

مدرسة الخور الدولية
AL KHOR INTERNATIONAL SCHOOL



An independent inspection of Al Khor International School Qatar

December 2014

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1. Purpose and scope of the inspection

- 1.1. This inspection was commissioned by the Education Department to provide an independent external evaluation, a “cold eye” review, of the Al Khor International School’s academic provision.
- 1.2. In order to provide the Education Manager and senior leaders with an independent evaluation of key aspects of its provision, a schedule for the inspection was agreed based on the UK Ofsted framework, with a focus on Al Khor International School’s progress towards its strategic goals.
- 1.3. All aspects of the school’s academic provision were considered in the scope of the inspection. The Ofsted framework for the inspection of independent schools in England, effective from September 2014 has been applied in conducting the evaluation. This has been adapted to meet the specific requirements and context of the school, particularly to evaluate the provision of both the English national curriculum and the Central Board of Secondary Education (CBSE) Indian curriculum. In forming judgements about the quality and effectiveness of the school, evidence has been drawn from across the two curriculum pathways, and provision in the early years and post-16 stages of education.
- 1.4. This report sets out the key findings of the inspection team, the team’s judgement of the overall effectiveness of the school, and provides recommendations about what needs to be done for the school to improve further.
- 1.5. The following describes the range of judgements used by inspectors when reporting on the quality, standards and effectiveness of schools.

Judgement Description

Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for the needs of all its pupils. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Good	A good school is effective in delivering outcomes that provide well for the needs of all its pupils. Pupils are well prepared for the next stage of their education, training or employment.
Requires improvement	A school that requires improvement is not yet a good school, but is not inadequate.
Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement.

- 1.6. The inspection took place from Sunday 8 December – Thursday 12 December 2014. It was undertaken by a team of five inspectors. The team was led by Keith Sadler. Team inspectors were Maggie Hollingsworth, Janet Bird, Christine Glen and Adrian Wotton all trained and experienced inspectors of UK schools as well as government and private schools across the Middle East.

1.7. The evidence base for the inspection was:

- observation of 129 partial lessons;
- of these, 19 were joint observations undertaken with 15 middle and senior leaders
- discussions were held with the following:
 - 37 meetings with staff
 - 7 meetings with students
 - 2 groups of parents
- school policies and documentation were reviewed and analysed
- student work was scrutinised
- recorded observations of students before and after school, in shared areas such as corridors and when at play
- two assemblies
- a range of after-school clubs
- a range of parent evening presentations

1.8. The inspection was undertaken by Pearson Education. Pearson is the largest education services company in the world and also the largest book publisher in the world. It provides learning materials and assessment services to schools and corporations, as well as directly to students. With a history of working in the Middle East for over 60 years, Pearson provides education services across virtually every ministry in the Arab world, working with teachers, educational policymakers, and administrators to bring about improvement in education. Combining Pearson's global learning services and resources with leading inspection and school improvement experts, they provide schools and ministries with access to research, evaluation and understanding of the best education practice so as to inform both the structure and delivery of high performing education systems.

1.9. Pearson Education is delighted to have this first opportunity to support the development of AKIS through provision of this independent inspection consultancy, and would like to thank the school community for their welcome, and their openness in sharing work and achievements with our inspection team. We look forward to being able to work with Al Khor International School again in the future.

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2. Characteristics of the school

- 2.1. Al Khor International School (AKIS) is a private co-educational international school for 4-18 year olds. There are 4,118 students currently on roll. Three quarters follow the English national curriculum to General Certificate of Secondary Education (GCSE) and Advanced Level Certificate of Education ('A' level CSE). One quarter is affiliated to the Indian Central Board of Secondary Education (CBSE) in New Delhi, and this curriculum is taught. The two curriculums are taught on separate sites within Al Khor Community.
- 2.2. The school is owned by the world's two largest producers of liquefied gas, RasGas and QatarGas, and managed by the Education Department of RasGas. The companies provide free schooling for the children of their employees, who comprise 94% of students. Places are also offered to non-sponsored children of Qatari nationals, who pay fees. These families benefit from the Qatar government's voucher scheme which covers all, or most, of the fees. Most students live in the local community, although a significant minority travel from Doha. Students are allocated places at the school following either the English national curriculum or the CBSE curriculum. These are taught in two distinct parts of the school designated 'CBSE Curriculum' (CBSE) and 'British Curriculum' (BC). The largest national groups are Indian, Indonesian, Pakistani, Malaysian, Qatari and other Arab nationals. Very few of the students within BC speak English as a first language. The school is non-selective.
- 2.3. The school has grown rapidly since it was founded in 1999 as a small British curriculum primary school based in villas in Al Khor Community. The community is continuing to expand and the school is growing by more than 10% a year. This growth is expected to continue over the next three years.
- 2.4. The school underwent considerable organisational change in September 2012. Formerly separate British and Indian schools, it became part of a single larger school with management taken in-house. Within the BC, the separate junior, middle and senior schools became primary and secondary departments within the single school. At that time almost all the senior managers and many of the middle managers were new to post, under the leadership of a new headmaster. The school comprises three separate sites which are relatively close together: CBSE junior, for senior kindergarten (KG) to Grade 5; CBSE secondary for Grades 6-12 and the BC. The CBSE serves students from age 5 to 17 and the BC caters for students from Year R to Y13, from age 4 to 18 years.
- 2.5. The school is organised into four distinct departments. These are:
- Academic
 - Central operations and services;
 - Continuous improvement and project management; and
 - Finance.
- 2.6. All four departments are under the overall leadership of the Education Manager. He is employed by RasGas and is the company representative at the school. Together, these departments provide all the infrastructure,

administration and management expected in a large international school.

- 2.7. This inspection focuses on the work of the academic department of the school, which is overseen by the senior leadership team, comprising the headmaster, the head of BC secondary, the head of BC primary, the head of CBSE and the head of student affairs. The headmaster is directly accountable to the Education Manager.
- 2.8. In order to manage and promote the personal, social and emotional development of the students, the entire school is divided into six houses across both curriculums. Form and primary class groups are house-based, with vertical tutor groups in the British secondary curriculum. Each house is led by a head of house supported by five or six house tutors: four in the BC and one or two in the CBSE. Additional house tutors are planned for the CBSE junior department.
- 2.9. The school gained both British Schools Overseas (BSO) and British Schools in the Middle East (BSME) accreditations in 2013. It achieved full accreditation from the Confederation of British International Schools (COBIS) in 2014. As a result of the BSO accreditation, the school is now entitled under the arrangements for the induction, supervision and qualification of UK trained teachers, to employ newly qualified teachers to teach BC. The school has begun the assessment processes for both the Qatar National Schools Accreditation (QNSA) and for the Council of International Schools (CIS).

3. Overall effectiveness of the school

What the school does well.

- 3.1. The school's overall effectiveness is good and is rapidly improving. There have been improvements in the attainment of students, the progress they make in lessons, teaching, student behaviour and safety, and the school's leadership and management.
- 3.2. The senior staff have successfully generated a culture and ethos in which students are positive about their learning and as a result they achieve well. Students, and their parents, say that they feel safe at school.
- 3.3. Students make good progress in their learning, from below expected levels on entry to Kindergarten and Year R. Progress is substantial and across many subjects. Students develop and apply skills well in all sections of the school. In CBSE student progress is outstanding and they attain levels that are well above average in comparison with other schools. In the BC, standards at the end of Year 11 for GCSE are above average UK levels. At the end of Year 13 attainment slips back to below average levels, although it is improving.
- 3.4. Student behaviour, safety and their personal development is outstanding. It makes a significantly positive contribution to their learning. Students have highly positive attitudes to learning and they love being at school.
- 3.5. Teaching is good. Previous inconsistencies in quality have been reduced significantly, resulting in students in all year groups making good progress. Teachers are particularly skilled in the management of students. In all lessons seen relationships were positive, and classrooms presented with a calm and purposeful atmosphere. Teacher questioning of students is generally good and is particularly strong in the better lessons in CBSE. Here teachers maintain a dialogue, and make students think well during their explanations. In some lessons, however, mainly in BC, work is not sufficiently well matched to student learning needs, particularly for the most able students and those that need additional support.
- 3.6. The curriculum is effective in meeting the needs of students. It is enriched by a wide range of educational trips and visits, as well as an excellent range of after-school clubs.
- 3.7. The Education Manager provides effective and rigorous challenge to the academic department. He successfully ensures that, through his staff across all four departments, the requirements of the Independent Schools Standards are met.
- 3.8. Leadership and management are good. The effective senior leadership team, skilfully led by the headmaster, has driven improvement in provision and achievement. All the staff work well together to develop the school. In consequence the overall effectiveness of the school has been raised from

requiring improvement to good. The school continues to comply in full with the Independent School Standards.

