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**Qatar National School Accreditation Report
(QNSA)
Doha International Academy - Al Waab
February 2022 AD**

**Private Schools Evaluation Section - Schools Evaluation Department Evaluation
Affairs Sector
Academic year 2021-2022**





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General Introduction

The national school accreditation process is an integral part of the evaluation framework for private schools in the State of Qatar.

As the process of obtaining Qatari national accreditation is focused on self-study submitted by the school to ascertain the most prominent strengths and aspects that need improvement and development in the school, in addition, this is done through following up and monitoring the work plan, and the level of development in its practices and achievements in the five areas, viz. the quality of self-study, educational leadership, educational performance, and the learning environment, learner development and care, and resource management, which are the basic rules for ensuring the quality of school performance, in accordance with international standards for school accreditation.

Accreditation officials use, in all areas and criteria that are evaluated, fixed, and specific procedures based on transparency and accountability, through which evidence is collected and evaluated, and consequently, judgments are issued and results are reached regarding the school being accredited.





National school accreditation areas

1- Quality of self-study	<ul style="list-style-type: none">➤ Accuracy of self-study and students' achievements➤ The quality of promoting national identity in the school➤ Action plan and improvement of the school's performance level.
2- Educational leadership	<ul style="list-style-type: none">➤ The school vision and mission➤ Planning and administrative organization➤ Quality assurance system and effectiveness of performance in the school➤ Family and community partnership
3- Educational performance and the learning environment	<ul style="list-style-type: none">➤ The quality of curriculum implementation➤ Learning quality➤ Learning environment
4- The learners' development and care.	<ul style="list-style-type: none">➤ Student Academic Achievement➤ Taking care of different groups of students➤ Behavior and discipline in the school➤ Communication and student participation
5- Resource management	<ul style="list-style-type: none">➤ Human resources➤ Financial resources➤ Security and safety





The national school accreditation process

Sources of evidence collection:

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

The evidence is collected from the following main sources:

- The school's self-study and the work plan.
- Review and analysis of school records and documents,
- Students' results in internal and external choices,
- Analysis of the results of school questionnaires.
- Interviews with school stakeholders: school principals, staff, students, parents, etc.
- Live classroom observations, live or recorded interactive electronic lessons
- Educational tours
- School performance report card
- Ministry reports including the report of the previous school accreditation team

Report writing the national school accreditation report:

The preparation of the school report is based on documents collected before the visit, self-study review, and during the visit school accreditation, moreover, the comprehensive review of the report is then presented to the school itself and the responsible authorities in the Ministry of Education and Higher Education, in addition, the most important of which is the private school affairs sector, furthermore, the responsibility for the manner to deal and address the recommendations and aspects of improvement and development contained in the report and the preparation of the action plan rests with the school in making decisions and achieving quality in the school's performance.

Additionally, the report briefly describes the main sources of evidence, the applied methods, and the results of the review, besides, identifies the outstanding strengths in the school, and important areas for improvement, moreover, such a report is considered a general and important document for decision-makers in the educational process

Estimation and judgments





The judgment	Explanatory description
Very effective	“Such judgment is granted if the work in the areas of assessment is advanced, has a large and very strong impact, high productivity and exceeds expectations, and the school’s performance level is very good, and this has been continuously reflected on the quality of practices and improvement procedures in all the outputs of the educational process in the school.
Effective	Such judgment is granted if the work in the areas of assessment is in great progress and development, is productive and meets expectations, and the school's performance level is good, and this is reflected in the quality of practices and procedures for improvement and development in most aspects of the school’s educational process outcomes.
Effective to some extent	Such judgment is granted if the work in the areas of assessment meets expectations, and the school’s performance level is acceptable, and this is reflected in the quality of practices and procedures for improvement and development in some of the school’s educational process outcomes
Inefficient	Such judgment is given if the development of work in the assessment areas does not meet expectations, the school’s performance level is poor, and the practices The procedures applied have limited or no effect on improving the school’s educational process outcomes.





Visit information

Visit date	2-9 February 2022 AD.	
Visit type	Accreditation for the first time	<input type="checkbox"/>
	Renewal of accreditation	<input checked="" type="checkbox"/>
	Reaccreditation for the () time	<input type="checkbox"/>
	Exceptional accreditation visit	<input type="checkbox"/>
The number of classes watched	- 64 live classes - 2 online classes	
The leader of the accreditation team,	Mr. Abdel Moneim Abu Al-Khair	
The members of the accreditation team,	Mr. Saad Atallah, Miss. Wafaa Nassar, Miss. Faten Suleiman, Miss. Eman Al-Zein, Mr. Fouad Abdel Salam, Miss. Lulwa Al Kaabi.	
The supervisor of the team,	Mr. Mujeeb Al-Rubaie	





School information and data

School name	Doha Academy- Al Waab
School address	Doha - Al Waab district- Duhail St.
Academic levels	Kindergarten to high school
Years of operation	22 years - since September 2000 AD
Name of the school owner	Dr. Sheikha Aisha bint Faleh Al Thani
The name of the school principal	Mr. Harvey Trump
The applicable curriculums	The British Curriculum + The Compulsory Curriculum of the Ministry of Education and Higher Education of the State of Qatar.
Other branches of the school in the State of Qatar	Doha Academy- Salwa
Previous accreditations	Qatar National Accreditation 2019 (three years)
School phone number	40202700
E-mail	dohanacademy.mix@education.qa
Number of students	1882 male and female students
The number of Qatari students	782
Percentage of Qatari students	42.52%
Number of Arab students	1561

The percentage of teachers transfer during three years





Academic year	2018 - 2019 AD	2019 - 2020 AD	2020 - 2021 AD
Number of teachers	192	181	154
Number of teachers leaving	43	39	26
The percentage of teachers transfer	22%	22%	17%

- It shows the high percentage of teachers transfer from school during the past three academic years, where the average percentage was 20%, due to the conditions of the Covid-19 pandemic, as well as the appointment of teachers with appropriate experiences for the British curriculum, thus, the school should work to support job stability and reduce the percentage of teachers transferring from school.

