

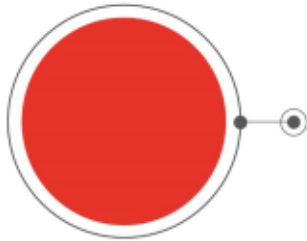
The Patron's Accreditation and Compliance Report

Summary Report

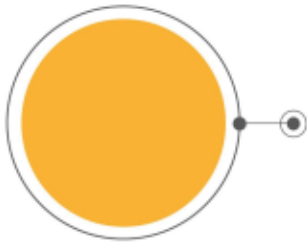
Doha English Speaking School (DESS), Qatar
8-10 November, 2021 and 15-17 May 2022



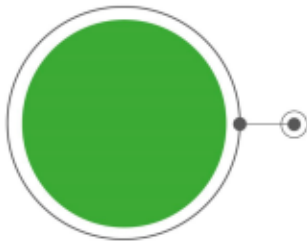
GUIDE:



Evidence is insufficient to meet the standard



Evidence is currently below expectations



Evidence supports the standard



Commendation

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COMPLIANCE OVERVIEW




Doha English Speaking School is compliant with all of the standards set forth by The Council of British International Schools that enable it to be a member of the organisation.

STANDARD	STATUS
1.0 SAFEGUARDING AND SAFER RECRUITMENT	
The school places a high priority on the safeguarding of students and staff, including child protection, and the safe recruitment of appropriately qualified and experienced staff.	
1A STANDARD <i>The school recruitment process is fair, thorough and transparent and applies to all appointments consistently</i>	
1B STANDARD <i>All staff within the school including volunteers and supply staff meet high standards of child protection and the safeguarding of students</i>	

STANDARD	STATUS
2.0 STUDENT WELFARE	
The school provides a safe and supportive environment for all young people.	
2A STANDARD <i>The school provides a pastoral structure that meets the needs of all students and promotes their personal development</i>	
2B STANDARD <i>The school has provision for the physical and mental health, and safe supervision, of all students to allow them to flourish in the school environment</i>	
2C STANDARD <i>The school ensures that through positive behaviour management students are supported in their learning and safety</i>	
2D STANDARD <i>The school ensures that off-site activities are appropriate and safe</i>	

STANDARD	STATUS
3.0 FACILITIES	
<p>The school provides all students with access to an environment conducive to learning and that keeps them safe.</p>	
<p>3A STANDARD</p> <p><i>Accommodation supports the learning needs of all students</i></p>	
<p>3B STANDARD</p> <p><i>The site provides a secure environment for students, staff and visitors</i></p>	
<p>3C STANDARD</p> <p><i>The fabric of the school provides an effective and safe working environment</i></p>	
<p>3D STANDARD</p> <p><i>Overall facilities meet the needs of all students, including those with additional educational needs and/or a physical disability</i></p>	

STANDARD	STATUS
4.0 GOVERNANCE	
The school's governors work to support students and to provide strategic direction for the school.	
4A STANDARD <i>All governors / proprietors meet all the requirements for adults with access to young people reinforcing the importance of safeguarding within the school</i>	
4B STANDARD <i>Measures are in place for governors to register interests and to manage any conflicts of interest</i>	
4C STANDARD <i>There are written procedures / protocols for the remit of the work of the governing body</i>	
4D STANDARD <i>There is appropriate support for new governors</i>	
4E STANDARD <i>Governors have a commitment to their own training and development</i>	
4F STANDARD <i>The governors provide records of meetings and decisions which show evidence of active and committed governance</i> <i>The profiles and contact details for the governors are available to parents along with key policies</i>	

STANDARD	STATUS
5.0 ETHOS AND VALUES	
The school has an evident British educational ethos, is outward-looking and promotes international mindedness.	
5A STANDARD <i>British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities</i>	
5B STANDARD <i>The school has an outward-looking perspective promoting its values via a wide curriculum and through opportunities to develop awareness of other cultures and global issues as far as this is permissible within the host country</i>	
5C STANDARD <i>The school teaches the majority of subjects through the medium of English</i>	

OVERVIEW OF ACCREDITATION STANDARDS

STANDARD

7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and that the quality of this helps to define the school. The school celebrates and supports the development of high-quality learning and teaching for all students and encourages positive attitudes to learning.

The school received a commendation for its exemplary approach to delivering a broad and balanced curriculum across all year groups; this is indicative of a highly skilled teaching body who approach lessons in an enthusiastic and professional way.

The school is also commended for the positive attitude that students have towards their learning. Students consistently work with purpose and are aware of the high expectations that staff have of them. The relationships built between staff and students are highly respectful and environment created by the leadership of the school ensures that positive learning outcomes are the norm.

There is clear evidence that a broad and balanced curriculum is in place. The timetable has slots for the creative arts and PE in all year groups. There was clear evidence of learning objectives and being discussed in all subjects.

The superbly stocked library is proactively managed by the full-time librarian. All students receive reading and library time as part of the curriculum. Students are encouraged to foster a love for reading at every opportunity.

