

School Name:	The Gulf English School
Date of Completion of the Self-Study Components:	Updated December 2011
Date of Completion of the Visiting Team Components:	Friday, May 11, 2012

The Reporting Booklet

PART ONE

First Component - THE SCHOOL PROFILE

AND

Second Component - ANALYSIS OF OPINION SURVEY RESULTS

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Mona El-Helbawi	Business Manager	
Noha Farid	Registrar	
Ina Gerrard	Deputy in charge of Infants	
Amanda Pyle	Deputy in charge of Juniors	
David Frame	Deputy Secondary	
Gemma Clarke	CPD coordinator	
Carol De Johng	Curriculum coordinator	
Claire Hurst	Curriculum coordinator	
Anne Marie	Counsellor	
Melvin Jones	Head of Secondary	
Nigel Kynaston	Head of Primary	
Ulrike Jones	Head of Girls/CAS coordinator	
Graeme Webster	AS coordinator	
Janos Oreg	IB coordinator	

Guidelines for and explanations of the tasks of each Self-Study Committee can be found in the relevant Sections and Appendices in “The Main Guide”.

8th Edition; Published August 2010

GUIDELINES FOR USING THIS REPORTING BOOKLET

1. The Part One Self-Study Committee should construct this report by:
 - > writing concise narratives in the spaces provided
 - > and/or filling in the forms provided
 - > and/or creating a hyper-link to relevant, existing school documents which may be text or charts, graphs, photographs, etc.
2. The instructions for each step are shown in black font. Responses from the Self-Study Committees (SSC) will automatically show in red font. The future Visiting Team (VT) will add its comments on Part One directly at the end of this Reporting Booklet, and these will automatically show in blue font.
3. As one possible approach to its work, the Part One Self-Study Committee may wish to create the School Profile (see “First Component” below) in the form of one continuous document which could be useful for internal school purposes. Once complete, the relevant parts of the School Profile could then be pasted into the spaces provided in this Reporting Booklet.
4. As early as possible in the Self-Study Process, the Part One Report should be disseminated to the other Self-Study Committees for use as a valuable source of information.
5. When complete, and where necessary updated, the Part One Self-Study Report should be sent (along with Part Two A to G and Part Three) as an electronic Word document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin.

Important Notes on Hyper-links:

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or “Memory Stick” carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

THE PART ONE REPORT

Part One is the initial phase in the Self-Study process, and consists of two essential components.

- First Component: The School Profile – a compendium of factual information.
- Second Component: An Analysis of the Results of the Opinion Surveys.

FIRST COMPONENT – THE SCHOOL PROFILE

As detailed below, the School Profile will contain:

- General Documentation.
- Other School Information.
- School-Wide Student Achievement Information.

GENERAL DOCUMENTATION

The Part One Self-Study Committee should gather existing documents which provide vital information about the school and attach/hyper-link them to this report. The list should include at least the following:

- Student Admissions Materials. ([Admissions](#))
- Curriculum Guides. [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\handbooks 2011](#)
- Board By-laws. [By Laws](#)
- Board Policy Manual. [Board\Board policies](#)
- Board Self-Evaluation Process. [Board\Board Self evaluation.pdf](#)
- Faculty & Staff Manual. [Staff handbook employee policies](#)
- Student / Parent Handbook. [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\handbooks 2011](#)
- Evaluation Process for Head of School [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\General documentation\LT evaluation.pdf](#)
- Teacher Appraisal Process [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\General documentation\Teaching Standards Sept 2011_3_.pdf](#)
- Job Descriptions. [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\Job Des](#)
- Professional Development Plans. [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\General documentation\CPD policy and plan.pdf](#) [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\General documentation\SDP 2011 2014.docx](#)
- Strategic and/or other long range School Improvement Plans. [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\Improvement plans 2011 2012](#)
- xiii. A certified, external financial audit for the two previous years. **Hard copies available as we do not have soft copies of the reports.**

If such documents do not exist, a concise narrative should be written to explain the situation and to state plans to remedy any deficiencies.

FURTHER INFORMATION ON THE SCHOOL

For all the following topics, the Part One Self-Study Committee (SSC) should provide information:

Either by writing a *concise* narrative, hyper-linking existing documents where convenient. Where applicable, please write in the spaces labelled “SSC Response”.

Or by filling in the form provided

About the School

- Brief history of the school.
- The school’s Guiding Statements (e.g. Philosophy, Mission, Vision, Objectives, etc).
- The school’s commitment to shaping internationally minded (globally aware) students.
- The school’s governance and leadership structure, including a management/administrative chart. [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\GES Org-Str V4.pdf](#)
- The state of the school’s finances (see financial form supplied in Appendix G)

- Description of the school's physical facilities.
- Special and/or unique features of the school.

SSC please write here:

- Brief history of the school.

The Gulf English School opened in 1993 to meet the need for an educational facility that would provide a curriculum based on the English National Curriculum and also offer an Arabic Language and Islamic Studies programme as authorized by the Qatari Ministry of Education.

From a small beginning in two villas, the school has rapidly developed and now occupies two large modern purpose built premises with all facilities available to educate students to a high standard. In 2009 we developed further to include more administrative space and new media, science and ICT studios under the multi-purpose hall.

As well as a Secondary School there is also a Primary and Infant School. The Gulf English School only employs teachers of the highest calibre from all over the world. All teachers are fluent and competent English speakers who are experts in their particular field of knowledge and skills.

The school's Guiding Statements (e.g. Philosophy, Mission, Vision, Objectives, etc).

“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 growth 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 whom 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,
 - The school's commitment to shaping internationally minded (globally aware) students.
 - The school's governance and leadership structure, including a management/administrative chart.
 - The state of the school's finances (see financial form supplied in Appendix G)
 - Description of the school's physical facilities.

Facilities

The present campus was opened in 2003 and has been expanding since to meet the constantly ever growing numbers of students. In The Gulf English School we have a range of facilities in the purpose built buildings.

The Infant School is housed in a two storey purpose built building, which provides a very pleasant environment

for both staff and children. The infant building includes (19 classrooms) each classroom is equipped with networked computers, an outside playground, facilities for music practice, library and computer lab.

The ~~Primary~~ Junior School is housed in a larger two storey building including classrooms with interactive whiteboards, Junior Library, multi purpose hall, swimming pool, ICT lab, art studio, music room and cafeteria.

The Secondary building is the E shape building which includes (classrooms) Library, three science labs, two ICT labs, large multi-purpose hall, large swimming pool, two art studios, all weather pitch..

There are close to 350 computers on site with four computer labs; four state of art science labs; three libraries, climate controlled swimming pools and all weather pitch playground and the multi purpose halls.