The percentage of teachers transfer students three years			
Academic year	2018 - 2019 AD	2019 - 2020 AD	2020 - 2021 AD
Number of students	1936	1725	1647
Number of students leaving	464		444
The percentage of students transfer	24%	28%	27%

From the above table, it was noted that the percentage of the students transfer from school during the three years from 2018-2019 AD to 2020-2021 AD, and it was found that one of the most important reasons for students leaving school is the movement of families outside the State of Qatar due to the conditions of Covid-19.





The school's vision

To be global leaders in providing an accessible, distinguished, and inclusive education that reflects the principles and teachings of Islam.

The school mission

Doha Academy provides a culture of life for all its students without exception. We believe that schools should be a cheerful and calm society in order to enable students to achieve outstanding achievement on the spiritual, moral, social, intellectual, and kinetic levels.

The school objectives

1. Provide a comprehensive curriculum aimed at stimulating the students, challenging, encouraging, inspiring, and enabling them to achieve their dreams and make the most of their time inside and outside Doha Academy
2. Adopting teaching and learning methodologies that promote the best habits of independent thought, study, and research in our students by creating a fun and vibrant educational process and succession
3. Integrating information and communication technology into the educational process
4. Promoting the partnership between students, staff, parents, and the wider community
5. Develop spiritual and moral well-being so that students become citizens and global leaders.





The values of the School

- Independence of Thinking
- Caring and responsible behavior
- Spirituality is based on the practices of Islam and the teachings of the wedding of Islamic values and principles, respect for other religions, and tolerance.
- A positive and reflexive general appearance (can do work with a desire to learn from mistakes).
- It is the enthusiasm and passion of beyond-looking learners, who want to learn more and have a genuine interest in lifelong learning.
- Teamwork: the willingness to participate and make a cooperative effort to achieve a common goal.
- The school promotes values in a variety of, continuous and effective ways. It was noted that attention was paid to activities and programs that instill Islamic values and principles in the school community, where teachers and students adhere to modest dress, and values are incorporated into classes, which was reflected in the school community's commitment to positive behavior and mutual respect, and a sense of responsibility.





Distance Learning and blended education,

During the period of the Covid-19 pandemic, the school provided distance Learning and blended education for students inside the school so that the attendance rate does not exceed 50% of the total students per day according to the instructions and directives of the Ministry of Education and Higher Education to implement blended education, as programs are used (Microsoft Teams) to provide lessons in various subjects, and the school is still providing online classes for grades that are subject to quarantine so far.

Precautionary measures

The school implements the instructions of the Ministry of Education and Higher Education and the Ministry of Public Health with regard to precautionary measures in accordance with the current conditions of the Covid-19 pandemic, as the school is keen that protective masks must be used inside and outside classrooms, emphasizing social distancing in all school facilities, and sterilizing classes and all facilities of the school, as well as checking the application of (precaution) for everyone who enters the school, in addition to preparing an isolation room for emergency cases, and making sure of the weekly examination of students before they enter the school, which was positively reflected on the commitment of most staff and students to the preventive and precautionary measures related to the Covid-19 virus.





The School Achievements

Event/ Activity	Achievement	Organizer	The number of participating students	Academic year
Problem Solving (Odessey of the mind)	First Place	Al Faisal Without Borders	7	2018-2019 AD
Fourth National Astronomy Olympiad	Bronze Medals	Qatar Exoplanet	12	2019-2020 AD
Volunteer Program in the Association of Combating Cancer	Certificates of Appreciation	Qatar Society for Combating Cancer	20	2019-2020 AD
Scientific Research Project	Second place	Ministry of Public Health	4	2020- 2021 AD
National Astronomy Olympiad Science	Silver medals	Katar	4	2020- 2021 AD
Artistic competitions for schools on the occasion of the national day	Prize winning	Qatar Mall	5	2020- 2021 AD

- Some students' achievements in various activities related to the curriculum objectives complement the school's role in developing students' skills, and most students participate in these activities and programs, and the school still needs to work on enhancing its programs to raise students' results in internal and external exams.





Granting the school national school accreditation

- The accreditation team evaluated and measured the extent of the school's performance development based on the various standards and performance indicators for Qatari national school accreditation, and it was found that the school was able to achieve the required quality standards in school performance.
- Accordingly, the school shall award the national school accreditation for three years, and it shall take into consideration the recommendations contained in this report.





Recommendations

By reviewing school documents, class observations, team direct notes, and interviewing all stakeholders during the school visit from 2 February to 9 February 2022 AD, the strengths and aspects that need to be improved and developed in accordance with the areas and standards of national school accreditation were noted which are as follows:

The first area: the quality of the self-study

The most important aspects of strength:

1. Self-study reflects the actual reality of the school.
2. Provides effective programs and various activities that support the Qatari identity and Islamic culture.

The second area: educational leadership

The most important aspects of strength:

1. The ability of the administration to determine its priorities and objectives and to set appropriate plans to work on them.
2. Availability and clarity of policies and regulations and their positive impact on the management and organization of various aspects of work.
3. The effectiveness of the continuously used mechanisms among employees and their positive impact on the conduct of work.
4. The effective role of the Parents' Council in school life and its ability to monitor the needs of the school and cooperate with the school administration in solving them.
5. The school has strong communication and effective partnership with the various community institutions.

The most important aspects that need to be improved and developed

1. The preparation of an organized mechanism to measure and determine the extent to which the school achieves its mission, vision, and goals.
2. Continuing to improve the mechanisms for follow-up of the teachers, applying teaching practices that reflect the vision and mission of the school.
3. Raising the year Parents' participation in the questionnaires prepared by the school and the comprehensive educational survey for The Ministry of Education and Higher Education.





The third area: educational performance and the learning environment:

The most important aspects of strength:

1. The ability of teachers to manage classrooms and the positive relations between teachers and students.
2. The performance of Arabic language department teachers improved in the application of teaching strategies, which was positively reflected in the high level of language skills among students.

The most important aspects that need to be improved and developed

1. Ensuring the consistency of the quality of teaching practices among all teachers in the different academic levels.
2. Develop higher-order and critical thinking skills and raise challenges for students at all academic levels.

Fourth Area: the learners' development and care:

The most important aspects of strength:

1. Celebrating the various achievements of students (academic and non-academic) to encourage improvement and a sense of pride in the school
2. Implementation of an effective academic guidance program to raise students' awareness of their career paths and the requirements of various universities.
3. The active and effective role of the Student Council in communicating the students' voices and participating in decision-making.