- 3.9. Taken overall, the full inspection findings, as represented throughout this report, demonstrate that the school is making good progress towards its strategic goals. There is good capacity for the school to further improve its effectiveness because there have been across-the-board improvements since the previous inspection, and the effectiveness of the senior leadership team is such that they have the capacity to secure further improvements.

4. What the school needs to do to improve further

The school is not yet outstanding because:

- Although most teaching is good, in some lessons students do not achieve sufficiently well.
- Student progress has accelerated and achievement has been strengthened, however it is not yet sufficiently strong to be described as 'outstanding' particularly at the end of Key Stage 1 and Key Stage 2 in BC.
- Attainment at the end of the sixth form in BC is not high enough.
- The senior management team has successfully guided the school to many improvements in provision, student progress and their behaviour and safety. These now need to bed down in order to further strengthen the school's effectiveness.

The school now needs to:

4.1. Further improve the quality of teaching and learning by:

- Developing and implementing the planned school-wide teaching and learning policy in order to use this as a measure to monitor teaching and learning, and to thereby support teaching improvement.
- Providing coaching support for those teachers whose lessons are good or require improvement.
- Strengthening teacher use of formative assessment as a regular part of classroom practice.
- Ensuring that there is consistency within departments in lesson planning and that lessons provide challenges for students of above average, average and below average ability.

4.2. Raise attainment in order to meet the school's 2020 targets by:

- Continuing to increase the proportion of students making two or more sub-levels of progress each year.
- Extending the analysis of tests and examinations and the monitoring of progress in order to compare the relative performance and attainment of different groups of students. Initially to analyse the performance of girls and boys to establish the extent of variation and to inform development planning to narrow any gap.
- Improving outcomes and progress in the sixth form and increasing success rates by strengthening guidance in Year 11 and lifting the quality of teaching.
- Increasing the proportion of students who achieve higher grades at GCSE in order to promote higher achievement in the sixth form.
- Introducing the use of an entry profile of student abilities when they join the school in KG and the Reception year in order to secure baseline information about student knowledge and skills.

4.3. Review provision and opportunities for students to systematically develop their 21st century information and communication technology (ICT) skills and competences so the school can be confident that its graduates, in addition to good examination results, have the skills they need to be effective in the next stage of their lives.

5. Key inspection findings

5.1. The achievement of students

5.1.1. ATTAINMENT

- 5.1.1.1. Progress across year groups in a wide range of subjects, including mathematics, is strong and student work indicates that they achieve well. This is especially pronounced in CBSE where there are improvements in performance as students move up the school, in English, mathematics and science in particular. The majority of students speak English as an additional language and these students also make good progress as demonstrated through both school records and reviews of their work.
- 5.1.1.2. Student attainment is above average at the end of Year 11 and Grade X. The school's examination results in 2014 show significant gains in the attainment of students by the time that they reach 16+. In the General Certificate of Secondary Education (GCSE), the proportion of students achieving 5 or more A*-C grades, including in English and mathematics, was 65%. This compares with a figure of 55% in 2013. Students are now on course to lift this even higher by the end of the current school year. At the time of the inspection, consideration of examination results was based on the Department for Education Statistical First Release. Attainment, as shown by test and examination results available, is not yet validated or benchmarked nationally within the UK. Publication of validated data is expected in January 2015.
- 5.1.1.3. Students at age 17 and 18 are entered for Advanced Supplementary (AS) and Advanced (A) level Certificate of Secondary Education (CSE). In 2014, 10% of students attained 3 A*-A results. This is five percentage points more than the 2013 results and represents a two point gain on the school's target. At 'A' level, 7% of students gained 3 A*-A. This represents a four percentage point gain on 2013 outcomes and, here too, the school's target was exceeded by two percentage points.
- 5.1.1.4. CBSE students are assessed through CBSE Board examinations at Grade X (aged 16) and Grade XII (aged 18). In 2014 at Grade X, 46% of students attained A1 (the grading for higher achieving students). Although this figure dipped from the 54% of students that gained A1 in 2013, these outcomes still represent high achievement. In Grade XII external examinations 39% of students attained A1 grades compared to 14% in 2013. This, too, represents high attainment.
- 5.1.1.5. There is no data against which student skills and abilities on entry to both KG and Year R can be benchmarked. Inspection findings confirm the school's view that on entry student skills are

below expected levels, particularly in the area of language and communication. This is because most students speak English as an additional language. Good progress is made in both curriculums but even so, attainment on entry into Grade 1 and Year 1 is below expected levels. The personal, social and emotional skills of students are at expected levels, however, because the staff place a particular emphasis on this area and successfully develop student skills in both settings.

- 5.1.1.6. By the end of Year 2, 2014 data shows that student attainment has strengthened considerably from 2013 figures. For example, in 2013, 35% of students in English gained the expected level (level 2B) and in 2014 this improved to 49%. Similarly in mathematics, 2b levels remain below UK averages but there was an improvement of 10 percentage points from 2013 results. There was a significant growth, in both English and mathematics, in the proportion of students gaining the higher levels. These outcomes show that, overall, attainment is below UK expected levels, although the gap is rapidly closing. This year group has already attained the 2020 targets in English. The school is aware of the need to adjust these targets as student performance improves due to a strengthening in the quality of teaching. Target setting procedures would also be improved and refined at Key Stage 1 and Key Stage 2 by the setting of separate targets for reading and writing, as well as an aggregated target for English to better inform teacher planning. The school commissioned a review of assessment procedures and this was published in October 2014. The recommendations for Key Stage 1 are well founded in their suggestion that more reliance should be placed on moderated teacher assessments which are complemented by portfolios of work that exemplify levels, particularly in mathematics. In science, there are no standardised tests that provide comparison with UK data, however, it is evident that, although slightly missing the target, there is improvement here, as in English and mathematics.
- 5.1.1.7. Progress across Key Stage 2 has accelerated since the previous inspection. Even so, in 2014 in English, only 44% of students gained the expected level. This is below UK national averages, with too many students not attaining national expectations. Although the proportion of students attaining the higher level increased slightly to 10% in 2014, this remains below average. In mathematics, the proportion gaining the expected level remained static from 2013 to 2014, at 62% in 2014. Despite these figures, lessons and an examination of student work in their books demonstrates that student knowledge, skills and understanding are strengthening, and inspection findings confirm the school's view that attainment in the current Year 6 is improving and likely to exceed UK expectations.
- 5.1.1.8. 'A' level outcomes have been strengthened by school measures as shown in the school's summary report for attainment in the 2013-14 school year. For example, the proportion of students gaining 3+ A*-D grades increased from 26% in 2012 to 34% in 2013, and to

78% in 2014. These improvements are from a low starting point, however. There have been improvements in provision in 'A' level subjects, with students making increased gains in knowledge, skills and understanding. Despite this it will be a particular challenge for the school to meet its 'A' level target of 90% of students attaining three good 'A' levels by 2020. One particular feature of attainment at the school results from the fact that many students leave at the end of Year 12. This is because many universities, particularly in the Far East which is where many students were born, accept students for entry at the end of Year 12. These students have achieved the necessary number of years of compulsory education. The loss of these students, including higher attaining students, has a negative effect on Year 13 outcomes. Current Year 13 students are on track to attain significantly better results and meet their targets.

