

School Name:	The Gulf English School
Date of Completion of the Self-Study Component:	Sunday 8 th January 2012
Date of Completion of the Visiting Team Component:	Friday, May 11, 2012

The Reporting Booklet

PART TWO – SECTION A

SCHOOL GUIDING STATEMENTS

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Wafa'a Al Shaikhli - Chair	Teacher of Year 4	
Selina Marshall	MIS Coordinator	
Emma Potter	IT Teacher - Secondary	
Helena Trevor	Primary School Librarian	
Sue Brooke	Teacher of Year 4	
Sally Hargreaves	Teacher of Year 3	
Andrew Marshall	Pastoral Coordinator for KS3 Boys	

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".

GUIDELINES FOR USING THIS REPORTING BOOKLET

General

1. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
2. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

1. The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
2. The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
3. The school's responses should automatically show in red font.
4. When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.
5. The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
6. When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

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**SECTION A
SCHOOL'S GUIDING STATEMENTS**

STANDARD A1		SSC Rating on scale 1 to 4		
The school is guided by clear and broadly accepted statements of vision for students, mission, and educational objectives (or the equivalent using the school's chosen nomenclature and format).		Write here: 2		
	Indicators for Standard A1	Rating (Please mark)		
		WA	PA	NA
A1a	The school's Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.		/	
A1b	Monitoring procedures exist which show that the school's Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students as demonstrated by their actions.			/
A1c	There is evidence which shows that the school's Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.			/
A1d	There are periodic, data-driven reviews of the school's Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.			/
A1e	A formal process and defined indicators are in place to assess the school's success in achieving its aims as laid out in its Guiding Statements.			/
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Early in 2011, the school conducted a full review of the school mission and vision statements which are the guiding documents for GES. The participants in the review were all teaching staff, teaching assistants and administrative staff. The final documents were approved by the board. The result of the review is Vision and Mission Statements that are well-suited to the students, the culture of the school and the extended school community. These statements are well-designed to maximise the ownership of the overall direction of the school. The staff is generally more involved in implementing the statements in their own areas as they were involved in the process much more than they have been in the past. [\\Dc\cis\\$\Completed Self Study\Part 2\Section A -](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

While the school has taken a very positive step regarding the Vision and Mission Statements by conducting a large scale review, it currently does not have any monitoring procedures to ensure the statements are being supported across the school community. Although many of the decisions made in the school can be easily aligned with the guiding statements, it is currently not common practice to actively link these decisions to the vision and mission statements. As the major review has just happened recently, there has not been a need to conduct consequent reviews. There are also currently no procedures to put periodic reviews in place at this stage. There are also currently no formal procedures and defined indicators to show the success in achieving its aims.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The school needs to establish and implement the following:

A policy guiding the review and implementation of the vision and mission statements.

A monitoring process to ensure the statements are being supported across the whole school community. This could be a simple survey completed by all staff, students, parents and the Board at regular intervals (1½ yearly so that the school has two sets of data in a 3 yearly cycle).

The structure of the Board needs to include student, teaching, support, administrative and parent representatives. This Board should be active in the incorporation of the Vision and Mission statements and in all decision-making processes.

A proper cyclical review (3 yearly) needs to be set up to periodically review the guiding statements.

The school also needs to establish defined indicators to show that it is successful in meeting the aims outlined in the Vision and Mission Statements. This should be incorporated into the review survey.

SECTION A: SCHOOL GUIDING STATEMENTS

STANDARD A1

VT STEP (a) Standard rating.

Write here: **3**

VT STEP (b) Evidence supporting the rating.

Write here:

The school's Guiding Statements are published in every classroom, in all admissions documents, handbooks and the school's webpage. The statements are divided clearly into three sections, "Our Vision", "Our Mission" and "What we do to achieve our Mission".

There is a slight discrepancy between the soft copy version of the Mission published in handbooks and that published on the website. The latter includes an introductory paragraph, "*The Gulf English School aims to develop in each student an awareness of his or her intellectual, artistic and recreational potential and an understanding of his or her history. The school believes in the development of each student's intellectual curiosity and is committed to academic excellence. To fulfill these aims, the objectives of the school are ..*" (etc). the Mission Statement follows.

The teaching staff and Senior Leadership Team (SLT) worked on the current version, and new staff members are introduced to the Mission at orientation.

The VT is unclear as to how the Mission and Vision are evaluated in terms of curriculum delivery and success in achieving the school's overall Vision.

VT STEP (c) Significant Commendations (if any).

Write here:

- 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.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team devise a policy for cyclical review of the school's Guiding Statements in order to monitor the degree of success in meeting the school's Mission and Vision.
- 2- The VT recommends the SLT ensure consistency in all publications of the Mission with the school's website.

VT STEP (e) Additional Advice (if any).

Write here:

Ensure that the orientation procedure for all staff includes how the Vision and Mission are delivered through the curriculum in all Key Stages.

STANDARD A2		SSC Rating on scale 1 to 4		
The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.		Write here: 2		
	Indicators for Standard A2	Rating (Please mark)		
		WA	PA	NA
A2a	The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education.		/	
A2b	The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.			/
A2c	The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible. (See list in appendix)		/	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school has actively incorporated the concept of internationalism/interculturalism in the recent review of the guiding statements. This places the school in a very good position to embrace internationalism in everything it does and all decisions that are made. The school also celebrates National Day and International Day / Week to acknowledge the diversity of different cultures. There are some overseas trips and students are often exposed to different cultures through trips to art exhibitions and other cultural events. Also, the school currently offers instruction in four languages – English, Arabic, French and Spanish. [\\Dc\cis\\$\Completed Self Study\Part 2\Section A - School Guiding Statements\Section A School Guiding Statements and evidence\Evidence\Evidence to Standard A2](\\Dc\cis$\Completed Self Study\Part 2\Section A - School Guiding Statements\Section A School Guiding Statements and evidence\Evidence\Evidence to Standard A2)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The school currently does not have a clearly written working definition of the concept of internationalism/interculturalism in the context of GES. Therefore, it is difficult for staff to put into action any such definition. The school also does not have a clearly outlined programme to support internationalism/interculturalism.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The school needs to develop and implement the following:

A clearly written definition of Internationalism/Interculturalism in the context of GES. It should outline what these things mean to the students, staff, parents and community members of the school.

A plan to implement and incorporate the definition into everyday school life. This should be actively promoted by the Leadership Team to provide as many opportunities for students and staff as possible. All teachers, (western and Arabic) other staff and board should have an active role once the plan is developed.

As a result of the plan, a programme of activities and other improvements in the school should be developed. This should include:

An increase of books in the libraries in suitable languages (French, Farsi, Arabic, Urdu) to reflect the different cultures within the school community

Overseas trips for educational purposes to a variety of countries for both male and female students

A whole school PSHE programme that incorporates internationalism/interculturalism in activities Islamic Awareness and Arabic lessons for Western staff and English lessons for Arabic staff

Inviting speakers/performers during international day/week and also assemblies to give cultural presentations

Use human resources from within the school community to promote other cultures and languages (eg staff, IB students) beginning with full staff integration

Forge links with international schools in other countries and have exchange programmes

Forge links with international schools within Qatar and establish cultural exchanges

An increase of awareness of major world issues through various subjects and PSHE programmes

The school should develop a broader international curriculum which recognises all cultures, religions and belief systems

STANDARD A2

VT STEP (a) Standard rating.

Write here: 3

VT STEP (b) Evidence supporting the rating.

Write here:

The school's Vision encourages " ... 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".

Displays in hallways throughout the school demonstrated a commitment to Internationalism; the school takes part in MUN/THIMUN and more recently the Board has given permission for overseas trips for students involved in international projects. Many publications are produced in both English and Arabic (newsletters etc) and the school encourages a sense of bilingualism among the students. Personal, Social and Health Education (PSHE) incorporates International aspects, and Global Citizenship courses are now incorporated in this newly revised curriculum (PSHCE). There is a "Virtues" programme, which identifies those qualities in a student sought by GES in order to achieve its Mission.

Translators are offered to parents as part of any interview with teachers or the Leadership Team. New teachers are not offered formal lessons in Arabic on arrival, and Arabic teachers, though encouraged to learn English, are not offered formal English classes.

The VT perceived many International elements within the curriculum but these are not documented as part of any clear definition of the school's approach to Internationalism in all subjects.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the school administration and staff for providing access to information in both Arabic and English, resulting in a greater understanding of the school's Aims.
- 2- The VT commends the teachers for introducing a new programme, which incorporates PSHE, Global Citizenship and Virtues.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.

VT STEP (e) Additional Advice (if any).

Write here:

To further encourage Internationalism and Interculturalism, the Board might consider offering all newly hired teachers courses in Arabic or English, as appropriate.

STANDARD A3		SSC Rating on scale 1 to 4		
The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students		Write here: 2		
	Indicators for Standard A3	Rating (Please mark)		
	The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through	WA	PA	NA
A3a discussion of substantive matters of principle from multiple perspectives.		/	
A3b the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.		/	
A3c the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.		/	
A3d development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.	/		
A3e the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.		/	
A3f the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.			/
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

One of the school's strengths in alignment with this standard is the languages taught at the school. The languages of instruction are English and Arabic, making the school a bilingual environment. As Arabic is the mother tongue of the vast majority of students in the school, it is also a particular strength that students are taught their mother tongue. Other languages offered are French (taught from Year 6 through to IB) and Spanish which is offered Ab Initio in the IB Diploma Programme. The school makes some effort to promote and encourage students to learn matters of principle from multiple perspectives, students learn (especially in Topic in Primary and History, Geography, TOK and to a lesser extent PSHE) about various cultural aspects, beliefs, values and perspectives of different people around the world. Students are also made aware of

some of the major global issues such as Environment, Health and Human Rights through activities that include CHAT (Charity Action Team), CAS in the IB Diploma Programme, some PSHE lessons in the Secondary School and various charity activities throughout the Primary School. Serving the community is supported mainly through CHAT and CAS in the Secondary School. A limited number of activities are offered that foster Leadership in students which include 'School without Walls' in Year 6 and Model United Nations in the Secondary School.

