with subject teachers, which led to the progress and improvement of the performance of most of the students with low academic performance and achieving the goals of the curriculum. However, the school needs to provide more support to raise the level of students with low academic performance in British Curriculum subjects and to enhance students' reading and writing skills. In the Arabic language in the elementary school. 	

3- Supporting students' achievement in languages other than the mother tongue (including Arabic) to achieve the objectives of the curriculum

- Appropriate and varied programs are implemented on a regular basis to support the learning of most students of the English language through the application of programs to support reading and writing skills in the different academic levels, in addition to the implementation of an intensive program that includes the implementation and follow-up of effective measures to raise the level of students through the support department. The Arabic language is also supported through taking into account individual differences during lessons and through individual follow-up of students.

4- Celebrating the various achievements of the students

- The school honors outstanding and distinguished students in the school by displaying their work, achievements, names and pictures throughout the school and the school's pages for social communication, and through various incentives and rewards, which encouraged most students to improve and adopt creativity and a sense of pride.

5- Children's progress and development in kindergarten

Advances in language and communication skills

- Kindergarten children are evaluated in a varied and continuous way, and this includes evaluating the children's work through direct observation during the implementation of various activities, and playing time using different tools such as (rubric, checklist) and their development is tracked by uploading pictures and videos through a program (Tapestry)
- Most children in kindergarten and pre-school show progress in listening, understanding, speaking and interaction skills in terms of following class rules, listening to the teacher's instructions, chanting songs, interacting with the teacher and their peers, as well as recognizing pictures, and they have the ability to write some letters, track points, and write simple words that include the letters that have been studied in both languages. They also have the ability to write their names on their own in both Arabic and English and write simple sentences in the pre-school.

Advances in arithmetic skills

-Most children show a development and progress in arithmetic skills and writing skill where they can count and recognize numbers, write and arrange them correctly and use arithmetic terms to express and describe shapes such as square, triangle and circle.

Personal, social and cognitive development

-All children show cognitive and social progress through their knowledge of the rules of the classroom, daily routine and play time, as well as during mealtime and washing their hands. Help from the teacher when needed and help their peers in the educational corners.

Physical development

-Almost all children show physical development and growth of fine muscles through the ability to hold and use pens, colors and toys, in addition to their ability to control large muscles by performing sports exercises and moving between educational corners.

The second aspect: Behavior and discipline in school

Result: Highly Efficient

1-Implementation and follow-up of the behavioral policy

- The school applies a comprehensive, detailed and announced behavioral policy, which includes the rules of behavior to be followed and the appropriate procedures to address negative behavioral cases and take appropriate and effective solutions on an ongoing basis in the event of any violation. The school uses (ISAM's) to document and follow up the behavioral cases, which was positively reflected on the commitment of almost all students to positive behavior and their sense of justice and equality.

2- Relationships between students and teachers and between students each other

- The general atmosphere in the school enhances mutual respect and positive relations between all students, teachers and students, and between students and each other. Almost all staff members show good and good leadership to students in a way that contributes to enhancing students' behavior and their

sense of self-confidence, and this was reflected through verbal reinforcement and giving students positive points, which helped on motivating them and cooperating with teachers in the classroom, almost all teachers look modest and respect Qatari culture and Islamic values.

3- Programs and activities that support personality and that promote good morals and Islamic values among students

- The school implements a variety of continuous programs and activities to enhance morals and values in the hearts of students in line with its vision, mission and goals through the activities of the school queue and integrating them into the lessons and the participation of students in various competitions in addition to the application of (PSHE) classes to support Values, the selection of behaviorally distinguished students, and their participation in the Student Council, which reflected positively on the development of the personality of almost all students and instilled values in them.

The fourth aspect: communication and participation of students

Result: Highly Efficient

1- Counseling and psychological/social support services

- The school has appropriate diagnostic and support procedures for students who need counseling and psychological and social support services. The social worker, in cooperation with teachers, parents, and the competent authorities, follows up almost all cases by holding individual treatment sessions and developing effective plans for these cases. The progress is also monitored through reports and meetings. Different with the stakeholders to ensure the improvement of this group of students.

2- Academic advising

- The school implements comprehensive, diverse and continuous programs to provide academic guidance to all students to qualify them for submission and acceptance in different universities by holding workshops and meetings for students and parents to help them identify the disciplines appropriate to their abilities starting from the ninth grade. Students also regularly attend the universities fair (University Fair) to get acquainted with the different

universities inside and outside the country and the requirements for admission to them, which ensures the identification of their future directions.

