

February 2025

# **Quality Assessment Report on National Identity Promotion in Internationally Accredited Private Schools in Qatar**

**Doha Private Academy – Al Waab**

School Evaluation Department - Evaluation Affairs Sector

Academic Year 2024-2025

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## **First: The National Identity Promotion Quality Rating System in Internationally Accredited Private Schools**

### **General Introduction**

The National Identity Promotion Quality Rating Process forms an integral part of the framework for evaluating private schools in Qatar. From this perspective, the importance of implementing processes to measure and evaluate the quality of the educational process in internationally accredited private schools is highlighted. This is to verify their adherence to quality assurance standards and their application of national standards consistent with Islamic values, national identity, and Qatari culture.

Evaluation officers use all fields and criteria using established and specific procedures based on transparency and accountability, through which evidence is collected and evaluated, and consequently, judgments are made, and conclusions are reached regarding the school being evaluated. The school's National Identity Enhancement Quality Assessment Report describes the school's most significant strengths and areas in need of improvement and development, as well as the level of development in its practices and achievements in the four areas: educational leadership, educational performance, learner development and care, and family and community communication and partnership. The report aims to improve student learning levels and performance relative to national and international standards, provide basic information on the efficiency of the education system in private schools, and submit recommendations to the relevant authorities to contribute to the formulation of educational policies and development decisions.

The school administration must inform the academic and administrative staff of the school's National Identity Enhancement Assessment Report and involve them in developing appropriate improvement plans to ensure quality across all aspects of school operations.

This report is a public document of importance to decision-makers in the educational process.

## Areas and criteria for evaluating the quality of national identity promotion

No.	Evaluation Areas	Evaluation Criteria
1	<b>Educational Leadership</b>	<p>1.1 Adherence to the regulations, policies, and systems of the Ministry of Education and Higher Education and relevant government agencies.</p> <p>1.2 Monitoring the implementation of school plans to achieve the school's vision and mission and ensure their alignment with the general directions of the state.</p> <p>1.3 The role of the Board of Directors in planning and supporting school work.</p> <p>1.4 Maintaining security and safety in the school community.</p>
2	<b>Educational Performance</b>	<p>2.1 Quality of curriculum implementation (curricular and compulsory subjects).</p> <p>2.2 Activities and programs (curricular and extracurricular) that promote national identity and Qatari culture in various subjects.</p> <p>2.3 Activities and programs (curricular and extracurricular) that support character and promote good morals and Islamic values.</p>
3	<b>Student Development and Care</b>	<p>3.1 Students' academic performance in external examinations over successive periods.</p> <p>3.2 Students' academic performance in compulsory subjects (Arabic Language, Islamic Education, and Qatar History) over successive periods.</p> <p>3.3 Academic support services at the school.</p> <p>3.4 Academic counseling for middle and secondary school.</p>
4	<b>Family and Community Communication and Partnership</b>	<p>4.1 Behavior and discipline at school.</p> <p>4.2 Communicating with students, responding to their opinions, suggestions, and comments, and participating in school programs and activities.</p> <p>4.3 Communicating with staff, responding to their opinions, suggestions, and comments, and the school's work environment.</p> <p>4.4 Communicating with parents, responding to their opinions, suggestions, and comments.</p> <p>4.5 Communicating and partnering with community organizations.</p>

## National Identity Promotion Quality Assessment Processes

**Evidence is gathered from the following primary sources:**

- Review and analysis of school records
- Student results on international/national tests
- Analysis of school survey results
- Interviews with school stakeholders, including school principals, staff, students, and parents, etc.
- Classroom observations
- Educational tours
- School performance report card
- Ministry reports, including the report of the previous school evaluation team.

### Writing the National Identity Promotion Quality Assessment Report

The report is prepared, reviewed, approved, and sent to the school and relevant authorities at the Ministry of Education and Higher Education. The report identifies the school's most significant strengths and areas requiring improvement and development in the educational process. The responsibility for addressing and addressing the issues contained in the report lies with the school and the Private Schools Affairs Sector.