[\\Dc\cis\\$\Completed Self Study\Part 2\Section A - School Guiding Statements\Section A School Guiding Statements and evidence\Evidence\Evidence to Standard A2\Teaching and Learning Policy.pdf](\\Dc\cis$\Completed Self Study\Part 2\Section A - School Guiding Statements\Section A School Guiding Statements and evidence\Evidence\Evidence to Standard A2\Teaching and Learning Policy.pdf)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The school does not currently have a documented programme of study such as PSHE that is school wide and covers all issues mentioned in this standard. Although some activities offer development of leadership and collaboration, the school needs to address this. Also, while there is some very good work done by the CHAT group in Secondary, IB students through CAS and the Charity Activities in the Primary School, there is no developed programme that ensures all students have regular involvement in Fundraising and other activities for Charity. There is also currently no overall school policy on ensuring all of the issues in this standard are adopted into the Curriculum.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The school needs to develop and implement the following:

A whole school policy on Internationalism/Interculturalism.

Strategies to ensure Internationalism/Interculturalism are embedded into the curriculum at all stages and levels.

A whole school policy on charity awareness and activities ensuring all students are given regular opportunities to be actively involved in charity and linking this to the teachings of Islam as giving to charity is one of the five pillars of Islam.

A plan to develop regular activities that raise awareness and involvement of charity and global issues of human rights.

A plan to develop whole school awareness of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples. This should be embedded in the curriculum at all stages and levels, especially through Islamic lessons.

A plan to develop whole school understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights. It would be most practical to do this through a whole school PSHE programme.

A plan to develop a whole school programme of service to both the local and global community beyond donations to charity.

A whole school policy and action plan should be developed as well as skills of leadership and collaboration, problem solving and conflict resolution. This should be incorporated into a whole school PSHE programme.

The school should make more of its linguistic abilities. It should be acknowledged in publicity documentation (handbooks and flyers) that the school is a bilingual community.

STANDARD A3

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

According to the Self-Study Committee Report, “Students are made aware of some of the major global issues such as Environment, Health and Human Rights through activities that include CHAT (Charity Action Team), CAS in the IB Diploma Programme, some PSHE lessons in the Secondary School and various charity activities throughout the Primary School. Serving the community is supported mainly through CHAT and CAS in the Secondary School. A limited number of activities are offered that foster Leadership in students which include ‘School without Walls’ in Year 6 and Model United Nations in the Secondary School. The VT saw many examples of encouraging leadership skills and one Board member included Leadership as one of the key qualities promoted in students at GES, both in classrooms and in its interaction with students.

While there has been a review of the PSHE curriculum to include aspects of Global Citizenship, it is unclear whether policy documents outlining how any agreed content in PSHE related consistently to Internationalism. Teachers are clearly committed to Internationalism but it is unclear how this is translated into daily practice in curriculum delivery.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Curriculum Coordinators and Leadership Team conduct a review of how teachers integrate desirable traits of Internationalism and Interculturalism in the daily curriculum in order to comply with this Standard and the school’s own Vision.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD A4		SSC Rating on scale 1 to 4		
The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.		Write here: 1		
	Indicators for Standard A4	Rating (Please mark)		
		WA	PA	NA
A4a	The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programmes, hence enabling parents to appraise the school's suitability for their children.		/	
A4b	The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programmes offered.			/
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school partially meets this standard through its handbooks and leaflets that it gives out to parents and students. The documents have some information that would help guide parents in deciding on the suitability of the school for their students. There is general information about school facilities, courses offered and many of the events throughout the school year. There is also some reference to school policies (eg attendance and homework). [\\Dc\cis\\$\Completed Self Study\Part 2\Section A - School Guiding Statements\Section A School Guiding Statements and evidence\Evidence\handbooks](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The school currently has little in the way of available documentation on admissions policies. The handbooks produced are aimed at current students and do not give enough suitable information for parents looking to enrol their students for the first time. The school does not have a clear line on whether it is inclusive or selective.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The school needs to develop and implement the following:

A clear decision should be made about the school's admissions – selective or inclusive

A proper school policy should be developed for admissions

Handbooks, brochures and documentation needs to reflect all relevant information from the developed Admission Policy (eg the school cannot accommodate students with physical disabilities such as students in wheelchairs)

A Placement Committee should be established to make decisions on each student's suitability for the school and classes

Specific Placement Tests need to be written to address the suitability of students coming in to this school

When a student is accepted, entrance information should be passed on to the relevant teacher/s, EAL, SEN, Counsellor, Administrators, Pastoral Heads, Deputy Head/s and Head where relevant.

STANDARD A4

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

There are admission policies clearly outlined in the Board Policy Manual, though the VT was unsure as to who had access to these policies or when they were drawn up. The Registrar (Admissions Officer) collects data on all students, and forwards this data to the responsible Leaders. According to the policy on New Admissions, “all students joining the school will be tested before registration”. (Policy number 4.000).

The admissions package given to parents has a comprehensive series of data collection forms and the handbooks clearly describe GES.

While there may be initial alignment at the admission stage between the students’ needs and the school’s programmes, local cultural norms make the identification, provision and follow-up of students needing extra support a particular challenge. The school has a small “pull-out” programme for Special Educational Needs (SEN) and Student Support, but given statistical norms, a department of 3 teachers would not appear to be sufficient. Observations throughout the week showed inconsistency in differentiation techniques for students with mild learning difficulties.

GES has recognised the need for training in EAL techniques in all classrooms and across all subjects, and this will further benefit the students once the trainers have engaged with staff in the use of such techniques.

Teachers commented on the fact that the level of English among the locally hired assistants was influential in how much extra help was possible in the classroom.

The VT saw little evidence of Information Technology used in the mainstream classrooms to help differentiation.

VT STEP (c) Significant Commendations (if any).

Write here:

- 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.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.*”
- 2- The VT recommends the CPD and Extended Leadership Team (ELT) review the practice of differentiation in the classroom for students with “mild learning difficulties” and provide training if necessary.
- 3- The VT recommends the Leadership Team (LT) examine the use of technology to promote integrated learning and differentiation in the classroom.

- 4- The VT recommends that the LT publicise the admission policies, practices and testing to the appropriate members of staff in each division.

VT STEP (e) Additional Advice (if any).

Write here:

GES Board members will need to be sensitive to the issues of how Learning Support is defined, and how the SEN and EAL teams operate. A Student Support Audit, collecting data on the degree of help needed, numbers of students requiring support and whether the support is in the classroom or not, would be beneficial.

The Leadership Team should review the quality and use of teaching assistants/assistants in order to help promote differentiation in the classroom.

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The Reporting Booklet

PART TWO – SECTION B EARLY YEARS

TEACHING & LEARNING

<p><i>Reminder:</i></p> <p><i>This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</i></p> <p><i>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</i></p>	
<p>Teaching & Learning area covered by this report <i>e.g. Maths - Vertical</i> <i>e.g. Vertical Summary</i> <i>e.g. Middle School – Horizontal</i></p>	<p>Horizontal Report – Early years</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Carol de Jongh	Early Years Co-ordinator	
Jane Austin	Reception Teacher	
Carmen Wood	Nursery Teacher	
Gabby Macanu	Nursery Teacher	
Kim Johnson	Teaching Assistant	
Jenny Holns	Nursery Teacher	
Maite Garcia	Preschool teacher	
Neeta Tandon	Year 1 teacher	

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3. The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
4. The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
5. The school's responses should automatically show in red font.
6. When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
7. *Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.*
8. The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
9. When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION B
TEACHING AND LEARNING- EARLY YEARS**

STANDARD B1		SSC Rating on scale 1 to 4		
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.		Write here: 3		
	Indicators for Standard B1	Rating (Please mark)		
		WA	PA	NA
B1a	The school’s curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.		*	
B1b	The school’s curriculum and programmes are supported by a comprehensive set of teaching and learning policies.			*
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.		*	
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.		*	
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

We feel that the Early Years Curriculum that we follow meets the standard in the following ways:

- The curriculum design offers a wide range of disciplines; i.e.: creative, physical, KUW etc.
- It is an all inclusive curriculum which takes all learning styles and needs into consideration.
- Because the curriculum has the learner at the centre of all we do, it aligns with the schools mission statement which includes fostering life long learners.
- The Early Years assessment is used as part of the planning process in reception; i.e.: Ass/ review/ plan / teach/ ass
- Current assessment is designed to evaluate all areas of early childhood development and therefore ensures that learning is holistic and all inclusive.
- It includes clear guidelines of what is expected of learners; i.e.: Early learning goals planning / learning outcomes / instructions to learners.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Pre-school and Reception](#)
- [School Mission statement](#)
- [Copy of individual assessment standards / pupil learning profiles](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

We believe that the following areas need to be more focussed on and formalised to ensure that we move closer to alignment with this standard. The suggestions below give a clear indication of what we believe will assist the school and our team to achieve this goal.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Our recommendations are:

- Policies and documents need to be available to all staff in a common, known place.
- New staff needs up to date training on curriculum and planning structures.
- A 'scope and sequence' document needs to be devised and implemented for Early years. This will not only assist class teachers but will make the transition between Early Years and KS 1 easier for learners and educators.
- Assessment needs to be formalised, i.e.: clear understanding of what is being assess and when. Assessment to be analysed at the end of each term to assist team in planning the next steps.
- A whole school programme focussing on 'Global citizenship' needs to be devised and implemented at GES. This programme needs to incorporate parental training as this is a key to successful delivery in the classroom.

SECTION B: TEACHING & LEARNING EARLY YEARS

STANDARD B1

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Early Years curriculum reflects the school's Mission and Objectives. As a direct result of the Self-Study, policies are now found on the Common Server in the Infants building in a Policies Folder. A newly appointed Curriculum Coordinator meets with the team regularly to share good practice. Assessment documents have been formalised and are in use. Plans for the next academic year include work on curriculum mapping and a Global Citizenship programme that will be part of a larger, whole-school PSHCE initiative.