The most important aspects that need to be improved and developed:

1. Continuing to follow up on students' results in a variety of ways and continuously over periods to raise the level of students in internal and external tests
2. Providing more diverse and effective support programs to support the learning of low performance, and learning difficulties students.
3. Providing effective academic support programs to develop students' skills and enhance their acquisition of the English language at all levels of study.

Fifth field: Resource management:





The most important aspects of strength:

1. Activating the various educational resources and resources to support the teaching and learning processes.
2. Cleaning and maintenance of all school facilities on an ongoing basis.
3. Observance of security and safety procedures in school facilities.
4. The effective role of school health care units.

The most important aspects that need to be improved and developed:

1. Exert more efforts to reduce the high rate of teacher transfer from the school.
2. Improving the procedures for covering the absence of teachers at the secondary level to ensure that students' learning is not affected.





Analysis of the five accreditation areas and criteria

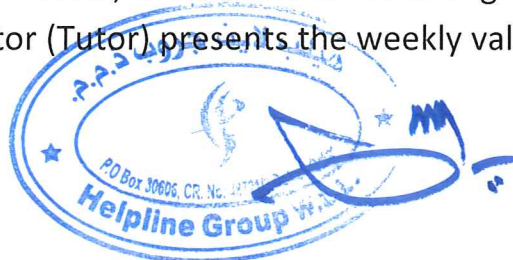
First area: Quality of self-study

1. Accuracy of self-study and students' achievements

- The school formed focus groups to prepare for the self-study, and most stakeholders were involved in them through periodic meetings with the leaders of the focus groups to collect the required evidence, and the senior management also participated in the review of evidence and preparation of the self-study, further, strengths and improvements that were observed to reflect school reality were identified.
- It was found that the evidence provided for the indicators is clear and that the self-study prepared by the school reflects most aspects of the work in the school and supports most of the strengths and aspects that need improvement.

2. The quality of promoting national identity in the school

The school implements many diverse activities and programs to enhance the national identity and Qatari culture by participating in national events related to the National Day, such as (This is Qatar) and participating in (Cultural Day) celebrations, in addition to participating in religious ceremonies such as the (El Armon El Nawawiah) competition and the competition of the open book for female teachers to read the book (Ramadan Councils) as it was noted the school's respect for Islamic values and Qatari culture through the modest appearance of school workers and students. Besides, many aspects of Qatari culture and Islamic values are integrated into the activities of the Arabic language and Islamic education classes, in addition to allocating a captive time in which the class educator (Tutor) presents the weekly value and discusses





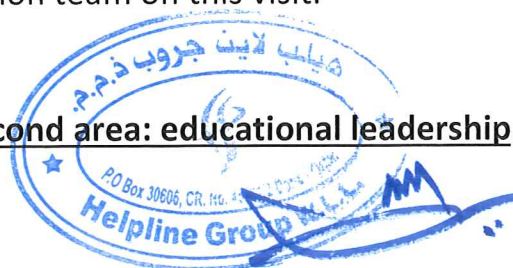
it with students by presenting various examples and different life situations, which positively reflected on the improvement of students' behavior.

3. Action plan and improvement of the school's performance level

The school launched an action campaign that includes most of the recommendations contained in the previous accreditation report, in addition to most of the school's improvement points in the report self-study, where the school has achieved remarkable development in terms of improving students and the quality of applying the employment policy, as it has been shown that teachers' expectations are compatible with the subjects they teach, in addition to the higher management's awareness of the school's needs and challenges, however, the school still needs to make more efforts to work on other recommendations such as improving students' results in external examinations, as well as monitoring the effectiveness of support programs provided by the school to low performing students.

The school prepared an action plan, which focused on addressing the aspects that needed improvement, as the plan included the basic components of the plan, such as objectives, procedures, responsible staff, timetable, and follow-up mechanism by the competent authorities. In addition, the plan is identical to most areas of improvement that reach by the accreditation team on this visit.

The second area: educational leadership





1. The school vision and mission

- The school has a vision, mission, and goals that are clear and understandable by most stakeholders, further, are consistent with all the general directions of the state, moreover, the school has presented the vision and mission in all facilities and classrooms, and on the school website, in addition to including them in the various school bulletins, documents, and plans, and send them to staff and parents, besides, the most of the school's goals are in line with the vision and mission; Which leads to achieving high expectations and continuous improvement.

- It turns out that the school's vision and mission and most of its goals are realistic, measurable and applicable, and suitable for its material and human resources. Since the school has provided most of the educational resources in most classrooms, science laboratories, and computer laboratories to support students' learning, in addition to providing resources and books sufficient in school libraries to support the needs of students and teachers.

- It was found that the school's vision, mission, and goals were integrated with a variety of ways in different aspects of work, which reflected positively on most of the administrative and academic aspects, through integrating the school's values into daily lesson plans, activating them in classrooms, and paying attention to activities that promote Islamic values. Additionally, it showed interest in security and safety and the provision of a safe environment for teaching and learning, furthermore, the student's commitment to positive behavior, however, the school still needs to make more efforts to take care of the different groups of students and to apply the class activities that work on developing higher-order thinking skills with the students.

- The school has procedures to follow up to implement the vision and mission, and most of the representatives of stakeholders are in the process of reviewing the school's vision and mission and updating its





objectives, from the periodic meetings of the leadership team, and following up on the plans of the various departments, which leads to decisions that contribute to the improvement of some aspects of the school's work. It was noted that the school realized its need to improve the mechanisms followed, as the leadership team began to develop plans that include clear performance indicators that enable the school to follow up and determine the extent of its success in implementing and achieving its standards and its people through organized procedures and plans.

2. Planning and Administrative Organization

- The school adheres to most of the regulations and systems of the Ministry of Education and Higher Education, as it applies the academic policy for the mandatory subjects of the Ministry, moreover, it complies with the guidelines of the Ministry of Public Health to prevent Covid 19 virus, which ensures the security and safety of the school community, however, it was noted the need to obtain approval of the application of Arabic language resources for non-Arab students from the Ministry of Education and Higher Education.

