



**British School
Overseas**
Inspected by Penta International

Inspection report

**Al Khor
International School**

Qatar

Date	29 th – 31 st January 2023
Inspection number	20230129

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1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, over 128 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Nan McKeown. The team members were Benjamin Atkins, Hannah Farrell, Justin Harris, Glyn Kilsby, Matt Letham, Andre Nel and Preyanka Sall.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Al Khor International School provides a high quality of education and care for its pupils. The school encourages the personal development of students. It is quick to celebrate students' successes and has many good features. Behaviour is excellent and learning is a process that the pupils enjoy. AKIS is a respected and integral part of the community.

3.1 What the school does well

There are many strengths at the school, including the following:

- Relationships between all staff members, students and parents are excellent;
- The school keeps parents well informed on the progress of their children;
- Leaders at all levels are committed to improving outcomes for students;
- The day to day running of the school is smooth and calm;
- Students are very well behaved and have excellent manners;
- Teachers' strong subject knowledge and effective modelling is evident across the primary school;
- Primary learning environments are stimulating and celebrate learning;
- Deployment and supervision of students creates a safe environment;
- There is a wide range of extra-curricular activities being developed that enhance the taught curriculum;
- Learning assistants work effectively with teachers to enhance learning opportunities for students;
- The school counsellor has worked hard to remove the stigma associated with mental health and promote wellbeing across the school;
- A comprehensive continuous professional development (CPD) programme across the school;
- Wellbeing is being prioritised for staff and students.

3.2 Points for improvement

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

- i. Develop digital learning across the school to prepare students for global citizenship;
- ii. Further improve outcomes for students by:
 - (a) ensuring there is challenge in all lessons for all groups of students including the more able.
 - (b) encouraging students to take risks in their learning to enable them to become resilient learners.
 - (c) developing questioning techniques across the school to ensure students are independent, enthusiastic, and active learners in all subjects
 - (d) develop whole school strategies for all EAL learners to ensure students make progress.
- iii. Support teachers to use all available data to personalise learning for every student.

4. The context of the school

Full name of school	Al Khor International School				
Address	Al Khor Community PO Box 22166 Doha, Qatar				
Telephone number/s	+974 4473 3688/4666				
Fax number	+974 4473 4671				
Website Address	www.akis.sch.qa				
Key Email Address/s	enquiries@akis.sch.qa				
Executive Principal	Hussein Modak				
Chair of Board of Governors/Proprietor	Munira Khalifa A K Al Rahbi, Education Manager, Human Capital, Qatargas (QG)				
Age Range	4-18 Years				
Total number of pupils	2,876	Boys	1,526	Girls	1,350
Numbers by age	0-2 years	0	12-16 years	1,083	
	3-5 years	282	17-18 years	195	
	6-11 years	1,311	18+ years	5	
Total number of part-time children	0				

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Al Khor International School (AKIS) is a 4 to 18, co-educational and non-selective international school owned by Qatargas. It is licensed by the Qatar Ministry of Education and Higher Education (MoEHE). AKIS was established in 1999 to cater for the children of the company's multi-national employees. The school is located in Al Khor Community, approximately 40 km north of Doha.

AKIS is managed by Qatargas via its education department, within the human capital division of the company's operating framework. The school is led by the senior leadership team consisting of the executive principal, head of primary, head of secondary, and head of academic and student affairs. The executive principal is the academic head of school, the head of education support services is responsible for the non-academic operations of the school, and the business excellence unit supports the education manager to ensure effective governance and compliance.

There are currently 2,876 students on roll, representing 39 nationalities. The largest groups are Pakistani, Indonesian, Algerian and Malaysian. 93% of the students speak English as an additional language, entering school with little or no fluency in English.

Following a two-year journey of consultation with key stakeholders, the school's new guiding statement was launched in 2021. The guiding statement is aligned with the Qatar National Vision 2030 and the QG Direction Statement. It highlights the important role the school plays in supporting the company to recruit and retain a high calibre workforce. With the students at the heart of a thriving learning community, the school aims to develop the knowledge, values, and skills for future success as caring and responsible global citizens.

AKIS is working hard to improve learning gaps brought about by the extended pandemic closure. The school is consciously prioritising this, together with support for the students' emotional and social well-being.

The school enjoys a positive relationship with the Qatar ministries and complies with all local regulations.

