



Qatar National Schools Accreditation (QNSA) Report

Doha Academy - Salwa

March 2022 AD



Private Schools Evaluation Department
Evaluation Affairs Sector
Academic Year 2021 – 2022 AD



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General Introduction

The national school accreditation process is a complementary part of the evaluation framework for private schools in State of Qatar. The process of obtaining Qatari national accreditation is focused on self-study submitted by the school in order to ascertain the most prominent strengths and aspects that need improvement and development in the school. This is done by following up and monitoring the action plan, and development level in its practices and achievements in the five areas, which are 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.

In all areas and criteria that are evaluated, accreditation officials use fixed and specific procedures based on transparency and accountability, through which evidence is collected and evaluated, thus making judgments and reaching conclusions regarding the school under accreditation.



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Areas of National School Accreditation

Areas	Aspects
1. Quality of self-study	<ul style="list-style-type: none"> ◀ Accuracy of self-study and student achievement. ◀ Quality of promoting national identity in the school. ◀ Action plan and improve the performance of the school.
2. Educational leadership	<ul style="list-style-type: none"> ◀ 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 learning environment	<ul style="list-style-type: none"> ◀ Curriculum application quality. ◀ Learning quality. ◀ Learning environment.
4. Development and care for learners	<ul style="list-style-type: none"> ◀ Academic achievement / attainment of students. ◀ Taking care of different groups of students. ◀ Behavior and discipline in school. ◀ Students communication and participation.
5. Resource management	<ul style="list-style-type: none"> ◀ Human Resources. ◀ Material resources. ◀ Safety and Security.



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National School Accreditation Process

Evidence Gathering Sources:

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

Evidence is gathered from the following main sources:

- ⌘ School self-study and action plan.
- ⌘ Reviewing and analyzing school records and documents.
- ⌘ Students' results in internal and external exams.
- ⌘ Analyzing the results of school surveys.
- ⌘ Interviews with school stakeholders: principals, staff, students, parents, etc.
- ⌘ Live class observations, live or recorded interactive electronic lessons.
- ⌘ Educational tours.
- ⌘ School performance report card.
- ⌘ Ministry reports, including the school's previous accreditation team report.

Writing a national school accreditation report:

Preparing the school report is based on the documents collected before the visit, the self-study review, and during the school accreditation visit. The report is comprehensively reviewed and then submitted to the school itself and the responsible authorities in the Ministry of Education and Higher Education, the most important of which is the private schools affairs sector. The responsibility for how to deal with the recommendations and aspects of improvement and development mentioned in the report, and for preparing the action plan, rests with the school to take decisions and achieve quality in the school's performance. The report briefly describes the main sources of evidence, methods applied and audit findings, and identifies the school's salient strengths and important areas for improvement. This report is a general document of importance to decision makers in the educational process.





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Grades and Judgments

Judgment	Description
Very Effective	⊣ This judgment is granted if the work in the areas of assessment is advanced, has a great impact, is very strong, has high productivity, exceeds expectations, and the school's performance level is very good. This has been continuously reflected on the quality of practices and improvement measures in all outcomes of the school's educational process.
Effective	⊣ This judgment is granted if the work in the areas of assessment is in great progress and development, productive and meets expectations, and the school's performance level is good. This was reflected in the quality of practices and procedures for improvement and development in most of the school's educational process outcomes.
Somewhat Effective	⊣ This judgment is granted if the work in the areas of assessment meets expectations, and the school's level of performance is acceptable. This was reflected in the quality of practices and procedures for improvement and development in some of the school's educational process outcomes.
Not Effective	⊣ This judgment is granted if it appears that the development of work in the areas of evaluation does not meet expectations. The school's level of performance is also poor, and the practices and procedures applied have a limited impact or do not lead to improving the outcomes of the educational process in the school.





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Visit Information

Visit date	◀ March 28 - April 03, 2022 AD.
Visit type	◀ Accreditation for the first time <input type="checkbox"/> ◀ Accreditation renewal <input type="checkbox"/> ◀ Accreditation for the second time <input checked="" type="checkbox"/> ◀ Exceptional accreditation visit <input type="checkbox"/>
No. of lessons / classes seen	◀ 30 lessons
Accreditation team leader	◀ Ms. Fatimah Al Yafaei
Accreditation team members	◀ Ms. Ismat Abu Al-Khair, Ms. Esraa Abdel-Qader, Ms. Manal Bakir, Ms. Wafa Al Ramahi
Team supervisor	◀ Ms. Kholoud Al Mutawa'





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School Information and data

School name	Doha International Academy - Salwa Branch
School address	Area: Al Maamoura No. 43 - Street: Ibn Hood No. 736 – Real Estate No.: 13
Educational stages	Primary and preparatory
Operation years	Doha Academy - Salwa Branch was established since 2008 (14 years)
School owner	Sheikha / Aisha Faleh Nasser Ahmed Al Thani
School principal	Mr. Edward Cooper
Educational curricula	British Curriculum + Mandatory Curriculum for the Ministry of Education and Higher Education, State of Qatar.
Other branches in State of Qatar	Doha Academy - Al Waab Branch
Previous accreditations	National School Accreditation Certificate in 2017
Phone No.	44143704
E-mail	dohaacademy.salwa@education.qa
No. of students	208 (122 male students and 86 female students)
No. of Qatari students	85 male and female students
No. of Qatari students (%)	40.8%
No. of Arab students	104 (Number of Arab students, including Qatari students: 189)



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Teachers Transfer Rate During Three Years			
Academic year	2018 – 2019 AD	2019 – 2020 AD	2020 – 2021 AD
No. of teachers	35	35	34
No. of departing teachers	10	15	8
Teacher transfers %	28.5%	42.8%	23.5%

- ⋄ The above table shows an increase in the rate of teachers moving from school during the previous three years, where the average transfer rate was 31%, and despite its decrease in the previous year, it is still high. The reason for the high transfer rate, especially in the year 2019-2020, is due to the conditions of Covid-19 pandemic, so the school must work to support job stability and reduce teacher transfer rates.