- 5.1.1.9. In CBSE results are strong. Grade X Board results showed that in the 2014 outcomes, student attainment fell from the exceptionally high results of 2013. At the end of Grade XII, board examination results continue to be high, and improved on 2013 results. In these examinations, AKIS results were significantly higher than the CBSE board average and were the second highest in Qatar. It was not possible to observe Grade XI and XII student lessons as these year groups were on study leave during the inspection, however, lesson observations of students up to Grade X and scrutiny of student work confirms the school's data, with students being on track to attain high standards at the end of Grade X.

5.1.2. PROGRESS

- 5.1.2.1. The review of the school's assessment records linked to an inspection of test and examination data show that students make good progress during their time at the school. Progress is outstanding in both the junior and secondary departments of CBSE. In CBSE, students enter the school with knowledge and understanding that is below expected levels, and they leave the school at the end of Grade XII with attainment that is high. This reflects outstanding progress.
- 5.1.2.2. Good progress is evident in both the Kindergarten and Reception year. Students achieve well in lessons, and good progress is evident across all areas of learning because the teaching is good. The staff particularly focus on developing the students' oral skills. As a result, students speak with growing confidence. Staff are skilled at taking every opportunity to extend the expressive language of students. For example, in KG, teachers skilfully used singing activity to reinforce the learning of new vocabulary in topic work.

- 5.1.2.3. Students in both KG and Reception make good progress in their personal, social and emotional development because provision is particularly effective in this area. Outdoor learning opportunities for KG students are severely hampered, however, due to lack of facilities. In consequence, the learning and play of these students is more limited than that of BC students who enjoy good quality outdoor provision.
- 5.1.2.4. Students make good progress. Inspection findings, based on lesson observations and reviews of student work, confirm the school's assessment data which shows that achievement is good, particularly in the areas of reading and writing. Teachers and adults skilfully use a range of resources to absorb students in their work, so they become increasingly resilient and make good progress. Evidence of this was seen, for example, in the use of outside areas to find buried dinosaur bones. This provided an excellent opportunity for staff to considerably broaden student vocabulary and sentence structure.
- 5.1.2.5. By the time they enter Year 1, BC students have reached the expected standard for children of their age in most areas of learning, but remain below expected levels in communication and language development.
- 5.1.2.6. In the BC, achievement continues to be good in both Years 1 and 2 and student rates of progress are improving rapidly. A rising proportion of students are making above expected levels of progress, particularly in speaking and listening, reading and writing. By the end of Year 1, for example, phonic skills are particularly well-developed due to good and systematic teaching. Lower ability students use decoding skills well to help them in their reading.
- 5.1.2.7. At the time of the previous inspection, student rates of progress were hampered by inconsistencies in the quality of teaching across and within each year group in Key Stage 2. The school has successfully reduced these inconsistencies and consequently, learning and achievement have improved from barely adequate to good levels. Even so, some variation in the quality of teaching remains and this continues to slow learning in a small minority of the 48 classes across the key stage. Class- and year-based targets are set for student progress in each school year. These are ambitious and challenging but student progress in Years 3 and 4 was sufficiently strong for them to meet their target levels for English and mathematics. Current Year 6 student work demonstrates attainment that is above the levels expected of UK students, and these students are on track to attain levels that are substantially higher than in 2014, particularly in English and mathematics.
- 5.1.2.8. There has been a strengthening of student progress in Key Stage 3, however, as found in the previous inspection, achievement in English was not as secure as in other subjects. Nevertheless, progress over time is improving, particularly in mathematics and

science. This is due to consistently effective teaching in these departments.

- 5.1.2.9. At the end of Year 11, student achievement is good. Evidence of attainment through inspection of student work, discussion with students, and observation of lessons, is consistent with the school's own assessment that progress is accelerating, and there are well-founded expectations that Year 11 examination results will improve on the 2014 outcomes.
- 5.1.2.10. In the sixth form, progress is not as good as it should be. This is because teaching is not rigorous enough to promote higher level skills and knowledge. In 2014, results for this group were below target. These results require improvement, and may be a consequence of the quality of teaching, and student guidance and support. In a few cases, parental preferences impinge on the selection of post-16 courses. In consequence, some student courses are not well-matched to their learning needs. While students are consistently enthusiastic in their learning and have positive attitudes to their work and the school, they do not always have a sufficiently robust grasp of a subject to ensure success in advanced study. In CBSE, from modest starting points, students make outstanding progress and by the end of Grade 12, they attain results that exceed what might be expected. Students demonstrate very good oral skills in lessons. They speak with confidence and use a wide vocabulary. Their test and examination results compare very favourably with results from other CBSE schools in Qatar and internationally, in most subjects. Written work is of a particularly high standard.
- 5.1.2.11. During the inspection, there were few opportunities observed for students to use ICT in the context of their subject lessons and project work. As a consequence the inspection team was unable to make an assessment of the progress and development of ICT skills and competences that are recognised as essential 21st century skills for higher education, and entry into the labour market.

5.2. The behaviour, safety and personal development of students

- 5.2.1. The behaviour of students is consistently good or outstanding throughout all sections of the school. This is a key characteristic of the school. Since the last inspection the school has worked hard to improve the quality of teaching and, as a result, students displayed positive attitudes to learning in all lessons observed.
- 5.2.2. In KG in CBSE, and Reception in BC, staff provide a safe and happy environment for the students. The excellent levels of care, and the careful attention paid to safety, results in student behaviour and provision for their safety that is excellent. Adults, for example, are careful to ensure that movement around the KG and Reception classes is calm and purposeful. Students relate to each other very well both during learning sessions and outside at break times. Because staff place a strong emphasis on the

development of students' personal, social and emotional development, students respond positively and make strong progress in this area.

- 5.2.3. In the rest of the school, the strong promotion of values enables students to quickly develop an understanding of the difference between right and wrong. In all grades and year groups, they thoroughly enjoy school and have excellent attitudes to learning. Across the whole school, students are highly motivated, keen to learn and apply themselves well to the tasks set. Their excellent behaviour ensures that lessons proceed with few disruptions and students need few reminders to listen carefully to questions and explanations.
- 5.2.4. Outstanding behaviour is consistently demonstrated outside lessons during the informal parts of the school day. Students are calm and sensitive to others in the corridors, for example. In the playground students of all ethnic backgrounds play happily and well with each other. They are polite and friendly to visitors. Students show high levels of respect for each other and for the adults who work in the school. They also show high levels of respect for the learning environment. There is very little litter, for example. The whole school community shows they are exceptionally proud of their school.
- 5.2.5. Students know that any poor behaviour has consequences. As a result of concerns raised at the time of the previous inspection, a new and highly effective behaviour policy has been developed which clearly identifies the school's expectations for good behaviour, and rewards and sanctions. Students have a clear understanding of what is expected of them. There are effective arrangements in place to prevent any bullying. The school's logging of any bullying shows that incidents are very rare, and both students and their parents agree with this.
- 5.2.6. In general, students arrive punctually to school and always to lessons. There have been very few exclusions. The very effective pastoral system includes electronic tracking of incidents and attendance, and these are monitored well.
- 5.2.7. Relationships within the school are outstanding. Students say, and their parents agree, that they feel cared for. They know to whom they should turn if they are concerned or worried.
- 5.2.8. The school's arrangements for keeping students safe and secure are highly effective. There are robust systems in place for health and safety which are based on the high level requirements of both RasGas and QatarGas. Risk assessments are thorough and exceptionally well organised.
- 5.2.9. The monitoring of the school site by a highly qualified team ensures regular reporting and response to any potential safety issues. There is strong adherence to local health and safety requirements. The complex procedures for the start and end of day ensure that the large numbers of students who are using buses are safe and very well supervised. Visitors are thoroughly checked before moving out of the reception area. Consequently, students and their parents are rightly confident that the site is safe and secure.
- 5.2.10. Safeguarding, and child protection procedures are secure. There are good policies with well-founded structures and systems in place to support procedures. This includes close attention paid to the e-safety of students.