4.1 British nature of the school

AKIS has a British nature and is organised in a typically British structure, both academically and pastorally. Characteristics of the provision at AKIS are similar to those of an independent school in the UK.

- The curriculum is based on the National Curriculum for England, the Early Years Foundation Stage (EYFS) and iGCSE, AS and A level public examination requirements
- Teaching and learning at AKIS is underpinned by the Department for Education (DfE) guidance.
- The majority of the teaching team are British nationals, with a large majority UK trained and qualified.
- House systems, school uniform and pastoral initiatives are evident and aligned with standard UK practices.
- Displays in classrooms and corridors around the school reflect British values and typical British pedagogy.
- Key values are embedded within the school and permeate many aspects of school life.
- The school is well resourced with books from UK publishers and learning resources that would be typical in other British curriculum schools.
- Teaching and learning styles are informed by UK best practice. A broad range of DfE approved curriculum schemes underpin planning and consequently students could enter schools in the UK with minimal disruption to their education.
- Academic staff have a comprehensive programme of training with input from both internal and external sources. Staff professional development is used to develop consistency and competency in the delivery of the recognised schemes and aims to ensure teaching is reflective of UK standards.
- The leadership structure matches that of British schools with defined roles for senior management, middle management, and teachers.
- The students are divided into year groups and key stages consistent with British definitions and models.
- There is high importance placed on pastoral care, with dedicated staff positions created to enhance and support student welfare.
- Safeguarding and child protection policies are comprehensive and in alignment with the expectations for British schools.
- The school embraces democracy and mutual respect, operating within the laws of Qatar.

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

The quality of education provided is good. Al Khor International School meets the standards for BSO.

5.1 Curriculum

The curriculum at Al Khor International School is good. The curriculum provides opportunities for all students to make sustained progress considering their starting points. Students are engaged in their learning and are positive about school. Nearly all students show interest in what they are learning in lessons and develop skills, knowledge and understanding. Many have a good understanding of how well they are doing and of what they need to do to improve further.

‘Birth to Five Matters’ underpins the Early Years curriculum. The foundation stage (FS) has good provision for the coverage of key skills, with interesting and engaging activities which keep the children effectively on task. The teaching of phonics is effective in FS and Key Stage 1. To enhance progress, students in both EYFS and Key Stage 1, need more opportunities to be creative and think critically.

The curriculum prepares students for IGCSEs in Key Stage 4, and AS and A level assessments in Key Stage 5; a significant proportion of students leave the secondary school at the end of Year 12 to access universities that require a 12 year education programme. Year 12 and 13 students are well prepared for British and other tertiary education.

Personal social and health education is taught throughout the school and is often linked to the values of the school. The primary school utilises the Jigsaw programme to deliver PSHE. At times elements of PSHE are referenced in other parts of the curriculum. The secondary school enriches the curriculum with leadership activities such as the Model United Nations and the International Award.

The curriculum is broad, balanced and suited to the unique characteristics of the student population, and has been adapted to meet the requirements of the Qatar Ministry of Education. The language options often reflect the home language of students. In Years 12 and 13, in addition to the more traditional subjects, there is a broad range of exam level courses including psychology, environmental management, travel and tourism, and product design. The school is working to meet the challenges posed by the recent Ministry of Education decree on equivalence which can make access to Year 12 difficult for some students.

The school offers an extra-curricular programme with a broad range of activities at both primary and secondary. These include sporting, cultural and academic clubs. Some clubs are invitational, and others are offered to specific genders or year groups. The

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school has recently adopted an online platform which allows it to take club attendance, contact parents regarding absences and analyse participation. The school has identified their next step is to utilise this platform to its full potential, in order to ensure that students gain wider access to their requested activities.

Homework is allocated regularly throughout the school, and parents indicated satisfaction with this process. The homework is allocated through MS Teams, other online platforms such as Mathletics and Reading *Eggspress*, as well as through hard copies. In some instances, homework extension activities are offered to challenge the more able.

The curriculum is enhanced by a learning support programme which consists of targeted support for students with specific learning difficulties and English as an additional language. Learning support teachers and assistants work with selected students both in and outside the classroom at both primary and secondary levels to deliver interventions. There is a learning support register which details the needs and responses to those needs, for approximately 5% of the school population. Many of those students on the register have an individual education plan. At the primary level learning assistants work well with teachers to support learning, mainly targeting the less able.