VT STEP (c) Significant Commendations (if any).

Write here:

1- The VT commends the Early Years team for their ongoing commitment to devising documentation that is tailored to the needs of the students.

2- The VT commends the Leadership Team for appointing a Curriculum Coordinator.

VT STEP (d) Significant Recommendations (if any).

Write here:

1- The VT recommends that the Early Years complete its programme focusing on Global Citizenship.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: 3		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.	*		
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		*	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.		*	
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.		*	
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.		*	
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

We believe that the curriculum is varied and appropriate for the age of the learners we teach. Because of the clearly defined learning areas we are able to deliver it in creative meaningful ways that promote and encourage deep level learning.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [School mission statement](#)
- [Copy of individual assessment standards / pupils learning profiles](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Our team includes member who have only been teaching at GES for a year and other who have been at the school for more than 5 years. The general agreement in our group is that GES management and board have invested a great deal of money to ensure that resources are kept up to date and inline with current educational trends. When examining this standard we have concluded that it is not so much the purchasing of additional resources that are necessary but rather the effective management of those resources. Please see below for further detailed recommendations.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

We believe that following suggestions will assist the school to move closer to full alignment with this standard:

- Effective management of current resources would ensure that resources are utilised effectively and directly benefit all learners and also would help to more effectively plan for future resourcing needs across the school.
- Learners need more exposure to a variety of multi-media resources i.e.: listening stations programmable toys interactive white boards; etc.
- We need to include more opportunities for problem solving activities. This is more effectively delivered during outdoor learning and play and so suggest that the outdoor learning space for early years be over hauled and improved.

STANDARD B2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The VT believes that the curriculum is varied and appropriate for the age of the learners. A full inventory of Infants resources was taken in 2011, resulting in better use of them. Resources are now monitored and shared to benefit all children. Each Pre-School classroom, for example, is designated to store a particular type of resource. Listening stations have been purchased and put in place in classrooms. Resources such as story bags in the library support their use. Due to spatial restrictions, a new resource store has been built in the playground. Funding has been used to buy tricycles, and there is a large, purpose-built climbing frame. Developing outside play will be a planning focus for next year, as is further spending on IT, though there is no current detailed Technology Plan linked to Learning.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Early Years teachers for the creative use of storage and tracking of resources.
- 2- The VT commends the teachers for delivering a curriculum that supports varied developmental, academic, social, physical and emotional needs in a highly engaging manner.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Early Years team continue to further develop outdoor play in creative and appropriate ways.
- 2- The VT recommends the review of purchasing further IT hardware and how this would best meet the needs of IT as part of an overall Technology Plan

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: 3		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.	*		
B3b	Written curriculum materials indicate content and sequence for each course/grade.	*		
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.		*	
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.	*		
B3e	Written curriculum materials include references to links within and across disciplines.	*		
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.	*		
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.		*	
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.			*
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

Our curriculum is well designed with a very clear path of progress for learners. It takes all children's needs, abilities and learning styles into account and allow educations to deliver meaningful learning experiences.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [School mission statement](#)
- [Copy of individual assessment standards / pupils learning profiles](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

We believe that the curriculum in its design is complete and appropriate however do feel that the EY department could move closer to meeting the standard fully by placing some very basic structures into the running and day to day functioning of the school.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

We recommend the following:

- We suggest that there is a specific person appointed to oversee the curriculum development and provision in the EY. This person would be responsible for transition, reviewing and forward planning for the EY department.
- Teachers should meet with other staff members to discuss the vertical curriculum on an annual basis i.e.; monitor what is happening throughout the school in Art for example.
- Preschool and Reception to meet on a more regular basis to review provision across the phase and discuss planning / assessment and children's development, this will ensure that there is continuity across the phase.
- Explore the option of including an inset on methodology of teaching or having a sharing discussion once a term for staff.

STANDARD B3

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Comprehensive curriculum documentation for Early Years is in place, based on the Early Years Foundation Stage (England). The EYFS curriculum lends itself to cross-curricular learning. It was evident through class observations that learning is topic-based and relevant. A Curriculum Coordinator for the Infants School was appointed in September 2011 to assist with planning both horizontally and vertically. Effective leadership has fostered motivation and collegiality in the Infants School, and there is already a high level of verticality between Early Years and Key Stage One. Assessment policies in the School Development Plan (SDP) are not yet fully documented.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Early Years teachers for their thorough planning, which covers all six areas of learning and enables them to deliver the curriculum effectively through topics.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Extended Leadership Team utilises available CPD time for future vertical alignment meetings, enabling teachers at GES to work on joint tasks such as assessment policies, in the SDP.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B4		SSC Rating on scale 1 to 4		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: 2		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.		*	
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

We believe that as a department we still have considerable way to go to align more with this standard however we do wish to highlight certain activities that have been initiated that shows our commitment to improving in this area. Some of the activities include:

- Taking children on trips around Doha.
- International week activities which include each class studying a different country and focussing on their cultures and how they are different to us.
- National Day celebrations
- Eid celebrations and Garangou.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [School mission statement](#)
- [Copy of individual assessment standards / pupils learning profiles](#)
- [Copy of international week planning and photos as evidence of work covered](#)
- [Planning of international week 1](#)
- [International week planning](#)
- [International week photo's](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Whilst we see that we have started to make inroads into developing this area more we also acknowledge that most of what we do needs to be more in depth and meaningful to our learners. As early learners we feel that this activities need to be well planned and child entered as this will ensure that what they learn results in a deep understanding of the world they live in. We believe we can ensure that this happens by implementing the following:

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The following are suggestions which we believe will enhance our pupils learning and result in more balanced self analysing learners:

- Broadening the areas we learn about.
- Making more time in timetables to allow teaching of cultures and environments.
- Make this into a full topic rather than a week, for example, People around the world.
- Having clear direction from the subject co-coordinators of what topic areas to cover in a year.
- Acknowledge children from other cultures in our school. Get them to share their experiences from their country and their travels.
- Have more concentrated topic work on cultures and people from around the world. Reading books and watching films.

STANDARD B4

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Although there is not yet a fully developed Global Citizenship programme in place, much multiculturalism was evident during the Team Visit. The previous Infants concerts (one in Arabic and one in English) have been replaced by class assemblies that involve both languages, and are highly appreciated by parents. International Week is much enjoyed and provides both opportunities for the children in the Infant School to work together across the key stages and for learning about other cultures in a meaningful, imaginative way. The students are taken into Doha on a variety of educational visits. National Day and Eid celebrations also take place. Through the course of each day, the teachers and teaching assistants constantly implement the personal, social and emotional strand of the curriculum that encourages working together and getting along with each other. The VT observed calm, happy and secure students who were outgoing and friendly.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Infant School Leadership Team for implementing ways in which multiculturalism is celebrated.
- 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.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends further utilisation of the faculty and student body to extend the celebration of National Days and other significant calendar dates pertaining to the students in school.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 1		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.			*
B5b	The school provides professional development in content areas relevant to teachers' assignments.			*
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.			*
B5d	The faculty has an avenue for input into the planning of professional development activities.			*
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Even though we do not feel that we are aligned with this standard there are structures in place that mean that we are moving closer towards becoming more aligned with this standard. Some of those existing structures include:

- Current EY co-ordinator developing new assessment tools, bringing prior experience to give professional development to the staff of EY.
- By having an experienced EY co-ordinator in the position, leading the EY team.
- Appraisal and feedback process.
- Developing our current assessment tools that will allow us to then analyse data over an entire year's group.
- Formal appraisals
- Reviewing school Mission and vision statements.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Despite having many new assessment tools in place we do not feel that we meet the standard as set out in the above criteria. We believe that we can move into alignment by putting various structures in place. See below.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

We believe that if we put the following structures into place it will move the school closer to meeting the above criteria. Our suggestions are as follows:

- Have a clear long term plan for the professional development for EY's.
- Increasing the opportunities for relevant Professional development for EY staff.
- Professional development being a program that is ongoing and continuous over a period of time.
- Providing Professional development from professionals outside of the GES community.
- Hearing feedback more often from both formal and informal observations by a range of staff.
- Providing opportunities for teachers to team teach.
- Systems in place where teachers would be able to go and observe others for a specific reason.
- Having Professional development that is appropriate to EY.
- Having backing or support from the school to attend Professional development conferences or events relevant to EY, in and out of the country. Whether it is the whole team or a representative group to then come back and report.
- Providing an avenue for teacher to have in input in the future professional development planning.
- Improve our student achievement analysis which would then feed our Professional development needs.
- As above, have avenues available for informal classroom observation. From Head, co-ordinator and other colleges.

STANDARD B5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Since the Self-Study report was completed, a CPD Coordinator has been appointed. Policies are in place for this position and an action plan has been written. There is also a teacher appraisal policy document and this process has started. The school day ends earlier every Tuesday to enable CPD sessions to take place. The school belongs to the British Schools of the Middle East organisation and is able to access information about CPD courses held in the region. This is then posted on the school intranet. Several teachers and teaching assistants are taking online courses to enhance their skills, and will directly benefit the teaching and learning in the classrooms. The leadership in the Infants School encourages the sharing of good professional practice.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for responding to the need for a Professional Development Coordinator and the need for designated meeting times.
- 2- The VT commends the Leadership Team for funding specific training for the CPD Coordinator in order to deepen her understanding of the role.
- 3- The VT commends the Head of the Infants School for creating a professional learning community.

VT STEP (d) Significant Recommendations (if any).