Our Facilities Include:

- 4 Science Laboratories
- 5 Networked Computer (ICT) Suites
- Art and Media Suites
- 3 Comprehensive Libraries
- Music Suite
- Flexible Stage/Performance Facilities
- 3 Clinics staffed by Qualified Nurses
- 2 Halls
- Sixth Form study areas and common rooms
- Cafeteria

Purpose Built Classrooms and Open Learning Areas for:

- Early Years
- Key Stage 1
- Key Stage 2

Specialist Key Stage 3 & 4 Teaching Areas For:

- English
- Mathematics
- History
- Geography
- Modern Foreign Languages

Sporting Facilities:

- Large Sports Hall
- 25 meter Indoor Swimming and Learner Pools
- Gymnasium
- FIFA approved, astroturf, mid-size, floodlit, multi-sport pitches

About the Early Childhood Section (if applicable)

- Guiding Principles specific to this level of the school.
- Curriculum overview.
- Enrolment for last three years
- Description of student body.
- Student/faculty ratio.
- Range of class sizes and average class size.
- Extracurricular activities.
- Special features of this level of the school.

SSC please write here:

- Guiding Principles specific to this level of the school.
- Curriculum overview.

Early Years

The Early Years Curriculum is based upon the Early Years Foundation Stage (EYFS) of England and Wales and is broken into six main headings:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- creating the framework for partnership working between parents and professionals, and between all the settings that the child attends;
- improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;
- laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

Key Stage One (Infants)

The Key Stage 1 Curriculum is adapted from that of England and Wales and is broken into thirteen main subject areas:

- Mathematics
- English
- Islamic Studies (taught by a specialist)
- Arabic (taught by a specialist)
- Physical Education (taught by a specialist)
- Music (taught by a specialist)
- Geography
- Science
- History
- ICT
- Design and Technology
- Art

- PSHE

The curriculum is adapted to integrate many of the subject areas and is thematic. A specific topic over a six week period pulls in as many strands of the curriculum as possible. Islamic Studies and Arabic are taught as discrete subjects.

- Enrolment for last three years

Infant School

- This year 2011/2012 we have 139 new students (91 Pre-school), total of 455 students.
- 2010/2011 we had 141 new students (91 Pre-school), total of 450 students.
- 2009/2010 we had 130 new students (92 Pre-school), total of 443 students.
- Description of student body.
Boys and Girls aged 3 to 7 years, the majority of the student body at GES is local Qatari students who are all EAL (English as Additional Language) students; the remaining 5% to 6% are students, who are either other Arab Nationalities, Asian sub continent or Western based students who have English as a first language
- Student/faculty ratio.
 - Pre-school - 1 teacher and 1 Teachers Assistant and an additional floating helper
 - Reception – 1 teacher and 1 Teachers’ Assistant:
 - Year 1 – 1 teacher and 1 Teachers Assistant
 - Year 2– 1 teacher and 1 Teachers Assistant
 - 10 - Arabic Staff members to teach Arabic & Islamic Studies course of studies for Reception and Key Stage one.
 - 1 - Music Teacher (shared with the Juniors school)
 - 1 - PE Teacher
 - 1 – Library Assistant
 - 2 – SEN Teachers
 - 1 – counselor (shared with Juniors)
- Range of class sizes and average class size .
 - Range = 23-25
 - Pre-school 94
 - Reception 126
 - Year 1: 122
 - Year 2: 113
- Extracurricular activities.

ECA is offered every term and every teacher runs an activity.

In the first term we have two 4 week slots, the first slot being Art and Craft and the second one Physical Education and Games.

In the second term we offer a 4 week slot for Physical Education and Games and in the third term we have a 4 week slot for Arts and Crafts.

The following takes place:

- Teachers choose their preference for the activity
- A letter of information and a permission slip goes out to the parents
- On return the slips are collated on a first come first serve basis by Mrs. Karin Hiscox
- Pupils and parents are then informed as to which group pupils will be in
- A register is kept by the teacher on each day of the activity.

In the past we had a number of activities like board games, reading sessions, construction activities and beadwork but found that they were not well attended, so we tried the present format which has worked exceptionally well.

In these Art and Craft sessions we taught pupils how to make paper, we did work with pottery (clay) and did Design and Technology and displayed some of the work around the school. Emphasis is placed on developing creativity and fine motor control in these sessions.

In the PE session pupils have been taught ball control eg. hockey and cricket and have been taught how to work together as a team. Great emphasis is placed on gross motor skills.

On all occasions these sessions have been well attended and the pupils have been committed to stay until the 4 week period finished.

- Special features of this level of the school.

A very child friendly environment with hands on learning opportunities for all children that is age and development stage appropriate. This allows children who start school with no English to thrive and achieve above expected

About the ~~Elementary~~Primary School (if applicable)

SSC please write here:

- Guiding Principles specific to this level of the school.
- Curriculum overview.

Key Stage Two (Juniors)

The Key Stage 2 Curriculum is adapted from that of England and Wales and is broken into thirteen main subject areas:

- Mathematics
- English
- Islamic Studies (taught by a specialist)
- Arabic (taught by a specialist)
- Physical Education (taught by a specialist)
- Music (taught by a specialist)
- Geography
- Science
- History
- ICT
- Design and Technology
- Art (taught by a specialist as from September 2012)
- PSHE

The curriculum is adapted to integrate many of the subject areas and is thematic. A specific topic over a six week period pulls in as many strands of the curriculum as possible. Islamic Studies and Arabic are taught as discrete subjects.

- Enrolment for last three years

PrimaryJunior School

- This year 2011/2012 we have 19 new students, total of 439 students.
- 2010/2011 we had 32 new students, total of 448 students.
- 2009/2010 we had 24 new students, total of 427 students.

- Description of student body.

The majority of the student body at GES is local Qatari students who are all EAL (English as Additional Language) students; the remaining 5% to 6% are students, who are either other Arab Nationalities, Asian sub continent or Western based students who have English as a first language.

- **Student/faculty ratio.**
 - Year 3 - 1 teacher and 1 Teachers Assistant:23 students
 - Year 4 – 1 teacher:23 students with 2 TA’s spread across the 5 classes
 - Year 5 – 1 teacher:22 students with 2 TA’s spread across the 5 classes
 - Year 6 – 1 teacher:23 students with 1 TA spread across the 5 classes
 - 10 - Arabic Staff members to teach Arabic & Islamic Studies course of studies for KS 2
 - 1 - Music Teacher (shared with the Infants school)
 - 1 - PE Teacher
 - 1 – Library Teacher
 - 2 – SEN Teachers
 - 1 – EAL Teacher
 - 1 – counselor (shared with Infants)

- **Range of class sizes and average class size.**
 - Range = 20 to 23
 - Average = 21.85

 - 111 = Year 3
 - 113 = Year 4
 - 103 = Year 5
 - 110 = Year 6
 - 437 = Total for KS 2 Student body

- **Extracurricular activities.**

ECA’s happen each term with every teacher (including some assistants & admin) in KS 2 offering one 5-week block of activities each term. Some teachers offer longer sessions than the required 5 week sessions each term for activities such as sports coaching for teams competing in QPPSSA or SOD competitions, music, Brownies or academic booster groups.