- The school has clear and comprehensive plans for all stages, as it has prepared a strategic plan for the period (2018-2022 AD) and annual plans for the primary and secondary stages. It also implements a plan to disseminate and enhance the Qatari identity and Islamic values, moreover, the leadership team is aware of the school's reality and needs and determines its priorities in the plans developed, such as the need to improve students' skills in English and writing, provide more support programs for students with low performance and learning difficulties, and improve mechanisms for following up students' results, furthermore, the school follows up and implements plans effectively through meetings and department performance reports, and this is used

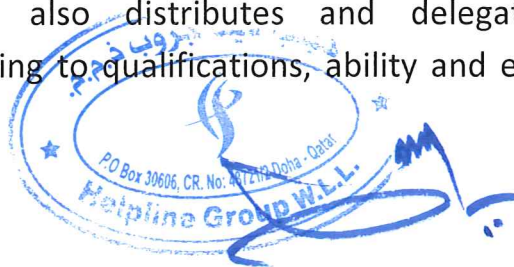




to develop the school performance, in most areas, contributed to achieving its goals and priorities such as promoting positive values and behavior of students, and the school still needs to continue working to support non-native speakers in English language skills, and raise students' results in external standardized tests.

- The school has policies, regulations, health, declared and sufficient to manage various academic and administrative aspects, further, comply with the objectives of the school and the regulations of the Ministry of Education and Higher Education (such as the employee performance evaluation policy, the behavioral discipline policy, the employment policy, the student evaluation policy) besides, the policies and regulations are constantly reviewed and updated according to the needs of the school, such as the review of the security and safety policy, the policy of student evaluation due to the conditions of the Covid-19 regulation, and the publication of all policies were clarified to employees through meetings and included in the teacher's guide, which contributed to the organization and improvement of most aspects of schoolwork:

- The organizational structure is comprehensive and announces the functions of the school, and clarifies the sequence of the roles of the upper and middle management, commensurate with the size and nature of the school and determines the sequence of tasks and responsibilities, as there is a clear job description for most of the employees and defines the duties, responsibilities and role of each employee in the school, where the school director, heads of stages and coordinators of subjects follow up regarding the performance of teachers, in addition, the responsible for teaching and learning was appointed to follow up on the implementation of the curricula, which contributed to the smooth running of most aspects of the work with no overlap and conflict in powers, the school also distributes and delegates tasks and responsibilities according to qualifications, ability and experience, such





as delegating the deputy principal to the tasks of managing the school in the absence of the school principal, which led to the ease and accuracy of accomplishing most aspects of work in the school.

- The school has various ways and means of communication between leadership and employees, and between employees and each other, such as holding periodic meetings of the senior leadership, and periodic meetings of departments, in addition to communicating with school staff through the educational platform (NEO) to ensure the quality and ease of work completion and creating a positive atmosphere characterized by collaboration, pertinence and a sense of responsibility, which led to the satisfaction of most of the employees with the aspects of work in the school.

- The school administration adopts the suggestions and opinions of teachers, students, and parents on aspects of work, such as the quality of the application of distance learning and the efficiency of professional development programs through questionnaires and periodic meetings, and they are used in taking appropriate decisions and solutions to improve most aspects of the school's work. In addition, the staff surveys for the year 2022 AD reflect their high level of satisfaction compared to the results of the previous surveys, however, the low level of parental participation in the questionnaires submitted to them was noted, which reflects the need to work to encourage parents to participate more.

- The school's general board of directors has knowledge of the various aspects of work in the school, where periodic reports are submitted to them from the school on all developments, in addition to permanent



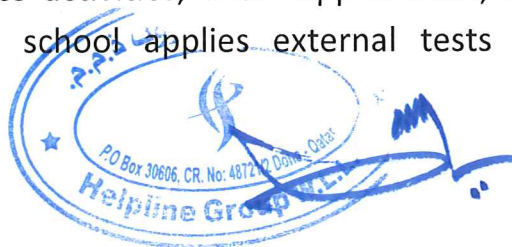


meetings with them, which is reflected in their awareness of the school's needs and the level of performance of students. It was also noted that the board of directors was keen to provide the resources and resources and take the necessary decisions to support the teaching and learning process, which reflected positively on most of the services provided in the school.

2. Quality assurance system and effectiveness of performance in the school

- The school implements a continuous system of evaluation and follow-up of the performance of old and new employees through standards, indicators, health, and announcement, as the principal and vice-principal follow up with all teachers through holding periodic meetings and class visits, as well as following up on the completion of the tasks listed in the various plans, and The heads of the stages of subject coordinators follow up the implementation of the academic plans and improvement plans at each level, moreover, the school follows up the administrative staff and the female teachers' assistants periodically and regularly through special evaluation forms, in addition, the follow-up is intensified for the staff whose performance was noticed weak, and the impact of the follow-up on their performance is measured. Despite this, the discrepancy in the level of quality of implementation of strategies has been shown to teach among teachers, which reflects the need to enhance and improve the efficiency of follow-up methods to ensure the standardization of good practices, and to raise the efficiency of the performance of some teachers to reduce the low performance in order to reflect the level of applied teaching, the vision, and mission of the school.

- The school follows up on the performance of students in a variety of ways, through internal and external tests, as their performance is measured through class activities, short applications, homework, and projects. Further, the school applies external tests in English and





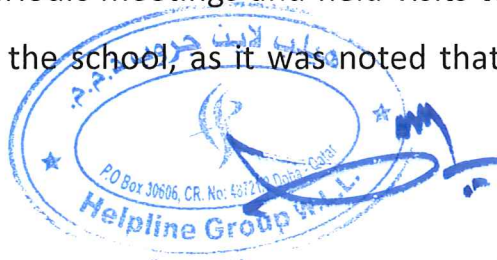
mathematics, and there are many levels of students and follow-up on their performance on successive periods, as the analysis of the results of students' learning outcomes is used to improve school plans, which has contributed to the improvement of most students' performance compared to their previous results, however, the school needs to improve the results analysis mechanism in terms of comparing students' performance with their peers who study the same curriculum and providing external standardized tests in science for the primary stage in order to assess the quality of the internal tests.

- The school applies continuous evaluation processes for most plans, programs, and projects using specific evaluation criteria, through periodic meetings, and follow-up reports on programs and activities, which leads to modification according to the needs of the school.