Write here:

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

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: 4		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.	*		
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	*		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.		*	
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	*		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

We believe we meet this standard effectively. We believe that our planning reflects the needs of the learners and is always trying to balance high expectations and addressing individual needs. We our planning and provision takes all learning styles into consideration and ensures that learning is holistic and meaningful.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [School mission statement](#)
- [Copy of individual assessment standards / pupils learning profiles](#)
- [Photos and evidence from portfolios of different learning areas and provision](#)
- [Medium Term plan that reflect learning areas](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

We feel that the one area of needs to be focused on is professional development for our staff and helping them better understand the learning needs of Arabic learners.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Focussed and planned professional development which will ensure that staff's teaching skills and up to date and in line with international teaching trends.
- Professional development around 'the needs of an Arabic learner', especially for new staff at the beginning of each academic year.

STANDARD B6

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Differentiation was evident throughout the Early Years classes. In the Reception classes small target groups are given extra phonic reinforcement in order to facilitate their move to the next key stage. Across the classes, small group work means that children working at different levels are catered for. There was evidence of teaching strategies specifically aimed towards students for whom English is an additional language. Six Early Years teachers are currently taking a course entitled 'ESL in the Mainstream' and it is hoped that this will have a significant impact in this area. The appointment of an SEN Coordinator in the Infants School has been a very positive step in terms of supporting children in their learning. Systems are in place for IEPs and, despite cultural challenges, parents are proving to be very supportive and grateful for the help their children receive. Children who may be classified as Gifted and Talented are catered for in the classroom. A nurturing atmosphere prevailed at all times.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Extended Leadership Team for the identification of the need for a dedicated SEN Coordinator and the drive to see this implemented.
- 2- The VT would like to commend the Early Years teachers for incorporating differentiated activities on a regular basis, ensuring that learning is holistic and meaningful and that every child matters.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends the Extended Leadership Team increase provisions for meeting the needs of Gifted and Talented children.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B7		SSC Rating on scale 1 to 4		
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.		Write here: 3		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.			*
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.		*	
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		*	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/IT, PE and Arts materials, etc.).		*	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	*		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.		*	
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.		*	
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

We have rated ourselves as a 3 in this standard as we acknowledge that the school has made a lot of progress in this area. Over the years the school has spent a considerable amount of money on resources within the classroom and on staff for specialised subjects like PE and Music. This commitment by the school has resulted in the provision of a more balanced curriculum and allowed the staff to cater for individual children's needs, especially the gifted and talented children. We believe that with only a few more adjustments to our provision we could easily move to the next grading in this standard.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [School mission statement](#)
- [Copy of individual assessment standards / pupils learning profiles](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Early years is a very specialised area of learning. Learners enter the education system with no educational background and what we deliver sets the tone for their educational future. We believe that as an Early years team we have the commitment to making learning exciting, relevant, appropriate and mostly meaningful. To do this however you require a certain level of resources and we believe that the following suggestions will assist us to move our provision to the higher level of delivery.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

We believe that the following suggestions would contribute towards a more balanced and age appropriate provision in Early Years:

- Smaller number of children in a class
- More assistants in Pre-School in response to parents' suggestions and complaints
- Budget lists for library
- Good variety and selection of P.E. equipment
- Provide more books for pre-school (the lists do not show a variety in this area)
- Media resource room with a DVD, CD collection
- Printers in all classrooms
- Computers in the classroom for the children to use
- A variety of software for IT lessons
- Smart boards / interactive white boards in all classrooms
- Better plan for the distribution of art materials among teachers and buildings
- A qualified IT staff member (teachers' surveys show concern in this matter)
- Incorporate IT into the curriculum

STANDARD B7

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

A significant amount of money has been spent on purchasing resources for literacy, numeracy and PE. This has resulted in the provision of a more balanced curriculum and has allowed staff to better meet the individual children's needs. However, although there is a dedicated computer lab, it was observed that there is no provision for educational technology tools that the children may use in class. Software in the computer lab was limited. Numbers of children in the small classrooms is occasionally disproportionately large thus, making the movement for children and staff difficult at times.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Early Years team for the creative use of limited classroom space and for using each space to the optimum.
- 2- The VT commends the use of well-organised active free play during times when it is too hot for the children to play outside.
- 3- The VT commends the Board and Leadership Team for allocating funds for increased resources.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team considers the use of information technology in the class rooms to aid differentiation.
- 2- The VT recommends that the current provision of musical instruments be reviewed.

VT STEP (e) Additional Advice (if any).

Write here:

Review the class sizes in relation to space available.

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 2		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.		*	
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.		*	
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.		*	
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.			*
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

As a group we are committed to raising attainment for all learners and believe that good solid provision will ensure that this goal is met. As of the beginning of the academic year we have 'Early learning goals and assessment records' in place. Grading standards are in place when we use the termly reports. Throughout the phase we provide parents with topic overviews (translated into Arabic) for the academic year.

We use an assessment grid for each child so that we can monitor a child's progress and then modify our teaching to attempt to develop their weaker areas of learning.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [School mission statement](#)
- [Copy of individual assessment standards / pupils learning profiles](#)
- [Copy of reports](#)

- [Copy of parents weekly info sheets](#)
- [Copy of parent report guidelines, showing areas of learning being assessed](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There is no consistent form of assessment and recording of a child's progress in pre-school as a whole. Each teacher operates their own system. There are no comparisons made of attainment by the children in the GES with similar children in other schools. Assessment data is not recorded and kept about a year group so that years group's going through pre school can be compared with those of previous years. There is no formative assessment in Early Years.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

We need to develop forms of assessment and recoding that are used by all the teachers in Early years so that there is more consistency and standardisation. We need to supply the assessment criteria to the parents at the beginning of the academic year. We also need to provide parents with clear explanations of the criteria for the reporting grades that are used and make it clear to parents what average achievements at this age would be.

There could be more peer assessment and self assessment in pre school which would help them to critically evaluate their own work and would also encourage them to develop their English skills e.g. question children about if they've done something right or made mistakes and encourage the children to talk more about their work.

We need to have a system for recording assessment data which will allow us to compare the progress made in Early years from year to year and to establish weaknesses in either classes and year groups or subjects or teaching styles. This will better inform us about the quality of our teaching and then shortfalls in any particular area can be addressed.

STANDARD B8

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

There is a variety of common assessments in the six areas of learning. Progress is tracked and the data used informs future teaching strategies. Throughout the phase, parents are provided with topic overviews for the academic year in both English and Arabic. There are currently few opportunities given for children to self-assess or for peer assessment.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the faculty and Deputy Head Teacher for acting on committee findings and implementing appropriate changes in a timely manner.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the faculty examine ways of implementing opportunities for self-assessment and peer review.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: 1		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.			*
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.			*
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.		*	
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.			*
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

We believe that the new assessment grid that is used by some teachers in pre-school, shows that current education practice is considered.

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [Copy of individual assessment standards / pupils learning profiles](#)
- [Early years assessment documents](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

We follow the British Early Years curriculum however some staff do not feel that they are knowledgeable enough in it.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The curriculum needs to be revised and adapted for more effective use by staff. Staff need to be trained in how to use the curriculum to best meet the needs of its learners. Also more effective review procedures need to be put into place so that the curriculum can be adapted and there by make the learning more meaningful. We also need to ensure that the curriculum is in line with the schools mission statement.

STANDARD B9

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

With the appointment of a Curriculum Coordinator, the review of the curriculum has begun and is ongoing. Planning meetings during CPD times are being used to work on this area. The curriculum is being aligned with the school's Mission Statement and the reviewed curriculum will be used in the curriculum mapping process during the next academic year.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Curriculum Coordinator and the faculty for their dedication and passion in revising the curriculum to meet the needs of the students.**

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the faculty continue to ensure that the curriculum is in alignment with the Mission Statement, and conduct regular reviews.**

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 1		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.			*
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.		*	
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.			*
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

We do not believe that the Early Years department have collected data year on year to analysis student's performance. This process has begun this year and has now been included in the planning and assessment procedures of the school. The one criteria that we do fulfil is that we provide parents with a great deal of information regarding their child and their learning. This information is provided in the following format:

- Termly reports
- Weekly learning overviews
- Regular news letters

Evidence includes:

- [Early Years Foundation Stage Curriculum](#)
- [Planning from Reception and Pre-school](#)
- [Copy of individual assessment standards / pupils learning profiles](#)
- [Early years assessment documents](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

We do not believe that we align with this standard as formal assessment, data analysis and forward planning has not as yet been worked into the school calendar and the plan, teach assess, plan cycle of the school.

We believe that more formalised, school directed assessment policies would enable the data to be scrutinised and processed to influence the teaching practice in class.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

We believe that the report system is not appropriate for Early years and needs to be more reflective of the curriculum and the learning areas that are covered. We believe that meaningful assessment procedures need to be put in place that will inform long, medium and short term planning and better cater for children's learning needs.

STANDARD B10

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The VT was impressed with the considerable improvements in this area since the report was written. There is a whole-school assessment policy in place, and MIS is currently being developed to track results that may then be analysed in order to inform future teaching. Parents are provided with a great deal of information about their children through regular newsletters, weekly learning overviews and term reports. These reports are completed on a standard school template. However, Leadership and faculty feel that the style of reporting, which includes grades, is not developmentally appropriate for this key stage. They would like to devise a system that better reflects the way in which they teach and assess the children.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the faculty for the comprehensive way in which parents are informed about their children's learning.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the LT examine the formal reporting system in order to align it with the curriculum and the six areas of learning.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

School Name:	Gulf English School
Date of Completion of the Self-Study Component:	7.3.2011
Date of Completion of the Visiting Team Component:	Friday, May 11, 2012

The Reporting Booklet

PART TWO – SECTION B KS1 Horizontal

TEACHING & LEARNING

<p>Reminder: <i>This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</i></p> <p><i>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</i></p>	
<p>Teaching & Learning area covered by this report <i>e.g. Maths - Vertical</i> <i>e.g. Vertical Summary</i> <i>e.g. Middle School – Horizontal</i></p>	<p>Key Stage One - Horizontal</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Sally Burnett	Rec teacher/Science Coord	
Gemma Clarke	Y2 teacher/KS1 Coord	
Claire Hurst	Y1 teacher/Literacy Coord	
Michelle Fisher	Y1 teacher	
Kimberley Coombes	Y2 teacher	
Kari Hiscox	Y2 teacher	

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”.