- 5.2.11. Levels of attendance are relatively low in comparison with UK schools at 91%. This is due to both companies having to ensure that there is a constant level of personnel available throughout the year, and that in consequence, many employees are forced to take their vacation during term time. Attendance figures are therefore reduced by the high number of extended holidays. The school is actively encouraging parents to minimise such absences.
- 5.2.12. At the time of the previous inspection the house system to support students' personal and social development had just been implemented. This is now a strength and is particularly effective in supporting the spiritual, moral, social and cultural development. The house system is based on vertically grouped tutor groups in the BC senior school and is a positive aid to cementing the strong moral values promoted across the school. Assemblies contribute well to these areas with students, particularly in CBSE, contributing with great enthusiasm and vigour. Due to the effectiveness of house tutors, the progress of individual students is also carefully monitored. Their academic development needs are therefore well provided for.
- 5.2.13. Guidance for students leaving the school is effective. Almost all move on to higher education in an exceptionally wide range of universities and institutes across the world. During the inspection, for example, an evening was being held for parents to learn about access to Indian universities, and the many parents attending this appreciated this opportunity. A major issue for the school lies in the fact that many universities across the world admit students who have completed only 12 years of compulsory school, however, and this means that many students leave school in the BC section at the end of Year 12 rather than Year 13.

5.3. The quality of teaching and assessment

- 5.3.1. Teaching is effective and it makes a good contribution to student learning. Teaching in most subjects and year groups in both CBSE and BC is good. The most effective teaching is in Years 3 and 4 in BC primary, in mathematics and the sciences at Key Stages 3 to 5, and in the junior school of CBSE. Even so, the overall quality of teaching continues to be in need of further improvement, particularly in BC Key Stage 1 and the sixth form.
- 5.3.2. School development initiatives have focused on lifting the quality of teaching and removing inconsistencies. Inspection findings, which include evidence from lessons observed, discussions with students, and review of their work in books, shows that the school has met with significant success in this important area of school improvement. Senior and middle leaders are acutely aware that some variation remains. Where lessons require improvement or are inadequate, there are weaknesses in planning, with work that is not sufficiently challenging for more able and quick learning students. Plans sometimes include learning objectives which are limited to a list of tasks and activities to be completed. Although only evident in a small minority of lessons, teacher questioning skills are sometimes ineffective. When questions focus on the recall of knowledge, students are not stretched and opportunities for promoting higher-order thinking skills are lost.
- 5.3.3. Teachers demonstrate good skills in employing the interactive white boards

(IWB). This is evident across the whole school. These resources are used well to enliven teaching and learning. In a BC Year 7 chemistry lesson, for example, the teacher used clips from a Harry Potter film to provide a purpose for a practical investigation. This helped to engage and interest the students. Similarly, staff incorporate a wide range of commercial IWB software in many subjects to enrich exposition. In a Grade 5 CBSE social studies lesson, for example, the teacher was adroit at weaving in video clips and photographs to highlight the importance of music and dance in Indian culture. Teachers do, however, report that full use of ICT is hampered because laptops are outdated and slow to respond. Teachers also do not have the benefit of providing ICT equipment for students to use during lessons, as an aid to note-taking, or for research projects. As a result these aspects of curriculum provision are under-developed. The strong subject knowledge of teachers makes a particularly effective contribution to the quality of teaching. This is the case in most areas of the school. Student learning and progress benefitted in many lessons from the probing questions of teachers that stemmed from their own depth of subject knowledge. In a Y7 chemistry lesson, for example, the teacher examined student understanding exceptionally well in helping them to build an appreciation of the difference between physical and chemical change. In an effective English lesson in CBSE secondary, the teacher's excellent understanding of poetry construction and analysis led her to provide exciting activities when studying Wordsworth's poetry. In all lessons observed, teachers manage their students well, with positive relationships contributing to the enthusiasm students show towards learning. In all classrooms, there was a calm and purposeful atmosphere in which students enjoyed their learning. In the great majority of lessons, students successfully demonstrate what is expected of them and what they need to do to make progress.

- 5.3.4. In CBSE junior and BC primary classes, teachers generally work effectively with learning assistants. These assistants provide good quality, targeted support to groups and individuals. This is not consistently the case, however. Support in BC secondary, where provided, was rather less effective, with assistants offering too little to help student learning.
- 5.3.5. In the best lessons, seen in both CBSE and BC, learning was linked well with previous learning, and with what was learnt within other subjects. Students were confident in articulating what they need to do to achieve success and they able to plan their next steps in learning with a good level of confidence. In CBSE, the culture of independent note-taking and the annotation of texts during teacher exposition contributes exceptionally to learning.

- 5.3.6. Teaching is consistently good in both CBSE KG and BC Reception. Enthusiastic and highly committed teachers and teaching assistants play a positive role in helping students, particularly those who need extra support, to make good progress. The use of ongoing assessment is developing well in Year R of the BC but, as yet, there is no agreed assessment on entry to help teachers to plan what they need to do next. Teachers plan a good range of activities which promote the breadth of student learning well. Opportunities for imaginative play effectively serve to enhance basic skills, and teachers take all opportunities to encourage speaking and listening. This was the case in an effective Reception numeracy lesson where students were counting and the teacher used an unplanned event: an egg on the dinosaur display being cracked, to build student interest while remaining within the lesson objectives. Similarly, in KG, the teacher was skilled in encouraging the students' expressive language when they were building three letter words. In this lesson, there was a wide range of tasks and activities to help students who found learning hard. Teachers and adults skilfully use a range of resources to absorb students in their work so that they become increasingly resilient and make good progress, as in the use of the outside areas to find buried dinosaur bones.
- 5.3.7. At BC Key Stage 1, the full range of lessons was seen, but too many required improvement or were inadequate. Some examples of skilled teaching were observed. In these lessons teachers used talking partners well to both develop the students' speaking and listening skills and also to provide opportunities for the most able to extend their understanding. In an effective lesson in which the focus was to extend student vocabulary, for example, the teacher's high expectations of the students challenged and excited them. Using big books, the teacher successfully ensured that the vocabulary which was demanded supported the progress of the most able when using talking/learning partners.
- 5.3.8. Teaching is of good quality in Key Stage 2. In many of the effective lessons seen across the key stage, teachers were particularly adept at supporting and developing student independence in learning. Teachers are skilled in promoting behaviour for learning which contributes to the constructive and purposeful classroom environment present in all parts of the school. Across the key stage, some exciting and challenging activities were observed. In a highly effective Year 3 lesson, for example, students were acting as palaeontologists. They dug up fossils, cleaned and then drew them. Students thoroughly enjoyed talking and writing about their discoveries. As they were working, the teacher provided them with excellent targeted guidance on how to improve their work. There are occasional weaknesses, however. These are based, in particular, on a lack of challenge in work set, and in a few lessons the activity provided was poorly matched to meet the intended outcomes.
- 5.3.9. At Key Stage 3, a high proportion of lessons seen were of good quality. There are a number of examples of effective lessons in which exciting and challenging activities were provided which resulted in students being fully engaged and learning well. This was the case in a biology lesson in which students were considering the effect of drugs on the body. Working in pairs they enjoyed preparing a poster. They were adept at helping and supporting

each other and, because the teacher had planned work to meet the students' differing learning needs, progress was rapid. Effective paired working was also evident in a PE lesson where students were peer coaching when learning to serve in badminton. Here too, the teacher supported students of different levels of skill.