Students Transfer Rate During Three Years			
Academic year	2018 – 2019 AD	2019 – 2020 AD	2020 – 2021 AD
No. of students	388	272	242
No. of departing students	0	116	30
Student transfers %	0%	42.6%	12.3%

- ⋄ The above table shows a decrease in the rate of students moving from school this year compared to the previous year, and it was found that one of the most important reasons for students leaving school is the movement of families outside State of Qatar due to the conditions of Covid-19 pandemic.





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School's Vision

To be world leaders in providing accessible, distinguished and inclusive education for all, and reflecting the principles and teachings of Islam.

School's Mission

Doha Academy provides a culture of life for all students without exception. We believe that schools should be a fun and purposeful community at the same time, enabling students to achieve outstanding spiritual, moral, social, intellectual and dynamic levels.

School's Goals

1. Providing a comprehensive curriculum that aims to motivate, challenge, encourage and inspire students and enable them to achieve their dreams and make the most of their time in and outside Doha Academy.
2. Adoption of teaching and learning methodologies that promote the best habits of independent thought, study and research in our students by creating an enjoyable, lively and creative educational process.
3. Integrating information and communication technology into the educational process.
4. Enhancing the partnership between students, staff, parents and the wider community.
5. Developing spiritual and moral well-being of our students to become global citizens and leaders

School's Values

- ◀ Independence in thinking and study skills.
- ◀ Respectful, considerate and responsible behavior.
- ◀ Spirituality: It is based on Islamic rites, practices and teachings, inculcation of Islamic values and principles, respect for other religions and tolerating their followers.
- ◀ Positive vision of matters and self-reflection (doing work with a willingness to learn from mistakes).
- ◀ Enthusiasm and passion for far-reaching learners who want to learn more, and





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- have a genuine interest in lifelong learning.
- Teamwork: Willingness to participate and make a collaborative effort to achieve a common goal.
 - The school promotes values in a various, continuous and effective ways. The interest in activities and programs that instill values and principles in the school community was noted, where teachers and students adhere to modest dress, and values are integrated into lessons, which is reflected in the school community's commitment to positive behavior and mutual respect.

Distance Learning and Blended Learning

- The school implemented the procedures of distance education and blended learning for students inside the school, so that the attendance rate does not exceed 50% of total students per day, according to the instructions and directives of the Ministry of Education and Higher Education to implement the blended learning. Microsoft Teams programs are used to provide lessons in various study subjects. The school is still providing online lessons for classes that are subject to quarantine so far.

Precautionary Measures

- The school applies the instructions of the Ministry of Education and Higher Education and Ministry of Public Health regarding precautionary measures in accordance with the current circumstances of Covid-19 pandemic, whereby the use of (Ehteraz) App is verified for everyone who enters the school. Most of the staff and students are also obligated to wear protective masks inside and outside the classroom, as well as preparing an isolation room for emergency cases and performing the weekly tests to students before they enter the school. This reflected positively on the commitment of most school staff and students to the preventive and precautionary measures related to Covid-19 virus.



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School Achievements

Event / Activity	Achievements	Organizer	No. of participating students	Academic year
Students' performance in TIMESS tests	Students' performance in Math and Science	(TIMESS)	4 th Grade	2019
“Plant Your Country” Competition	1 st Place	Al Faisal Without Borders Foundation	15 students (from 1 st to 7 th Grades)	Oct 23, 2020
“Qatar Embraces all Arabs” Competition	1 st Place	Ministry of Education and Higher Education & Abdullah bin Turki Primary Boys' School	One student	Nov 17, 2021
Destination Imagination	3 rd Place	Al Faisal Without Borders Foundation	6 students (5 th Grade)	2020-2021
Students' performance in external exams	Development and rise of the results of most students in Math	Star Assessment (External exam)	All students (from 2 nd to 8 th Grade)	2020-2021

- It is evident from the above table that the school has some achievements in the various activities related to the curriculum's objectives, which reflect the school's role in developing students' skills to some extent.





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Granting the School National School Accreditation

- ◀ The accreditation team evaluated and measured the school's performance development based on the various standards and performance indicators for the 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 is granted national school accreditation for a period of three years**, and it must take into account the recommendations contained in this report.





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Recommendations

By reviewing the school's documents, classroom observations, direct team notes, and interviewing all stakeholders during the school visit from March 28 to April 3, 2022 AD, the strengths and aspects that need to be improved and developed according to the areas and standards of national school accreditation were noted, as follows:

The First Area: Quality of Self-Study:

The Most Important Strengths:

1. Strengthening the national identity and Qatari culture, and instilling Islamic values among students.

The most important aspects that need improvement and development:

1. Exerting more efforts to involve students in school activities and programs in order for students to achieve various achievements.

The Second Area: Educational Leadership:

The Most Important Strengths:

1. Awareness of the school leadership and its ability to define its goals and develop appropriate plans to work towards achieving them.
2. The application of clear, comprehensive and declared policies for the conduct of school work and its positive impact on the management and organization of various aspects of work.
3. The effective role of the owner in the continuous supervision, follow-up and support of the various aspects of the school.
4. Effective communication between employees and its positive impact on facilitating the workflow at the school.
5. Effective partnership with various community institutions.