GUIDELINES FOR USING THIS REPORTING BOOKLET

General

1. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
2. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

3. The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
4. The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
5. The school's responses should automatically show in red font.
When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.

Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.

6. The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
7. When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION B
TEACHING AND LEARNING**

STANDARD B1		SSC Rating on scale 1 to 4		
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.		Write here: 3		
	Indicators for Standard B1	Rating (Please mark)		
		WA	PA	NA
B1a	The school’s curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.		*	
B1b	The school’s curriculum and programmes are supported by a comprehensive set of teaching and learning policies.		*	
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.		*	
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.	*		
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: GES aligns with this standard by having a clear curriculum outline in [long, medium and short term plans](#). There is evidence of different learning experiences and activities to provide meaningful connections for the students. Evidence of this can be found in children’s work and within [planning](#). This is overseen by the Deputy Head in charge of Infants. We do ongoing teacher assessment and carry out a specific piece of [mathematics test paper](#) and [writing assessment](#) each term which is moderated to ensure consistency throughout KS1. The student learning and development of global citizenship takes place by using links with History, Geography and Topic related discussions. We have a clear [Teaching and Learning Policy](#) in place which is reviewed on a yearly basis by the schools management team.

Evidence:

[Long term, medium term and weekly planning](#)

[Teaching and Learning Policy](#)

Childrens’ work and [Schools Mission statement](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here: Currently, we do not have a cohesive mission statement and the planning, teaching and learning are not aligned with it. We do not have subject specific policies. Global citizenship is not clearly stated in our planning. We are in the process of developing a vision of quality learning to support student achievement by developing an SEN/EAL/G&T department. There is no student support or policy for those who do not attend Arabic and Islamic Studies lessons.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- SEN/EAL/G&T department within the Infant unit
- Policies for each curriculum subject
- Provisions for children who do not do Arabic or Islamic Studies.

SECTION B: TEACHING & LEARNING- HORIZONTAL KEY STAGE 1 (KS1)

STANDARD B1

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Mission Statement of the school was reviewed after the completion of the Self-Study report (SS). It was evident on visits to the Key Stage 1 classes that teaching reflected both the Mission and the learning Objectives. Policies and assessment documents are now in place as a result of the SS and these are stored in the Infants School on the server. At the time of the TV, some students had recently celebrated "International Week" and it was evident that this had been a cross-curricular activity much enjoyed by them all. Student achievements are celebrated in assembly time, and in various other ways such as taking good work or reporting good behaviour to another adult in the school and having significant achievements recorded in the 'Golden Book', which is in the entrance foyer and is available for perusal. Behavioural expectations are communicated clearly to both students and parents through the publication of the policy in the KS handbook.

VT STEP (c) Significant Commendations (if any).

Write here:

- 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.
- 2- The VT commends the KS1 teachers for creating assessment documents that are meaningful and inform their teaching.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the KS1 teachers look for further ways in which to integrate internationalism into the curriculum.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: 3		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.		*	
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.	*		
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.	*		
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.		*	
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.			*
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: We are currently working towards an integrated curriculum, which will allow our students to access all areas of the curriculum through topics which are varied, interesting and challenging for our students. Foundation subject coordinators have been working towards the use of “key skills” which will allow these subjects to be more readily integrated and allows teachers to use a variety of teaching methods.

With the majority of students having English as a second language, there is a very high emphasis on Speaking and Listening and Reading Comprehension alongside all other areas of Literacy. [The Abacus Evolve Numeracy](#) scheme which has been purchased has been adapted to meet the needs of our students. Every classroom has a teacher and a full time teaching assistant with a room which contains differentiated resources for all subject areas.

There is also a library assistant who has been trained internally to provide extra guided reading lessons for teachers and 2 ESL assistants who support students who are weak in their English skills.

[Planning](#) and [homework](#) is differentiated to meet the needs of all of our students including less able and more able students. This is also reflected in our school vision and the [teaching and learning policy](#).

PSHE is incorporated into topics, assemblies, snack time and circle time where appropriate. No scheme currently exists.

IT resources are currently in process of being improved and developed. Year 1 shall receive IWB's by September 2011. We have an IT room and computers in every classroom. We also use beebots as a programmable device.

Tracking sheets show that the level students are achieving is improving. This links with the development of the curriculum to provide students with work appropriate to their level which will challenge them. A variety of print and media resources are used in school

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here: There is currently no PSHE scheme or policy. There are no set guidelines for the content of planning, so different heading and layouts are used. The integrated curriculum is a work in process. Students in KS1 are not aware of their learning styles. There is currently no specific provision for critical thinking skills and problem solving, other than what is covered in the numeracy curriculum for word problems. We would like to increase the selection of technology available to our students by purchasing; listening centres, recordable MP3 microphones, digital cameras and video cameras, which the students can use themselves.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Staff training for critical thinking skills and problem solving. Also for using and developing students learning styles.
- Consistent long, medium and weekly planning formats through Key Stage
- Clear PSHE programme
- Continued development of integrated curriculum
- Purchase a wider variety of child-friendly technology

STANDARD B2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Many teaching resources in KS1 are used by the teachers to give differentiated tasks to children in class. The Abacus Evolve Mathematics scheme has differentiated activities built into it, guided reading is given by level, and spellings for the week are divided into three levels. Where appropriate, homework tasks that are generally Maths and English-based, are also divided into three levels. Much of the curriculum is accessed through topics, and the children appear involved and interested in their class work. The topic approach gives the teachers a chance to delve into the curriculum. A variety of teaching styles was observed. Two EAL assistants are in place to provide support across the Key Stage, and six teachers in the Infants School are currently studying EAL in the Mainstream via an online course. There are two teacher tutors of this course in place who are able to moderate work.

Student tracking sheets have been devised by the staff and are in use. The KS1 classrooms had IWBs installed but there were no in-class technology resources for students. The numeracy software is installed on the IWBs and it was observed that both students and teachers used the boards in other ways such as clicking and dragging on words to create alphabetical lists. Software in the computer lab is limited.

At the time of writing the Self-Study, there was no PSHCE policy in place but it is obvious through observations that issues in this area are dealt with in school as and when they occur. There is now a PSHCE policy that will be applied across the whole school during the next academic year.

A CPD afternoon implemented this year should help to facilitate this, and the appointment of a knowledgeable Curriculum Coordinator will also help teachers in aligning the curriculum to the school Missions and Objectives. The PE teachers take the children from the Infants School to the swimming pool on the main campus in the summer term. Class teachers give the children indoor activities using PE equipment when the weather is too hot for outside play. The school nurse monitors the daily temperature and if it exceeds 35C she posts a notice to say that is too hot for outdoor play.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS1 teachers for their collegiality that leads to effective collaborative planning.
- 2- The VT commends the Leadership Team for making time for regular CPD sessions.
- 3- The VT commends the KS1 team for their use of current IT resources to support effective student learning.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team complete the PSHCE curriculum.
- 2- The VT recommends that the KS1 teachers examine more ways in which their curriculum may be adapted to support the needs of GES students.

3- The VT recommends that the Leadership Team carry out a review of IT resources to enhance student learning.

**VT STEP (e) Additional Advice (if any).
Write here:**

None at this stage

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: 3		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.			*
B3b	Written curriculum materials indicate content and sequence for each course/grade.	*		
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.	*		
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.		*	
B3e	Written curriculum materials include references to links within and across disciplines.		*	
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.	*		
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.		*	
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.		*	
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.	*		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: **GES aligns with this standard by having a clear curriculum outline encompassing long, medium and short term plans. Within these detailed plans are clear links across the disciplines and a progression from year 1 to year 2 in all areas. There is evidence of multi-disciplinary experiences and activities to provide meaningful connections for the students. This is overseen by the Deputy Head in charge of Infants. There are weekly meetings held to ensure horizontal articulation and vertical articulation is held when time is allocated by Leadership Team.**

Evidence: [Long, medium and short term plans](#); [Teaching and Learning Policy](#); [Preliminary Visit Report](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here: To fully align with the standard GES needs to alter the weekly planning format to include expected learning outcomes, assessment details and links within and across disciplines. There is no clear responsibility for the overseeing of whole school planning. Better communication between Y2 and Y3, to improve the transition process and to develop a better understanding of the abilities of students moving up to KS2.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Consistent planning formats to include expected learning outcomes
- A designated person to oversee Key Stage planning
- Y2/3 meetings

STANDARD B3

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The KS1 team has responded to the Self-Study by examining alignment of documentation both horizontally and vertically. The appointment of a non-teaching Curriculum Coordinator has facilitated this. During classroom observations, it became clear that previous learning was being built upon. The allocation of CPD time has resulted in further opportunities for cross-curricular links to be built. The planning process supports the documentation of these links. The curriculum development process has been supported by the implementation of a teaching and learning policy.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS1 team for the way in which they have worked to put planning in place that has meaningful connections between disciplines.
- 2- The VT commends the Leadership Team for the implementation of a Primary teaching and learning policy that guides planning.

VT STEP (d) Significant Recommendations (if any).

Write here:

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

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B4		SSC Rating on scale 1 to 4		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: 2		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.		*	
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: We currently have an [international Week](#) every year when each class learns about a variety of aspects/customs of a country from around the world.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here: There are various opportunities where students can benefit from daily activities and experiences to enhance their diversity of their own localities, environment and school community e.g. Experiences of people who are different from themselves, own villages, pearl diving, fishing, Bedouin communities, local trade (market), museums, cultural heritages, extracurricular activities, garangaouh events, henna, traditional clothing, Arabic Concert, National Day etc.

Opportunities to enhance student learning and development of global citizenship takes place by using links with History/Geography/ Topic related discussions e.g. People who help us, Healthy Eating, Ourselves(similarities/differences), Local area (likes/dislikes), International week (comparisons of other countries), newspapers (media), Animal welfare and needs, Choices (right/wrong), Developing skills of communication and participation.