However, the school needs to improve the quality of plans and programs to support the acquisition of English for non-native speakers and to follow up on these plans and modify them according to the needs of the school.

4. Family and community partnership

- The school communicates with parents in various ways and means, such as text messages (SMS), weekly messages, the school website, and the Class Dojo program to inform them about the various aspects of work at the school, in addition to organizing many meetings and workshops for parents through a program (Teams) to review the school's policies and decisions, and the school issues periodic reports to parents about the academic and behavioral aspects of their children. Besides, it was found that the Parents' Council follows up on the school's performance by holding periodic meetings and field visits to inspect the various aspects of work in the school, as it was noted that the Parents





Council's awareness of the level of performance of the teachers and student behavior improvement, in addition to the school's challenges regarding e-learning and the continuous change of some teachers at the secondary level since the beginning of the pandemic.

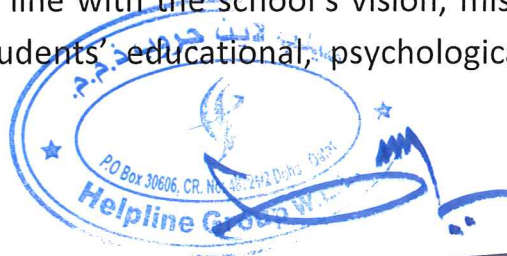
- The school provides opportunities for parents to present their opinions and communicate their suggestions, such as applying the values approach, and they are taken into consideration while making important decisions. The school also responds to parents' complaints by following up and discussing them with the Parents and Teachers Council and then providing appropriate solutions to them. However, it was found that the percentage of Parents' participation in the questionnaires prepared by the school, as well as in the comprehensive educational survey of the Ministry of Education and Higher Education, and the low level of their participation in the school's activities were noted.

-The school has effective and diversified communication and partnership with various local community institutions, and activities and events are used to develop different students' skills, such as participating in the Qatar Program for the Discovery of Star Planets (Researchers for Qatar) and the (United Nations Model) program, as well as hosting a delegation from Malaysian universities to provide Alternative university options for high school students, in addition to awareness workshops offered by the competent department of the Ministry of Public Health.

Third area: educational performance and the learning environment

1. The quality of curriculum implementation

- The applied curricula are in line with the school's vision, mission, and objectives, and meet the students' educational, psychological, social,





and physical needs. As the curriculum is prepared in a balanced manner based on curriculum standards and knowledge of students' different needs and the interdependence and integration of materials. In addition, the school provides curricular activities that support the school's vision and mission and Islamic values such as programs (Debate), (Drama), and clubs for memorizing the Noble Qur'an and stories of the prophets.

- The school has a comprehensive secondary and semester educational plan for all academic subjects that include the objectives and standards to be applied for each academic stage. The teachers also prepare weekly and daily preparation plans for the different study subjects and the implementation of plans are followed up within the weekly meetings between the teachers of the subjects to discuss the impact on students' performance and make adjustments that better achieve the goals. However, it was noticed that some teachers need to implement the plan's items and ensure that the goals in the plan are achieved. In addition to ensuring the standardization of educational practices carried out by school stage teachers, Which helps in providing equal educational opportunities for students at different academic levels.

- The school implements a variety of extracurricular programs and farewell for students at different academic levels, where the school has formed a group of clubs supporting the curriculum and compatible with the vision and mission of the school in the educational, social and physical fields such as the Arabic language club and English language, science, the Qur'an, chess clubs, drama, and various sports activities, in addition to implementing a set of extra-curricular activities remotely through the (Teams) program. Moreover, teachers follow up on the implementation of activities and assess the extent to which the desired goals have been achieved through direct meetings and observations. Questionnaires are provided to parents' requests and benefit from the feedback about them in the review and modification process to achieve





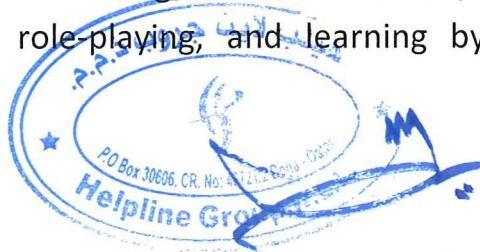
the curriculum objectives, however, it was found that the school needs to continue working to raise the percentage of students participating in those activities, as the number of students participating in them has been reduced.

- The school implements a variety of activities that enhance the national identity and Qatari cultures, such as morning assembly activities, celebrating national and religious occasions, and organizing real and virtual trips to museums and various places in Qatar, in addition to competitions such as the (Photograph Qatar) competition and the presentation of the winning photo in different places from the school, and the Qatar Olympics program, which is important to the Qatari identity in the students and teachers in most of the academic levels, and it reflects positively on the general atmosphere in the school.

- The school follows up on achieving the goals and standards of the curricula through periodic meetings that are held at the level of departments and academic levels. In the previous year, the school adopted the English as a second language curriculum in most classrooms, and the curricula are reviewed and their effectiveness measured based on the results and needs of students, and it is also ensured that they are free of which contradicts the Qatari culture and Islamic values and amends them in a way that reflects different cultures and fits with the local Qatari environment, to achieve the objectives of the curriculum in line with the school's vision and mission

2. Learning quality

- Teachers apply various teaching strategies that are appropriate for the age groups and contribute to providing appropriate opportunities for students to participate effectively in activities in class in most subjects at different academic levels such as dialogue and discussion, problem-solving, cooperative learning, role-playing, and learning by playing,





which contributed to the progress of most students' learning in different subjects, however, it was noted that some teachers need to use more educational strategies that make the student the focus of the educational process in the classes.

- Although teachers use teaching strategies that take into account individual differences and enable different groups to achieve goals such as distributing students in groups according to their levels, individual support, and submitting various worksheets, the school needs to improve the quality of applying these strategies to meet the different needs of students and develop their abilities in all subjects.

- Teachers use teaching methods that develop higher-order thinking skills for some students in different subjects, which reflects the need to work on implementing activities that support higher-order thinking and critical thinking skills for all students to achieve the curriculum objectives.

-Technological means are employed in the lessons through presentations, and they are used to support the educational process in different study subjects, where teachers use the smart board to display lessons, which has contributed to the ease of presenting ideas and saving time, in addition to solving different examples collectively - which contributed to motivating students' participation.

