

School Name:	<b>The Gulf English School</b>
Date of Completion of the Visiting Team Components:	<b>May 5 – 10, 2012</b>



**The Reporting Booklet  
for  
THE CONCLUDING STATEMENTS  
(for completion by Visiting Teams only)**

**First Component – THE MAJOR COMMENDATIONS AND  
RECOMMENDATIONS**

**Second Component – THE CONCLUDING STATEMENT**

**Third Component – THE LIST OF TEAM MEMBERS**

## **FIRST COMPONENT: THE COMPILED LIST OF MAJOR COMMENDATIONS AND RECOMMENDATIONS**

The team should insert, using the headings below, its compiled list of the major commendations and recommendations chosen by the whole Visiting Team at its final full meeting.

The points chosen for inclusion here should be taken verbatim (both text and reference number) from the Significant Commendations / Recommendations in various Sections of the Report and listed under the following headings. The number of Major Commendations / Recommendations under each Section heading may be one, more than one, or none.

### **Major Commendations:**

#### **Section A-School Guiding Statements**

##### Standard A1

1-The VT commends the school leadership and staff for having recently reviewed and revised the Statements in order to clarify the school's Aims.

##### Standard A4

1-The VT commends the Administration and Leadership Team for recognising the need for EAL support, and in training teachers to provide professional development in EAL for all.

#### **Section B-Teaching and Learning Horizontal – Early Years**

##### Standard B2

2-The VT commends the teachers for delivering a curriculum that supports varied developmental, academic, social, physical and emotional needs in a highly engaging programme.

##### Standard B4

2-The VT commends the Early Years Class teachers and teaching assistants for the friendly atmosphere that is engendered by the way in which they relate to their students through understanding and respect.

## **Section B Horizontal – Key Stage 1**

### Standard B1

1-The VT commends the KS1 teachers for creating a positive environment in which children are given clear boundaries, expected to behave well and do their best.

### Standard B3

2-The VT commends the Leadership Team for the implementation of a Primary teaching and learning policy that guides planning.

### Standard B6

1-The VT commends the KS1 team on their use of varied teaching styles to meet the different learning needs of their students.

## **Section B- Horizontal Key Stage 2**

### Standard B1

1-The VT commends the Leadership Team and Board for introducing the position of Curriculum Coordinator in order to document curricular links across the subjects and school divisions.

### Standard B5

1-The VT commends the Leadership Team and Board for recognising the need and providing funding for a PD Coordinator.

## **Section B Vertical Summary Report**

### Standard B1

1-The VT commends the Board and Senior Leadership Team for appointing Curriculum Coordinators across the school.

### Standard B2

1-The VT commends the Early Years and KS1 for focusing on age-appropriate differentiation strategies that support the learning styles of individual students.

### Standard B5

3-The VT commends the Board and Leadership Team for providing valuable time during the working week to support the development of an effective professional development programme.

### **Section C-Governance and Leadership**

Standard C2

1-The VT commends the Governing Body for exerting a positive influence on the SLT and for supporting the school's leadership.

Standard C4

1-The VT commends the SLT for updating many policies and procedures.

Standard C5

1-The VT commends the SLT for identifying the school's needs and setting forth a whole-school Improvement Plan that includes well-focused and achievable goals to fulfil the Mission of the school.

### **Section D-Faculty and Support Staff**

Standard D2

1-The VT commends the teachers' interactions with students, which ensures all learners are active participants in achieving meaningful and relevant learning.

Standard D3

1-The VT commends the SLT and Board for devising and distributing the Employee Policy Manual to newly appointed staff.

Standard D5

1-The VT commends the SLT for initiating a CPD programme to improve the teaching and learning.

### **E- Access to Learning**

Standard E3

1-The VT commends the faculty and Leadership Team for implementing a programme to train teachers to deal more effectively with the needs of EAL students.

Standard E4

1-The VT commends the faculty, nurses and guidance personnel for their comprehensive, shared concern for the well-being of students at GES.

### **F-School Culture and Partnerships for Learning**

Standard F1

3-The VT commends the faculty for putting the well-being of students at the heart of what they do.

### **G-Operational Systems**

Standard G3

3-The VT commends the LT for their swift response in creating a safer environment for the arrival and departure of students.

## **Major Recommendations**

### **Section A-School Guiding Statements**

#### Standard A2

1-The VT recommends the ELT (Extended Leadership Team) and Curriculum Coordinators, given the unique environment (mainly Qatari nationals learning English largely through the UK National Curriculum), articulate and document policies of Internationalism, and how Internationalism may be promoted in the curriculum. This will assist the school in further achieving its Mission.