The most important aspects that need improvement and development:

1. Improving ways of involving stakeholders (students and parents) in important school decisions.
2. Continuing to follow up the teachers' performance effectively to raise their performance and standardize practices among them.
3. Activating the role of the Parents' Council in communicating the voice of parents and supporting the school's performance.
4. Improving the quality of questionnaires for parents and students and increasing their participation in them, in order to benefit from them in developing the school's performance.



The Third Area: Educational Performance and Learning Environment:

The Most Important Strengths:

1. Comprehensiveness of the curricula and its compatibility with the school's vision, mission and objectives, with the desired expectations of students.
2. The application of appropriate teaching methods in mathematics and science in the classroom, which contributed to student learning.

The most important aspects that need improvement and development:

1. Implementing standardized teaching methods that are consistent with the applied curriculum, center around students, and enhance their independence.
2. Using teaching methods that develop higher thinking skills and critical thinking, and take into account individual differences in the different academic subjects to achieve the objectives of the curriculum.
3. Use of formative and summative assessment methods to measure the extent to which the objectives of the lessons are achieved during the lessons.

The Fourth Area: Learner Development and Care:

The Most Important Strengths:

1. Applying appropriate external exams that are compatible with the curricula used in the different academic levels.
2. The high level of students' performance in TIMESS tests in mathematics and science.
3. The progress and development of the performance level of students in the primary stage in mathematics in the external exam (Star Assessment).

The most important aspects that need improvement and development:

1. Exerting more efforts and continue to raise the level of students' performance in internal exams in all academic subjects and external exams in the English language.
2. Providing more programs and plans to sponsor and support English as a second language to ensure the development of students' skills and enhance their acquisition of the English language.
3. Preparing and implementing plans to support and care for gifted and talented students to ensure the development of their talents and skills.
4. Activating the Students' Council's role in school life in a greater way by conveying the students' voice and opinions on the various aspects of the school.



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The Fifth Area: Resource Management:

The Most Important Strengths:

1. Following up the attendance and departure of employees and implementing a continuous mechanism to cover the absence and change of teachers.
2. The school's interest in the cleanliness and maintenance of school buildings and facilities, and their regular and effective follow-up.
3. The effective role of the school nurse in raising the level of health awareness and following up on medical and special cases in the school.

The most important aspects that need improvement and development:

1. Continuing to follow up and measure the impact of professional development on teachers' performance to ensure standardization of practices among them.
2. Exerting more efforts to reduce the high percentage of teachers leaving school.



Analysis of the Five Accreditation Areas and Standards

The First Area: Quality of Self-Study

1. Accuracy of self-study and student achievement

- ◀ It was noted that most aspects of self-study reflect the actual reality of the school and its programs, such as the clarity of the school's vision, mission and goals and their compatibility with the general trends of the state, and the results of students. The school was able to identify most of the strengths and the aspects that need improvement according to the evidence presented.
- ◀ The school applies a clear mechanism in the preparation of self-study by forming groups and focus groups for each field. Most of the stakeholder representatives participated in gathering information, data and evidence by holding periodic meetings and seminars for the self-study preparation teams. However, parents and students need to participate more in preparing the self-study.
- ◀ It was found that some students' academic and non-academic achievements are linked to learning goals, as some students participate in school activities and programs. The school also needs more students to participate in external competitions and to improve their results in external examinations.

2. The quality of promoting national identity in the school

- ◀ The school implements clear plans that include many and varied activities and programs to enhance the national identity and Qatari culture, and instill Islamic values. The school's vision, mission, objectives and policies are in line with the general directions of the state, and the school environment supports national identity and Islamic values by displaying pictures of the Emir and Qatar's flag around the school, as well as displaying pictures of the most important landmarks in State of Qatar, in addition to the performance of the national anthem at the beginning of the school day, and the values program is applied continuously and effectively through teaching Personal, Social, Health and Economic (PSHE) Education and activating the monthly value and displaying it throughout the school, as well as the commitment to modest dress by all members of the school community, the school is also interested in reviewing the educational resources used in the school to ensure their compatibility with the Qatari culture and Islamic values. This led to instilling values in students and following up their implementation in most aspects of school work.



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3. Action plan and improving the school's performance level

- ◀ It was noted that the progress report corresponds to the actual reality of the school, and reflects work on most of the recommendations of the previous national school accreditation report, which contributed to the improvement of most aspects of work in the school, such as the development of educational plans and the application of a clear analysis of students' results.
- ◀ The school prepared an action plan to address the various aspects that need improvement and which were reached in the self-study report, as well as additional aspects identified by the school based on the updates of the Ministry of Education and Higher Education regarding the promotion of national identity and Islamic values in school. The plan included the main components, but some of them need to be reviewed to ensure that they are specific and compatible with the actual needs of the school, such as some of the goals set by the school, the timeframe, and indicators of success, and the school follows up on the implementation of the plan through meetings and reports. This led to the improvement and progress of most aspects of the school, but it still needs to continue to develop other areas such as unifying the teaching methods used.
- ◀ It was found that the action plan is commensurate with the actual reality of the school and includes most of the areas of improvement that the school reached in the self-study. The areas of improvement that the school identified for itself are also identical to most of the areas of improvement reached by the team during the visit.