The school has found innovative ways to ensure that the provision of the PSHE curriculum can be accessed by all students within the timetabled week. This curriculum has been critically evaluated for breadth, depth and cultural sensitivity; it certainly underpins the school's ethos.

Classroom resources are consistently used to engage students in active learning and critical thinking. All staff throughout the school are clear in their mission to inspire a love of learning and are diligent in ensuring the needs of the curriculum are being addressed. Teachers use their knowledge of their students to provide opportunities that are going to lead to the best outcomes.

Students are effectively assessed to ensure that the appropriate support is given and that the student's potential is being met. Where necessary, structures are in place where students can be removed to spend focused time with the Learning Support Team. These structures have a positive impact on learning.

All teachers encourage students to reflect on previously learned knowledge and skills at the beginning of topics to help inform and develop future provision. Lessons are extremely well planned and consistently delivered to very high standards. Learning objectives are consistently used in all lessons and students know exactly what they need to achieve. In almost all lessons observed, there was good evidence of both differentiation by outcome and differentiation by task where appropriate.

In all year groups, teachers use data and assessment for learning systematically to ensure that student potential is being met. Assessment also informs how the teachers assign challenges for students. This is done continuously and uses a variety of methods including benchmarking to external assessments.

Students are enthusiastic and extremely positive about school, lessons and the support that they receive. They appreciate the variety and balance of tasks in lessons and the feedback that they get from staff about their learning. Online learning was dealt with proactively by the school: staff rose to the challenge in a highly effective way. Students were mature and understood the challenges that online learning brought but were highly appreciative of the staff's efforts.

Students consistently demonstrate a positive and engaged attitude towards their learning. The relationships formed between teachers, learning support and students is positive. There is a real sense of purpose behind what students were doing in lessons and they consistently all articulate the exact same strategies to solving problems. Questions asked by students in lessons show a genuine fascination in the subject and a thirst for further knowledge and understanding.

STANDARD

8.0 LEADERSHIP IN THE SCHOOL

The high quality of leadership, at all levels and different areas, guided by the educational ethos and values of the institution, creates the conditions in which students, staff and the school can thrive and develop.

The school is commended for ensuring that the emotional, physical and mental well-being of students and staff is integral to what the school does on a daily basis at all levels.

The school is also commended for providing clear and effective leadership throughout the school and for creating the best environment possible for the students. There is a consensus from parents, staff and students that every decision made by the school's leadership is made with the best interest of the student at heart.

Staff and student wellbeing is a priority for the school and this is clear through all interactions that occurred during the visit. Both students and parents agree that students' wellbeing is valued and critical to the school's ethos. Parents identified the positive impact that Mental Health Week had in the school community. The LiveStrong programme is fully embedded within the pastoral system and PSHE lessons. All students know and act on the school's core values.

The school has its own swimming pool, sports hall and grass field in addition to the play area. These facilities are fully utilised during the school day within both timetabled lessons and break times. In 'normal times', the school would run a whole variety of sports fixtures with training sessions as part of the extra-curricular programme.

Staff feel supported, valued, trusted and empowered to make the right decisions for their students. "This leads to us teaching at our best."

There is absolutely no doubt that the work ethic and visibility of the school's leaders cascades down to the school's staff. School leaders undertake duties, step in to cover lessons and take extra-curricular activities. Their enthusiasm for their job is outstanding and this is clearly evident in every interaction that they have.

The school's leadership do not expect a bored or disengaged learner and (rightly) feel confident that the teaching and learning in the school does not lead to this as an outcome. The school's leadership see opportunities for challenge in all

lessons and ensure that students experience learning at their pace through a choice of tasks.

In addition to implementing an effective learning support system, the school has invested in a NACE subscription and have a More Able coordinator. The More Able Coordinator has led whole school training on how to challenge more able students. The school is encouraging students to undertake stretch activities where it is appropriate.

The school ensures the use of external tracking data to monitor the progress of all students to ensure that they remain on path for their GCSEs when they leave the school. Specific intervention strategies are in place for those students who are flagged up as needing extra support. Weekly meetings ensure that the student is taking steps to be the most successful learner they can.

Students in all key stages are totally aware of the structures in place and appreciate the clear boundaries set. They understand that these create the best possible environment for successful learning to take place.

All year group leaders commented that they are extremely happy with the direction the leadership provides and take pride in its vision. They understand the school's position in the community and their responsibilities to ensure that the potential of all students is met. Because such clear instruction has been given by the school's leadership and systems are very well established, the school can effectively utilise a distributed leadership system. The direction that the school is going in is united and forward.

The expansion of the school into Years 7 and Year 8 next year has been effectively led by the school's leadership and the Head of KS3. There is a clear move to ensure that students feel 'the step up' from primary to KS3. This has been achieved through physical alterations to the school, but also through a shift in attitude towards them as students (such as more independent learning, movement between lessons, lockers, and a common room). This is out of a desire to ensure that students can adjust to a new setting more comfortably when they make the transition to another school for the start of Year 9.

