

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



The Reporting Booklet
for
INTRODUCTORY SECTIONS
(FOR COMPLETION BY THE VISITING TEAM ONLY)

First Component – THE TABLE OF CONTENTS

Second Component – THE INTRODUCTION

Third Component – THE PREAMBLE

FIRST COMPONENT- THE TABLE OF CONTENTS

**(EACH COMPONENT IS INCLUDED IN SEPARATE REPORTING BOOKLETS
THEREFORE THIS TABLE OF CONTENTS SERVES AS A CHECKLIST TO
DETERMINE THAT ALL SECTIONS ARE COMPLETE)**

Report Name	Insert Check
Introduction (in Introductory Reporting Booklet)	x
Preamble (in Introductory Reporting Booklet)	x
Visiting Team comments on Part One of the Self Study Report (Part One Reporting Booklet)	x
Section A: School Guiding Statements (Section A Reporting Booklet)	x
Section B: Teaching and Learning (Section B Reporting Booklets as appropriate);	x
Horizontal - Infants KS 1	X
Horizontal - KS 2	X
Horizontal - KS3	X
Horizontal - KS 4/5	X
Vertical Summary Report	X
Section C: Governance and Leadership (Section C Reporting Booklet)	X
Section D: Faculty and Support Staff (Section D Reporting Booklet)	X
Section E: Access to Learning (Section E Reporting Booklet)	X
Section F: School Culture and Partnerships for Learning (Section F Reporting Booklet)	x

Section G: Operational Systems (Section G Reporting Booklet)	X
Team Comments with respect to Part Three of the Self Study (Part Three Reporting Booklet)	X
Compiled List of Major Commendations and Recommendations and Concluding Statement (Concluding Section Reporting Booklet)	X
List of Team Members (Concluding Section Reporting Booklet)	x

SECOND COMPONENT- THE INTRODUCTION

CIS

In July 2003 the Council of International Schools (CIS) took over responsibility for the Accreditation Service which the European Council of International Schools (founded in 1965) had been offering to schools since 1970. CIS is an independent, non-profit, membership organisation of approximately 650 international schools in approximately 110 countries throughout the world. It serves the interests of some 340,000 young people, a constituency which represents many nationalities with varied cultural, religious, and linguistic backgrounds. CIS also includes universities and colleges to which students from international schools apply.

Presently over 330 CIS member schools have been granted accredited status following a directed comprehensive self-study and a rigorous, thorough evaluation by a Visiting Team, which found them to meet the CIS Standards for Accreditation. Accredited schools are subject to regular monitoring through routine progress reports and visits, and they must undergo a full re-evaluation every ten years. CIS accreditation is accepted throughout the world, including in the USA through membership in good standing of the Commission on Accreditation of the National Association of Independent Schools (NAIS).

The school evaluation programme consists of three main stages: the self-study conducted by the professional staff and other members of the school community, the evaluation by the visiting team, and the follow-up programme carried out by the school under CIS monitoring to implement the findings of the self-study and the valid recommendations of the visiting team.

CIS recognises that schools which are different may be equally good. The fundamental premise of the accreditation programme is that an educational institution must be evaluated in terms of the CIS Standards for Accreditation and the degree to which the school is putting its own Guiding Statements into practice. The school's Guiding Statements is therefore a vital document, and it should express the principles which guide the governing body, school management and professional staff in their efforts to meet the needs of the students enrolled. The visiting team's observations on the school's Guiding Statements are found in Section A of this evaluation report.

As the responsible body for matters of evaluation and accreditation, the CIS Board of Trustees charges visiting teams with the responsibility of assessing the degree to which evaluated schools are putting their own Guiding Statements into practice and the extent to which they are meeting the published Standards for Accreditation.

OTHER AGENCY(IES) INFORMATION

Please insert this here as appropriate

The Gulf English School is an IB World School; it gained its IBO accreditation in 2005. The first IB cohort graduated in 2007. The School had its 5-year IB review last academic year 2010/2011.

GES is a Cambridge Examinations Centre Approved Institution

THIRD COMPONENT: THE PREAMBLE

(Important Information about the School)

Using the information provided in Part One of the Self Study, and with the assistance of the school over factual matters, the Visiting Team Chair should complete the table below in full.

School Name:

The Gulf English School

School Foundation Date:

1993

School's Official Status:

The Gulf English School was founded by Sheik Faisal Bin Qassim Al Thani and Sheikha Maha Al-Faihani with the central aim of ensuring equality of entitlement and access to a comprehensive curriculum.

GES is a proprietary school, a separate company under the Faisal Al Faisal Holding group. When GES was established, profit making was not a key purpose; it was to provide service to the local community by ensuring a proper English education to Qatari students. Although the Al Faisal Holding Company financially supports GES, any profit gained by the school goes directly into upgrading school facilities and educational programmes. GES is part of the Education Division of the Al Faisal Holding Company.

Facts on School Governance & Management:

The Governing Body of the Gulf English School consists of seven Board members who provide oversight and guidance for the school. The Board consists of the following:

- The School Chairperson / Managing Director (Owner and founder of the School)
- Board Member (Chief Financial Officer and Board member of Al Faisal Holding (mother company) and a parent
- Board Member Chief Audit Executive of Al Faisal Holding (mother company) and a parent

- Board Member, daughter of the owner of the School
- Board Member, Advisor to the Board , member of the Leadership Team
- Board Member, Head of Secondary, member of the Leadership Team
- Board Member, Head of Primary, member of the Leadership Team

The Board delegates the responsibility of the day-to-day operation of the School to the Leadership Team, which consists of the following members:

- Advisor to the Board
- Head of Secondary
- Head of Primary

The roles and responsibilities of the Leadership Team members are defined within their job descriptions that are approved by the Board. The Board supervises the Leadership Team in the management process of the School.