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The Second Area: Educational Leadership

1. School's Vision and Mission

- ◀ The school has a clear vision, mission, and goals that are consistent with all the general directions of the state. They were disseminated in a variety of ways by displaying them throughout the school building and classrooms, and including it in the various school bulletins, documents, and plans, and on the school's website, as well as presenting a workshop on it and discussing its items in the periodic meetings, which led to the awareness of most stakeholders of the roles required of them, and how to contribute to achieving the vision and mission. Moreover, most of the school's goals are compatible with the vision and mission.
- ◀ It was found that the vision and mission of the school and most of its objectives are realistic, measurable and applicable and appropriate to its material resources, where the school provided most of the educational resources and resources in the classrooms and computer labs, such as providing technical means such as the interactive whiteboard in all classrooms, as well as providing sufficient resources in school libraries to support the needs of students and teachers.
- ◀ It was noticed that the school's vision, mission and goals were integrated into the various aspects of work, and this was reflected in some aspects of the administrative and academic work, such as the teaching methods used in science and mathematics, the promotion of national identity and Islamic values, and the positive behavior of students in the primary stage. The school still needs to make more efforts to ensure the consistency of educational practices that support the school's vision and mission among all teachers, applying classroom activities that take into account individual differences, develop students' higher-order thinking skills, and support different groups of students in a way that leads to better achieving the vision and mission.
- ◀ The school leadership implements procedures to follow up the implementation of its vision and mission, and most stakeholder representatives were involved in the process of reviewing the school's vision and mission and updating its objectives through periodic meetings to follow up the implementation of plans and the implementation of questionnaires, in addition to the weekly and monthly reports and the follow-up of the plans of the various departments. This led to decisions that contribute to improving most aspects of work in the school, and it was noted that the school was aware of its need to improve follow-up mechanisms, where the leadership



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team began to develop plans that include indicators that enable the school to follow up and determine the extent of its success in implementing and achieving its mission and objectives through organized procedures and plans.

2. Administrative Planning and Organization

- ◀ It was found that the school management's commitment to implement most of the regulations and systems of the Ministry of Education and Higher Education, as well as work instructions and regulations issued by the relevant authorities, such as the obligation to teach the Arabic language and Qatari history at all school stages, and obtaining employee approvals from Ministry of Labor. The school is also committed to the guidelines of the Ministry of Public Health to prevent Covid-19 virus, in order to ensure the safety and security of the school community. However, the school still needs to obtain approval from the Ministry of Education and Higher Education to approve the application of Arabic language resources for non-Arab students and to complete the school clinic license.
- ◀ The school has clear, comprehensive and announced development plans, as it has prepared a strategic development plan for the period (2021 - 2025) and an annual general plan and special plans for the departments. These plans included the basic components such as general objectives and implementation steps, and they are implemented with some effective mechanism for follow-up through periodic meetings. This led to the development of the school's performance in most areas, and contributed to the realization of some of its priorities, such as the promotion of values and the program for following up on students' progress. The leadership team's awareness of the school's reality, its needs, and the identification of its priorities in the plans became evident. The school still needs to continue working on achieving these priorities, such as supporting non-native speakers in English language skills, and raising students' results in external standardized tests more.
- ◀ The school implements many clear and announced policies for its employees that are consistent with its objectives and the regulations of the Ministry of Education and Higher Education, such as the security and safety policy, the student assessment policy, the teaching and learning policy, and the school clarifies it to the employees upon joining work at the school, and it is also published on the school's website, in addition to the availability of a special guide for the employee containing the policies and laws of the school. These



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- policies are also updated and reviewed when needed, which contributed to organizing and improving most aspects of work in the school.
- ⊣ The school has a comprehensive and announced organizational structure for jobs, and clarifies the sequence of the roles of the upper and middle management, commensurate with their size and nature and defines the sequence of tasks and responsibilities, and it has been published through the school's website and the employee handbook. It was also clarified in the meetings at the beginning of the academic year and the periodic meetings of the departments, which contributed to the smooth running of most aspects of work with no overlap and conflict in powers. In addition, the job description is clear and announced to most of the employees and defines the duties, responsibilities and role of each employee in the school, and it was handed over to the employees upon signing the employment contracts in the school.
 - ⊣ Responsibilities and tasks are distributed to school staff according to qualifications and experience, according to the school's organizational structure, and some appropriate solutions are taken for emergency situations. The school also has a special policy for delegation, and a mechanism is applied to delegate tasks between the leadership and staff, such as delegating the deputy to follow up on the school in the absence of the principal and delegating the Arabic language coordinator to follow up on all school branches. This led to the ease and accuracy of accomplishing most aspects of work in the school.
 - ⊣ The school has diverse and effective ways and means to facilitate communication between leadership and employees and between employees and each other, through periodic meetings, text messages and e-mail, in addition to communication through TEAMS App. The general atmosphere in the school is also positive and characterized by cooperation and belonging, which led to the ease of achievement and the satisfaction of most employees with the aspects of work in the school.
 - ⊣ The school takes the opinions and suggestions of some stakeholders through periodic meetings and e-mail communication. Questionnaires were also provided to parents, staff and students, which are used to make appropriate decisions and solutions to improve some aspects of school work, such as the quality of distance learning and professional development. Staff surveys reflect their high level of satisfaction. However, it was noted that the school needs to encourage parents and students to participate in these questionnaires more, as it was noted that their participation in those questionnaires was low.