ECA’s are set up in the following sequence:

 - Staff expresses an interest in the activity they would like to lead
 - This is then collated and sent home to the students to choose the activities they would like to participate in
 - Students return their permission slip to the person in charge of the ECA’s (presently the DH in KS 2)
 - Activities are filled on a first come first served basis.
 - Students can choose up to 3 activities and will most likely receive either their first or second choice of activities.
 - Once the deadline for the returning of the ECA permission slips has passed all students who returned a form receive a letter confirming their activity, with the day and teachers name also on it.

The Aims & Objectives of ECA’s at GES is to give students an opportunity to participate in an activity that is skilled based and sometimes isn’t available in regular school hours – these activities include sports, creative ventures (Visual Art, Drama, Music, etc.), academics or community based, which may extend them or be a completely new experience. The ECA’s are a fully supported part of the GES KS 2 curriculum and staff receive the necessary resources & support that they need to allow their activity to function successfully and safely – this year teachers have offered the following activities; Football, Basketball, Swimming, Tag Rugby, Yoga, Cricket, Art, Music Theory, Choir, Homework Club, Reading Club, ICT, Booster classes in English, Math &/or Science, and Brownies.

In Term 2 & Term 3 some class teachers offer students who require or would like extra assistance with their academics, booster classes as ECA’s, this is in preparation for the end of year SAT’s exams that all KS 2 students sit.

- **Special features of this level of the school.**
 - School Prefects
 - Student Council
 - School Without Walls in conjunction with Qatar Academy
 - Overnight camps to Sheikh Faisal Farm
 - PGL trip to the UK
 - Arabic concert with full student body participation with Arabic speaking students

- QPPSSA competitions
- School Olympic Day Competitions
- Sports Talent Identification in conjunction with QOC
- Asian Cup Mascots January 2011

About the ~~High~~Secondary School (if applicable)

SSC please write here:

- Guiding Principles specific to this level of the school.
- Curriculum overview.

KS3 Years 7-9

In years 7-9 the curriculum is based upon a modified National Curriculum of England and Wales with the addition of Qatar Supreme Education Council endorsed Courses in Arabic and Islamic Studies. The courses studied are as follows along with teaching times for the subject in each week (a lesson is 55 minutes long).

Subject	Number of Lessons per week
English	6 except top set who have 4
Mathematics	4
Science	3
Geography	2
History	2
Music	1
Art	2
ICT	2
French	2 For top set English only
PE	1
PSHE	1
Arabic	4
Islamic Studies	2

KS4 Years 10-11

In Years 10-11 the school follows an IGCSE programme of study in all subjects except Islamic Studies and PE. Compulsory subjects at this level are: English, Mathematics, Coordinated Science, PSHE, ICT, a second language (often Arabic), Islamic Studies and PE. Optional subjects include: Art, Media Studies, Business, Economics, French, Geography, History, Music, Spanish and IGCSE Physical Education. Students opt for three subjects from the optional subjects.

Subject	Number of lessons per week
English Language (and Literature)	4
Mathematics	4
Coordinated Science	5
Arabic (or Spanish)	3
ICT	2
PE	1
PSHE	1
Islamic Studies	1
Optional Subjects	3

KS5 Years 12 and 13

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

The one year AS programme in year 12 for students who wish to apply for University after the compulsory 12 years of education here in Qatar.

The two year IB Diploma Programme for students who wish to follow the English programme of study of 13 years.

The AS Programme

Students study a minimum of four and a maximum of five subjects at this level. There is also the opportunity to improve GCSE grades (if needed) in this programme of study. English and Mathematics are still compulsory at this level and can be either GCSE or AS qualifications as required. Optional subjects include: Business Studies, Arabic, Geography, History, Biology, Physics, Chemistry and IGCSE 21st Century Science for those students who did not pass GCSE Coordinated Science.

All subjects at this level are studied for 5 periods a week.

The IB Diploma Programme

Students study six subjects from six possible option groups as set out below:

Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
English Language and Literature HL/SL	Arabic B HL/SL	Geography HL/SL	Biology HL/SL	Maths SL	Chemistry SL/HL
	Spanish ab initio SL	History HL/SL	Physics HL/SL	Maths Studies SL	Visual Arts HL/SL
		Information Technology In a Global Society HL/SL			Business and Management HL/SL

Students should take three subjects at Higher Level and three subjects at Standard Level (HL/SL). Standard Level subjects are timetabled for three lessons a week and Higher level subjects 5 lessons a week. In addition to these subjects students also have 2 Theory of Knowledge lessons per week and a CAS period is also timetabled. Students must also complete an extended essay in the 2 year course. This is a maximum of 4000 words on a subject of their own choosing from within the IB Diploma programme of study.

- **Enrolment for last three years**
 - This year 2011/2012 we have 22 new students, total of 479 students.
 - 2010/2011 we had 48 new students, total of 466 students.
 - 2009/2010 we had 12 new students, total of 415 students.

- **Description of student body.**

The majority of the student body (79%) at GES is local Qatari students who are all EAL (English as Additional Language) students; the remaining 21% are students, who are either other Arab Nationalities, Asian sub continent, who also have EAL. There may only be less than 1% of students who have English as a first language.

- **Student/faculty ratio.**
 - Number of teachers per faculty:
 - Arabic – 9
 - Business – 4
 - Creative Arts – 4
 - English – 10 (2 of whom are EAL specialists)
 - Humanities – 5
 - Mathematics – 7
 - Modern Foreign Languages – 3
 - Physical Education – 2
 - Science – 8

- **Plus**
 - 1 – Library Teacher plus an assistant
 - 1 – SEN Teacher (who is assisting in PE Dept.)
 - 2 – Counselor (One is permanent and the other shares workload in primary)
 - 3 – Administrative staff (PA to the Head of Secondary, Receptionist and Photocopying Lady).

- **Range of class sizes and average class size.**
 - Range = 12 to 22

- Average = 19

Forms:

- 13 - 22 = Year 7
- 17 - 22 = Year 8
- 17 - 22 = Year 9
- 17 - 19 = Year 10
- 16 - 21 = Year 11
- Year 12, IB1 have 21, AS have 38 and Year 12 transition have 15
- 12 = Year 13 (IB2)
- 477 = Total for KS 3, 4 and 5 Student body

- **Extracurricular activities.**

ECA's happen each term with every teacher in secondary we offer one 6-week block of activities each term. Some teachers offer longer sessions than the required 6 week sessions each term for activities such as sports coaching for teams competing in tournaments or academic booster / revision groups.