### Appeals Regarding Evaluation Results

1. Schools are given the opportunity to communicate with the School Evaluation Department, express their opinions, and have their inquiries responded to in a transparent, objective, and impartial manner.
2. A school has the right to appeal the National Identity Enhancement Evaluation Report if it has a different viewpoint.
3. The school administration must send a letter within one week (10 working days) of receiving the report, specifying the points of disagreement and including evidence supporting the validity of the request and any discrepancies in the report.
4. The School Evaluation Department will review the comments received, take appropriate action, and then send a response to the grievance to the school.
5. If the School Evaluation Department determines that the comments submitted by the school are not based on evidence that warrants revision of the report and the rulings issued, it will suffice to send a letter to the school approving the report sent to it.
6. If no grievance is filed, the report sent to the school will be approved after the specified period has elapsed.

## Quantitative Judgments, Interpretations, Degrees & Ratios

Verbal Judgment Very Effective	Quantitative Interpretation	Grade	Percentage 88-100%
	Verbal Rating Scale		
Very effective	All	3.50 – 4.00	88 – 100%
Effective	Most	3.00 – 3.49	87.9 – 75%
Somewhat effective	Some	2.00 – 2.99	74.99 – 50%
Ineffective	Limited effect/No improvement	Below 2.00	Below 50%

Verdict	Description
Very effective	<ul style="list-style-type: none"> <li>This judgment is awarded if the quality of practices and procedures has consistently improved and developed <b>all</b> outcomes of the school's educational process, where the school's performance, based on its evidence in the assessment areas, is advanced or has a significant impact, is highly productive, and exceeds expectations.</li> </ul>
Effective	<ul style="list-style-type: none"> <li>This judgment is awarded if the quality of practices and procedures has improved and developed <b>most</b> of the school's educational process outcomes, where the school's performance, based on its evidence in the assessment areas, is progressing and developing significantly, is productive, and meets expectations.</li> </ul>
Somewhat effective	<ul style="list-style-type: none"> <li>This judgment is awarded if the quality of practices and procedures has improved and developed <b>some</b> of the school's educational process outcomes, where the school's performance, based on its evidence in the assessment areas, meets expectations to some extent.</li> </ul>
Ineffective	<ul style="list-style-type: none"> <li>This judgment is awarded if the implemented practices and procedures <b>have a limited impact and do not lead to improved outcomes</b> of the school's educational process, where the development of work in the assessment areas, based on its evidence, does not meet expectations.</li> </ul>

### Visiting information

Date of Visit	• 05 <sup>th</sup> – 10 <sup>th</sup> February 2025
Type of Visit	<input checked="" type="checkbox"/> National Identity Assessment for the First Time <input type="checkbox"/> Re-Evaluation National Identity for the First Time
Number of Classroom Observations	• 37 Study Sessions + Educational Tours
Evaluation Team Leader	• Faten Suleiman
Evaluation Team Members	• Mrs. Manal Bakir, Mr. Al-Asaad Zarrouk, Mr. Hatem Al-Saibi

### School Information & Data

School Name	Doha Private Academy - Al Waab				
School Address	220 Al Duhail Street, Al Waab - Doha				
Years of Operation	Doha Academy was established in 2000, and Al Waab branch opened in 2014.				
School Owner's Name	Al-Faleh Holding Company	Principal Name	Mr. Edward Cooper		
Academic Levels	Kindergarten - Preparatory				
Grades	Primary	Preparatory	Secondary		
	1-5	6 - 9	9 - 12		
Curricula Followed	British curriculum, the mandatory curriculum of MOEHE in Qatar				
External Examinations	Grades 10 to 12 (IG-AS-A level)				
Number of Administrators	65	Number of teachers	156	Number of students	1,439
Number of Qatari Students	682	Percentage of Qatari students	47%	Number of Arab students	1,172
School Accreditations (from organizations accredited by the Ministry of Education and Higher Education)	• Qatar National Schools Accreditation (QNSA) • New Inland Association of Schools and Colleges (NEASC)		Accreditation Expiration Date	• February 2025 • From November 2022, accreditation is still valid	
Other school branches	• Doha Academy, Salwa Branch • Doha International Kindergarten				
School phone number	40202700				
School owner email	<a href="mailto:privateoffice@alfalehgroup.com">privateoffice@alfalehgroup.com</a>				
School email	<a href="mailto:Dohaacademy.mix@education.qa">Dohaacademy.mix@education.qa</a> <a href="mailto:principle@dohaacademy.net">principle@dohaacademy.net</a>				

### **Vision:**

To be a global leader in providing an accessible, outstanding, and all-inclusive education that reflects the principles and teachings of Islam.