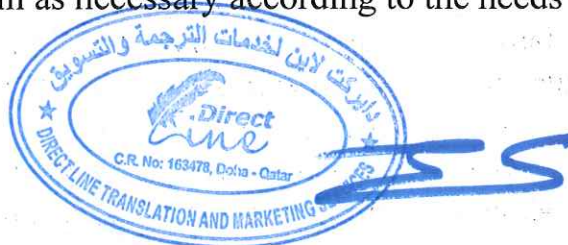


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- 4 It was found that the owner and the board of directors have knowledge and awareness about the aspects of work in the school, and contribute to making strategic and school decisions and providing support to them through periodic meetings of the Board of Directors with the leaders to follow up the strategic plan, in addition to the reports sent by the director to the owner to follow up on academic and administrative matters. The school principal is delegated to run the school, take decisions and follow up on this on an ongoing basis, which has been positively reflected on most of the services provided in the school.

3. Quality System and Performance Effectiveness

- 4 The school has a continuous policy and system for evaluating and following up the performance of old and new employees, where the school principal, the Director General of all branches, the academic deputy, the responsible for teaching and learning, and the heads of stages follow up the teachers' performance through classroom observations, short visits and periodic meetings to follow up on tasks and plans, according to clear and declared standards and indicators linked to the Cambridge Standards for Teachers. Feedback is provided to them, and it contributed to the development of the performance of some teachers, and administrators are followed up by the human resources officer in schools. In spite of that, it was noted that there is a discrepancy in the level of quality of application of teaching strategies among teachers, which reflects the need to enhance and improve efficiency of follow-up methods to ensure the unification of good practices, and raising the efficiency of the performance of low-performing teachers to reflect the level of applied teaching, the school's vision and mission.
- 4 The school has a rigorous system to follow up and monitor the level of students' performance through periodic meetings with the heads of stages and teachers, and follow-up on the results of internal and external exams, which has contributed to the improvement of most students' performance. However, it was noted that there is a need for more effective follow-up, benefit from the analysis of these results to support and develop teaching methods and strategies, and to continue raising students' performance and developing their language skills further.
- 4 The school implements continuous evaluation processes for most of the plans, programs and projects using specific evaluation criteria through periodic meetings, follow-up reports and questionnaires, which leads to the amendment of them as necessary according to the needs of the school.



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4. Family and Community Partnership

- 4 The school communicates with parents in a variety of ways to introduce the different aspects of the school, through phone calls, e-mails and regular meetings. The school also introduces its vision, mission and policies through the school's correspondence, in addition to the school's website. Parents monitor the academic and behavioral aspects of their children by holding meetings with teachers to discuss student performance reports, which led to the comprehensive awareness of most parents of the various aspects of school. The school also encourages parents' participation in school life by organizing activities such as celebrating the National Day and Sports Day, and implementing the Parent Poetry activity, which led to the presence of some parents. Therefore, there is a need to organize more activities to encourage parents' participation in school life.
- 4 The school formed a Parents' Council for this year, which discusses the various aspects of its work through holding meetings with the school management. However, it was found that his role in conveying the voice of parents and solving various problems was ineffective. Their role is limited to discussing matters related to their children's classrooms, due to the ineffectiveness of the communication methods used between council members and parents. Therefore, the school needs to activate the role of the Parents Council in communicating the voice of parents and sharing their experiences to support work in the school.
- 4 The school responds to the inquiries and suggestions of parents to some extent, such as adding sports activities and conducting continuous assessments for the preparatory stage. It also implements questionnaires covering some aspects of school work such as extra-curricular activities. It was noted that some parents were satisfied with the school, but the school needed to implement various and regular questionnaires for parents to measure the extent of their satisfaction with the various aspects of work in the school to a greater extent, and to benefit from these questionnaires in making appropriate decisions.
- 4 The school organizes and participates in national and community events in a variety of ways through the participation of most educational grades and school departments in the school's celebrations of the country's national occasions, such as (National Day) and (Sports Day), the school also organizes internal competitions, such as the competition (I read Arabic fluently) and (The story with your pens) competition, as well as participating in the (Debate) competition with the Royal Grammers School, as well as cooperating with the Friends of the Environment Center and participating in



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ECO school program to develop environmental awareness among students, the school invites personalities from the Qatari community to talk about different professions.

**The Third Area: Educational Performance and Learning
Environment**

1. Quality of School Curriculum Implementation

- ⊣ The applied curricula are consistent with the school's vision and mission, and meet the students' educational, psychological, social and physical needs in a variety of ways in order to develop their abilities and skills desired from them at each stage of study to support the achievement of most of the school's goals. The school is also interested in applying the curriculum of the Ministry of Education and Higher Education for mandatory subjects.
- ⊣ The school implements comprehensive educational plans that include the desired goals and expectations of the students and that are appropriate to the curriculum standards for each academic stage in the different academic subjects. Plans are implemented and followed up in a variety of ways to achieve most curriculum objectives. These plans explain the topics and educational objectives that will be taught, and how to achieve the concepts and activities of the lessons. The materials are also integrated to achieve learning goals in line with the needs of students, in addition to the inclusion of promoting the Qatari identity and values in all daily study plans.
- ⊣ The school started implementing plans for activities (classroom and extra-curricular), as it provided various activities that support the curricula, meet the needs of students, and enhance their personal growth, during school hours, such as the Science Day, the Arabic Language Day and the International Week, in addition to (remotely) clubs after school hours such as (Mathematics Club, Chess Club, and Quran Recitation). However, it was noted that most of the students participating in extra-curricular activities are from the primary stage. Therefore, the school should encourage and motivate all students, especially in the preparatory stage, to participate in these activities, to ensure support for achieving its goals.
- ⊣ The school has a plan to enhance the national identity and Qatari culture, and another to promote values in the school, which includes a set of programs, competitions and school trips at various stages of education, such as the competition for the best research on Qatari customs and traditions, Qatar map drawing competition, in addition to the celebration of national and sporting events. In addition, weekly values are reinforced in most of the



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lessons by including them in the daily plans and linking them to the subjects in those lessons. Pictures of state symbols and landmarks are displayed in all school facilities and classrooms, which reinforced the national identity and Qatari culture in most academic levels.