ECA's are set up in the following sequence:

- Staff expresses an interest in the activity they would like to lead.
- This is then collated and posted on the walls of the corridor to enable students to choose the activities they would like to participate in.
- Activities are filled on a first come first served basis or where the school has identified it is in the best interest of the student, the ECA can become mandatory.
- [[Once the deadline for the returning of the ECA permission slips has passed all students who returned a form, receive a letter confirming their activity, with the day and teachers name also on it.]]

The Aims & Objectives of ECA's at GES is to give students an opportunity to participate in an activity that is skilled based and sometimes isn't available in regular school hours – these activities include sports, creative ventures (Visual Art, Drama, Music, etc.), academics or community based, which may extend them or be a completely new experience. The ECA's are a fully supported part of the GES secondary curriculum and staff receive the necessary resources & support that they need to allow their activity to function successfully and safely – this year teachers have offered the following activities; Football, Basketball, Swimming, Tag Rugby, Art, Homework Club, Reading Club, ICT, Booster classes in English, Math &/or Science.

In Term 2 & Term 3 some class teachers offer students, who require or would like extra assistance with their academics, revision classes as ECA's, this is in preparation for the end of year 11, 12AS, 12 Transition as well as year 13 IB2 revision classes so that these students are as prepared as they can be prior to them sitting the external examinations.

- **Special features of this level of the school.**

- School Prefects
- Student Council
- PGL trip to the UK (Year 7s)
- Arabic concert with a local Arabic poet. Full student body participation with Arabic speaking students.
- Members of “The Hague International Model United Nations”
- Students attend “Doha Debates” and occasionally contribute
- “Charity Action Team” who get the charity help directly to where it is needed.
- IB CAS students are encouraged to make a difference to the lives of the students currently at the school.

- **Assessment practices (formal, external and internal).**

KS3

Assessment is based upon NC levels in all subjects apart from Arabic and Islamic studies as they are not part of the National Curriculum of England and Wales. Students are continually assessed throughout the year and report grades are based upon a minimum of three pieces of graded work or tests against these levels. There are also formal, end of year examinations in each year in June. Each department will use tests as part of the ongoing assessment of students.

In Arabic and Islamic Studies students are assessed using examinations to ensure learning as outlined by the SEC in Qatar.

The school is working very hard to adopt an assessment for learning approach and this is becoming more evident with the measures put in place. Reports are sent out to parents every 12 weeks to ensure that there is information clearly guiding students in how to improve and what grades they are currently working at.

All assessment in KS3 is internal but based upon the NC levels for each subject.

KS4

Students are graded in line with expected outcomes at GCSE level. Attainment is given in grades A*-G with U also possible. Students are assessed using both coursework and tests with internal examinations at the end of year 10 and mock final examinations in January of year 11. Subjects where coursework is part of the final assessment will also send work for moderation to the external exam authorities as requested.

Final examinations are given in May and June of year 11 and these are externally set and examined by either CIE or Edexcel with the grades being awarded in August of the same year.

Reports are sent home as above but there is an extra report in January/February of year 11 which details the grades awarded for the mock examinations.

Assessment is both internal and external in KS4 with the external examinations coming at the end of year 11.

KS5

Students are graded in line with expected outcomes at AS or IB Diploma level. Attainment is given in grades associated with these examinations. Students are assessed using both coursework and tests with internal examinations at the end of year 12 for the IB cohort and mock examinations in January of year 12 of the AS course and Year 13 in the IB course. Subjects where coursework is part of the final assessment will also send work for moderation to the external exam authorities as requested.

Final examinations are given in May and June of year 12 for the AS course and May of year 13 for the IB Diploma. These are externally set and examined by the respective outside Boards with the grades being awarded in August of the same year for AS and July for the IB Diploma.

Reports are sent home as above but there is an extra report in January/February of Year 12 for the AS students and year 13 for the IB students which details the grades awarded for the mock examinations.

Assessment is both internal and external in KS5 with the external examinations coming at the end of the respective courses.

Assessment, Reporting and Parents' Evenings

Term 1

October 11th - Parents Evening in Departments

24th November- Formal assessments finish for reporting

1st December- Reports Completed

8th December- Reports out to parents

13th December- Parents' afternoon by appointment/invitation

Term 2

3rd January- Options Evening Yr 9 and 11

8th January- Mock examinations begin

26th January- Mock results to parents and parents evening for years 11 to 13

Week of 13th February- Careers Fair

8th March- Formal assessments finish for reporting

15th March- Reports completed

20th March- Options Evening Yr 9 and 11

22nd March- Reports to Parents

27th March- Parents' Evening

Term 3

June 10th – End of Year exams begin for years 7-10 and IB1

June 28th- Results and reports to Parents

- University/College destinations of graduates/school leavers for the last three years.

AS-level graduates

The Gulf English School introduced the AS-level course in 2008/2009. Most of our A level students have been accepted at universities locally and internationally.

Student Name	University	year
Omar Al Khanji	University of Southampton UK Foundation Year	2010
Mohammed Al Abdulla	University of Manchester UK Foundation Year	
Deena Suwali	Qatar University Undergraduate course	
Haya Al Mannai	NorthWestern University – Undergraduate course in Journalism	
Abdulrahman Al-Emadi	Bahrain University ABP	
Nouf Al Kaabi	Qatar University Undergraduate course	
Noora Al Kubaisi	Qatar University Undergraduate course	
Faisal S.J. Al Thani	University of Teeside Foundation Year	
Al Hanoof Al Thani	Community College	
George Phillips	Apprenticeship in London	
Abdulla Al Misned	University of Greenwich UK - Foundation Year	
Ahmed Soud F.Al Thani	Community College	
Ghadir El Samad	American University of Beirut Lebanon- Medicine	
Shamma J. Al Kuwari	Community College	
Aisha Al Missned	Carnegie Mellon Undergraduate course.	2011
Aisha Al Thani	Georgetown- Undergraduate course.	
Amna El Saka	NorthWestern Undergraduate courses.	
Fatima Ahen	NorthWestern- Undergraduate course.	
Hend Fakroo Darwish	NorthWestern Undergraduate courses.	
Noora Al Khater	Carnegie Mellon Undergraduate courses.	
Malia Bennett Henry	VCU	
Chandni Shahzad Mirza	American University of Sharjah- Undergraduate course.	
Emad Al Agha	Wollongong University (Australian) in Dubai.	
Rabeea Al Kuwari	College of the North Atlantic	
Abdulrahman Al Hashemi	Regents College London.	

The first class of IB graduated from GES in 2007.

Below are the names of graduates since 2007 and their destinations after their journey with GES.