Students: number of nationalities; statistically most important nationalities:

The Gulf English School is a co-educational school from Early Years/Infants to IBDP. Boys and girls are segregated from Year 6 onwards. Male and female students in the Key Stage 4 (Year 10 – 11) are joined together in certain classes depending on their subject options. The majority of the student body at GES is local Qatari students who are all EAL (English as Additional Language) students; 97% of students in the Primary School are of Qatari nationality, while in the Secondary School, Qatari students are 89%. The remaining are either of other Arab nationalities, Asian sub-continent or Western-based students who have English as a first language.

School Divisions, Range of Grades or Year-Groups:

The Gulf English School is divided into three sections:

- Infants School – The Infant School building is a two-storey, purpose-built facility housing Early Years and Key Stage 1 (KS1) on a separate campus from the main campus.
- Primary School - This building is adjacent to the Secondary and Administrative blocks on the main campus, 5 minutes drive from the Infant Campus. This facility houses KS2.
- Secondary School - KS3, 4 , 5 (IGCSE AS and IBDP) are in an adjacent building on the same campus.

This report refers to the following horizontal sections:

Early Years: Ages 3 - 5

Key Stage 1: Ages 5 - 7 (Year 1 - 2)

Key Stage 2: Ages 7 – 11 (Year 3 – 6)

Key Stage 3: Ages 11 – 14 (Year 7 – 9)

Key Stage 4: Ages 14 – 16 (Year 10 – 11)

Key Stage 5: Ages 16 – 18 (Year 12 – 13)

In years 12 and 13, there are two possible programmes of study:

The one-year AS programme in Year 12 for students who wish to apply for university after the compulsory 12 years of education in Qatar, and the two-year IB Diploma programme for students who wish to follow the English programme of study of 13 years.

Academic Staff: numbers; nationalities; statistically most important nationalities:

The current number of academic staff at GES is 120, 83 women and 39 men. 115 members of staff hold a Bachelor's Degree, while 11 members hold Master's / Doctorate Degrees.

90% of the academic staff are British nationals. The remaining 10% is from Australia, other Gulf countries, Saudi Arabia, Egypt, India and others.

Support Staff: numbers; nationalities; statistically most important nationalities:

The current support staff is from a mixture of nationalities – local Qataris, other Arab nationalities, Asian, African, some Europeans and others.

Summary of Academic Programmes:

The Gulf English School delivers a comprehensive education for students aged 3 – 18 based on the National Curriculum of England and Wales. GES is an international school that combines British education with a Qatari culture from Pre-School to IGCSE and onwards through the AS Levels and IB Diploma Programme.

Location and Buildings:

The Gulf English School is located in Doha, the Capital of the State of Qatar. Qatar is an independent Arab country in the Middle East, occupying the small Qatar Peninsula on the north-easterly coast of the much larger Arabian Peninsula. Its sole land border is with Saudi Arabia to the south, with the rest of its territory surrounded by the Persian Gulf. A strait of the Persian Gulf separates Qatar from the nearby island state of Bahrain. Qatar has been ruled as an absolute monarchy by the Al Thani family since the mid-19th century. Doha is situated in the mid-eastern coastal side of the country, and GES is within a ten kilometre radius from Qatar Education City which masses some of the top American universities, as well as Qatar University.

Accreditation History of the School:

The CIS Preliminary Visit to the Gulf English School took place on November 8-11, 2009. The Team Visit is the subject of this report.

The school has also been inspected four times by the Office for Standards in Education, Children's Services and Skills (OFSTED).

In January 2009, GES was inspected by Cambridge Education (CIE).

The school is also an approved examination centre for the Cambridge examinations, AQA and Ed-excel. GES is inspected annually by the exams boards to ensure that the school covers the requirements to maintain the status as an examination centre. The latest visit took place in May/June 2011.

The school has been through the Supreme Education Council process for accreditation and has gained the candidate status last academic year, with a certificate issued.

Other Relevant Information about the school (if any):

None at this stage

Concise comments about the School's Self Study Process:

The school's Self-Study involved almost all teachers in the GES community, and this was supported by statements made to the VT during the TV.

The members of the Senior Leadership Team (SLT) took responsibility for meetings and meeting time was added to the weekly schedule and has become a permanent feature of the school's Professional Development plan (P.D. plan)

Concise comments about the Team Visit:

The Team Visit was challenging, as the VT were two Team members short, and two members were added at a late stage.

All hotel arrangements and Team meeting room arrangements were well organised, as was the week's schedule. Team members met with all Steering Committee members, and meetings requested during the week were added to the schedule in a flexible and appropriate manner.

Transport arrangements were excellent, as were meals and documentation.

The VT was particularly impressed with the SLT's attitude to improvement, as was evidenced by the painting of three zebra crossings in front of the main campus during the week! The Co-Chair and Secretary worked exceptionally hard, as did all Team members, and the TV was conducted very professionally.

Acknowledgements:

I would like to thank the staff and SLT of GES for their hospitality, organisation and positive attitude to the TV.

My sincere gratitude goes also to my VT for their dedication to duty.

Finally, I would also like to recognise the work of the Board, staff and students at GES for preparing well for their first CIS Accreditation TV.

Andy Hill CIS Chair