3. Students' opinions, perceptions, and participation in school programs and events

- The school has a variety of mechanisms to measure students' satisfaction with school programs and events, such as periodic surveys and the Student Council, which presents students' opinions and suggestions and enhances their participation in school decision-making, in addition to direct communication with students and work to respond to their suggestions and make the necessary changes, which led to the satisfaction of most students with the services provided in the school. However, it became clear that the school needed to encourage students to participate in the questionnaires, as the student participation rate was less than 50%, in addition to improving the quality of the questionnaires to include more programs such as extra-curricular activities and academic guidance to ensure continuous development.

The main strengths

- 1- The increase in students' academic results in external tests (IGSCE) and international tests (TIMSS2019)
- 2 - Preparing clear reports on the level of students' performance academically and behaviorally and sharing them with parents on a regular basis.
- 3- Students' commitment to good behavior and mutual respect between students and their teachers and between students and each other.
- 4- Implementing various programs and activities that support the personality and enhance the good morals and Islamic values of students.
- 5 - Implementation of comprehensive and diversified programs for academic advising and qualifying students for different universities.

The most important aspects that need improvement and development

- 1- Providing more support for students with low academic performance in different academic subjects
- 2- Improving the quality of students' questionnaires and encouraging them to participate in them to ensure continuous improvement in various aspects of work.

3- Raising students' skills in reading and writing in Arabic at the primary stage.	
<p align="center">Area Five: Resource Management</p> <p align="center">Resource management level (Highly Efficient)</p>	
The first aspect: Human Resources	Result: Highly Efficient
<p>1- The school's recruitment policy to ensure the efficiency of its human resources</p> <p>➤ The school applies a clear, comprehensive and effective recruitment policy to ensure that all vacancies in the school are filled. The policy is modified and revised to suit the needs of the school, as there is a specialized committee for employment that tests employees according to the teaching standards of the British curriculum and the employment policy followed in a group of schools (DBS Cluster) which maintains the consistency in the policies and procedures followed, and that teachers have special skills in teaching in addition to competence, experience and scientific disciplines appropriate to the subject they teach with an approved specialization certificate (B.Ed+Hons) in addition to some teachers obtaining a master's degree. Which led to the application of quality educational practices in almost all lessons, and it was found that all teachers' contracts are documented according to the rules and regulations in force in the State of Qatar.</p> <p>2-Professional development to take into account the individual needs of employees</p> <p>➤ The school has prepared a professional development plan for all employees based on the professional needs of teachers or promotions for the senior or middle leadership. The plan includes external training courses through (NQPML, CamStar, NQPH program, Webinars, BSME, Program) and internal development workshops through the school's senior leadership and department heads. The internal and external workshops include topics such as (supporting the independence of education for students, exploration, modeling, various assessment methods, cooperative education, modern strategies to take into account individual differences). For students, continuous effective feedback for students) and the impact of these courses is</p>	

measured by visiting teachers by department heads and senior leadership to evaluate their performance in addition to the participation of the Arabic language department in the school's general professional development programs, and the Arabic language department has prepared a continuous professional development plan that includes development programs Such as (taking into account individual differences, classroom management, how to activate educational programs, different classroom activities and linking them to the educational material) and induction programs are implemented for new teachers and they are included in professional development programs with the school's experienced people through cooperative work during the academic year also showed the teachers' satisfaction with the professional development program and all aspects of work in the school, which reflected positively on the educational practices of almost all teachers.

3- Monitoring the attendance of employees

- The school has an effective and continuous system to follow up the attendance and departure of employees, which is clarified to all employees upon appointment, and the process of following up on attendance and departure is carried out on a daily basis by the school's human resources team through the daily footprint, which led to the discipline and commitment of almost all employees to school hours, and the school Implementing an effective, continuous and publicized mechanism to cover the absence of teachers that includes appropriate plans and procedures so that the administration is notified of the absence or permission is sufficient in advance for lessons to be covered by a teacher of the same specialization or stage, while providing the necessary resources and means to cover those lessons for the substitute teacher to ensure that students' learning is not affected and reflected Positively on the learning of most students in different subjects.

4. Employee satisfaction and job stability

- The school has a clear, announced and effective policy to motivate the staff and is applied fairly. The school offers material rewards as well as promoting those with ability and competence to higher positions in the school through a policy set by the school, which was positively reflected on the satisfaction of

most of the staff and the general atmosphere in the school, which is characterized by belonging, cooperation and responsibility. The school has a clear mechanism for measuring employees' opinions about work aspects, and this is evident in the analysis of the results of employee questionnaires, as well as in the job satisfaction survey (April 2022), which reached 85% of teachers' participation, and the general satisfaction rate in the questionnaire reached (80.9-90.5%), despite this, the school needs to encourage all teachers to participate in these questionnaires.