STUDENT NAME	UNIVERSITY	GRADUATION YEAR
Venkataramkrishnan Rohan	USC – American School for Communication and Journalism	2007

Al Mezrakchi Yahya	Weill Cornell Medical College Qatar - Medicine	2008
Al Thani Mohammed Faisal	Carnegie Mellon University Qatar - Business	
Ghadban Hasan	University of Sarjah - Communications Engineering	
Alexander Serah	(Studying in USA)	
Rashid Hiba	Royal College for Surgeons –Ireland	
Nakeeb Nazreen	University of Sydney	
Al Rumaihi Jassim	Northwestern University Qatar - Communications	
Al Mohannadi Saif	University of Adelaide – Human Resources Management	
Ahmed Al Kuwari	Georgetown University Qatar	
Elwyn Irusen	University of Kwazulu Natal -South Africa	
Fatima Elsaka	Stenden University Qatar	
Jassim Al Thani	Swansea University - Law	
Kamilla Ni	British Columbia University - Interior Design	
Mohammed Farid	Northwestern University Qatar	
Saleh Al Hoori	Qatar University	
Shaikha Al sowaidi	VCU Qatar	
Shaima Al Mohannadi	College of North Atlantic	

Student Admissions and Fees etc.

- Student admissions data for last three years:

Admissions	Current Year	Previous Year	Two Years Ago
Applications	183	375	121
Acceptances	183	375	121
Joined the school	183	375	121

. Applications are only given to offered places.

Student attrition data for last three years—numbers and reasons:

Attrition	Current Year	Previous Year	Two Years Ago
Relocation	13	66	15
Financial reasons			
Illness			
Not invited back	25	135	20
Other	135	87	104
Total	173	288	139

- Copy of the admissions statement for parents regarding special needs students.

- Copy of information on tuition fees and all other fees/charges.
- Copy of financial aid information (if applicable). **Not applicable**

Faculty and Administration

- Data on faculty (i.e. all academic leaders and teachers) for the last three years:

Profile	Current Year	Previous Year	Two Years Ago
Total	120	117	112
Men	39	32	27
Women	83	85	85
Ages 22-30	28	19	18
Ages 31-50	75	71	78
Ages 51-65+	16	27	16
No. of Bachelor Degrees	115	112	103
No. of Masters/Doctorate Degrees	11	11	9

- Data on faculty attrition data for last three years—numbers and reasons:

Attrition	Current Year	Previous Year	Two Years Ago
Moved to teach elsewhere	11	14*	33
Not invited back	9	7	2
Financial reasons	2		
Personal/family	7	7	2
Other			
Total people who left	29	28	37

- Professional Development—programme description and opportunities offered to faculty.
- Faculty salaries and benefits information. [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\Faculty and admin\salary structure.pdf](\\Dc\cis$\Completed Self Study\Part 1\Evidence\Faculty and admin\salary structure.pdf)
- Other important faculty information, as unique to the school. N/A

SSC please write here:

Faculty data comments:

- It is a school policy that all our teachers should hold a bachelor degree in education or in their specialist subject
- All teaching staff should have teaching qualifications PGCE or equivalent (we have some exceptions who are working on their teaching qualifications during this academic year 3 cases only)

Faculty attrition comments:

- Some of the teachers who moved previous year and worked somewhere else, applied to the school to start this academic year, one of which has be re-appointed in primary other applicants were not employed due to filling all the vacancies prior to their application.
- Staff who were not invited back were supported for a year, however it was decided that they may not be the best fit for the school.
- Staff who left for family reasons had to relocate with their husbands, a staff member who moved with her husband at the end of this year returned as a cover teacher for a term.
- Data provided above is for the academic year 2011/2012 (recruitment took place 2010/2011), previous year 2010/2011 (recruitment took place 2009/2010) and 2009/2010 (recruitment took place 2008/2009)

Professional Development offered to faculty

At The Gulf English School we understand the importance of Continued Professional Development to help continue improving the knowledge of our staff which, in turn, will improve the ability and understanding of all our children. With this in mind, we offer a wide variety of Professional Development opportunities which are offered to all staff in a number of different ways. Our aim is to ensure that all our staff are up-to-date with the latest schools of thought in education and that they all continue to develop professionally during their time at

GES. All staff members who attend courses are expected to support others and share their knowledge with others.

In-School

As an international school, all of our staff have a wide range of experience from all over the world! This is something we utilise on a regular basis. Every Tuesday school shuts early for students to allow time for INSET. During this time we make use of the expertise amongst our staff by running a variety of workshops so staff can share their knowledge with each other and help develop the teaching strategies and knowledge of others. This is new to our school this year and is proving to be very effective as staff are willingly leading training and helping each other develop professionally.

Locally

Following appraisals carried out by the Leadership team and feedback from our teaching staff, candidates are sent on local courses held in Doha ran by 'Dragonfly Training Ltd'. We have recently sent fifteen members of staff on these courses which provide training on a range of teaching practices all designed to improve the knowledge, experience and understanding of teachers in a variety of subject areas.

Staff in Key Stage 4 and 5 also attend training ran by the exam board (Edexcel Training Events for Teachers in the Middle East) to ensure that they are up-to-date with current procedures relating to exams.

As well as this, we also take advantage of 'free' courses and workshops held locally by different companies and organisations. Recently several members of staff have attended workshops on English and Maths.

On-Line

The Gulf English School has signed up to a number of courses on-line by The College of Teachers (www.collegeofteachers.ac.uk). These courses were offered to all staff throughout the school. At present we have nine people undertaking the 'Leadership Course', six people on the 'Time for Admin' course and ten members of staff on the 'Teaching Assistant' course. These courses are completed in the candidates own time although our Teaching Assistants all meet regularly to support one another.

We are also registered with www.onlineinset.net We currently have four members of staff completing SEN courses on: Autistic Spectrum Disorders; Behaviour; Dyslexia; Speech, Language and Communication and Motor Co-ordination needs. These are 'train the trainer' courses and once the four candidates have completed their course they will begin training other members of staff who will also complete these courses on-line with the support of the school-based tutor who will deliver face-to-face training.

IBO training:

The training is offered to a number of staff members, whether they are teaching IB or it has been planned that they teach IB the following academic year.

The school sends approximately 4-5 secondary school teachers on IB training every year. This is to comply with the IBO requirements in addition to professionally developing our staff and adding to their experiences.

Internal promotions:

The school also believes in developing and enhancing our staff skills, as part of that any leading vacancies are advertised internally and staff are advised (according to their preferred career's path) to apply for the roles. Following appointments staff members are usually sent to courses to support their new roles.