The school provides opportunities for students to appreciate and develop their own cultural traditions and appreciate the diversity and richness of other cultures.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here: Education for Global Citizenship is essential in the 21st century as in a fast-changing and interdependent world, education can, and should, help young people to meet the challenges they will confront now and in the future. The lives of children and young people are shaped by what happens in other parts of the world so education for global citizenship will give them the

knowledge, understanding, skills and values that they will need to ensure their own, and others' well-being, both locally and globally.

An awareness of global citizenship will engage the students while developing confidence, self-esteem, and skills of critical thinking, communication, co-operation and conflict resolution. This will encourage students to care about the planet and to develop empathy with those with whom they share it.

Global Citizenship is part of our everyday lives. We are linked to others on every continent: socially through the media and telecommunications, culturally through movements of people, economically through trade, environmentally through sharing one planet and politically through international relations.

Our students should develop into Global Citizens who are: aware of the wider world, respect and value diversity, have an understanding of how the world works, participate in the community and take responsibility for their actions.

The aim should always be to enrich the students' experience.

STANDARD B4

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

A Global Citizenship curriculum will be created during the next school year. Meanwhile, it was observed that many opportunities are taken to introduce the students to the world around them in their local area through trips and projects. The children in KS1 have, for example, been learning about the history of Qatar as well as the backgrounds of the teachers in school. Some classes have children of other nationalities, and these are also drawn upon. It is apparent from the Self-Study that the teachers regard this aspect of school as being important to their students.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS1 team for their work in introducing their students to cultural diversity.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the teachers use their planning time to seek further ways in which their curriculum may be enhanced to specifically support the GES Mission.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 1		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.			*
B5b	The school provides professional development in content areas relevant to teachers' assignments.			*
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.		*	
B5d	The faculty has an avenue for input into the planning of professional development activities.			*
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: Some members of staff are sent to attend courses which are provided locally. This does not necessarily benefit the attendee. Staff in Y1 and Y2 regularly share good practise and other ways of enhancing learning.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here: Key Stage 1 teachers are given some professional development but it is not relevant to them and does not support or assist them in designing a curriculum or developing assessments. We are also informed of it at the last minute.

Professional development needs to be catered to each Key Stages specific needs, taking into account the strengths of those teachers already working in the Key Stage.

The teachers need to be given a say in what professional development they would like to receive, how it would help them and why.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here: Professional development needs to be planned, in advance, by the school, taking into account the needs that are identified through analysis of student achievement, review of school goals and in relation to LT / SMT observations of teachers.

STANDARD B5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The KS 1 section, under the guidance of leadership, is undoubtedly a professional learning community. There is a high level of collegiality across the two key stages that share the building, and this is not only evident in planning but in the very atmosphere of fun and purpose that pervades. The appointment of a trained CPD Coordinator has already facilitated the expansion of this area, as has the dedicated weekly CPD time. A CPD policy is now in place but this does not cover the procedures for securing funding.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS1 team for the regular sharing of good practice.
- 2- The VT commends the Leadership Team for appointing a CPD Coordinator.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team ensures that the strengths of current teachers are used to influence best practice in the school.
- 2- The VT recommends that the Leadership Team ensure that the distribution of information about CPD courses is school-wide, and that funding procedures are clarified.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: 4		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.	*		
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	*		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.	*		
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	*		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: Teachers know that students learn in different ways, the experience in the classroom confirms this every day. Every learner brings their own individual approach, talents and interests to the learning situation.

Distinct approaches to teaching methods, content instruction, curriculum organisation, and special education programming are carefully and intentionally adapted to accommodate individual learners, e.g.

Cooperative learning – working in groups to achieve objectives

Classical learning – practical application with a facilitator

Visual learning – in a group or as an individual

Verbal instructional learning – problem solving or comprehension skills

The teachers use the best of a variety of approaches to stimulate and encourage student involvement and learning. Therefore engagement and performance is based on how an individual will participate in educationally purposeful activities such as, e.g.

IWB, props, role play area, puppets, topic related books, piTures used as visual aid, learning stations, computers, Art, PE, Music, ESL, Booster Groups, differentiated groups, one-on-one etc. Every student has an opportunity, on a daily basis, to reach his or her individual potential.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Problems tend to arise due to the lack of IT support, programmes are not loaded onto the computers, the internet stops working and there are regular power cuts. Also the computers are not kept updated. We have addressed previously the improvement of a wider range of technological resources.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD B6

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The KS1 team is very knowledgeable about different learning styles, and they are confident that they teach in ways that will meet these. They variously employ cooperative learning groups, visual learning, the IWBs and props for role play. The curriculum includes both creative and more formal activities. This has resulted in the creative use of various areas in the school. The Music Room, which is only used twice a week, is designated by the site leader as an Art Room on the other three days, by means of rolling up the carpet and setting up folding tables. Storage is already in place but the folding tables are yet to be purchased. Music resources were noted by the Visiting Team to be basic but feedback on the role of Music in the Infants School was very positive, especially in the area of singing. As the classrooms are small the availability of a large, bright Art area will be very welcome. Role play activities and shared reading resources have a designated area in the corridor which is well resourced and attractive.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS1 team on their use of varied teaching styles to meet the different learning needs of their students.
- 2- The VT commends the KS1 teachers for optimising the use of available space.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B7		SSC Rating on scale 1 to 4		
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.		Write here: 2		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.		*	
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.	*		
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.			*
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/IT, PE and Arts materials, etc.).		*	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	*		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.	*		
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.			*
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The 6 larger classrooms have adequate space for the 23 to 25 students in each class. Every class has a teaching assistant, a wide range of cross curricular resources and the support of two EFL assistants. We also have a speaking and listening play area, a much improved selection of reading books (£76,000 was spent in January 2010), a large fully resourced library and a computer room which received 20 new computers in September 2010 and one new computer went into every classroom. We have ordered for September 2011; listening centres, recordable microphones and interactive whiteboards for the 5 Year 1 classrooms. The Library has an excellent stock of books with areas specifically for more able Year 2 children, an area for listening

to story tapes and CDs, new book displays and a reward system for the prompt return of library books. Each class has a book allowance which can be changed as required. The library assistant provides each year group with a topic book box and a variety of PSHE and cross curricular themes for teachers to use in library lessons. Staff are able to request books to be ordered for the library relating to topic areas or significant authors. All books are catalogued onto the ALICE system and detailed records are kept of the number of books in stock and on loan. A new scheme is being developed to introduce the Dewey system to Year 2 in a fun way. The library staff have developed and supported a programme for Book Week every year. The PE teacher provides high quality PE lessons and has a large range of resources available for use. There are 18 bee bots available for use, with a variety of resources.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here: The 4 smaller classrooms do not have enough space for this number of children. Staff children are not included in class size. The music room is severely lacking in resources. Swimming lessons happen for a short time in Term 3 but many children do not get full use of the pool as the water is not heated or the pool is out of use. The IT room has new computers but does not have much age appropriate software. The software is in school but the two IT technicians do not have time to service the whole school. The IT assistant has limited knowledge of the curriculum and is only there to support the opening of programs for lessons and supporting the students in their task.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Less students in the smaller classrooms because it is necessary to have one chair for every child during Arabic.
- Staff children to be included in total class size
- An IT technician and teacher for the Infant School
- New software to be put onto computers promptly
- Abacus evolve (maths scheme) to be put on class computers
- Headphones for every computer in IT room
- Projector in Music room to be fixed

STANDARD B7

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Classroom sizes are not large but the teachers in KS1 use the available space in an efficient way. Children sitting on the carpet sometimes find viewing the Interactive White Board difficult. However, the rooms are bright and welcoming with displays of children's work. An inventory of resources has recently been made, so that all staff not only knows what is available but also where to find it. A new shed has been installed outside to store resources. Stairwells are used for larger items of PE equipment. There is also a PE store. The central hallway is used for indoor play and PE activities. It is a large, light space but noise levels are high and there is currently no way of avoiding the intrusion of noise. There is a new, purpose-built climbing frame under shade in the playground. Significant funding was allocated to the purchase of books in 2010. The library is well resourced, and the librarian makes up topic book boxes for classroom use. Software provision in the IT lab is limited but there are eighteen Bee bots. The Internet is currently unreliable but fibre optic cables are being laid in the city, and this should improve stability. An SEN Coordinator was appointed at the start of this academic year. She has a trained assistant, and children are given support in either small groups or individually. A comprehensive system has been devised for easy tracking of the progress of students.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teachers for the colourful environment created by the KS1 team with their displays.
- 2- The VT commends the school Leadership Team and Board for funding much-needed resources, such as the new shed and climbing frame.
- 3- The VT commends the KS1 staff for devising ways of storing equipment when space is limited.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team examines ways of soundproofing the central hall area.
- 2- The VT recommends that class sizes are reviewed in the light of classroom dimensions.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 2		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.	*		
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.		*	
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.		*	
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.			*
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.	*		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: GES aligns with this standard by doing ongoing teacher assessment and carrying out a specific piece of [mathematics test paper](#) and [writing assessment](#) each term which is moderated to ensure consistency throughout KS1. Assessment of the student's work is done often as shown through planning which advises future planning. Teachers use these assessments to write a termly report for each child and then use this information to assist them in their planning to meet the needs of the individual child. We compare and analyse our student achievement through [assessing and grading their work in line with the Welsh and English National Curriculum](#).