- ⋄ The school continuously reviews curricula and resources according to a clear mechanism to include plans, programs, activities and resources, which are amended, such as changing the ESL curriculum for the primary stage. The school also started implementing (Definition of Learning) to identify its needs and ensure that the curriculum is compatible with its vision and mission, and to ensure that it is free from what contradicts Qatari culture and Islamic values, and in line with the school's vision and mission.

2. Learning Quality

- ⋄ Teachers apply appropriate student-centered teaching strategies such as dialogue, discussion, modeling, and direct instruction in mathematics lessons in most elementary grades and science at almost all grade levels. This contributed to the learning of most of the students in those classes and classes. However, it turned out that the school still needs to unify teaching strategies between different subjects and stages and apply more diverse, effective and student-centered strategies in line with the applied British curriculum.
- ⋄ Individual differences between students are taken into account through the use of a number of worksheets that meet the educational needs of some students in the classroom. Therefore, the school needs to apply more teaching methods and various activities that take into account individual differences and meet the different needs of students and support their learning more.
- ⋄ It was observed that teachers use teaching methods that develop higher-order thinking skills, such as class discussion among some students in the lessons, which contributed to their participation during those lessons. Therefore, the school needs to implement more classroom activities that enhance higher-order thinking skills and ask students thinking exciting questions in various subjects and academic levels.
- ⋄ Technological means are employed continuously through presentations and explanation of lesson topics, in addition to the use of electronic resources such as (My Math), and this has contributed to supporting the learning of some students in different subjects.
- ⋄ Teachers use teaching methods to motivate some students to participate in class and motivate them to learn, such as discussion and dialogue, especially

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in mathematics and science. However, it was found that the school needs to provide the opportunity for independent support and for students to take responsibility for learning more effectively in different classes and grade levels.

- 4 Teachers use a variety of formative and summative assessment methods, such as oral questions, worksheet solutions, and book exercises to measure the extent of some students' understanding. Feedback is also provided to support students' learning. Therefore, it was noted the need to give students more opportunities to answer and work independently to measure their understanding of the lesson objectives.
- 4 Most of the teachers have the ability to manage classrooms, and the relations between teachers and students are positive, respectful and cooperative, which has a positive impact on the course of the lessons.
- 4 Teachers of mandatory subjects (Arabic language, Islamic education and Qatari history) use appropriate teaching strategies related to the lesson objectives such as dialogue and discussion, which contributed to the participation of some students during the lessons. It was found that teachers still need to take into account the different levels of students more and use teaching methods that stimulate higher-order thinking skills to achieve the objectives of the lessons and support their learning in those lessons.

3. The Learning Environment

- 4 Most classrooms are equipped with appropriate educational means and resources to implement the curriculum, such as the availability of an interactive whiteboard in all classrooms. The school also provides supporting resources such as books, worksheets, and electronic resources such as (Power Math) and (Active Learn), and it contributed to the learning of some students.
- 4 It was noted that the organization of the classrooms was appropriate in terms of the number of students, which led to the ease of following up on most of them during class activities.
- 4 It was found that students' work and achievements displayed in most classrooms and school corridors are diverse and up-to-date, and include appropriate and constructive feedback on most of the students' works in those classes.



The Fourth Area: the Development and Care of Learners

1. Academic Achievement of Students

- ◀ The school implements a clear, justified and appropriate assessment policy for the absolute curriculum, as the policy defines the evaluation mechanism and types of tests, they are applied and the results of assessments are analyzed in study subjects to measure the extent to which the objectives of most curricula are being achieved. The school benefits from analyzing the results appropriately in making the necessary decisions for improvement such as modifying the curriculum, starting the implementation of the support program, which led to meeting the needs of most students and improving their performance level.
- ◀ The school applied admission tests to determine the level of students' knowledge and skills in Arabic and English. The results of these tests are used to meet the needs of most students. The school also implements standard diagnostic tests (Star Assessment) at the beginning of the school year for all grades in English and Mathematics, and they are analyzed and used to determine students' levels. As a result, needs of most students were met.
- ◀ Most internal assessments include questions of a variety of depth and knowledge, and are consistent with British Curriculum standards, including higher-order thinking questions. The school also uses clear and specific criteria and tools for estimating grades, such as the verbal grading scale, and a clear and appropriate grading scale for the curriculum in most grades, which led to a fair assessment of grades, and constructive feedback that supports the learning of most students, and reflects the real achievement of students' knowledge and abilities in the academic subjects.



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Internal Exams:

- ◀ The analysis of the results of internal exams in the academic year 2021-2022 shows the following:
 - Most of the students made progress in the primary stage from the second grade to the sixth grade in different subjects through the first and second semesters, where the academic achievement rate of the students reached (C). The progress rate in reading ranged between (45% - 56%) and writing between (41% - 54%), in addition to the improvement in the rate of progress in science between (52% - 60%).
 - Most of the students made progress in the seventh grade, where the academic achievement rate ranged (B) and the progress rate ranged in mathematics (64%-71%), English (51%-62%) and humanities (55% - 77%).
 - The progress rate of students in the eighth grade in mathematics ranged between (53%-70%) and science (48% - 50%), while there is still little progress in the rest of the subjects, the average color is between (36-43%).
 - The student's average (Below C) in mathematics and science in the ninth grade was low, as the progress rate in Mathematics ranged at (23%-36%) and Science at (30%-34%). Therefore, the school should make more efforts and continue to raise the level of academic achievement of students in internal exams.