5.2 Teaching and assessment

The overall quality of teaching and assessment at AKIS is good, with some outstanding features.

The very large majority of students, 93%, have English as an additional language. Most teachers plan and teach lessons that have an appropriate strong focus on developing reading, writing and communication skills especially in the lower end of the school.

In the primary school the teaching allows new knowledge to be acquired and students make progress based on their ability and value added is good. Understanding is increased and skills are developed across the range of subjects offered but some find the work set easy. Students are eager to learn. The learning environments are welcoming, safe, conducive to learning and classes are generally productive. Students are keen to participate and engage with teacher prompts and activities. Students respond well to tasks set and enjoy learning. They are proud of their school and happy. Students, in some lessons however, are not sufficiently challenged and stretched. Teachers encourage students to apply intellectual, physical, and creative effort, to show interest in their work, and to think and learn for themselves. The school's guiding statement works well to develop students' character, morals, ethics and civic responsibilities.

In the best lessons, students were self-motivated, and the work set challenged and stretched them. The teacher's enthusiasm and energy ignited their passion for more work. In Year 1 the *Gingerbread Man* hunt, decorating of the classrooms with flour for the activity and the use of technology, was exciting and fun for all. Active learning In Year 5 literacy, acting and performance stretched the students in terms of comfort with some outstanding dramatic sketches. In less inspiring lessons, the students were well behaved but passive. Their learning was evident, but it did not always thrill them. The activities set did not always allow for individual differences or input. Class routines were generally well established but did not in many cases lead to excitement in learning or promote independence.

Marking and constructive feedback from teachers was variable in the primary school. A marking policy is evident. In the best practice, clear praise and targets are set for individual learning. Students are aware of their levels of achievement and what needs to be done to improve. However, this was not entirely consistent across all teachers or year groups. Formative and summative assessment are taking place and wide range of data is being gathered and analysed in each year group, however use of the results to inform future learning is not always apparent. The very large majority of students are EAL learners. Planning acknowledges this but more could be done to support the students through a whole school approach.

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In the secondary school most students are challenged and guided to develop critical thinking skills especially in the upper end of the school. Although there is an expectation to continuously check progress made, it is not always consistent.

Despite the Covid challenges external exam results were 9% above England averages in IGCSE Grade A*- A, while AS and A2 results were broadly in line with the England averages. However, in some lessons, teachers' expectations are too low and content lacks challenge. Differentiation is highlighted in planning but was not evident in some of the teaching observed or in students' books. Learning objectives are sometimes vague, and it is therefore difficult for the teacher to measure the impact of their teaching in a lesson. Years 11, 12 and 13 students sat mock exams successfully in preparation for their upcoming external exams. The external data is largely aligned with the last reported data. This shows mostly accuracy in staff's judgement as well as secure standardisation of marking.

The school has identified the need for a more rigorous approach in both monitoring and tracking the progress of students and using data obtained from GL assessments to support this. This will be in conjunction with other in-school measures, including the development of practices around the analysis and use of data. Students are mostly well prepared for the next stage of their education, training or employment and attain relevant qualifications.

The school identified that there is an urgent need to review the profiles of students who have been identified as at risk to fail and provide individual support due to the implementation of Directive (11) 2021 with the updated minimum requirements to obtain the Qatari High school equivalency in the 22-23 academic year.

In all year groups, staff are encouraged to guide students to become skilled problem solvers although this was not evident in all lessons. Some lessons in secondary were teacher led with students less actively engaging in lessons. Although the management put an emphasis on using technology in all areas of the curriculum to enhance students' learning, this was not evident in all lessons observed in secondary.

Most classes in secondary are taught as mixed ability groups with the exception of mathematics and science. Students are encouraged to take responsibility for their own learning including self-discipline, and respect for themselves, each other, and their environment. Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria. In addition, on-going formative assessment is used to assess students' levels of understanding through a mixture of questioning, observations, peer, and self-assessment, marking and feedback. Little constructive feedback from teachers were seen in students' books. The school is aware of the need to use the increasingly reliable amount of data available more effectively to better inform teaching and learning.