- 5.3.10. At Key Stage 4 and 5, teaching is broadly good, though it is more effective in Years 10 and 11 than in Years 12 and 13. Again, one strong characteristic of effective teaching and learning observed was the opportunities that teachers provided for students to collaborate. This was the case in a Year 11 biology lesson when students were excited and challenged by the task to plan a practical task to investigate osmosis. Learning was strong in this lesson and aided by the teacher's insistence on students using the appropriate biological vocabulary. In a Year 11 English lesson, learning was aided by the teacher providing a well-matched activity to support student understanding of examination demands as they analysed a Steinbeck novel. Where lessons were weaker there was some under-achievement because students were given too little guidance to understand the learning objectives and what they had to do to meet them.
- 5.3.11. In CBSE, almost all lessons observed were characterised by teacher exposition as the dominant teaching style. In the best lessons, both in the junior and secondary department, high expectations and challenge were a positive feature. In a lesson in which students were studying Wodehouse, for example, they were challenged to link learning with their own ideas, raised from the text, relating to boxing and the notion of 'prodigy'.
- 5.3.12. In CBSE junior, much of the teaching is of good quality. Here too, teachers tended to rely on exposition and questioning as the main teaching style. In many lessons this was put to good effect. In a lesson in which students were learning Hindi as a second language, for example, quick fire questioning from the teacher helped to keep the students fully engaged. In an effective ICT lesson, students were aided by the teacher having a clear succession of learning objectives which the students had to check. This enabled them to be clear about what they needed to do to meet the required outcomes, and progress was good.

5.4. The quality of leadership and management

- 5.4.1. The leadership and management of the school are good. Key leaders and managers, together with the Education Manager, consistently communicate high expectations and aspirations for all students. Teaching is improving strongly and has many good features as a result of clear priorities being set and addressed through the school's academic development plan. The Education Manager challenges senior leaders, and all are accountable to the Board. As a result, the quality of teaching and the progress students are making is improving.
- 5.4.2. Leaders in both CBSE and BC have ensured that the quality of provision has been boosted and, within each stage of learning, provision follows the appropriate national guidance. Parents are confident in the leadership and direction of the school. The school's arrangements for safeguarding students

meet regulatory requirements and priority is given to the health, safety and welfare of students and staff in the management and maintenance of the school facilities.

- 5.4.3. The organisational arrangements for the leadership and management of the school are, perhaps, unique. The strategic direction for the whole school is provided mainly by the Education Manager. He is the representative of RasGas and QatarGas in the school. Through this post, the senior leadership of the school is held accountable to the main board of the two companies. The Education Manager provides line-management for each of the four departments that make up the school. This includes the headmaster as head of the academic department.
- 5.4.4. The Education Manager provides a clear vision for the school, principally built around the aim of becoming a world-class institution. He keeps in close touch with the school's provision, both through regular meetings and also informally. He is rigorous in ensuring that aspects of leadership and management are carefully scrutinised. He has a close understanding of the monitoring and evaluation procedures, for example, and ensures that statutory duties are secured. The development of a clear vision and the strategic direction of the school is particularly strong. His challenge of senior staff and the headmaster is strong, the staff respects this, and inspection evidence confirms that they continue to rise to the challenge very well.
- 5.4.5. Long-term development plans that stem from the strategic goals to meet the vision are explicit and clear. The vision is under-pinned by four strategic goals which are:
- Communication and customer satisfaction;
 - Academic excellence;
 - Corporate excellence; and
 - Worldwide partnership.
- 5.4.6. The headmaster and his senior leadership team have successfully generated a culture and ethos in which students achieve well. Within the academic department, the headmaster has orchestrated the senior leadership team successfully. Working closely together, the senior leadership team has successfully guided and implemented agreed improvement targets. This has resulted in a rise in the quality of teaching and learning, from previous levels that required improvement to the current good quality. In consequence student achievement and progress in learning has accelerated. This, in turn has led to improving levels of attainment, particularly at the end of Key Stage 2 and in GCSE results.
- 5.4.7. The work of the senior leadership team is now complemented effectively by middle leaders and there is a shared sense of direction and aspiration. Across the whole school, the quality of middle leadership is good and improving. As well as the successful management of transactional matters, each leader has a key responsibility for developing the effectiveness of their team members. In BC primary, for example, there is a leader for each year group who is overseen by the heads of infants and juniors. They are managed in turn by the head of British juniors. These year group leaders play a key role in supporting the performance management procedures of their team members. They also steer and guide the induction of new staff. Having

gained the necessary accreditation, the school is now able to appoint newly qualified teachers. These teachers say that they are very appreciative of the care and concern provided to settle them into their careers.

- 5.4.8. Procedures to monitor and evaluate the quality of the school's provision and student attainment have improved to good levels. The systematic programme of monitoring teaching and learning enables the senior leadership team to obtain an accurate view of the effectiveness of teaching and learning. For example, during the inspection, 19 joint observations were carried out with 15 middle and senior leaders in both CBSE and BC. In all cases, leaders were effective, sensitive and perceptive in their comments regarding the quality of the lessons seen. Their evaluations are thorough, well-founded and have the potential to form a sound basis for securing further improvement. Particularly in the case of the primary school year group leaders, their responsibility for the performance management of 12 members of staff results in a heavy workload.
- 5.4.9. There are strong monitoring and evaluation procedures in place for the school's five year Academic Development Plan, and the clear lines of accountability for this contribute well to the school's effective leadership and management. Within the academic department, the annual Academic Business Plan provides the basis for driving improvement in the school. Its organisation is effective, the aims and objectives are embedded into the overall five-year plan and it is closely monitored and evaluated. For example, the target to implement performance management procedures as part of the overall aim of improving student performance and improving attainment is clearly demonstrated in terms of student outcomes and raising the quality of teaching.
- 5.4.10. There has been a significant improvement in the analysis of data and reporting of achievement, as the school strives to achieve its 2020 targets. This data is being used increasingly well as a valuable tool to strengthen the systems for managing performance and planning for school improvement. The school may find it useful to develop these analyses further by breaking down the analysis of attainment and the relative progress made by different groups of students. Gender should be considered a priority to ensure that provision is fully meeting the needs of both male and female students.
- 5.4.11. The school has strengthened leadership and management further through the recent appointment of a senior member of staff to develop and implement a whole school teaching and learning policy. Middle and senior leaders successfully apply Ofsted criteria in their evaluations of teaching and learning, however, at present, there is no common agreement about what constitutes quality learning in AKIS, in order to provide a benchmark against which staff can be judged. Procedures for the performance management of learning assistants are at an early stage, however the impact of the effective training and support given to this group of staff is having a positive impact on the learning and progress of students with additional educational needs. Overall continual professional development of staff is not sufficiently systematic. Performance management procedures are effective, although they have been hampered by delays in the provision of job descriptions.
- 5.4.12. The school has commissioned a sophisticated annual survey of parents' views of the school. These demonstrate high and improving levels of satisfaction

from parents who are positive about all areas of the school's work. This data was supported by the parents who spoke to inspectors. Almost all have positive views about the school and the way their children are educated. They say they feel welcome. Communication was a particularly strong aspect. Parents said that they appreciate the many letters, notes, reports, workshops and opportunities to talk to staff on a regular basis to keep them up-to-date with their children's progress. They are universally confident that their children are cared for and feel safe in school. Parents also say that they have noticed that the school has improved recently and that their children's learning has improved. They particularly appreciate the greater range of after-school clubs and also recognise the benefit of high quality staff.