Publications:

The Future

As an international school with predominately ESL students we understand the importance that all our staff are up-to-date and qualified in the most recent training for ESL teachers in the mainstream. We are currently in talks with an Australian based company - www.unlockingtheworld.com - we aim to host their training session in our school in the near future. This is an intensive, five day, 'train the trainer' course where candidates attend the course and then return to their school to deliver the training to all staff. We are also enrolling two members of staff on the Early Years ESL training programme due to take place in Doha in March 2012. Using this company, we can assure that all staff members are trained to teach ESL students within their own classrooms.

External and Community Relations

- Parents Association or other parent forums
- After-School and Summer Programs
- Local and national government regulations or considerations that may impact on school operations
- Annual Fund and Capital Campaign information, if applicable (not applicable)
- Endowment information, if applicable (not applicable)

SSC please write here:

- Parents Association or other parent forums

The Gulf English School does not have an organized PTA however we follow an open door policy with our parents as well as holding a monthly Leadership/Parents forum which is a forum for parents to discuss any matters or raise any issues of concern.

Previously the school has tried over several years to organize a PTA however it wasn't successful, that might be due to the culture here in Qatar.

We encourage parents' participation and assistance. There has been discussion about running a culture awareness club organized by a parent who is inviting other parents to participate.

- After-School and Summer Programs

After-school activities are detailed in the ECA mentioned above. However the school hosts a local club to use the facilities (rental).

Due to the nature of the weather the school does not organize any summer activities.

- Local and national government regulations or considerations that may impact on school Operations

The school follows the Supreme Education Council guidelines and regulations in regards to:

- School calendar and holidays which does affect our number of teaching days.
- School fees (which has to be approved by the Supreme Education council)
- Arabic, Islamic Studies and Qatari history curriculum are taught according to the curriculum and guidelines provided by the Supreme Education Council.
- The country applies the sponsorship law for residencies and exit permit however as a school we do issue multi-exit permits to staff upon requests.
- There may be some limitations with the labour departments on nationalities hired in some cases.

The Local Environment

- Brief description of special features of the host country and the area in which the school is located.
- List of ways in which the school takes advantages of its location to enrich student experiences.

SSC please write here:

Qatar also known as the State of 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 and the capital is Doha which is situated in the mid-eastern coastal side of the country. Recently, Qatar has become one of the region's wealthiest states due to its enormous oil and natural gas revenues and has been recognized as the world's highest GDP per capita. Qatar has also the highest human development in the Arab World with the establishment of Education City specially developed for international training and research.

The Gulf English School is located in a ten kilometre radius from Qatar Education City which mass some of the following Universities: Georgetown University, Northwestern University, Weill Cornell University, Carnegie Mellon University, Texas A&M University and VCU. Qatar University, College of North Atlantic and University of Calgary further add to the university profile which is in close proximity.

Model United Nations (MUN) and the Doha debates are also facilitated at Education City.

Students from the Gulf English School benefit from school trips and visits to the different educational institutions. Workshops and summer schools being offered add further to their personal development. Carnegie Mellon recently decided to select The Gulf English School as one of the schools in their "adopt a school" program. This initiative assists with further support to student's education.

The Garaffa international sports stadium located some two kilometres from the school furthermore supports some extramural sports activities offered by the school.

Students also gain from regular educational and other trips to Sheik Faisal's museum and farm, located some 15 kilometres to the north.

Business studies, Economics and Media students visit nearby major shopping centres to carry-out practical work assignments.

Voluntary and charity work at ROTA also situated in Garaffa , further adds to student development and contribution towards the immediate community.

History of Accreditation or Other Forms of Externally Validated Quality Assurance

- Brief history and summary of accreditation status and/or other forms of externally validated quality assurance. Include details of agency/agencies concerned, results of visits, and status of follow-up required.

SSC please write here:

The Gulf English School is an IB school; the school gained the IBO accreditation in 2005. The first IB cohort graduated in 2007. According to the IBO regulations the school had to fill in the 5 years review last academic year 2010/2011. The feedback from IBO has been positive with minor recommendations that the school is ensuring its implementation this year. [history of accreditation\5YPE RO Response May 2011, Gulf English School, 002281.pdf](#)

The school has been also inspected several times OFSTED style inspection since it was established in 1993, the inspections were at the following dates:

- 1997/1998 by Ofsted independent registered inspector Mrs. P.M. White, the school was for students aged 3-11 and total number of students was 185 students.
- 2002 by QTS to support the school in their secondary school development.
- 27th February 2005
- 23rd January 2009 which is most recent took place during the academic year 2008/2009 (19th-22nd January 2009) by Cambridge Education,

The finding of the visiting team has been incorporated in our development plan to implement (full report is available as a hard copy), however the main findings of the report were: [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\history of accreditation](#)

- Overall standards have improved in recent years but remain below the English National Curriculum expectation.
- Recent improvement to IGCSE results
- Teaching and planning good or very good which has a positive impact on students' learning
- Students are a credit to the school
- Commitment of great majority of teachers means that the school is well placed to improve further
- Positive ethos in the school
- Smooth running of the school
- Quality of building and accommodation is excellent

Recommendation:

- Raise achievements
- Rigorous lesson observations
- Developing assessment practice
- Developing job descriptions
- Self-evaluation and self review system
- Use and analyze data

The school is also an approved examination centre for the Cambridge examinations, AQA and Ed excel. We are inspected on yearly basis by the exams boards to ensure that we cover the requirements to maintain our status as an examination centre. The most recent visit took place in May/June 2011 and the feedback is available

The school has been also through the Supreme Education Council process for accreditation and has gained the candidate status last academic year. The SEC has not provided a report for feedback on visit but a certificate has been given to the school [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\history of accreditation\SEC cert..JPG](#)

School-Wide Student Achievement Information

1. Provide results for the last three academic years of any external assessments of academic achievement and aptitude. Examples include the following, though the school may provide others: results from AP, IB Diploma, GCSE, IGCSE, “A” Level, Abitur, French Baccalaureate, SAT’s, Iowa Tests or similar, ISA Tests, MAP, etc.
2. Identify the main features of these academic results and the issues they raise for the continuing improvement of the school.
3. Provide details of all other types of student achievement. Examples include the following, though the school may provide others:
 - a. Sporting achievements.
 - b. Achievements in the fields of debate, drama, music and other performing arts.
 - c. Achievement in recognised award programmes such as the International Award (Duke of Edinburgh Award), etc.
 - d. Community Service.
 - e. Sustainable Development initiatives.
4. Identify the main features of these non-academic achievements and the issues they raise for the continuing improvement of the school.

SSC please write here:

In primary school SATs are used for all year groups. In year 6 SATs are used to assess students and their levels. Based on results decisions are made regarding promotion to secondary school. The SATs are marked internally and moderated by some of our secondary school teachers. There is a plan in place to moderate our SATs papers with other schools in the Gulf region.