There is clear direction given with regard to professional development opportunities for both teaching and non-teaching staff. The school engages in action research and encourages teaching staff to enrol on the various professional qualification programmes. The results of staff research have been used to help inform the school's development plans. The school's leadership have made the upskilling of the teaching assistants as a priority in their role in supporting teachers and students.

Senior students have a clear voice in the school and feel that they have an impact. The Student Council and the Student Management Group have the maturity to understand the wider implications of any decisions made, especially with regard to safety. They meet regularly with the Principal and the Head of KS3. House captains are highly aspirational and active within the school and they embody the school's ethos of being in the pursuit of excellence.

It is evident that the school's leadership provides clear direction to the school and ensures that the school's ethos and its aims are expertly implemented.

STANDARD

9.0 COMMUNICATION

The school communicates effectively with parents to keep them informed and to support the progress of their children. Parents have the opportunity to be actively engaged in the life of the school.

Parents clearly understand the ethos of the school and, for the majority, is the most significant reason why DESS is their school of choice for their children. They appreciate its personal approach to education; its community feel and that it is more than a place where they come to learn about academic subjects. The school's emphasis on wellbeing and student support was commonly stated as a key strength.

The DoJo app is the primary form of communication from the teacher to parents. Through this medium, teachers post content about their class to parents on a feed. In addition, both year group and school wide communication is also posted. Parents and teachers can also privately message each other through this platform. Parents praise teachers about the speed of responses to parental comments which often happen in the evening and at weekends. Teachers also use the app to award DoJo points to students; this is a highly effective medium for students and they enjoy the incentivisation that this brings to them.

The Parents' Council is an excellent source of advice for the school's SLT. There is a formal constitution in place for the Council, agendas are set and minutes are taken. A summary of the minutes is distributed to all parents. A member of the Council sits on the Board. Members of the Council feel that they have a positive impact on the school and its direction. They also offer a softer form of advice to parents about the most appropriate avenues to explore if there are specific issues.

The school clearly trusts its parents to have this strategic level of involvement in the running of the school. Recent changes to the Board's conflict of interest policy should only strengthen this positive relationship.

The formal reporting of the academic attainment and progress of students occur on a regular basis for all students. The nature of the reporting is nuanced to specific key stages. Parents are satisfied with the content of these reports which

also contain pastoral comments. Parents' Evenings are also regular events throughout the academic year and are very well attended. Reports are rightfully sent to parents in the period prior to Parents' Evening. These serve a useful function in terms of setting the agenda for the Parents' Evenings. The enforced move to online Parents' Evenings has been almost universally welcomed by all parents who praise its flexibility. Parents comment that they receive appropriate information from teachers in this forum.

The transition from Year 6 to Year 7 is managed extremely well. Students and parents are given a balanced view of the relative merits of continuing their education at DESS. Both students and parents comment that they receive appropriate information from the school so that they can make an informed choice.

There are a variety of ways in which parents are able to communicate with the school depending on the nature of the issue, and all parents are aware of the most appropriate methods to communicate with the school's staff. Staff's proactivity at responding to parents even in 'out-of-office' hours is highly appreciated by parents.

The school's website contains appropriate information for those parents who wish to apply to the school. The school's contact details are explicit and appropriate policies are in place and easily accessible.

There is a transparent and extremely robust approach to admissions in all year groups. Students are assessed prior to staff observing potential students in school. The school's main criterium is that potential candidates' needs can be met by the school's provision. Students with SEN or EAL is certainly not a barrier to admission.

The school's admissions policy is well-structured and extremely clear to parents. It is followed to the letter by the Registrar and the senior staff of the school. Successful candidates are invited to an open evening where the FS1 team makes a presentation to students and parents. This is followed up by a 2-week phased induction before a full-time timetable is begun.

STANDARD

10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT

The school offers a wide range of clubs and activities and charitable, community and global opportunities which exemplify and strengthen its educational ethos and values, promote good health and well-being and, through the active, ethical and purposeful engagement with the outside world, enriches learning and the development of learner and human qualities.

Despite the challenging environment, the school operates a variety of ECAs which are appropriate for each year group. There have been recent additions to the programme to cater for students who require more challenge in certain aspects of the curriculum: e.g. mathematics, reading, sport and music. Students throughout the school praise the number of ECAs provided by the school. They enjoy the activities and agree that they help them to live happy and healthy lives. There is a clear attempt to emphasise that fun and socialisation are paramount when planning and implementing activities.

DESS makes appropriate provision for PSHE and have ensured staff have been trained accordingly. The PSHE curriculum is balanced and provides opportunities to develop their knowledge and skills beyond the academic curriculum. Students reported feeling empowered by this knowledge and were able to recall some of the themes they have covered such as differences, refugees and the environment. They were particularly proud of DESS achieving 'The Green Flag' in addition to celebrating Green Day.

Students agree that there were several opportunities for learning about the wider school community and had some understanding about global issues. The efforts of the Eco Club are pervasive throughout the school.

The lessons observed across the primary phase implied that, as part of a broad and balanced curriculum, stories and issues from around the world are taught sensitively and respectfully. There is a real emphasis on the language used and the impact this can have.