#### Standard A4

1-The VT recommends the Board, Extended Leadership Team and Curriculum Coordinators review the provision for Learning Support, including the nomenclature of the support given, numbers of staff, methodology (inclusion or not) and funding for the Department. This would allow the school to succeed in its Vision of encouraging students to, "... *achieve their personal best.*"

3-The VT recommends the Leadership Team examine the use of technology to promote integrated learning and differentiation in the classroom

### **Section B-Teaching and Learning –Horizontal Early Years**

#### Standard B5

1-The VT recommends that the Leadership Team seek ways to utilise existing staff strengths to further professional development.

#### Standard B7

1-The VT recommends that the Leadership Team consider the use of information technology in the classrooms to aid differentiation.

### **Section B Horizontal Key Stage 1**

#### Standard B3

1-The VT recommends that staff review curriculum planning on a regular basis so that further meaningful connections can be made between disciplines.

#### Standard B6

1-The VT recommends the Leadership Team carry out a review of the resources in the Music Room in order to ensure that they are available in the variety and numbers needed to deliver the Music curriculum.

Standard B9

3-The VT recommends that the school Curriculum Coordinators continue to devise an overarching curriculum plan.

### **Section B Horizontal Key Stage 2**

Standard B1

1-The VT recommends that the Leadership Team and Curriculum Coordinator complete the documentation of the curriculum, including cross-curricular links.

Standard B2

1-The VT recommends that the staff and leadership review the method of helping EAL/SEN students to include possible inclusion and IT approaches to ensure a differentiated learning experience.

4-The VT recommends that the Administration and Board seek ways to provide funding for I.T. hardware to provide another tool for teachers to differentiate the learning process.

Standard B3

1-The staff and Curriculum Coordinators complete the documentation of the curriculum to take into account cross-curricular links and the needs of the current student body.

Standard B5

2-The VT recommends that the Leadership Team allocate time for the EAL trainers to provide courses for all mainstream class teachers.

Standard B6

2-The VT recommends that the Leadership Team re-examine the current policy on storage of materials to allow teachers immediate access to resources.

### **Section B Horizontal Key Stage 3**

Standard B1

4-The VT recommends that the Secondary Leadership Team and the Librarian develop strategies to encourage more widespread use of library resources by the whole school community.

## Standard B2

2-The VT recommends that the PD Coordinator sets training for the KS3 teachers to include the advantages and limitations of modern educational technology and the use of the school's available technology, with attention to learning styles, critical thinking skills and differentiated learning.

## Standard B4

2-The VT recommends that the Pastoral Heads and the Heads of Arabic and Islamic Studies develop strategies for the elimination of racial bullying between students, as identified by the Self-Study committee as "...one of the biggest issues the school faces..." in its attempts to develop the global citizenship of students.

## **Section B Vertical Summary**

### Standard B1

1-The Visiting Team recommends that the Leadership Team and Curriculum Coordinators review curriculum content in order to ensure that it services the needs of GES students.

4-The VT recommends that the Leadership Team and Curriculum Coordinators continue to create a curriculum that is appropriately articulated both vertically and horizontally to maximise student learning across the school.

### Standard B3

1-The VT recommends that the Board and Leadership Team review its decision to remove Music from the Secondary School curriculum.

### Standard B4

1-The VT recommends that the Leadership Team and Curriculum Coordinators continue to explore ways in which the curriculum and related activities can be enhanced by the cultural diversity of both the host country and school community in order to further develop global citizenship within the student body.

### Standard B6

3-The VT recommends that the Board and the Leadership Team review the number and effectiveness of IT support, network infrastructure and resources, in order to decide whether they are appropriate in terms of supporting the school's educational programme.



## **Section C- Governance and Leadership**

### Standard C1

1-The VT recommends that the Governing Body agrees upon a timeline to provide appropriate orientation and ongoing training for its members to identify the outcomes required and to gain the maximum impact for the GES.

### Standard C2

1- The VT recommends that the Board of GES clarifies the management hierarchy, and describes the current administrative reality to all stakeholders.

## **D. Faculty and Support Staff - Recommendations**

### Standard D1

2-The Board and SLT review staff provision in SEN and EAL in order to support the school's Mission.

### Standard D4

1-The VT recommends that the Employee Policy Manual is revisited by the SLT, with a view towards making it more comprehensive.

## **E Access to Learning**

### Standard E2

The VT recommends that the Leadership Team review staffing requirements and methods to provide greater support for students with Special Needs in order to better address the Mission of GES.

### Standard E3

1-The VT recommends that the Leadership Team continue to expand the support available to students for whom English is an Additional Language to better address the Mission of GES and serve the needs of students.

## **F-School Culture and Partnerships for Learning**

### Standard F1

1-The VT recommends that the Leadership Team and faculty reinforce the anti-bullying policy in order to assure that there is continued awareness of this problem.

## **G. Operational Systems**

### Standard G2

6-The Leadership Team consider solutions to reduce movement of sound throughout the Infant School, as well as in the main stairwell areas of the Secondary School.