Primary school

2006-7 79 pupils					
Subject	Below 3	3	4	5	Rating
English	22	49	28	1	208
Maths	14	46	34	6	232
Science	11	38	46	5	245
					685
2007-8 92 pupils					
Subject	Below 3	3	4	5	Rating
English	6	50	43	1	239
Maths	6	51	37	6	243
Science	7	42	46	5	249
					731
2008-9 89 pupils					
Subject	Below 3	3	4	5	Rating
English	3	54	35	8	248
Maths	1	37	54	8	269

Science	4	29	55	12	275
					792
2009-10	107 pupils				
Subject	Below 3	3	4	5	Rating
English	6	36	45	13	265
Maths	6	36	48	10	262
Science	0	26	68	6	280
					807
2010-11	100 pupils				
Subject	Below 3	3	4	5	Rating
English	5	46	33	16	260
Maths	3	35	45	15	268
Science	0	34	40	24	284
					812

KS1 SATS		Ratings
Year 1	2010	2011
Reading	377	350
Writing	335	394
Maths	411	410
Year 2	2010	2011
Reading	513	555
Writing	425	532
Maths	622	673

KS1 Observations:

- There has been a significant improvement in writing standards in Year 1 and Year 2 over the past two years.
- Maths in Year 2 has improved over the two year period.
- Maths in Year 1 has remained stable over the two year period.

KS2 Observations:

- **15** children achieved Level 5 in English (**11** in 2010), **15** children achieved Level 5 in Maths (**10** in 2010) and **24** achieved Level 5 in Science (**3** in 2010) National expectations in the UK are that all children of this age should achieve Level 4.
- The overall standard continues to rise.

Secondary:

In secondary school there are types of external examinations, I/GCSE and AS-levels by exam boards in the UK (CIE, AQA, Edexcel) and the IBO examinations.

IGCSE results for the past three years are shown below

	Art			Arabic			Biology			Chemistry		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
A-C	2	0	6	38	46	55	8	13	1	12	8	1
Total	8	14	11	38	48	55	24	31	1	25	37	1
%	25	0	55	100	96	100	33	42	100	48	22	100
	Physics			Science Double Award			English Second Language			English First Language		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
A-C	15	13	1	3	1	28	51	16	43	15	21	29
Total	38	38	1	17	10	57	65	34	54	27	30	34
%	39	34	100	18	10	49	78	47	80	56	70	85
	Business Studies			Economics			Geography			History		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
A-C	19	13	21	15	12	14	17	9	13	5	11	11
Total	32	38	44	25	23	30	32	16	33	8	18	13
%	59	34	48	60	52	47	53	56	39	63	61	85

	ICT			MFL			Media Studies			Mathematics		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
A-C	20	11	12	7	3	4	1	1	23	28	21	31
Total	46	64	59	7	5	5	5	40	36	74	57	56
%	43	17	20	100	60	80	20	2.5	64	38	37	55

IB examination results [\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\GES IB Statistics - 2009 May.pdf](#)
[\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\GES IB Statistics - 2010 May.pdf](#)
[\\Dc\cis\\$\Completed Self Study\Part 1\Evidence\GES IB Statistics - 2011 May.pdf](#)

Identify the main features of these academic results and the issues they raise for the continuing improvement of the school.

The results over the last three years have shown there are still a number of areas where progress could be made. The challenges of the results shown are outlined as follows:

1. English is still a major area for school improvement as it is still less than 50% of students who are entered for 1st language English examination. This is a major focus for the school and the English department. Detailed analysis of results appears to show that those students who were entered for 1st language English had considerably greater success than those who were not. It is vital that the school focuses its attention on English language acquisition in the coming years.
2. Mathematics has seen some improvement but still more continuity needed in staffing to really ensure that students are obtaining the very highest result possible. There may also be a change of syllabus needed to a more student friendly paper.
3. Greater use of examination result data and comparison with external CATS data to try and see value added over time. Greater use of this type of data will lead to much greater understanding of how and where the school is improving.
4. Types of syllabus, particularly at I/GCSE may need reviewing and certainly this is something which all departments should investigate. At present we are using many CIE syllabi but these may not be the best suited to our students. There does of course need to be consideration of how well the syllabus chosen allows students to progress

5. Cohort for AS is increasing each year as more students are obtaining results which allow them to continue on this path and this may mean that the idea of a transition group in year 12 needs to be removed. Students may be required to repeat year 11 if they do not achieve the grades required for AS/IB courses at the school as opposed to joining year 12 transition group.
6. IB Cohort has grown in size with 13 students expected to take examinations in 2012. The 2011 results showed much improvement in the IB results overall but there is still an issue with some areas. Greater numbers of students opting to take this course is a very good sign that students are aware of the possible benefits.
7. The school needs to match the requirements of universities here in Qatar, particularly for our female students. To this end we need to review our offerings at AS level and ensure that there is a clear pathway for any type of study at both Qatar Foundation (QF) and Qatar University (QU). This may lead to different pathways being offered at the school with particular attention to the Art in the AS programme
8. The school needs to review the options offered at GCSE to ensure that students are offered the greatest choice possible.
9. Improving student tracking data is vital to ensure that all members of the school community are kept as informed as possible. At present there is too often not enough information given in time to try and avert students slipping. It will also allow staff to concentrate on those students who are not performing as expected and improve understanding of parents and students regarding expected performance.
10. ICT as a compulsory subject is something that needs to be reviewed as at present students are underperforming and this is probably due to a lack of interest as it may not have been a choice they would have made.
11. As the school uses the UK National Curriculum as a basis for assessment in KS3 which should give clear indicators regarding GCSE subjects the school should report using NC levels and ensure that students and parents are aware of what the levels mean for each subject.
12. The IB philosophy needs to be carried out in all areas of the school to prepare our students for this course as this is the preferred route for the school.
13. Less time taken with examination sin the middle of years and more focus on continual assessment will mean that there is much more teaching time for students allowing for less crammed approach particularly in two year IGCSE and IB courses.

Provide details of all other types of student achievement. Examples include the following, though the school may provide others:

Sporting achievements.

- U14 and U19 boys football team compete every year in a league. Last year the U19 came third.
- U14 boys reached the semi final of the School Olympic day football tournament, 2011
- U12 and U14 girls football team compete every year in a tournament. 2010 – reached the quarter final
- U19 girls football tournament 2009 – reached the semi final
- Winner of U14 Girls Freestyle, back crawl and Individual medley at the interschool swimming competition. 2010
- Winner of 100m and shot put at boys athletic tournament 2011

Achievement in recognised award programmes such as the International Award (Duke of Edinburgh Award), etc. **N/A**

Achievements in the fields of debate, drama, music and other performing arts.