External Exams:

- ◀ The school applies appropriate external exams that are compatible with the British curriculum applied in the different academic levels for all students, as the (RWI) test was applied as a (Baseline) test for the first and second grades to measure the reading level of students, and the (Star Assessment) test for students at the primary stages (grades two to six) and middle school (grades seven to ninth). It is used as a baseline test in the subjects of reading and mathematics, and it is re-submitted regularly and compared at



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successive intervals to measure students' performance and track the progress of their performance.

- ⌘ Analysis of the results of the Diagnostic Test (RWT) for the academic year 2022 AD, in February, shows the following:
 - A progress in reading level (phonics) for most students at successive intervals during the academic year, where 65% of the students in the first grade achieved a level equal to the average international level, and 42% of the students in the second grade achieved a level equal to the average international level.
 - The analysis of test results (Star Reading/Math Assessment) for the academic years 2021-2020 and 2021 2022 in grades two to six shows the following:
 - The level of students' performance in the English language improved, as it was found that the rate of progress at the level of primary stage grades reached (88-95), where students in the first, second and third grades achieved a level equal to the international average, while students in the fourth, fifth and sixth grades achieved a level close to the international average.
 - The level of students' performance in mathematics has improved, as most students at the level of primary grades have achieved a level higher and equal than the international average, and it was found that the rate of progression of students' performance reached (98-104)
- ⌘ The analysis of the results of (Star Assessment) test for the 2021-2022 academic year for the seventh, eighth and ninth grades shows the following:
 - Most of the students achieved in mathematics a level equal to the international average in the seventh and ninth grades, where the achievement rate in the seventh grade is (96-102) and the ninth grade is (93-100), while the students did not achieve a level equal to the international average in the eighth grade, where the rate of progress reached (82-91).



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- Some students achieved in the English language (reading) a level equal to the international average, where it was found that the rate of progress at the level of the preparatory grades was (87-91), and the students in the seventh grade achieved a level equal to the average of the international level (95-98), while the progress rate in the eighth grade was (92-89) and the ninth grade was (76-84).
- ◀ (MIDYIS) test for the seventh grade is held and used as a (Baseline) placement test to prepare them for the (IG) tests. It was found that the averages of most students are (D). Therefore, the school needs to implement more support programs for students to raise their English language skills and continue to raise the level of students' low performance in external exams.

International Exams:

- ◀ (TIMSS 2019) Test: The school achieved higher results than Qatar schools in the fourth grade's Science and Mathematics tests.
- ◀ The school prepares clear and comprehensive reports that include the students' academic and behavioral performance, and reflect the true level of achievement of their knowledge and abilities in most subjects. Reports are sent to the parents periodically and discussed in a way that supports student learning.

2. Sponsoring the Various Arts of Students

- ◀ The school has procedures for identifying and following up on talented and talented students, and some students are supported through their participation in extra-curricular activities and competitions, such as (Qatar embraces all Arabs) competition and (Destination Imagination) competition. However, the school still needs to prepare, implement and follow clear and comprehensive plans to care and support the needs of the most gifted and talented students.
- ◀ The school launches clear procedures to identify students with learning difficulties and people with disabilities through direct observation. Individual plans that include objectives, procedures





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for each case and how to deal with them are implemented by the social worker, as well as following up on the extent to which progress has been achieved through observation and holding various meetings with stakeholders, which led to the care and support of the needs of some students with difficulties and disabilities in the lessons. It was also found that the school needs to provide medical reports from accredited institutions for all students with disabilities so that appropriate support can be provided to them according to their needs.

- ◀ The school identifies students with low academic performance and tracks their progress by analyzing results. External exams and support measures are implemented inside and outside the classroom to improve their performance. The school also implements individual support plans, which had an impact on improving the level of performance of some students, so the school still needs to implement more effective follow-up procedures to ensure the provision of effective support within the lessons and follow-up on the implementation of support plans and to ensure that the results of students continue to be raised further.
- ◀ The school implements the (IDL) program to support English as a second language and mathematics, and the progress of students' skills is measured through tests specific to the program, as well as the application of reading lessons directed to the English language to support the learning of some students, which reflected positively on improving their English and mathematical skills. However, the school still needs to implement effective plans and programs to raise students' skills in English as a second language and ensure that students' learning outcomes are further raised.
- ◀ The school honors outstanding students, academic and non-academic achievements through various incentives and rewards and gifts such as certificates of appreciation, and displaying their names throughout the school, which encouraged most students to improve.





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3. Behavior and Discipline in School

- ◀ The school has a comprehensive, detailed and clear behavioral policy, which is published and applied to students on an ongoing basis. Behavioral violations are followed up and parents are involved when needed to take appropriate solutions. This reflected positively on the commitment of most students to positive behavior, and was also reflected in the general atmosphere in the school in terms of promoting Islamic values, and positive relations between students and teachers, and between students and each other. However, the school still needs to monitor the behavior of students (boys) in the upper grades. In addition, the appearance of all teachers and students is modest and respects the Qatari culture and Islamic values, and most teachers show good role models for the students.
- ◀ The school implements programs and activities to promote Islamic values and enhance Qatari culture for most students in line with its vision and mission by engaging them in local competitions such as (Qatar Debates) and (Scientific Research) competition, which reflected positively on the development of students' personality and instilling values in them.