6. The quality of the school's provision

6.1. The effectiveness of the curriculum

- 6.1.1. The quality and range of the curriculum is good and it has improved significantly since the previous inspection. Improvements since that time include developments in the effectiveness of schemes of work in both BC primary and secondary schools. This has led to medium term planning that is now much better tailored to meet the differing learning needs of students in each year group. Even so, there is more work to be done in the refinement of medium term plans in order for them to be fully effective for all groups of students, particularly the most able. Curricular provision for students at early stages of English language acquisition has improved to good levels, as has that for students with special educational needs.
- 6.1.2. The provision of additional modern foreign and community languages is a particular strength in both the CBSE and BC. These include Bahasa (both Indonesian and Malaysian), Arabic as second as well as first language, French, Urdu, Tagalog and Tamil. The CBSE curricular requirement for students from Grade 1 to receive a second language is fully met and a particular benefit.
- 6.1.3. The curriculum fulfils all requirements including the Qatar Supreme Education Council's requirements. Qatari nationals and Arabic speakers study Arabic as a first language. Qatar history is provided for all students according to national standards, Muslim students undertake Islamic studies, and others study citizenship or world studies.
- 6.1.4. In BC, the school follows the full English national curriculum, including that for the Early Years Foundation Stage for students up to the age of five. The CBSE curriculum is provided for students from KG to Grade 12. Provision for students in Key Stage 4, and for those in G9 and 10 in CBSE, is broad and balanced. The BC students follow GCSE courses. There is a good range of options that enable students and their parents to opt for a suitable range of pathways. The core curriculum of English, mathematics and either double award or separate sciences plus (non-award) physical education and either Islamic studies or IGCSE in global citizenship is appropriate. A good range of options is provided. These have been appropriately customised to meet the needs of AKIS students. The range of foreign languages is broad and reflects the student intake, for example. The post-16 offer in BC is appropriate and

accredited vocational courses are being developed in specific areas to meet the demands of the revised post-16 curriculum. UK accreditation at A1 and A2, and a limited offer of vocational courses are provided. Overall, the curriculum for post-16 in the BC has been tailored effectively to meet the needs of the customers. The curriculum is sufficiently robust to enable all students who wish to enter the UK educational system to do so at an appropriate level should the need arise.

- 6.1.5. In the BC, although guidance for transition into the sixth form is wide ranging, and students are also given opportunities to view higher education courses in other countries, the school has to contend with some difficulties. The viability of groupings in 'A' level subjects other than mathematics and the sciences is particularly problematic. The school effectively manages the provision and progress of learning for the vast majority of students who choose to move on to higher education. This includes a pathway for students to complete further GCSE courses post-16. A challenge is also presented in the offering of courses that could be recognised for university entrance in countries worldwide. The school is keenly aware of this, and the staff change course make-up and numbers to meet student needs. The departure of a significant proportion of students at the end of Year 12 does present particular issues; for example one A2 course is reduced to one student because others left. It is to the school's credit that courses with few students in Year 13 continue to operate.
- 6.1.6. In CBSE, students are provided with the opportunity to take either the scientific or commercial route. This can present problems when students, despite guidance from staff, select inappropriately because of parental pressure to study the sciences when they may be better suited to other courses.
- 6.1.7. The use of information and communication technology (ICT) is a barrier to high quality curriculum access in both the CBSE and BC. This is a challenge for both the teaching staff and students. Inspection findings confirm the staff's view that access to ICT and electronic learning is limited. Students complained that their teacher's laptops were slow, and staff expressed their frustration that new laptops were difficult to connect to the whiteboards. In the CBSE junior department, staff said that they could not use the available laptops because doing so reduced their 40 minute lessons too much. In consequence, even though the teaching of ICT as a specialist subject is good, the use of ICT as a vehicle to enhance learning across the curriculum in classrooms is limited. The teaching of ICT lessons in the suites was not hampered by difficulties with hardware. The school has worked hard to ensure that all students can access high quality provision in order to make progress in reading, writing and mathematics. There is now strong planning and support for learning assistants who aid children with early language needs in English language skills, and key personnel meet and discuss progress, and monitor progress for those at primary level.

6.2. Provision for students with additional educational needs

- 6.2.1. Provision for students with additional educational needs benefits from strong leadership. Revisions to staffing have been made in the current academic year and this has considerably strengthened the school's capacity to support the learning and progress of students. This is particularly marked in the BC primary school. Here there has been significant investment in additional staffing, with all classes now having learning assistants. These staff provide effective support. In a Year 4 English lesson in which students were collating suitable adjectives and powerful verbs to create a poem, for example, the learning assistant provided valuable support for students who found learning hard. She successfully aided the learning of these students by providing a structured writing frame to enable good progress to be made. Overall, arrangements for planning individualised support are effective due to the training and support provided for the learning assistants.
- 6.2.2. In the past, much of the additional support for students with additional needs was provided through a range of withdrawal groups and lessons. The school took the bold decision to include these students, with support, in the classrooms. This is paying dividends and having a positive impact on their learning. The strategy to provide a discrete nurturing tutor base for primary students with additional needs is also well-founded. This is having a positive impact on the self-esteem and confidence of these students, as well as providing additional opportunities for them to meet with skilled tutors.
- 6.2.3. The arrangements for assessing and monitoring the progress of students with additional needs are effective. The school has established a register of students with special educational needs which is now more flexible. This has improved the response the school is able to make. The register for students with additional learning needs is managed well, due to effective systems for tracking the progress of students who are being supported, and because the response to their particular needs is flexible. As progress quickens support can thus be reduced appropriately. Recording of the progress of students with distinct English as an additional language (EaL) needs is not sufficiently clear to enable all staff to see which students are at an early language acquisition stage and how they progress until they are able to fully integrate without additional support.
- 6.2.4. Although the training and development of learning assistants has been taken into account well, this does not extend to the teaching staff. Too few opportunities have been provided for teachers to learn and understand effective strategies to enable them to support the needs of students with specific disorders. Despite the numbers of students who are able to access additional support as a result of a diagnosis of dyslexia, there was no modification of practice observed within the classroom setting to meet their needs. Currently, training has focused on suggested strategies from a software prompt and these may, or may not, be appropriate to the needs of the individual student.
- 6.2.5. At secondary level, provision is not as strong. There is little additional learning assistant support for students with special educational needs. Students with autistic spectrum disorders do not have the benefit of a well-

conceived transition programme into secondary education. There is no provision of a 'de-sensory' room which could provide an environment to meet the needs of students who suffer from visual stimulus overload at certain times in the day.

6.3. The quality and range of extra-curricular provision

- 6.3.1. Extra-curricular provision is outstanding and continues to strengthen. Parents are particularly fulsome and appreciative of the wide range of after-school opportunities.
- 6.3.2. Extra-curricular activities are clustered into the three main areas of sport, culture and academic. There is an exceptionally extensive range of activities across the three areas. These are provided separately for students in CBSE junior and BC primary and secondary in both CBSE and BC. The great majority of activities are led by AKIS staff. Access to instrumental tuition is particularly strong although there is no tuition in traditional instruments from Indian culture.
- 6.3.3. Students benefit from access to activities that enable them to become effective team players as well as improving their skills in many areas. These include debating, 'The Renaissance Ensemble' which is the QatarGas leadership programme which supports team building for student leaders, and the 'Stem' club which focuses on group problem solving. Sports activities are strong and opportunities are provided for inter-school sports competitions across the full gambit of games. This includes competitions in both Qatar and regionally in the Middle East. Secondary students also have the opportunity to learn how to sail.
- 6.3.4. Students have access to an outstanding range of trips and visits. The International Award gives a boost to the many overseas visits provided. This has recently included trips to France, Nepal and the United Arab Emirates. Students also have opportunities to develop their confidence by participating in high quality learning where they meet students from other schools, and managers from industry.

7. The effective use of resources

7.1. Efficient and effective deployment of academic/teaching staff

7.1.1. Currently, the school has a teaching staff of 320 full time equivalent staff. This is made up of the following:

- CBSE Junior 43
- CBSE Secondary 37
- BC Primary 120
- BC Secondary 116

7.1.2. Taken overall, there is a sufficient number of staff to meet the curricular requirements and the school's aspirations, however, there are challenges in maintaining full staffing. At the time of the inspection there were a number of vacancies, including a number of managerial posts. There are sometimes delays in new staff taking up their post on the agreed date. These delays, particularly in the early part of the first term, result in considerable organisational stress. This situation results in learning support teachers having to step up to the role of class teacher for short periods of time in BC primary classes, which is unsatisfactory. The school finds it understandably difficult to recruit staff locally or to recruit part-time staff to act in a temporary capacity.