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Individual support plans are in place to monitor the academic and pastoral progress of students causing concern. The programme incorporates teacher input, student effort and parental involvement. After school and in class intervention is offered as well as regular tracking from the housemaster regarding attendance and punctuality.

Additional provision for students with SEN and EAL is in place. Apart from the learning coordinator there are 10 SEN teachers and 14 assistants. Recent developments have seen an improvement in the tracking of the progress made by these groups of students. Students with EAL and SEN are supported through an Individual Education Plan (IEP) written by the learning support staff in conjunction with the learning support coordinator. The nature of support is shared with staff, parents, and students. Although 'Gifted and Talented' students are identified in lesson plans, planning to meet their specific needs is less well developed.

Emphasis is placed on the importance of maintaining balance between the drive for academic excellence and extra-curricular activities which include leadership programmes, MUN, sports competitions etc. In order to achieve this balance and provide students the opportunity to become better independent learners the school has set expectations for staff with respect to the Student Council, volunteering opportunities, ECAs and intervention.

5.3 Standards achieved by pupils

The standards achieved by students at AKIS are good.

Students behave well in and around school. They are courteous and respectful of one another, and other adults. In lessons students are compliant, and low-level disruption of learning is rare. When teaching is exemplary students are highly attentive and fully engaged.

In the majority of year groups and subjects, standards are in line with UK averages. Baseline data suggests an academic starting point for students that is below average. Progress data indicates that students are learning quickly. Internal and external data is used to identify students who are not meeting curriculum standards, with many different groups of students tracked and monitored. Support is provided for those who are identified as having specific EAL needs. The school tracks results and shares data regularly with parents and students through an individual pupil academic dashboard, reports, and parent consultations.

Students undertake CAT4 assessments in selected year groups which are used to set targets. The most recent attitude survey indicates that students' attitude to self and school is positive. They are prepared to learn and are proud of their work. The school is moving to monitor the progress in pupil wellbeing by using data.

Most students enter Foundation Stage 2 without any formal education, so baselines are lower than UK expectations. They make progress in phonics with consistent inputs and there are opportunities for embedding learning within the children's independent provision. There are targeted interventions for SEND students and those who are identified as needing further support.

Throughout Key Stages 1 and 2, attainment shows that there is a steady increase over the last 3 years and is now mostly in line with UK attainment in reading and maths. Writing is an area for development, which the school has started to develop through 'Talk for Writing' to express students' ideas orally. For example, In Year 3, students were recalling a story and explored new vocabulary before starting their writing. By the time they leave Year 6, students are working in line with UK averages and Value Added is good.

Students undertake a two-year Key Stage 3 course in English, mathematics, and science and at the end of Key Stages 3 and 4, students achieve results that are in line with UK national averages, with many students achieving the highest grades at IGCSE. Attainment is strongest in English where most students achieve curriculum standards and a majority exceed. Almost all students progress into Year 12 following GCSE. Many students progress to university at the end of Year 12 in their home country or abroad. Attainment at A Level in Year 13 is in line with UK national averages. 87% of students who leave post-16 education complete national service or transition to university –

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where the most popular courses undertaken are in medicine and engineering. One alumnus of the school has recently completed their engineering degree and returned to work in the local community for Qatargas.

Students' attendance overall is in line with UK schools. In secondary, a few students arrive late to school and lessons, and this impacts the learning in classes.

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

The spiritual, moral, social and cultural development of pupils is a strength of the school.

AKIS supports the spiritual, moral, social, and cultural development of students effectively and demonstrates characteristics of excellent practice against the BSO standards in this area. A welcoming, supportive, and family-centred ethos is evident throughout the school and especially clear through quality interactions between staff, students and parents during start and end of day procedures.

Students demonstrate positive attitudes to learning and say they feel safe and supported by the adults in school. A calm and respectful ethos permeates communication between staff and students. Positive relationships are evident throughout the school. AKIS has successfully established a caring, courteous atmosphere and students enjoy attending school. Behaviour is excellent and students comply readily with school expectations and routines. Positive behaviour management strategies such as Class Dojo recognise good behaviour and help to embed the students' personal responsibility and self-control.

The school's values of honesty, kindness, compassion, respect, and responsibility are celebrated in the curriculum, referred to in lessons and followed in students' daily life. These values are celebrated and reinforced further through displays in corridors and regular assemblies with age-appropriate language to promote understanding. Students are also aware of the key pillars; positive well-being, engaging learning, outstanding achievement, caring community, personal growth and global citizenship. Reward systems support these values and pillars both at an individual, class and whole school level.