- Won best cinematography at the QMUN film awards.
- Won best junior delegate at the MUN conference.
- The MUN team performed really well at the MUN conference and were invited to the international debate.
- The school attended Doha debates.

Community Service.

- Annual trip for IB/AS-level students with Reach Out To Asia to Nepal/Cambodia
- CAS student performed a whole host of community services.

CHAT reached out to;

- Clothes and blankets to Pakistan Flood victims
- Funds for Pakistan (Red Crescent)
- Food for QAWS
- Think Pink cancer walk and fund raising
- School equipment to Cambodia Orphans
- Games/toys to Hamad Hospital
- Funds for Japanese earthquake
- Funds for Libya (Red Crescent)

COMPONENT TWO - OPINION SURVEYS

Please see the Main Guide for details of how, very early in the self-study period, the Opinion Surveys must be organised by the Part One Self-Study Committee through the Endicott Research Center (ERC).

Once the surveys are completed the Part One Committee should:

1. Attach to this report the survey results as compiled externally by the ERC.
2. Write a two to three typed page length narrative document based on the survey results containing these points of analysis:
 - a. Significant facts about the number of people who responded to the survey.
 - b. Significant strengths of the school as perceived by the various community sectors.
 - c. Significant opportunities for improvement as perceived by the various community sectors.
 - d. Significant differences among the perceptions of the four (or five) community sectors, and what can be concluded from them.
 - e. Actions that have been taken, or have been firmly incorporated into school improvement plans, as a result of survey findings.

Please note: While the statistics emerging from the Opinion Surveys will be of interest, it will be much more important for Visiting Team members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

SSC please write here:

Demographics:

There appears to have been a very strong response from academic staff but no input from support staff which is something which needs to be taken into account. The student response was quite strong but appears to lessen as the students get older which is possibly due to the pressures facing these students in terms of time. The parental response was very low, particularly in the secondary school where a total of just 51 parents from years 7-13 responded. This could be due to a lack of familiarity with this type of process and the technology needed to respond. The survey was translated into Arabic to assist those parents who are not as confident in English but the response was still very low. All Board members completed the survey. The complete lack of alumni information is also of concern

Actionable:

Should further surveys take place there may be a need to assist parents with the completion of this to a greater degree.

Greater representation from support staff needed and this should be encouraged.

Encouragement of senior students to be involved in the process with positive sanctions in place for these.

More complete contact information required for alumni and greater measures needed to inform them of the importance of these types of events for the school community

Section A: Philosophy and Objectives

There appears to be general agreement that the school has an appropriate Philosophy and Objectives Statement and a majority of students are aware of these but this could be improved. One area where there appears to be most difference of opinion here is in the review process with a majority of staff feeling that they are not evaluated regularly enough and not guiding principles when major decisions are being made. This seems in stark contrast to both the parental and Board responses. Another area where staff are not as positive as other areas of the school is on the issue of internationalism but this could be down to previous experience in schools where there is not such a large population of a single student culture as there is within the school.

Actionable:

Ensure that the Philosophy and Objectives are seen to be part of the school decision making processes and make reference to them as appropriate.

Reinforce the International status of the school and the cultural diversity that is able to be shown through all members of the school community including support staff and parental experiences.

**VISITING TEAM RESPONSE
TO PART ONE OF THE SELF-STUDY REPORT**

Members of the Visiting Team (VT) responsible for responding to Part One should peruse all materials provided above by the Self-Study Committee (SSC), and then write a *concise* response to each major component of the report in the spaces provided below.

The objective is to produce Team responses which will be helpful to the school and other readers of this report. This allows Team Members to be creative in style and content of response. The example questions provided are not meant to be compulsory, nor are they an exhaustive list.

FIRST COMPONENT – THE SCHOOL PROFILE

The School's General Documentation

e.g. Is it comprehensive?

e.g. Is it relevant and useful (format and content) to target members of the school community?

VT Response:

GES has worked very hard in the last 2/3 years to produce formal documentation outlining the school's policies. Much of this policy documentation did not exist previously, and the Senior Leadership Team ("SLT") consisting of the Advisor to the Board, Primary Head and Secondary Head - all of whom are also Board members, as well as the working committees and staff, are to be praised for their efforts.

The speed of production of these documents inevitably causes small errors and inconsistency in communication. The VT felt that longer-term employees hired a number of years previously may not have been able to read documents produced for the new hires.

The Handbooks and Website contain appropriate information, and the new Employee Policy Manual is a valuable addition to the information new hires receive before arrival.

Overall the VT felt that documentation was both useful and relevant.

The Further School Information

e.g. Does the information reveal areas requiring improvement?

e.g. If so, what is the Team's advice?

VT Response:**Areas requiring improvement:**

The Staff Handbook refers to Qatari law on how employees may expect a reference from the school. The phrases used do not make it clear that the extract is Qatari law.

The general advice from the VT is to include in the same section of the Staff Handbook/Employee Policy Manual all references to Qatari Labour Law (QLL) the actual law in English, and the relevant extract from the QLL documents.

The School-Wide Student Achievement Information

e.g. Does the data provided by the school give an accurate, broad and useful picture of student achievement?

e.g. Does the data show that the school is fulfilling the commitments for students contained in the School's Guiding Statements and any other relevant policies or announcements?

e.g. Does the data satisfactorily inform the school of areas which could be improved, and does the school have firm and realistic plans to act accordingly?

VT Response:

The data is accurate and broad and fulfils the school's commitment to the Mission.

Data collected on UK National Curriculum tests (SATS) while accurate, may not be useful, as these tests are not specifically designed for English as an Additional Language learners (EAL) in a Qatari setting. Thus, the VT questioned whether the data satisfactorily informs the school of areas which could be improved. However, the school also uses Cognitive Abilities Tests (CATS) which are standardised tests widely used in the UK, and these include a non-verbal component.

SECOND COMPONENT – OPINION SURVEYS

Opinion Surveys and the School's Analysis

e.g. Did enough members of each school sector respond in order to make the Opinion Survey results meaningful?

e.g. Did the school correctly analyse the messages emerging from the survey results?

e.g. Has the school acted, or does it have firm plans to act, in order to address areas which the survey results showed were in need of improvement?

VT Response:

In general the response rate to the Endicott survey was poor (see table below). Less than a third of the students and a very low number of parents completed the survey.

Students	456
Staff	76
Parents	90
Parents as % of Students	19.7%
Board	5
Alumni	0

The VT would like to stress that an annual survey (English and Arabic) is issued to all families with the registration and re-enrolment forms, and the response to these is much better. In its Survey analysis the school recognises the limitations of the Endicott survey, which is only available in English. The parent body is over 90% Qatari national families.

Despite the above, the school has appropriately analysed the survey results. The school's comments and Action Plans as a result of the survey are detailed and appropriate, in particular, the school recognised the need for an alumni database and survey.