### **Mission:**

Doha Academy offers an education for life. We believe that schools should be happy and purposeful communities that enable children to achieve their best spiritually, morally, socially intellectually and physically

### **Doha Academy Objectives:**

- Providing a broad-based curriculum that is designed to motivate, challenge, encourage and inspire all students and enable them to achieve their potential and make the most of their time at Doha Academy and beyond.
- Adopting teaching and learning methodologies that promote the best habits of independent thought, study and research in our students through the creation of an enjoyable, lively and creative process of education.
- Integrating information and communication technology in the education process.
- Enhancing the partnership between students, staff, parents and the wider community.
- Developing the spiritual and moral well-being of our students to become global citizens and leaders.

### **Doha Academy Values:**

- Independent thinking
- Respect
- tolerance
- reflection
- cooperation



## Strengths and Areas for Improvement in School Performance

### Area 1: Educational Leadership

#### Level of Educational Leadership (Effective)

##### Key Strengths

**1. The school's vision, mission, and objectives align with the national trends.**

The school's vision, mission, and all its objectives align with the national trends by providing excellent and comprehensive education that reflects the principles and teachings of Islam. Additionally, school activities and programs are designed to enhance the values and cultural identity of Qatar, promoting sustainable development goals through various school activities in line with Qatar Vision 2030. The school also adheres to the regulations and policies of the Ministry of Education and Higher Education and relevant governmental bodies, such as obtaining work approvals for all staff, documenting contracts, and issuing valid licenses from concerned authorities, including the educational license, health unit license, and nursing license.

**2. The effective role of the Board of Directors in the planning process to achieve the school's goals.**

The Board of Directors has detailed knowledge and understanding of the school's work aspects, and it contributes clearly to school decisions through continuous communication with the school administration team via email, in addition to regular meetings, phone communication, and reviewing performance reports. The board is aware of the school's development and its needs, and the senior leadership is delegated and held accountable for its actions and the school's performance in a documented and periodic manner. This has positively reflected on most of the services provided, such as the provision of resources and educational materials to support the implementation and achievement of the curriculum objectives, including integrating topics related to Qatari identity and Islamic values in various subjects.

**3. The implementation of effective safety and security procedures in the school community to ensure the safety of students and staff.**

The school applies clear and effective policies and procedures to maintain security and safety throughout the school and its facilities, such as contracting for the maintenance of fire extinguishers and contracts to ensure cleanliness in all school facilities. Students are monitored during their attendance, departure, and break

periods. Additionally, mock evacuation drills are regularly conducted in all school buildings, and secure internet services are provided in school facilities. School nurses supervise the general safety and health of students through the health unit, which is equipped with all necessary devices and tools. Samples of drinking water are regularly taken for analysis, positively contributing to providing a safe and healthy environment for all members of the school community.

### Key Aspects Requiring Improvement and Development

#### Completing the school's strategic plan to ensure the achievement of its objectives and the realization of the school's vision and mission.

- The school has prepared a draft strategic plan (2025-2028), which includes its strategic objectives and the mechanism for implementing those objectives. However, the school needs to complete the strategic plan in its final form and monitor the achievement of its objectives by monitoring the implementation of departmental and curriculum plans and utilizing them to achieve the school's vision and mission. It also needs to continue improving and developing the school's performance in all its various aspects, particularly improving student results in external examinations and integrating technology into the educational process.

#### Implementing further monitoring of school plans to ensure the development of student learning outcomes and skills.

- The school applies evaluation processes for plans and programs using specific evaluation criteria, where it reviews and amends these plans, in addition to following up on the implementation of the annual plan objectives through senior management meetings and department meetings. Periodic meetings are also held with the Board of Directors to discuss the school's achievements, which contributed to achieving most of its objectives. However, it was noted that the students' results in external tests decreased, so the school still needs more follow-up on the implementation of the plan objectives and providing academic support plans for low-performing students to raise their results in external tests and raise their language skills in the Arabic language subject to ensure the development of the school's performance in all areas and the achievement of its objectives and priorities.