The second aspect: Material Resources

Result: Highly Efficient

1. Availability and suitability of facilities, services and educational resources in the school

- It was found that all educational facilities, services and resources inside and outside the classrooms are adequate and support students' learning of the curricula applied in the school, such as the educational corners in the kindergarten stage, and the resources that support classroom activities at all levels, and that the furniture in all educational facilities is suitable for the age stage and the numbers and sizes of students, in addition to the availability of facilities for sports activities such as outdoor sports fields and a covered gym, as well as a music room equipped and activated, which was positively reflected on the provision of an educational environment suitable for practicing classroom and extra-curricular activities, and effectively contributes to achieving the school's goals and mission. The kindergarten is suitable and appropriate for the age stage of the children, and the school provides sufficient and suitable rooms for school staff.

2. Library resources and their effectiveness

- The school has a library that contains resources, books and appropriate furniture to some extent, and this has led to some students benefiting from the library. To increase and diversify the books and educational resources in the library, including books on the Arabic language and Islamic education, in proportion to all levels of study and the applied curricula. Computers were

also provided to students connected to the secure Internet to support scientific research skills, provide more resources, and develop students' reading skills.

3 - Equipment for science laboratories and the effectiveness of their use

- Science laboratories are equipped with various and effective resources to support the implementation of the curriculum, in addition to a smart board connected to the Internet. The laboratory administrator also prepares and organizes tools and resources to benefit from them in activating the lessons. The availability of educational resources and resources supporting the implementation of the curriculum is available, which led to all students benefiting from science curricula from Through research and experiments.

4. Equipment and efficacy of using computer labs

- The school has a computer lab equipped with computers suitable for the number of students, a smart board, a safe internet service in the school, and a specialized employee to maintain the equipment. It was also found that the classrooms are equipped with smart boards and computers. These blackboards are activated using modern teaching strategies that support the curriculum and clarify concepts and ideas in Different classes, which led to support learning the skills of almost all students in different subjects.

5- Maintaining school facilities and tools

- The school's permanent and continuous interest in the cleanliness, maintenance and safety of the school building, its facilities and equipment, and its regular follow-up through the school's contract with specialized companies for cleaning, periodic maintenance and guarding, which contributed to ensuring the quality of the school building and most of its facilities and equipment, and that the lighting and ventilation are appropriate and good in all school facilities.

The third aspect: Security and Safety	Result: Highly Efficient
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1- Observing and maintaining security and safety in the school

- The school applies clear, precise, announced and continuous policies and procedures to maintain security and safety in the school to ensure security and

safety in all parts of the school and its facilities. The chemicals are kept in a safe place in laboratories.

2- Emergency/crisis management and training

- The school has clear policies and procedures to provide security and safety requirements and manage crises and emergencies in the school facilities. Students and staff are trained on mock evacuations on a regular basis, which takes place four times a year, and emergency exits and assembly points are clear and sufficient to ensure the security and safety of the school community in all school facilities. It was noted that the evacuation plan has been published throughout the school, and fire extinguishers are maintained and distributed on a regular basis in all school facilities, and the civil defense license is valid.

3- Health care unit and school canteen

- The health care unit is licensed by the Ministry of Public Health and is equipped with medicines and equipment suitable for student cases, first aid and emergency situations. It has an equipped isolation room. The nurse is qualified and holds a valid license to practice the profession, as she plays a clear role in raising the level of health awareness for students and staff in the school, and has records. Follow-up of daily medical cases in the school and special cases to ensure the health and safety of all students in the school. The school canteen provides healthy meals for students, in addition to the presence of an official who holds a health certificate to practice the profession and, with the nurse, monitors the quality and validity of meals provided to students to ensure the safety of students.

The main strengths

- 1- Implementing a clear, comprehensive and effective recruitment policy to ensure that vacancies and needs of qualified and experienced people are filled, thus ensuring the efficiency of human resources.
- 2 - Implementation of the professional development plan and programs based on the individual needs of the employees and serving the goals of the school, and the effectiveness of following up on the performance of the employees, which was positively reflected on the quality of students' learning.

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| <p>3- Continuous cleanliness and maintenance of all classrooms and school facilities</p> <p>4- Security, safety and health services procedures followed in the school, which ensure the safety, security and health of students</p> <p>5- Scientific laboratories are sufficient, appropriate, safe and equipped with the necessary resources to carry out scientific experiments in a safe manner.</p> <p>6- Computer labs are equipped with a smart interactive board and computers connected to the secure internet</p> |
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<p>The most important aspects that need improvement and development</p>
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| <p>1- Providing more educational and electronic resources and computers in the school library and increasing the resources of the Arabic language and Islamic education in line with the number of students and supporting their learning.</p> |
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