- The teachers applied various teaching methods that motivate students to participate in a healthy way and raise their motivation towards learning in addition to encouraging them to be independent and take responsibility, which was positively reflected in the students' teacher learning and development of their skills during the classes.





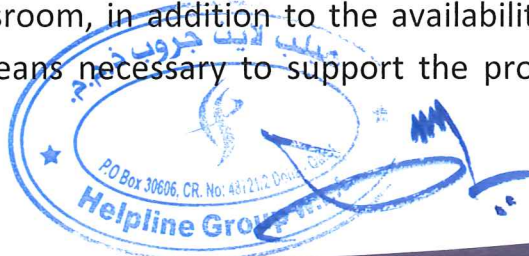
- Teachers use formative and summative assessment methods to measure the extent to which most students comprehend the new concepts in the lessons through oral questions, worksheets, book questions, and direct observation by teachers with providing constructive feedback on the study materials in a way that supports the learning of most students.

-Almost all teachers have the ability to manage classrooms, and the relations between teachers and students are positive, respectful, and cooperative, which led to interaction between students and each other and between teachers and students, which contributed to achieving the objectives of most lessons effectively.

- Most teachers of Arabic and Islamic education use various teaching practices and strategies related to the objectives of the lessons, such as discussion and group work, in addition to the use of structural assessment methods and providing feedback that supports the learning of most students and suits different groups and encourages them to participate. Further, many aspects of Qatari culture and Islamic values are also integrated studies in compulsory subjects, especially Qatari history, by linking Qatari culture to the topics being taught, such as providing examples related to Qatari society and environment.

3. The learning environment

- The classrooms are equipped with appropriate educational means and resources to implement the curriculum, such as smart boards and projectors. The school also provides stories, references, and textbooks that are used effectively to support most educational styles and students' learning in the classroom, in addition to the availability of all educational resources and means necessary to support the process of





children's learning in the kindergarten stage, such as the availability of a small library, educational corners, games, and flashcards.

- Most of the classrooms are organized and equipped with appropriate furniture and in good condition and commensurate with the age stage of the students, which contributed to the learning and follow-up of the students in the classroom activities. However, it was noted that some classrooms have insufficient space for the students and teachers to move freely during the classroom activities and the follow-up of the students. Therefore, the school there is a need to redistribute the number of students in classes in proportion to their area in a way that allows the application of various activities that enhance the teaching and learning processes.

- Some of the students' work and achievements enhanced by the feedback are displayed in most classrooms and school facilities. It was noted that the students' work reflects the Qatari culture and national identity. Therefore, the school needs to display more students' work related to the standards of the applied curriculum, support their learning, and encourages them to work and achieve.





Fourth area: the learners' development and care:

1. Student Academic Achievement

- The school has a clear, publicized, and appropriate evaluation policy that is appropriate to the applied curriculum. Where the policy defines the evaluation mechanism, types of tests, correction treatment, and feedback, and it is applied and the results of evaluations are analyzed in academic subjects to measure the extent to which the objectives of most curricula have been achieved, and the school benefits from the analysis of the results on a continuous basis in making the necessary decisions for improvement such as modifying the curriculum and preparing remedial plans, which led to meeting the needs of most students and improving their level of learning.

- The school applies acceptance tests to determine the level of students' knowledge and skills in the basic subjects for all levels, including the Arabic language. In addition, the school implements diagnostic tests at the beginning of the academic year for all levels in the Arabic language, which are analyzed and used in identifying low-performing students and setting improvement goals that led to meeting the needs of most students.

- Almost all internal assessments include a variety of questions that are graded in-depth of knowledge, and are compatible with the standards of the British curriculum, including questions for developing higher-order thinking skills, and the school uses clear and specific criteria and tools for estimating grades such as the verbal rating scale in the subject of social studies in the primary school, and a grading scale that is clear and appropriate to the curriculum, which led to a fair assessment of grades, constructive feedback, and reflects the real achievement of students' knowledge and abilities in the academic subjects.





Internal tests:

The analysis of the results of the internal tests across successive time periods for the years 2018-2019, 2019-2020, 2021-2020 AD shows the following: -

- The results of most students in the primary stage improved in different academic subjects over successive time periods, so their averages ranged from (A-C) However, the school still needs to raise the level of students with low academic performance, especially in English language skills, as the percentage of students who did not meet the standards reached 50%.

- The performance of most students improved in the basic subjects in the secondary stage, as 72% of the students in the seventh to ninth grades achieved (Above C) in most of the subjects.

- Decrease in the rates of some students (Below C) in some basic subjects at the end of the first-semester exam for the academic year 2021-2022 AD, such as English in the seventh grade, where the percentage of students who did not meet the standards reached 24%, and the percentage reached 14% in mathematics In the eighth grade.

External tests:

- The STAR test was held for students in the primary stage from the second to sixth grade, and it is used as a baseline test in reading and mathematics. As the analysis of test results and their comparison with the results of the first semester of this academic year 2021- 2022 AD, shows the following:-

- A slight improvement in the results of students' scores in reading skills in English, as it turned out that the level of most students in language skills is still lower than their age level, especially in the first grades.





- The results of most of the students improved in mathematics, which was at the level (A-C).

- The (MIDYIS) test is offered for the seventh grade, and it is also used as a (Baseline) placement test, where the level of students is determined to prepare them for the (IG) tests, and then their results are followed up within 3.4 KS. It turns out the following:

- A decline in student results, especially in English language skills where the average level of most students was (D), thus, the school needs to implement support programs for students in the English language at all academic levels.

Secondary Certificate Examinations:

- The results of the exams (IGCSE June 2021) show a high level of student performance, as 68% of students achieved A*-B levels in English as a first language, 38% in Biology, 91% in Chemistry, and 84% in Physics, however, still 43% of students did not achieve the standards in mathematics, as well as 26% in English as a second language.

- The results of the (AS-2021) tests show that most students achieved high results (A-C) in chemistry, Arabic language, and biology, while it was noticed that some students, especially boys, had low scores in (Business-ICT).