### Standard G3

1-The Leadership Team create and support a Health and Safety Committee, which actively and frequently monitors conditions at the school. This committee should ensure the following:

- Increase the number and size of speed bumps on the road to slow down drivers
- Request staff and teachers to park in an area further from the loading and unloading areas to facilitate more space for parent parking
- Assign dismissal duty for teachers to assist with the safe movement of students.

## **SECOND COMPONENT: CONCLUDING COMMENTS**

**The team should now record concisely:**

- ❖ the essential features of the team's view of the school**
- ❖ overall comments on the visit**
- ❖ the extent to which the school is driven by its mission and led by its vision**
- ❖ the extent to which the school is committed to the promotion of internationalism/Interculturalism**
- ❖ the extent to which the school is focused on student learning and well being**
- ❖ some concluding advice and encouragement**
- ❖ thanks to the school and the Visiting Team.**

The concluding statement should, wherever possible, encourage the school to continue to see the accreditation process as a positive vehicle for further school improvement.

Note: No hint as to the Team's overall recommendation with regard to accreditation should be included here, or anywhere else in the Team Report. [The overall recommendation with respect to accreditation should be submitted to the accrediting agency / agencies as a separate document, not as part of the Team Report itself. The school should not be informed of this overall recommendation.]

**Please write Concluding Comments here:**

**GES has accomplished a lot over the last two to three years, particularly in the area of policy and documentation. While this work has taken a considerable amount of time, the fact that much of this documentation did not previously exist naturally leads to a call for further work.**

**The VT was impressed with the school's willingness to improve, as exemplified by the number of Health and Safety issues, which were addressed during the TV itself.**

**The single most important challenge to the school's Mission and Vision is the resourcing in libraries, EAL/SEN, ICT and curriculum documentation. Despite**

**this, much good work is being conducted in good faith and without this formal documentation.**

**The school is focused on student learning, and teachers are professional and dedicated. The VT was concerned, however, that GES' traditional view of education has led to a lack of differentiation techniques, and knowledge of learning styles is limited.**

**The VT advises the SLT of GES to continue its documentation of policies and procedures and use them to enhance learning. This will be a significant amount of work but will bring fruitful rewards.**

**The VT would like to thank the community of GES for working hard to accomplish the joint goal of school improvement and self-analysis, and wishes GES well.**

## **GES Vision and Mission**

### **Vision:**

“Our school seeks to provide a learning environment which is caring, motivating and supportive allowing all cultures within the GES community to achieve their personal best and to become responsible global citizens”

### **Mission**

- Promote academic, social, physical and personal development in our students.
- Develop our students’ learning skills which will be of lifelong value.
- Encourage positive risk taking in our students.
- Develop creative skills and critical awareness in our students.
- Encourage our students to become aware of and act upon their responsibilities, not only to themselves and their peers, but also to society in general.
- Foster within our students a healthy sense of self-esteem and self-awareness and encourage respect and compassion for others
- Actively promote the preservation and protection of the natural world amongst all students.
- Create programs, assessments and experiences that serve to unite the school and celebrate the distinctiveness of each campus community.

What we do to achieve our Mission

- The process of learning should be enjoyable, active and dynamic.
- We acknowledge that students come to us with a wide variety of learning styles, academic abilities, and linguistic and cultural experiences.
- An explicit commitment is made to continuing professional development to encourage teaching methods that are creative, varied and flexible.
- We endorse the philosophy of the International Baccalaureate Organisation.
- We promote community service throughout the school.
- Problem solving, discovery, creativity and self-direction characterize our work at all levels.
- Success is recognized, valued and celebrated in a variety of ways at many different levels.
- There is a spirit of partnership involving the students, staff, and parents in which each individual feels welcomed and valued.
- We endorse the UDHR Article #26.2
- In addition to academics, the social climate of the school, in and out of class, encourages the development of international understanding, commitment to community service and cooperation with diverse cultures.

### THIRD COMPONENT: LIST OF TEAM MEMBERS

Name, School and Position of Team Member	Agency Represented
Team Chair: Andy Hill	Independent Consultant
Team Co Chair: Robert Horton	UN International School, Hanoi, Vietnam, Elementary Principal
Maha Kaddoura	Al Bayan Bilingual School, Deputy Director
Nadine Tarazi	Sharjah American International School, Principal
Rosalind Powers	Dhahran British Grammar School
David Gibson	Amman Bacculaureate School, IB Diploma Chemistry Teacher
Rick Lawrence	Zurich International School, Mathematics Teacher
Robert Edgar	Al Bayan Bilingual School, Literacy Coordinator
Douglas Irish	The American School of Muscat, IT Coordinator
Sandra Barton Kellec	Jeddah Knowledge International School, Previous Head of Middle School
Ghada Saifi	Amman Bacculaureate School, Administration Manager