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here: GES **does not** align with this standard by not having an assessment policy and also with limited self assessment, peer review and projects taking place. Assessment information for parents and students is limited. As far as we are aware there is no comparison of similar students elsewhere.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- [Assessment Policy](#)
- [Self assessment, peer assessment and projects being planned within the long, medium and weekly planning](#)
- [Better communication to parents about assessment](#)

STANDARD B8

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

KS1 employs regular assessments in both Maths and Literacy, which are moderated internally, helping to ensure consistency throughout the key stage. However, they are not analysed in terms of comparison with results from other schools although this is being considered. These assessments also inform planning and are used in the term reports. Limited self-assessments and peer reviews are used. There is a writing assessment policy, which is stored on the Infants School building server.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS1 team for the tracking of achievement through regular assessment.**

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the KS1 team examine further ways in which to moderate assessments.**

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: 2		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.		*	
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.		*	
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.		*	
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.	*		
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Gulf English School aligns with this standard by reviewing and revising the curriculum on a regular basis. This is shown by the ongoing review of the Abacus scheme that is being used for Mathematics as well as the implementation and review of the new [National Literacy curriculum](#); both have been updated and revised on a yearly basis. Assessment of the student's work is done often as shown through planning which advises future planning. This supports with our school [mission](#) to improve the Math and Literacy of all our students.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Gulf English School **does not** align with this standard by lacking current educational practice available for teachers to refer to when revising the curriculum and considering their instruction. It also lacks having an overarching curriculum plan for the school.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- To have available time to meet across school to ensure regular curriculum review and revision based on current educational thinking and pedagogy.
- For the Senior Management Team to construct an Overarching Curriculum plan.

STANDARD B9

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The use of the National Literacy Strategy for England is reviewed on a regular basis as is the Abacus numeracy scheme. These regular reviews support the school's mission to improve these areas of the curriculum. An overarching curriculum plan is currently being devised by the Curriculum Coordinators. The Year Two and Three teachers observe each other's practice to help ensure the continuity of levels, as students transfer between key stages. They report that this has been extremely beneficial and it is something upon which they would like to build.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS1 team for regularly reviewing their documentation in order to deliver an effective curriculum.
- 2- The VT commends the Leadership Team for instigating the initiative of teacher observations across key stages one and two.

VT STEP (d) Significant Recommendations (if any).

Write here:

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

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 3		
Indicators for Standard B10				
		Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.	*		
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.	*		
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.		*	
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here: [KS 1 tracks and analyses key stage](#) and [individual pupil performance using tracking grids](#), showing National Curriculum levels achieved in Numeracy and Literacy.

Termly reports to parents report each child's progress in all subjects.

The school helps parents support their children's progress and remain advised of their child's achievements through:

- [Termly overviews to parents outlining exactly what children will be learning and what activities they'll be doing.](#)
- Termly parent /teacher meetings and reports.
- Daily reading records
- Open Days.

The SATs tests are shared with year 3 teachers to help support children when they transition from KS1 to KS2. Year 1 results are shared with Year 2 teachers to support children when they move to the next year group.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There needs to be more in depth analysis of these results by teachers to see in which areas of learning the standards need to be raised. There is data from the previous 2 years showing evidence. As more evidence is collected throughout the following years the teachers will then be able to show where attainment has been raised and by how much. Data from graduates or past students is not considered.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- In-depth analysis of test results
- Data from past students to be considered

STANDARD B10

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The KS1 team uses data collected from student assessments to create tracking grids, and so aid analysis. This then shows the National Curriculum levels achieved in numeracy and literacy. Reports are sent to parents on a term basis, and they are followed by parent teacher conferences. Bilingual term curriculum overviews are sent to parents. These outline what the children will be learning and the activities that they will be doing. Data from past students is not currently considered.

VT STEP (c) Significant Commendations (if any).

Write here:

1- The VT commends the KS1 team for the level of communication with parents.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

School Name:	Gulf English School
Date of Completion of the Self-Study Component:	
Date of Completion of the Visiting Team Component:	Friday, May 11, 2012

The Reporting Booklet

PART TWO – SECTION B KS 2 Horizontal

TEACHING & LEARNING

<p><i>Reminder:</i></p> <p><i>This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</i></p> <p><i>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</i></p>	
<p>Teaching & Learning area covered by this report <i>e.g. Maths - Vertical</i> <i>e.g. Vertical Summary</i> <i>e.g. Middle School – Horizontal</i></p>	<p>Primary – Key Stage 2</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Simon Massey	Year 6 Teacher	
Sandra Sharpe	Year 5 Teacher	
William Vanest	Year 4 Teacher	
Claudette Withy	Year 6 Teacher	
Doreen Gardiner	Year 4 Teacher	
Lauren Ashington	Year 3 Teacher	
Yvonne Fisher	Year 5 Teacher	

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

General

1. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
2. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

1. The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
2. The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
3. The school's responses should automatically show in red font.
4. When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
 - a. *Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.*
5. The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
6. When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION B
TEACHING AND LEARNING**

STANDARD B1		SSC Rating on scale 1 to 4		
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.		Write here: 2		
	Indicators for Standard B1	Rating (Please mark)		
		WA	PA	NA
B1a	The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.		*	
B1b	The school's curriculum and programmes are supported by a comprehensive set of teaching and learning policies.		*	
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.		*	
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.		*	
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Key Stage 2 portrays the curriculum in the form of long, medium and short term plans and is supported by a [Teaching and Learning Policy](#). There are varied and diverse learning opportunities and cross curricular activities found in the planning, which is also seen in the children's work, in class displays, in class presentations at assemblies, in visits by authors and speakers and in school trips designed to support learning.

Work is monitored and assessed throughout the year and records and samples of work are kept. Portfolios of children's work are also arranged and sent home at the end of the year. Formal assessments are also carried out at the end of each term.

Global citizenship is encouraged through studies of other countries, support of international charities, and encouraging the children through a Virtues program which is incorporated into the curriculum and assemblies.

The school's mission to motivate is expressed in positive praise of pupils work and achievement and through reward systems, stars, stickers and certificates.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Whilst other countries are studied, there is no formal planning in place as part of Humanities. Children could end up studying a country more than once as they move through Key Stage 2 and there is no evidence to show the aims and objectives of the unit of study or how it is assessed.

Similarly, the Virtues program is not properly implemented throughout the Key Stage and it is unclear how this is linked to the rest of the curriculum. There is no evidence of a PSHE program that is in place.

Although there is some evidence to suggest self assessment is carried out by the children, this could be improved and monitored more carefully.

There are no teaching and learning policies in place for each subject.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Develop a PSHE curriculum which links with the Topics being covered – this will need to be done in consultation with both Key Stage 1 and Key Stage 3.
- Develop proformas for allowing the children to carry out self assessment and collect evidence to show that this is done.
- Develop teaching and learning policies for each subject.

SECTION B: TEACHING & LEARNING Horizontal KS2

STANDARD B1

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

The recently appointed School Curriculum Coordinators and KS 2 teaching staff have recently reviewed the assessment and teaching and learning policies. The latter was updated to take into account the Mission and Vision of GES. The former PSHE curriculum has been combined with global studies/citizenship, though it is unclear whether this has been fully documented or is currently being consistently implemented. While the formal documentation of curricular objectives in a number of subjects have yet to be completed, the VT was impressed by the teachers' enthusiasm and earnestness to produce a meaningful curriculum, which will promote the school's Vision.

The KS 2 teaching team is now looking at ways to document cross-curricular links, with the possible use of Atlas Rubicon or other means. Cross-curricular links with Arabic/Islamic Studies have not yet been formally recorded.

The recent work on EAL training will be supplemented by GES hosting the EAL conference next year.

While the programme clearly fosters global citizenship and promotes the school's Mission, the VT were unsure of the benefits of using UK National Curriculum testing as an assessment tool for GES students.

VT STEP (c) Significant Commendations (if any).

Write here:

- 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.
- 2- The VT commends the teachers for reviewing the PSHE curriculum in order to include aspects of Internationalism and Citizenship/Global Studies.
- 3- The VT commends the Leadership Team and teachers for recognising the need for EAL training across the curriculum, and acting upon this need.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team and Curriculum Coordinator complete the documentation of the curriculum including cross-curricular links.
- 2- The VT recommends that the LT and Curriculum Coordinator review the relevance of UK National Curriculum tests in an international EAL environment.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: 2		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.		*	
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		*	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.		*	
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.		*	
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.			*
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Teachers were observed using a variety of methods to ensure students were able to access the curriculum. EFL and SEN is available to the children with the greatest needs. Lessons incorporate use of peer groups and independent research, before final pieces are put together. The Key Stage 2 department is aware of the need to develop a more creative curriculum and there is evidence to show that teachers are looking for cross-curricular opportunities and making the concepts more relevant to the children.

The school has provided a large number of resources to use in the classroom. Textbooks, reading material is available. The school has an Abacus software program for Maths. We have increased the number of interactive whiteboards in classrooms and updated the IT suite. By June 2013, all classrooms in Key Stage 2 should have interactive whiteboards. All classes also have access to a media room and library.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Making children aware of their own learning styles is an area that needs addressing in the future. EFL and SEN programs are available to a few but the size of the department is too small. Currently 2 teachers operate all SEN and EFL needs.

The school needs to provide more opportunities for children to develop their critical thinking and independent research skills. The curriculum we have is more related to the British culture and environment and has not been adapted to suit the needs of an international cohort. There are limited opportunities for learning outside the classroom, such as trips to museums, and as they get older, boys are given more opportunities than girls, as a result of cultural attitudes towards gender.

Whilst group work does happen, more use could be made of mixed ability groups so that you give the children the opportunity to feel that they have contributed to the best of their ability.

Although improvements have been made in the media and technological side of our curriculum, there is still the question of technical problems which in many areas can hinder teaching.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Increase the size of the SEN and EFL department.
- Improve the communication between the SEN and classroom teachers to ensure what is being taught in SEN links with class work.
- Improve the links between the Arabic and English curriculum.
- Adapt the curriculum and planning to include more opportunities for children to develop independent research skills and critical thinking and ensure this is monitored.
- Adapt resources and materials to make it more relevant to the international mix of children in our school.
- Increase the number of technicians within the school and ensure one is based in the Key Stage 2 department so he is always available.

STANDARD B2

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

During the course of the week, the VT was impressed by the professionalism of the teaching staff and their dedication to duty. Much work needs to be done in the area of learning styles and in acquiring resources, which would encourage differentiation. (Indicators B2a,b,c).

Currently two teachers offer SEN and EAL support and instruction is largely on a pull-out basis, though the school has recently trained staff in EAL in the mainstream techniques, which will allow them to train other staff members.