International tests:

- TIMSS 2019 tests: The school achieved results in mathematics for the fifth grade that are higher than the average results of the schools of the State of Qatar and less than the international average, while it achieved results equal to the average results of the schools of the State of Qatar and less than the world average in science for the fifth and ninth grade and mathematics for the ninth grade.





- PISA 2018 tests: The school achieved results equal to the average results of schools in the State of Qatar, and less than the international average in mathematics, science, and reading tests.

- The school prepares clear and comprehensive reports that include the students' academic and behavioral performance, and reflect the real level of achievement of their knowledge and abilities in most subjects. Moreover, reports are sent to parents periodically and discussed to support students' learning.

Children's progress and development in the Kindergarten stage

- Most of the children in the pre-school and kindergarten classes showed progress in language and communication skills in terms of understanding the classroom rules, listening to the teachers' instructions, and chanting songs like (days of the week) and some children in the preschool showed the ability to write by tracing the points and coloring within the borders in the preschool, such as coloring the letter Z with vowels and extensions, and writing in Arabic and English such as writing their names, and writing small and capital letters.

- Most of the children showed progress in arithmetic skills, as they were able to count and write numbers from 1-10 in Kindergarten, to 20 in Primary and link them to pictures, in addition to recognizing the location of objects (bottom-top).

- Most of the children in the kindergarten and pre-school classes have the ability to control the fine muscles of the hand by holding the pen in writing and coloring, and they were able to control the large muscles by running, climbing, and jumping during playtime, however, the school still needs to continue implementing effective treatment plans to raise children's reading and writing skills in line with the goals of the age group, especially after the Covid-19 pandemic.





2- Taking care of different groups of students

- The school has procedures for identifying and following up on talented and talented students through analyzing results and direct observations of teachers, applying extra-curricular activities, and participating in various competitions such as the (Holy Quran) competition and (Virtual National Day) activities, as well as participating in competitions (Scientific Research) and (Debate) at the secondary level, which led to the care and support of the needs of most talented and talented students.

- The school has clear procedures for identifying students with disabilities and learning difficulties through direct observation and tests, and individual plans are implemented that include goals and procedures for each case and how to deal with them, such as increasing the time period for exams, and the school follows up on progress, and analyzes and compares test results, in addition to holding various meetings with stakeholders, which led to the care and support of the needs of some students with disabilities and learning difficulties. It was also noted that medical reports were not available from accredited institutions for students with disabilities so that the school could provide appropriate support according to their needs.

-The school identifies students with low academic performance, and follows up on their progress by analyzing the results of various tests, and support measures are implemented outside the classes in the primary stage to improve their performance and bridge the gap. Furthermore, the school implements a program to support students after school in the secondary stage, however, the school needs to provide effective academic support programs to raise the level of students with low achievement in various subjects.





-The school implements a program to support the English language during school hours in the primary stage, the implementation of the (JET) program has begins in the secondary stage, and technological programs such as (Active Learn) are activated in the primary stage, and the English language curriculum has been changed to suit the level of non-native speakers, in addition to activating the activity of the Arabic language club to support reading skill, which has led to supporting the learning of some students and achieving the goals of the curricula. Therefore, the school still needs to continue implementing effective plans and programs to raise the level of students in the English language.

-The school honors outstanding students, and academic and non-academic achievements through various incentives, rewards, and gifts such as medals, certificates of appreciation, and displaying their names throughout the school, which encouraged most students to improve and feel proud.

3. Behavior and discipline in the school

-The school has a comprehensive, detailed, and clear behavioral policy, updated to suit the distance Learning stage. It is also published and applied to students on a continuous and resolute basis. Behavioral violations are constantly followed up and parents are involved when needed to take appropriate and effective solutions, which has been positively reflected in the commitment of most students to positive behavior and their sense of justice and equality, it was also reflected in the general atmosphere in the school in terms of promoting good morals and Islamic values, and positive relations between most students and teachers, and between students and each other, and that the appearance of all teachers and students was modest and respectful of Qatari culture and Islamic values, besides, most of the teachers are good role models for the students.





- The school implements various programs and activities to promote good morals and Islamic values and to enhance Qatari culture among students in line with its vision, mission, and values through the continuous application of the weekly values program and linking it to the daily classes in the various academic subjects, in addition to teaching (PSHE) as a basic subject, and implementing various extra-curricular activities such as (Anti-bullying Week) and (Those who love each other for the sake of God). Moreover, the school enhances and develops the students' personalities through their participation in various local and international competitions such as (Model United Nations MUN) and (Olympiads of different subjects), which reflected positively on the development of the personality of most students and instilling values in them.

4. Communication and Student Participation

- The school has appropriate diagnostic and support procedures for students who need counseling services and psychological and social support. As records of referral of behavioral cases are available from teachers of different subjects to the social worker in the primary stage or to behavior officials in the secondary stage, then these cases are diagnosed, and implemented comprehensive individual plans to follow up on most cases. Parents are also consulted when needed to ensure support and achieve improvement.

- The school implements various and continuous academic advising programs for most students to qualify them for admission to different universities - since the ninth grade, where they are introduced to the requirements of the undergraduate stage, and help them identify their tendencies by providing introductory workshops for students and their parents about the requirements of exams in the British curriculum, and the school preparing and distributing brochures showing the accredited universities in the State of Qatar, including optional subjects, arrangements, and facilities for admission to universities.





- The school applies various mechanisms such as questionnaires and interviews to measure the satisfaction of most students with the academic aspects and their participation in the school's programs and events. It was found that 85% of the students were satisfied with the teachers' provision of appropriate support to them in the classroom in the primary stage, and the satisfaction of most students was 76% in the secondary stage regarding the behavior improvement in the classroom.
- The school promotes students' participation in decision-making through the Student Council, which consists of representatives of students from the seventh grade to the twelfth grade and their role in school life. As the council holds regular meetings to discuss students' proposals and communicate their voices to the school administration. As the school took some decisions based on these proposals about school programs and activities such as (Reading Day), (International Cancer Day) and (Global Village Day), which led to the satisfaction of most students with the programs and activities in the school.