## Area 2: Educational Performance

### Level of Educational Performance (Effective)

#### Key Strengths

Implementation of classroom activities and extracurricular programs that enhance national identity, Qatari culture, and Islamic values among students.

- Teachers in all subjects implement various classroom and extracurricular activities to enhance national identity, Qatari culture, and values across all academic sections. This is done through daily lesson planning and linking lesson topics to the Qatari environment and local community, especially in compulsory subjects. In addition, monthly value programs, such as the values of honesty and respect, are implemented in their various stages during lessons. Regular exhibitions are also held, which include student artwork and projects that promote Qatari identity and culture within different school facilities. This has positively impacted the creation of a school environment that promotes values and national identity. The school also strengthens national identity and values through projects like (Qeyami Tarsem Hawiyati) and the (Asil) initiative as part of its plan to promote identity and values. Moreover, the school celebrates national and local occasions such as (National Day) and (Sports Day) and participates in various cultural competitions like (Mouhaddith Al Andalus) and (Qatar: Authenticity and Civilization), as well as the (Quran Competition), where the school has achieved advanced positions. The school also participates in the (Katara) exhibition and visits heritage sites like the (National Museum of Qatar). Additionally, the weekly value is highlighted during the morning assembly, prayers are organized in the mosque, and various religious lectures are held to promote ethics and values. This has had a positive effect in strengthening national identity and Qatari culture in the students' minds across different educational stages.

#### Key Aspects Requiring Improvement and Development

Implementation of more diverse teaching methods and strategies that consider individual differences among students and develop their language skills in compulsory subjects.

- Although teachers in compulsory subjects apply teaching strategies that align with the school's vision and mission and support student learning, it has been observed that teachers use classroom activities that take individual differences into account and enhance students' language skills in some lessons only. Therefore, there is a need to implement more teaching strategies that cater to the varying levels of students and support their language skills, particularly reading and writing, in classroom lessons.

#### Enhancing student motivation and participation in lessons in higher-grade levels in various subjects.

- Despite the use of appropriate teaching methods, such as discussions and group work, by most teachers to stimulate student motivation and enthusiasm for learning in various lessons, this has not been clearly reflected in student interaction and participation in several lessons in higher grades. Therefore, there is a need to design and implement more classroom activities that enhance student motivation and participation in all lessons to support their learning.

### **Area 3: Learner Development and Care**

#### Level of Learner Development and Care (Somewhat Effective)

##### **Key Strengths**

#### Implementation of a diverse academic counseling program for students to prepare them for university applications.

- The school implements a comprehensive, effective, and ongoing academic counseling program for all students to prepare them for university applications. Students are made aware of academic pathways and various tests in the secondary stage starting from grade 9. Additionally, regular meetings are held, and counseling sessions are offered to parents and students in higher grades to introduce them to universities and the admission requirements. The school also organizes visits to local universities, such as the University of Aberdeen, and hosts universities like the American University in Cairo to familiarize students with available majors and admission requirements. Furthermore, the school prepares student files to support their acceptance into both local and international universities, including recommendation letters and CV requirements for grade 12

students. This has positively impacted students' awareness of academic paths and helped them define their future aspirations.

### Key Aspects Requiring Improvement and Development

#### Making more efforts to improve students' academic performance in external examinations (IGCSE-AS-PISA).

- Although the school applies suitable external examinations aligned with the curriculum for students in grades 10, 11, and 12 across different subjects, analysis of the results shows a modest increase in the overall pass rate for the IGCSE (A\* to D) from 54% to 64% over the past two academic years, with a failure rate of 36%. Although the (AS level) results show an improvement in the overall pass rate from 38% to 66%, the results still need improvement, as the failure rate remains at 34% for all students, especially in mathematics where the failure rate is 67% and in chemistry where the failure rate is 43%. Therefore, the school needs to enhance students' performance across different subjects in the (IGCSE-AS) examinations to ensure better results in these tests.
- Students achieved results comparable to schools in Qatar in the subjects of (Mathematics and Critical Thinking) but scored lower than national schools in (Reading and Science). Therefore, the school must put in more efforts to improve students' results in these subjects.