Qatari culture is celebrated further through Qatar National Day and Ramadan celebrations and weekly Qatar History lessons provide opportunities for children to develop cultural awareness and appreciation. The World Cup initiatives remain a beneficial emphasis for students and, as part of this initiative, students were given the chance to contribute as volunteers through FIFA. Other culturally enriching events take place across the school such as International Day, World Book Day and sporting events, including both internal and external sports competitions.

Pastoral systems are highly effective. The pastoral team is well known around the school and fosters good relationships with students, families, and external agencies. In the Early Years, Lueven scales are used to monitor student involvement and throughout the school. PASS surveys enable the school to identify and intervene when learners are disengaged. A wide range of house team activities such as *Spelling Bee*, talent shows and quizzes in Key Stage 2 support students to develop confidence and take pride in their achievements.

PSHE lessons take place weekly across the school. The *Jigsaw* scheme underpins PSHE in primary and the provision is extended to displays, reward systems, assemblies, and other curriculum areas. Students can talk about the values and are motivated to demonstrate these

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values within lessons, often referring to the “Jigsaw Jack” character who supports them with upholding the key values in lessons.

Career education forms part of the PSHE programme in secondary and covers all year groups. The mentoring programme has received positive feedback from students and parents, supporting students to make choices about the next stage of their education, training, or employment.

Student leadership enables students to contribute to the school’s development and feedback from students is used frequently to bring about positive change, effectively supporting students to become active citizens in school and wider society. The school has clear priorities to resume the previously successful provision of out of school visits, volunteering opportunities and inter school events following the return to campus after the pandemic.

The school offers a comprehensive ECA programme which enhances the curriculum. Students speak positively about ECAs. The school has plans to continue to develop the range of activities and provide more opportunities for all students to develop their personal interests.

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

The welfare, health and safety of students throughout the school meets the BSO requirements and is good.

The school population is stable, and students demonstrate a strong rapport with staff and students across the community. Year 12 students said, “the school feels like a family”.

The school has written bullying, safeguarding and behaviour policies which are used consistently by staff throughout the school. The school keeps written records of sanctions and instances of bullying. Throughout the day, staff are well deployed to ensure the proper supervision of students and they are highly visible. The secondary student council commented “bullying has decreased so much as teachers are always present”. In a meeting with parents, they said that the school offered a safe environment for their children and had effective procedures to deal with bullying.

Administrative staff contribute to the health and safety of the school by ensuring that the school conforms to all local regulatory requirements, including maintaining admission and attendance registers. Procedures to deal with absence from school for post-16 students who can leave site during the day and punctuality to lessons are areas for development.

Contracted security guards ensure that security procedures are followed; the school is kept secure and any potential maintenance concerns are addressed through a ticketing system. The school monitors its accommodation and premises, some health and safety issues were discussed with the school, and these were rectified.

All visitors, parents and staff sign in or use school ID cards. The security staff are careful to check visitors and are clearly visible at entrances and around the school.

Fire safety satisfactorily meets the local regulatory requirements. School records kept by the facility manager and available to staff, show that the school can ensure buildings are fully evacuated in under 5 minutes.

The medical needs of both students and staff are met on site, with a dedicated clinic which normally has two full time nurses. The school has access to a qualified counsellor, but the high number of students on roll means that support is limited. The counsellor has worked hard to remove the stigma associated with mental health, and as a result the demand from students has increased significantly. The counsellor leads assemblies, staff professional learning and development sessions, and workshops with both students and parents. A mentoring programme has also been developed in secondary where teachers have been upskilled to work with vulnerable students.

An effective written health and safety policy for activities outside the school is in place and the start and end of day are well managed and supervised by staff. The students use a

community transport service, and the school has identified that tracking the movement of students using this service is an area where safety measures could be improved.

Recruitment procedures ensure all relevant security checks take place although safer recruitment procedures could be developed, and a more comprehensive system followed.

The school has suitably qualified designated safeguarding leads and child protection officers who have effective relationships with external agencies. Termly training is undertaken for safeguarding. It is embedded in the curriculum and workshops are regularly held for parents. Weekly meetings take place to discuss individual cases.