4. Communication and Participation of Students

- ◀ The school has appropriate diagnostic and support procedures for students who need counseling and psychosocial support services through the social worker, as these cases are diagnosed and followed up through the implementation of individual plans for most cases, which reflected positively on the improvement of their skills and behaviors.
- ◀ The school implements appropriate programs to provide academic guidance to most students in the ninth grade to prepare them for admission in different universities for the ninth grade, where you introduce them to the requirements of the university stage, and help them identify their tendencies by providing introductory



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workshops for students and their parents about the examination requirements of the British Curriculum. The school also prepares and distributes brochures explaining the accredited universities in the State of Qatar, including elective subjects, arrangements and facilities for admission to universities.

- ◀ The school applies questionnaires to measure the satisfaction of most students with academic aspects. However, it was found that these questionnaires need to be more comprehensive and diversified to ensure that their views and suggestions about the various aspects of the school are taken.
- ◀ The Students' Council consists of representatives of students from the first to the ninth grade, but it was found that there are few regular meetings of the Students' Council to discuss the students' proposals and communicate their voices to the school management. Consequently, it was found that the school needed to enhance and contribute to students and the role of the Students' Council in school life and decision-making, and it was noted that most students were satisfied with the level of the school.

The 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. Qualified and experienced teachers are hired, which led to improved teaching and learning practices for some teachers. It also became clear that almost all teachers obtained approvals from the Ministry of Education and Higher Education, and that their specializations correspond to the subject and classes they teach, and their contracts are documented according to the instructions of the relevant authorities.
- ◀ The school prepares a professional development plan based on the training needs of the employees, which includes internal and external training courses. Training is conducted periodically, weekly and annually, in workshops such as (Child Protection),





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(Individual Differences) and (Bloom Levels). The impact of development programs on the performance of teachers and staff is monitored through class visits, and it has been positively reflected on the educational practices of some teachers. Teachers still need more follow-up to measure the quality of the impact of professional development programs on their performance, and to standardize practices among all teachers. It was also found that the school had a development plan for the rehabilitation and training of staff and new teachers at the beginning of the school year, and appropriate to their actual needs, which reflected positively on the performance of most of the new teachers.

- ◀ The school has an effective and continuous electronic system to monitor the attendance and departure of employees, which has led to the discipline and commitment of almost all employees to the school hours. It is also found that an effective, continuous and announced mechanism is implemented to cover the absence and change of teachers, which includes appropriate plans and procedures to ensure that student learning is not affected.
- ◀ The school has a clear and announced policy and procedures for motivating employees such as financial incentives, promotion and honors, and they are applied fairly and continuously. The school also applies a regular mechanism to measure employee satisfaction with aspects of work and is used to make adjustments and find appropriate solutions, which led to the satisfaction of most of the employees with the school, where the satisfaction rate reached more than 80%. However, it was noted that the movement of staff from the school increased due to the special circumstances of the Covid-19 pandemic and the personal circumstances of a number of teachers. Therefore, it was found that the school needs to find appropriate solutions to reduce the transfer rate to achieve job stability.



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2. Material Resources

- ◀ It was found that the educational facilities, services and resources inside and outside the classroom are adequate and adequate, and the school provides an internet connection in all school facilities to support the implementation of the curricular and accompanying activities in most of the school stages, and that most of the school facilities are mechanized to suit the educational stage and the ages and numbers of students, in addition to the availability of facilities for sports activities, such as outdoor sports fields, as well as the availability of sufficient and suitable rooms for most of the school's employees.
- ◀ The school has two libraries that are provided with books and resources appropriate for the age stage and curriculum implementation, as well as providing classroom books to support reading skill and meet the different needs of students. Computers were also provided in the library to support students' learning, and the employee in charge of the library organizes the library and facilitates students' learning. The school also provides electronic resources for the primary and secondary stages, which resulted in most students benefiting from office resources and activities.
- ◀ The school provides two appropriate science laboratories equipped with the various resources required to support the appropriate application of science curricula to most students. The laboratory official prepares and organizes tools and resources for use in activating the lessons.
- ◀ The school provides a sufficient number of devices in the computer lab commensurate with the number of students in the classroom and provides a secure network connection to the Internet. It also upgraded projectors in all grades, as well as having an employee in charge of laboratories to support the learning and research skills of most students.
- ◀ The school is keen on the cleanliness, maintenance, and safety of the school building, its facilities and equipment, and following them up on a regular and effective basis in order to ensure the



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quality of the school building and all its facilities and equipment, the school is also interested in providing lighting and accounting ventilation in all classrooms and school facilities.

3. Security and Safety

- ◀ The school applies clear and continuous policies and procedures, which are communicated to teachers to ensure security and safety throughout the school and its facilities, all guidelines of the Ministry of Public Health and the Ministry of Education and Higher Education to prevent Covid-19 are complied with.
- ◀ The school has a plan to ensure the provision of security and safety requirements in the school facilities, and there are emergency exits and clear assembly points throughout the school, ensuring the security and safety of the school community in most school facilities. Fire extinguishers are regularly maintained and distributed in most of the school's facilities, in addition to a valid civil defense license.
- ◀ The school provides a health care unit equipped with medicines and devices suitable for students' cases, first aid and emergency situations. It is followed up by a qualified nurse who has a valid license to practice the profession from the Ministry of Health. It also plays an active role in raising the level of health awareness in the school and providing awareness workshops such as (dealing with emergency health cases), and follow-up records are kept for medical cases in the school such as allergies, asthma and diabetes. The information is shared with the relevant staff, to ensure the health and safety of most students in the school. However, it was found that there is a need to complete the issuance of the Health Care Unit license from the Ministry of Health