#### Providing Programs to Support Students with Low Academic Performance

- The school has some procedures in place to identify students with low academic performance. Support for this group is currently provided through remedial plans that rely on specific worksheets during compulsory subject lessons. Additionally, a new **Inclusion** department has been established to offer academic and psychological support for students with special needs, as well as some students with low academic performance. However, this has not led to noticeable improvements in student outcomes. Therefore, it has become clear that there is a need to closely monitor the implementation of these plans and measure the impact of the support provided on students' academic achievement across all subjects to ensure an improvement in their performance and results in various exams.

## Area 4: Communication and Family and Community Partnership

### Level of Family and Community Communication & Partnership

#### Key Strengths

#### Relationships Between Students and Teachers, and Between Students Themselves

- The overall atmosphere in the school fosters mutual respect, with positive relationships between students and teachers, and among students themselves. All staff members serve as good role models for the students. Moreover, the appearance of both teachers and students is modest and respectful of Qatari culture. The school adopts anti-bullying programs and promotes respect and appreciation for others.

#### Diversity and Effectiveness of Communication Methods Between Leadership and Staff, and Positive Work Environment

- The school has various communication methods between senior leadership and staff, as well as among staff members, including email, regular departmental meetings, and the use of WhatsApp. This has contributed to the smooth completion of tasks and the creation of a positive work environment characterized by cooperation and a sense of responsibility, which has led to nearly all staff members being satisfied with the work environment at the school.

#### School's Communication with Local Community Institutions Through Diverse and Effective Methods to Support Teaching and Learning

- The school organizes and participates in various national and community events, as well as activities held in other schools, involving all educational stages and departments to support the teaching and learning process. Examples include holding professional development workshops for school teachers in collaboration with the University of Aberdeen, exchanging expertise with teachers from other branches of Doha Academy, and cooperating with educational and cultural institutions, such as sharing experiences with Hartford School. The school also organizes training workshops with local community institutions, such as an engineering and business workshop with QAPCO, in addition to students' participation in religious and sports competitions like the Quran competition organized by the Ministry of Awqaf, as well as sports competitions and educational trips like KidZania and the Wonders World in Katara.

## Key Aspects Requiring Improvement and Development

### Encouraging Greater Parent Participation in School Life

- Although communication channels are available with parents, such as social media and the ISAMA app to inform them about school activities and monitor their children's academic and behavioral progress, and although parents are invited to attend some school activities like National Day and World Day, as well as attend lessons with their children, their participation in these activities has been low. Therefore, the school needs to organize and invite parents to participate in more activities to ensure their involvement in school life and to support their children's learning.
- A small number of parents responded to school surveys, with only 5% participation in the survey conducted by the school in the 2024-2025 academic year. Furthermore, their participation in the comprehensive educational survey issued by the Ministry of Education and Higher Education was 29%. Therefore, there is a need to encourage parents to participate in the comprehensive educational survey and in school surveys.

#### Fourth: School Performance Score

School performance score in the areas of quality assessment and strengthening national identity

Domains	Judgment	Degree
Domain 1: Educational Leadership	Effective	3.38
Domain 2: Educational Performance	Effective	3.34
Domain 3: Student Development and Care	Somewhat Effective	2.90
Domain 4: Family and Community Communication & Partnership	Effective	3.39
<b>General Governance</b>	<b>Effective</b>	<b>3.26</b>

- The overall judgment is calculated based on the average of all criteria.

Very Effective	3.50 - 4.00 Passing the National Identity Enhancement Quality Assessment	Effective	3.00 - 3.49 Pass the National Identity Enhancement Quality Assessment
Somewhat Effective	2.00 - 2.99 Failure to Pass the National Identity Enhancement Quality Assessment	Ineffective	Less than 2.00 Failure to pass the National Identity Enhancement Quality Assessment

- The school's performance in the National Identity Promotion Assessment (NIA) is effective. **Therefore, the school has passed the National Identity Promotion Assessment. The school should take into account the recommendations contained in the report.**
- The school will be revisited **after three academic years**, in accordance with the National Identity Promotion Assessment (NIPA) renewal cycle.