Students are encouraged to lead healthy lifestyles through food technology lessons and healthy eating competitions; they also have regular access to sports during and after the school day, and they receive lessons on how to stay safe online. Students are taught the dangers of inappropriate use of mobile technology and social media sites. In addition, the school tuck-shop sells healthy food at break times.

The school has an elected student council who organise events throughout the school, such as the Spring Festival. There is also a prefect structure in place in school as well as a mentoring system, providing leadership opportunities for students. The student council has monthly meetings, and they believe they have had an impact on the school by requesting upgrades to devices, asking for improvements to the Tuck Shop, and requesting the introduction of passes for post-16 students and Saturday events.

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

The suitability of the proprietor and staff meets the standard for BSO.

Al Khor International School is owned by Qatargas who oversee compliance. The proprietors ensure the school meets the safety, care and guidance requirements for all pupils based on regulation from Qatargas.

Teachers are mainly recruited through the TES or referrals. The majority of teachers are British trained with experience of delivering the English national curriculum. Staffing levels are excellent, and more than adequate for the successful delivery of the curriculum.

Comprehensive HR registers and files are available for all members of staff. Teaching staff have qualifications appropriate to their role and many staff have further academic or teaching qualifications.

All qualifications for overseas hired staff are notarised. It is embedded practice to only recruit teachers who have undergone checks for identity, police checks, medical fitness, and references are taken. Local hires are police cleared. All comply with the safeguarding procedures in place.

All teachers and support staff on site have undergone safeguarding training/awareness. Regular and systematic updates are provided for all staff. The systems in place for recruitment are very thorough. All new teachers have an induction and strong probation programme at the start of their employment.

Directives from the Ministry of Education as well Qatargas also ensure full compliance in this area. Staff are happy at the school and retention is high, presently at 94%.

9. *Standard 5* The premises and accommodation

The quality of the premises and accommodation is good.

The school premises which include classrooms, sports halls, multi-purpose rooms, a swimming pool, IT and science labs, DT workshops, art studios, indoor and outdoor sports facilities do support the provision of a quality British style education. Educational resources and equipment are mostly internationally sourced, and most reading books and textbooks are procured from UK publishers. The libraries are very well resourced with books to support learning. They are managed by designated librarians. The school also has access to excellent sports facilities at the Al Khor community clubs.

The school has two main buildings, one with only secondary classrooms while the second has both primary and secondary classrooms. The secondary lessons taught in the building that houses all the primary classrooms are mainly English, Humanities, Arabic, Islamic studies and Qatar history. Both buildings meet local regulatory requirements when it comes to the quality of water supply, drainage of wastewater and occasional surface water. The buildings provide resistance to penetration by wind, sand and dust, and have regard to temperature control. The classrooms are large, well-lit and mostly appropriately furnished. In all cases, classrooms are equipped with interactive whiteboards, which are effectively used by teachers. In most cases, classrooms are grouped along corridors according to year groups or subjects. Some classrooms do however require maintenance.

The school does not use bells, yet wall clocks are not synchronised, and several were not working resulting in lessons ending and starting at different times. The corridors are wide and mostly well-kept allowing easy and safe flow of children. Transition of secondary students and staff between buildings does cause problems because of the distance resulting in lateness to lessons as no transition time is built into the timetable.

The learning environment in the primary school is inviting and of a high standard.

The school's swimming pool is well maintained, although not currently used while awaiting approval from the authorities to reopen after Covid safety measures were imposed. The facility manager and his team undertake daily walks of the premises to identify risks. The maintenance team are usually very responsive and effective in addressing identified issues. 55 cleaners are responsible for keeping the school and grounds clean. There are sufficient bathroom facilities for the student and staff population. Designated prayer rooms are available for Muslim staff and students. Shade has been strategically provided in all outdoor spaces to offset the challenging weather at certain times of the year. The school leadership has recognised the need to update certain aspects of the school's premises which include the outside play areas, magnetic access control locks and CCTV.

Currently the school is at full capacity. Plans are being considered to decide the best way for the school to expand to meet the needs of the growing community.

10. Standard 6

The provision of information for parents, carers and others

The information provided by the school to parents, carers and others is good and is a strength of the school. The school meets all the requirements of this standard.