7.1.3. The school has recruited many quality British teachers into the BC who are Muslim. This is helpful because it clearly increases the proportion of teachers who have the same faith as the vast majority of students. Although students did not mention this in discussion when interviewed, it is evident that this strategy is a factor in the students' overall positive view of staff and their learning.

7.1.4. The levels of qualifications of teaching staff are good. All teaching staff have the necessary qualified teacher status and a large proportion, in addition to an initial degree, have higher degree qualifications. This is typically a master's degree in either education or the subject being taught. In CBSE, qualifications are strong in both the junior, and particularly in the secondary school. Here 33 of the staff have higher education degrees and some, particularly scientists, have a PhD. Staff in the junior section are suitably qualified and almost half have higher degrees. In some Middle East countries, teachers in schools with Indian based curriculums do not have qualified teacher status. In some, there are few with such. This is not an issue in AKIS and inspection findings indicate that almost all teachers have the teaching skills to meet the school's requirements.

7.1.5. The school has increased the number of learning assistants. These staff, mostly based in BC primary, provide important support for student learning. The strategy to increase their number is impacting directly on improved progress, especially for students identified as being in need of additional support. Together, this group makes a positive contribution to the school's effectiveness. There are fewer learning assistants in CBSE. In secondary they fulfil the role of laboratory technicians. This group of four staff are well qualified. In CBSE primary, the learning assistants are equally

well qualified, with all holding first and many holding higher degrees. Their deployment is effective.

- 7.1.6. Having gained BSO accreditation in 2013, the school is entitled to appoint newly qualified teachers. The arrangements for inducting them into both the school and the profession are good. They are given an appropriate amount of time for release from classes. They have been supported well by mentors and other members of staff. Most are situated in BC primary and these staff – five in all – state that they also feel very much part of their year team. Other members of staff within their year also offer support. They do have some frustrations, however. These centre on having to live in Doha which means that sometimes, and every day during the inspection, these staff are delayed in travelling to school due to fog. When this occurs, transport is halted until the fog has lifted and this leads to some staff missing the first hour, or even two hours, of the day.
- 7.1.7. The school's organisational structure is effective. An assessment of capacity suggests that the proportion of staff promoted to either middle or senior leadership is appropriate. Middle leaders in BC are entitled to release in order for them to fulfil their roles. For example, the seven year group leaders in the primary school have a 0.5 class-based teaching role. Whilst this may appear generous, these middle leaders have professional oversight of more staff than in many UK primary schools. Their deployment is effective.
- 7.1.8. In the secondary school, middle leadership centres on heads of subjects. In many subjects, such as in mathematics and English, there are responsibilities relating to different key stages. In others, particularly the sciences, there are heads of subjects. In some subjects, particularly in the Arts and Humanities faculty, subjects are clustered together. For example there is a head of business studies, psychology and media studies. As in the case of primary year leaders, these staff fulfil their roles increasingly well and, as a result of focused training, inspection findings confirm that they too are effective.
- 7.1.9. Unusually, the secondary school is divided into only three faculties and one, science and physical education, is a particularly unusual combination. The three deputy heads of senior school act as heads of each faculty and they fulfill an important role in providing a bridge between the heads of subjects and the head of BC secondary. Their responsibilities, as well as being to secure improvements in teaching and learning, also centre on organisational matters. Their work load is reasonable in terms of the management of staff, although the head of arts and humanities has more colleagues to support than the other two faculty heads.
- 7.1.10. 'Student Affairs' provides the third strand of middle leadership in the BC primary and secondary school. The school is divided into six houses, each with a head of house. Within each house there are four house tutors for BC: two each of primary and two secondary. These are complemented by six CBSE secondary house tutors, and just one in CBSE junior. These house tutors each manage a group of students from each year group within their phase. The six heads of house all report directly to the deputy head of student affairs. This is a relatively recent innovation, having been introduced less than two years ago. There is substantial inspection evidence, supported

by school monitoring and evaluation reports, that this system is paying substantial dividends in terms of student learning, progress and personal well-being. Students say that they appreciate the role of the house tutor. They also say that they enjoy having younger and older students in their tutor group in BC senior. It is evident that in a school so large, it is necessary to ensure that there are pastoral as well as academic support structures, particularly in the secondary school, to enable the students to thrive in their learning.

7.1.11. Finally, there is a head of post-16. This leader has been appointed and is due to begin in January 2015.

7.1.12. In CBSE the organisational structure is less complex. This is both because the two schools, junior and secondary, are much smaller and there is also a cultural tradition, particularly in the junior section, for the organisational structure to be flatter and much less hierarchical.

7.1.13. The senior leadership team is currently augmented due to vacancies. During the inspection week, heads of both junior and secondary CBSE were part of the team due to the absence, on compassionate leave, of the head of CBSE. Their implementation of the strategic direction provided by the Education Manager is a strength of the school. They work closely together, are well-organised and an appropriate amount of time is given to their formal meetings. This is a cohesive team and, with support from other departments, has secured improvements in student provision and achievement. They provide good value for money.

7.1.14. Taken overall, and judged by the improvements in teaching and student progress, the school's deployment of academic teaching staff is both efficient and effective. The organisational structure of the school is secure and appropriate, and the school is lucky to have in post so many talented and committed senior and middle leaders. Whilst the inspection team were, of course, unable to meet with all middle leaders, the work of all middle and senior leaders was checked and evaluated. Almost without exception, these staff provide a positive contribution to the school's continuing improvement.

7.1.15. There are some points for development in this area:

- Review arrangements for bringing newly appointed staff into the school as quickly as possible, particularly at the beginning of the school year.
- Review arrangements for cover. Whilst there are four cover teachers in BC primary, the reliance on cover led by learning support teachers should be reduced so as to be negligible. In secondary, too many non-contact hours are lost to cover, particularly in the early part of the school year.
- Whilst the 2014 UK recruitment programme for secondary teachers was successful, it was less so for primary. Further strategies for the appointment of primary teachers need to be developed in order to ensure that posts are taken up at the beginning of the school year.

7.2. Learning environment and resources, including the use of ICT to support learning and assessment

- 7.2.1. The school has the benefit of four well-appointed buildings which provide adequate accommodation to meet the needs of the current role of students, however, there are some pressures on the accommodation. It is evident that there is insufficient capacity in any of the four current buildings to accommodate the expected rise in the number of students projected over the next few years. Some groups can accommodate more students by making class sizes larger. This is the case in BC secondary and also BC primary where class size could rise by two or three students. However, there is little capacity for further growth in CBSE junior or secondary or BC primary. In both CBSE and BC there is a severe lack of small meeting rooms. This is a particular concern for house tutors who find it difficult to hold confidential meetings with parents.
- 7.2.2. The accommodation is very well maintained and is respected by the students. There have been improvements in the shared areas since the previous inspection. Corridors are not as bare as previously reported, and many celebrate student work very well, particularly in the primary and junior schools. As they were at the time of the previous inspection, facilities for the provision and promotion of sports are excellent. The school has three swimming pools, two large sports halls and a high quality climbing wall that is used well. There are outdoor sports pitches and an athletics track. There is high quality accommodation for science, particularly in BC secondary school, PE, art, the performing arts, design and technology, libraries, multi-purpose halls and recreation spaces. There is particular stress on accommodation for laboratory space in CBSE secondary, however. Although timetabling overcomes difficulties as far as possible, both staff and parents report that opportunities to develop the student's practical skills are limited. To some extent this is exacerbated by older students having access to the BC laboratories for additional lessons after BC school hours.
- 7.2.3. Whilst it is recognised that the CBSE buildings are better equipped and appointed than those of many Middle East schools, nonetheless there are differences in the overall accommodation. This is particularly marked in the provision of outdoor learning space for KG and Reception students. The Reception spaces are suitable for learning across the full range of the required curriculum and there is good access from each of the classrooms. Outdoor learning space in KG is very limited. In addition, whilst the CBSE junior school was built as a club and many of the features of this building have been successfully masked, some limitations remain. Two classrooms, for example, were previously squash courts, and although ceilings have been lowered, in both of these classrooms there is substantial echo when staff and students talk. This could be overcome by providing carpeting in these spaces. The corridor spaces are very generous. Whilst it may appear that the overall square footage of the school is generous in terms of space per student, some of this therefore cannot be used for teaching purposes.
- 7.2.4. ICT provision in terms of the number of machines and access to them for specialised teaching is good, however, this masks a need. Many of the suites have computers that run rather slowly and this causes frustration for both students and staff. Elsewhere in this report there is comment on these

matters. The situation is compounded by the fact that maintenance levels are not secure, particularly for the laptops that are on trolleys for use in classrooms. The use of these was not observed during the inspection, and staff in both CBSE and BC report that the machines are not an effective tool for learning, not least because too many do not work.