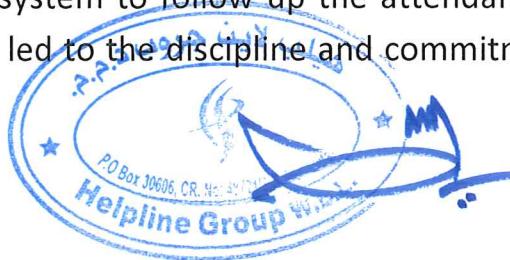
Fifth area: Resource Management:

1. Human Resources

- The school applies a clear and comprehensive recruitment policy to ensure that most vacancies and needs are filled with efficient human resources, as it relies on selecting employees according to experience and scientific specialization, which leads to a variety of teaching and learning practices. Moreover, most of the teachers obtained approvals from the Ministry of Education and Higher Education, and it was found that their specializations are compatible with the subjects and classes they teach, and work contracts are documented in accordance with the instructions of the relevant authorities.

- The school prepared a plan for professional development based on the training needs of employees through questionnaires and class attendance for teachers. The implementation of many internal and external training programs and workshops such as (teaching strategies), (taking into account individual differences) and (blended education), and various methods are used to follow up and measure the quality and impact of development programs on the performance of teachers and employees, furthermore, to identify future professional needs through following up the heads of departments and provide feedback to teachers, which was positively reflected on the diversity of educational practices of most teachers, and it was also found that the school prepared a diversified development plan for the rehabilitation and training of staff and new teachers before and during the beginning of the school year, as it organized training workshops for them such as (children's security and protection) and (curriculum design and planning) and (Teaching and Distance Learning), which positively reflected on the diversity of teaching practices of most teachers.

- The school has a continuous system to follow up the attendance and departure of employees, which led to the discipline and commitment of



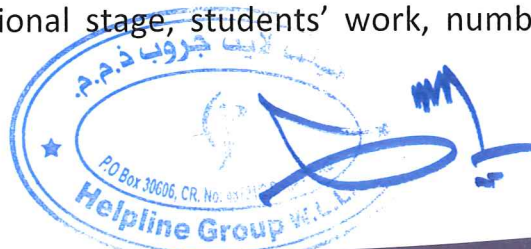


most of the employees to the school hours. It was also found that the school implemented a mechanism to cover the absence of teachers that includes appropriate plans and procedures, especially in the primary stage, which was positively reflected in the learning of most students in such stage, however, the school needed to improve the procedures for covering the absence of teachers in the secondary stage to ensure that students' learning was not affected.

-The school has a clear and announced policy and procedures to motivate employees, such as financial incentives, promotion, and honors, and they are applied in a fair and continuous manner. However, the school needs to make more efforts to reduce the high rate of staff transfer from the school, where the average transfer rate during the past three academic years was 20%, in addition, the school applies an organized mechanism to measure employee satisfaction with aspects of work through the implementation of school questionnaires, correspondence and meetings are used to make adjustments and find appropriate solutions. It has been found that most of the employees are satisfied with the various aspects of work in the school.

2. Financial resources:

- The educational facilities, services, and resources are adequate and sufficient; a secure internet is available in all school facilities, which supports the implementation of the curricular activities and the activities accompanying the curriculum at most academic levels, in addition to the availability of facilities for various sports and cultural activities such as outdoor sports fields and gyms, moreover, the indoor and outdoor play areas for the kindergarten stage are appropriate for the age stage of the children and are provided with sufficient resources, in addition to the availability of places designated for prayer in the school building.
- All school facilities are furnished and equipped with devices and tools in proportion to the educational stage, students' work, numbers, and





different needs, including students with disabilities, programs, resources, and technological and technical means such as interactive whiteboards, computer labs, science, art, and music. The school also provides sufficient and suitable rooms for all employees.

- The school has three libraries (one library in the primary stage and two libraries in the secondary stage) with an area suitable for the number of students and has been provided with the appropriate furniture, as well as computers connected to the internet, and sufficient and appropriate books and resources that are compatible with the applied curriculum. Additionally, the school provides electronic resources for the Arabic language such as the library website (Nahla and Nahil) and the Oxford Owl, Bug Club in English for the primary stage, in addition to organizing a reading week for the secondary stage, which led to the regular use of most students of library resources and meeting their various needs, and library officials facilitate students' learning and use of the library.

- The sciences laboratories (physics - chemistry - biology) are sufficient and appropriate and equipped with the various, effective, and required resources to support the optimal application of science curricula. The laboratory administrator prepares and organizes tools and resources to benefit from them in activating the lessons. It was also noted that the three computer labs are sufficient and equipped with a number of devices commensurate with the number of students in the classroom, a secure internet connection is available, and the competent employee prepares the laboratories and organizes tools and resources to benefit from them in activating the lessons, which led to support the learning of most students. The devices are also sterilized before and after they are used in classes and various activities to maintain the safety of teachers and students.

- It also shows the school's keenness on the safety and cleanliness of the building, facilities, furniture, and equipment and follow-up on a regular





and effective basis, in order to ensure the quality of the school building and all its facilities and equipment, as contracts have been concluded with several companies for cleaning, security and maintenance of fire extinguishers periodically and regularly, in addition to contracts for maintenance of air conditioners and fire system, moreover, the lighting and ventilation are adequate in all school facilities.

3. Security and Safety

- The school applies clear, tight, and continuous policies, and these are introduced to the stakeholders, and the school has various plans to ensure the provision of security and safety requirements to ensure security and safety are achieved throughout the school and its facilities, where visitors are not allowed to enter the school until after meeting the required security requirements, besides, the students and staff are trained on mock evacuation operations regularly (once every semester), and there are clear emergency exits in all school facilities and clear assembling points in every building. It was also noted that the civil defense license is valid, and fire extinguishers are distributed and maintained on a regular basis in all facilities.

- The school has three health care units (licensed by the Ministry of Health) that are equipped with appropriate devices and tools for student cases, first aid, and emergency cases. The school also has four nurses who have valid licenses to practice the profession of nursing from the Ministry of Health, where they follow the three school buildings, and they play an active role in raising the level of health awareness in the school, and follow-up records are available for daily medical cases in the school and special and chronic cases such as allergies, diabetes, and asthma (the information is shared with the concerned staff) to ensure the health and safety of most students in the school, as the nurses provide the programs to educate the school community about the rules and procedures to be followed to limit the spread of the Covid-19 virus, which led to raising the level of health awareness in the school.