The funding and ownership of AKIS means that the school already plays a central role within the Al Khor community. Almost all the students are from families employed and sponsored by Qatargas. The school's website has all the required information including its guiding statements which include its vision, mission, pillars, and values. These statements are widely displayed throughout the school and form a core of understanding that is used in teaching and student assemblies. The examination results and previous inspection reports are also shown within the website, along with an email link for complaints.

The school conducts an annual parent survey, and the feedback is positive with a large majority saying that they would recommend the school. Information for parents regarding student progress is comprehensive and includes parents' meetings and written reports three times a year. A meeting with parents and members of the inspection team confirmed that they valued this communication and feel well informed. Parents also stated that their children enjoyed coming to school and that they had seen them make very pleasing progress. Teachers and members of the senior leadership are approachable and respond quickly and effectively if there are any concerns. Teachers communicate regularly with parents regarding their child. This can be done face-to-face, over the phone, via email and or by letters home. A wide range of digital and paper-based communication methods are used including *One Drive* and *SIMS*. Parents are encouraged to attend sporting events and year group assemblies, and, throughout the school, there are parent workshops and events such as International Day, curriculum evenings and celebration assemblies.

Many of the parents have little or no experience of British curriculum schools and the school therefore runs workshops for parents to explain the curriculum and teaching methods. These workshops are also used to help parents support their child's learning in areas such as literacy and numeracy. Some parents expressed the wish to have more of these meetings particularly to explain the examination system, revision process and examination preparation.

11. Standard 7

The school's procedure for handling complaints

This meets the requirements of BSO.

The school's positive relationships with parents are underlined by their open door policy in dealing with complaints and queries. Teachers are available at the beginning and end of day to respond to parental concerns. Senior leaders are available throughout the day to meet parents and answer any questions they may have in a prompt and efficient manner. Parents spoke positively of the openness of the school to listen and respond to their requests for information.

The school has a comprehensive complaints policy that establishes a clear procedure for formal complaints. This can be accessed via the school's website or by visiting the school office. The policy explains that complaints are initially dealt with at an informal level before moving to the formal processes if necessary. Complainants can raise a complaint with the relevant member of staff or the Head of school, either in person or by letter, telephone, e-mail or social media.

Clear timelines are set out for each section of a process. Escalation of complaints is quick and responsive ensuring that all concerns are investigated thoroughly and in a timely fashion.

Records of all formal complaints are held securely and confidentially. Only the executive principal and the lead—communications, events, and office services have access to the complaints email address. If complainants need assistance raising a formal complaint, they can contact the school office. The relevant head of school/head of academic and student affairs (or member of middle or senior leadership) will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant within 5 school days.

If the complainant is not satisfied with the response and wishes to proceed to the next stage of this procedure, they should inform the Executive Principal in writing within 2 school days. The executive principal will appoint at least three people, who were not directly involved in the formal complaint proceedings or matters detailed in the complaint to form a panel. Steps then follow to ensure the matter is fully considered and a response received.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good.

AKIS is managed by Qatargas via the education department, within the human capital division of the company's operating framework. The school is led by the senior leadership team (SLT) consisting of the executive principal, head of primary, head of secondary, head of CBSE, and head of academic and student affairs.

The executive principal is the academic head of school, the head of education support services is responsible for the non- academic operations of the school. The business excellence unit supports the education manager to ensure effective governance and compliance. Managers at all levels ensure the smooth running of the school on a day-to-day basis. Finances are strategically allocated and soundly managed.

The school has two phases, primary and secondary. Each phase is led by a head of school together with a leadership team of deputy heads, subject and year leaders, and housemasters. The academic and student affairs team provides academic support services to the school.

Leaders set high expectations of students and staff. They create positive relationships within the school and wider community. There is strong parental support of the schools' leadership. Leaders have ambitious goals for the students and have detailed action plans to improve all key aspects of the school. There is a collective understanding by all leaders, that to drive the school forward, the cycle of continuous critical self-review is essential.

Developing talent within the leadership team is encouraged. Leaders at all levels are held to account by their line managers. The school has a well-planned professional development training programme which challenges and supports staff to improve their skills. Performance management is used to support professional development and school improvement. Good practice is celebrated and shared.

Leaders actively promote the school's guiding statement in all they do. They have a clear and shared vision of 'Securing our future through a premier education'.