- 7.2.5. Each classroom has an interactive white board, although in some, particularly in Year R, there is no easy access for student use. Students need to steps to be able to reach and write on them.
- 7.2.6. It is understood that the school has few visualisers. This is a highly valuable tool that can enhance learning considerably. In the UK, it is now common to see a visualiser in each classroom.
- 7.2.7. The greatest weakness is in the lack of hardware for students to use as part of everyday lessons. In many schools in the UK, ICT access and development plans include a target to have a machine for all students in the school within a five year period.
- 7.2.8. The school is well resourced. There are sufficient educational resources of good quality to enable to the curriculum to be met. Resources are generally of good quality. In BC primary, some classrooms could benefit from a further supply of non-consumable mathematics resources.
- 7.2.9. The overall learning environment is good. Outdoor spaces are treated with respect by students, litter is rare and outdoor furniture is of good quality. At the time of the previous inspection there was a particular issue regarding lockers in the BC secondary building. This has been largely overcome although there are still a few lockers that are missing doors.
- 7.2.10. Some recommendations emerge from this section:
 - Consider the feasibility of extended science laboratory resource provision in CBSE secondary school;
 - Improve the quality of ICT hardware by ensuring that machines are up-to-date and running effectively;
 - Develop a longer term plan to secure the provision of access to ICT for all students for their use in classrooms;
 - Consider the benefits of having visualisers for staff to use as part of their normal classroom teaching. If considered appropriate, secure a development plan in order to provide them for all classrooms.

7.3. The provision made for the continuing professional development of staff

- 7.3.1 Provision for the continuing professional development (CPD) of staff has been a key feature of the school's increasing effectiveness. This demonstrates that staff skills have an increasingly positive impact on student learning.
- 7.3.2 There is a clear need to ensure that the CPD programme is tailored sufficiently well to support whole school, department, teams and individuals. The opportunity to do this is improving as the performance management system beds down. Senior and middle managers report that performance management is much more robust than previously. This is partly because it is now entering a third cycle. Senior staff have introduced additional 360 degree appraisal processes from themselves and senior middle leaders, which are particularly valuable in tracking performance and also identifying key CPD needs.
- 7.3.3 There is a wide range of CPD training and development opportunities. These include a large number of courses for BC secondary teachers that are provided through the IGCSE boards. Staff attend courses in the Middle East, India and the UK. Teacher skills and knowledge are enriched by visiting other schools to observe their practice.
- 7.3.4 In-house training is an important feature. Included within the wide gambit of CPD, is time given by middle leaders to share observations of teaching and learning both formally as part of the performance management procedures and also informally by discussion.
- 7.3.5 Cost benefit analyses are an important aspect of CPD. Whilst visits to India or UK may enrich the experience of staff, this needs to be set against the cost, impact and potential disruption for students in their absence. Evidence of inspection in the international environment suggests that there are various strategies that can be adopted to ensure that disruption to students is kept to a minimum. These include, in particular, the clustering or partnering of other schools in the host country. Such partnerships have the potential to enrich the skills and understanding of both parties involved.
- 7.3.6 It is recognised that some middle managers, including heads of house, worked with a girls independent school in Doha so that the staff of this school could benefit from understanding the AKIS house system.
- 7.3.7 The CPD provision for the induction of new staff is good. INSET days at the beginning of each school year benefit these staff, although some cannot attend because there are delays in their appointments. Teachers new to the school report that they are appreciative of the support that is provided for them to ease their transition into the school, however, the company requirements for probation, whilst important, are applied to all staff in the same way. There is a need to ensure that this is more targeted and based on each employee's needs.

- 7.3.8 There is a good programme of support for newly qualified teachers. They have benefitted, for example, from sessions on Assessment for Learning and Talk for Writing.

7.4. The quality and effectiveness of academic policies and procedures

- 7.4.1. The school's range of policies and the procedures relating to them are good. Key policies, such as those relating to behaviour and child protection, are regularly reviewed and checked against practice as part of normal school monitoring of teaching and learning. The behaviour policy is particularly effective. It has been developed since the previous inspection and its application is universal and consistent across the school. This has been a key vehicle for the improvement in student behaviour – when, of course, allied to improvements in teaching – that has lifted overall behaviour from requiring improvement to its current outstanding levels.
- 7.4.2. Policies relating to the learning, safety and welfare of students are effective in securing the efficient day to day operation of the school. Organisational arrangements are effective in ensuring that there is a broad framework to monitor and evaluate the implementation of key policies. The senior leadership team has rightly placed a particular emphasis on ensuring that leadership and management structures focus on the checking of progress towards the priorities identified in the one year plan. For example, regular progress reports required by the Education Manager to demonstrate progress towards yearly goals and targets are provided in full. These are frequently data-driven, where data is available, and summary information using a 'traffic light' system to show progress, and gaps, towards annual targets gives a summative view. These procedures ensure that resources are deployed efficiently to support the establishment of an environment in which quality teaching and learning can develop.
- 7.4.3. Although there were weaknesses in the overall monitoring and evaluation procedures in the school at the time of the previous inspection, this is no longer the case. The training and development of middle leaders in particular has resulted in their being rigorous in the pursuit of quality in the teams that they manage. This has also led to a dramatic strengthening in the accountability of middle managers. Senior leaders set high expectations of teachers and they ensure that teachers have high expectations and aspirations for each student. There is close monitoring of teaching and learning by middle managers, and as evaluated in the report in Section 5.4 (Leadership and Management) they are accurate in their evaluations of the quality of lessons. As part of the middle leaders' work, in addition to the observation of teaching, a good routine of evidence gathering has been developed. Lesson observations are moderated and quality assured by joint observations. Peer observations within the team also make a valuable contribution because professional dialogue can be developed. There is a minimum of one peer observation each term. Middle leaders regularly record outcomes from learning walks through the accommodation for which they are responsible. Self-evaluation procedures are robust and accurate and provide a strong basis for further improvements in teaching and learning.

- 7.4.4. The school runs smoothly. This is because even though there is an exceptionally large staff, work is strong across the school. There are sufficient opportunities for each team to meet on a regular basis and this helps to bind the staff. In interview many members of staff stated that the teamwork within their group/department/year group is a key reason that they enjoy working in the school. Newly Qualified Teachers (NQTs), for example, said that they appreciated the support and professional succour that they gain from colleagues in their team. This, of course, is aided by the fact that in BC primary, year groups are clustered closely together.
- 7.4.5. Communication routes, from class teachers through to the headmaster, are strong and effective. The organisational structure of the school enables regular communication both up and down the chain of responsibility. The senior leadership team have weekly meetings. These meetings are well organised with agendas and minutes. At regular longer intervals, the senior leadership team has a strategic focus meeting in which there is a review of policies, assessment data and progress towards specified targets. Members of the senior leadership team report that their levels of accountability are high, and they relish the challenge that this provides.
- 7.4.6. The Education Manager has set the vision for the school. He effectively monitors the annual development plan and ensures that proposed plans make a positive contribution to improvement towards securing the vision. The senior leadership team is of high quality and all its members are determined, and committed to securing the school as a world-class institution. This results in the effective implementation of policies and procedures towards this vision.