The KS2 curriculum is heavily biased towards the British culture and environment and needs further adaptation for EAL Qatari and international students.

Access to laptops or tablets in the classroom in order to enhance individualised learning is extremely limited.

Arabic classes were lively but content-driven, and the VT was unsure as to whether sufficient cross-curricular links exist between Arabic and English (Humanities subjects).

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teachers for their professionalism, attention to the children in their care and their willingness to do what is best for each child.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the staff and leadership review the method of helping EAL/SEN students to include possible inclusion and I.T. approaches to ensure a differentiated learning experience.
- 2- The VT recommends that the CPD Coordinator continues to support the training of all teachers in EAL methodology and practices.
- 3- The VT recommends that the staff, Curriculum Coordinator and Leadership Team ensure that the concepts presented, particularly in Humanities subjects, are valid and meaningful in the GES context and to the current student body.
- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: 2		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.		*	
B3b	Written curriculum materials indicate content and sequence for each course/grade.		*	
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.		*	
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.		*	
B3e	Written curriculum materials include references to links within and across disciplines.		*	
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.		*	
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.		*	
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.			*
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The curriculum for Key Stage 2, which includes Years 3-6, is guided by a [Teaching and Learning Policy](#), reviewed in September 2010. It is based on the British National Curriculum and includes documentation for English, Maths, Science, Humanities, Art, IT, PE and Music. There is also curriculum documentation for Arabic and Islamic Studies.

The curriculum materials for English and Maths show the learning outcomes that students are expected to achieve in these subjects each year. There is progression of these outcomes as they move through Key Stage 2. Science and IT are based on the QCA Schemes of

Work from the UK. Each year students complete units of work on different topics related to these subjects and again learning outcomes are identified. Humanities include History and Geography topics and the learning outcomes that children are expected to achieve were again derived from QCA Schemes of Work. The same is true for Art as well. Teachers are expected to integrate learning outcomes for English, Maths, Science, Art and IT into their Humanities topics.

P.E. is taught by specialist teachers rather than the class teacher and curriculum materials are in place, though not provided to the classroom teacher. Music is also taught by a specialist.

Summative assessment takes place at the end of each term for English and Maths and at the end of each topic for Science. For English and Maths, the assessments are based on UK National Curriculum levels and these levels are tracked as the children move through Key Stage 2 and are then passed on to Secondary.

Each subject is overseen by a subject co-ordinator who is responsible for reviewing the curriculum for their subject and ensuring that it is implemented across the Key Stage. This is done in addition to their teaching role. The school has now determined to appoint two co-ordinators in non-teaching roles from September 2011 who will be responsible for overseeing all these subjects across both Key Stage 1 and 2.

Teachers in each year group meet each week to review the curriculum materials they are using for planning and discuss the teaching and learning going on in their year. There is also a meeting at the end of each year for teachers to meet with the year group above and below them to give them the opportunity to discuss the curriculum taught during the previous academic year.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Whilst teachers are expected to prepare weekly plans based on the long and medium term plans in place, there is no clear guidance as to what is expected of these documents nor is it clear what the learning outcomes are in these documents. For classroom teachers, there is an emphasis on planning for English, Maths and Science with very little evidence of what the learning outcomes are for other areas of the curriculum. There is a reliance on purchased and pre-prepared planning provided, which is more relevant to a UK cohort.

A PE curriculum is available, but is not distributed to the classroom teachers. There is no evidence seen of the Music curriculum, nor is documentation provided to the teachers. Discussions between specialist teachers and classroom teachers regarding the curriculum rarely happen.

There is some evidence that year groups are planning in an **integrated format** but on the whole, subjects are still taught individually and not all year groups are taking the opportunities available for cross-curricular work. The specialist teachers do not meet with the year groups to discuss how they may be able to integrate their subjects into the topics being covered by classes.

Although year groups meet weekly to discuss the curriculum, there needs to be more opportunities for teachers to meet and discuss the curriculum with their colleagues in the years above and below them. A Key Stage 2 meeting is held each week, but minutes are rarely taken and distributed and these meetings rarely lead to discussions about the curriculum.

At present, responsibility for overseeing the curriculum is given to the subject co-ordinators, but they have little time to be able to do this. The school has decided to appoint two curriculum co-ordinators in September 2011 who will have non-teaching roles and be responsible for overseeing the curriculum instead. However this will limit opportunities for other teachers to develop and be given responsibilities.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Improve communication between specialist teachers and classroom teachers.
- Develop a planning format for use across the primary curriculum.
- Monitor weekly planning and ensure that pre-prepared and purchased planning is adapted to suit the needs of the children.
- Develop a Music curriculum which integrates with other subjects or activities in Key Stage 2.

- Provide teachers with more opportunities at Key Stage 2 meetings to discuss issues with the curriculum.
- Use the specialisms and abilities of the teachers to teach other classes and provide opportunities for teachers to develop by observing other staff.
- Develop a Speaking and Listening program for Key Stage 2 to further enhance the new Literacy curriculum.

STANDARD B3

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

The curriculum is based on the British National Curriculum and includes documentation for English, Maths, Science, Humanities, Art, IT, PE Music, Arabic and Islamic Studies. There is also curriculum documentation for Arabic and Islamic Studies. However, this documentation has not been sufficiently adapted to the current GES student body, and the VT was not convinced that some areas of content were appropriate in an International setting. It is not clear whether there are sufficient cross-curricular links with specialist subjects.

Assessment in English and Maths is based on UK National Curriculum levels.

The recent appointment of two Coordinators in non-teaching roles (September 2011) has greatly aided the documentation and analysis of the curriculum.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Board and Leadership Team for the recent appointment of Curriculum Coordinators, which will greatly enhance cross curricular links.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B4		SSC Rating on scale 1 to 4		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: 2		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.		*	
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

88% of the students at The Gulf English School are Qatari with a further 7% who are expatriates from Arab States. The remaining 5% are students from English speaking countries and are mostly children of members of the teaching staff.

Presently, one week a year in school is set aside as International Week. During this week, each class throughout the school adopts one country and then spends the week learning about the chosen country: its culture, its history, its language, its geography, its art and music, its role in world affairs, its food and other relevant information. Occasionally, visits are arranged with the embassies of the countries being studied. The students are encouraged to research information about the country and all this work is put together in the form of a display and/or a presentation at assemblies so that students from other classes may come and learn about the other countries being researched. On the last day of the week, the children bring in food that they have been encouraged to make (with the help of their parents), and the school hold a food fair.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Apart from the International Week, there is little in the curriculum which develops the children as global citizens. Humanities is not integrated well and it is not clear what the learning outcomes are and there is no PSHE program in place, with the exception of the Virtues program.

The school community is primarily made up of local children and the lack of diversity makes it difficult to draw from other experiences. The staff population is very diverse and this could be better exploited by the school.

There are a number of local events that happen across Qatar that could be used by the school as further opportunities for developing global citizenship (e.g. Qatar National Day, Katara Village events)

There are no links with the Arabic and English curriculums which could also be used to enrich student learning.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Develop the Humanities and PSHE curriculum to include opportunities for developing the students as global citizens.
- Ensure events that are happening across Qatar are published to all staff in advance and year groups should meet and discuss how events can be used as part of their teaching.
- Provide translated overviews of what is being done in the Arabic and English curriculum for each term.

STANDARD B4

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

With a majority of Qatari nationals among the student body, the VT were surprised that more is not made in Humanities of local historical or geographical links with the Gulf area. The International Week could be further developed to include similar topics in Humanities. The VT was unclear if local museums and local events were included in the curriculum on a regular basis.

Many of the students do have a dual nationality but little is made of the second “non Qatari” nationality.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

1- The VT recommends the teachers and Leadership review the curriculum to include aspects of local culture, events and offerings as well as the dual nationalities of the student body.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 1		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.			*
B5b	The school provides professional development in content areas relevant to teachers' assignments.		*	
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.			*
B5d	The faculty has an avenue for input into the planning of professional development activities.			*
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

G.E.S provides some [inset days](#) during the school year usually at the start of the year and sporadically during the year. The number of inset days provided by the school changes each year. These inset days are usually run by members of the senior management team and from time to time subject coordinators also give some input. Occasionally members of staff are invited to take part in workshops or education conferences being run by other schools or organisations within Doha such as 'Doha Academy's Annual Education Conference.'

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Presently there is little opportunity for input within KS2 into the planning of professional development activities. Most members of staff including the head of the school believe that, the school needs to improve the provision of relevant ongoing professional development. It is also agreed that this professional development should improve the design, implementation and assessment of the curriculum and it should benefit our students learning.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Provide relevant professional training
- Teachers to have a say in what professional development they would like to receive
- [Provide structured inset days](#)
- Provide opportunities to share previous experience and ideas
- Introduce whole school targets for students and teachers and provide appraisals for this
- Create opportunities to team teach or observe other teachers
- Share ideas with other schools
- Invite other schools to see what we do and vice versa

STANDARD B5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school does provide ongoing Professional Development but may need to further define PD to include internal meetings, collegial expertise sharing and mandatory courses for examination subject teachers.

Workshops or education conferences organised by nearby schools are a source of PD and the school is hosting an EAL conference next year. Two teachers in the school have been trained in EAL in the mainstream classroom, but it is unclear whether appropriate time has been scheduled to share their expertise with staff.

INSET is provided but this appears to be inconsistent from year to year.

The school now has a CPD Coordinator in place designing PD linked to divisional, subject and whole-school concerns.

There is a new appraisal scheme for teachers, which will be linked to PD.

VT STEP (c) Significant Commendations (if any).

Write here:

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

VT STEP (d) Significant Recommendations (if any).

Write here:

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

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: 2		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.		*	
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	*		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.		*	
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Teachers in Key Stage 2 use a variety of teaching methods to stimulate the children and enhance their learning. Similar or mixed ability groupings, paired and independent work as well as whole class teaching are adopted in class. Visual and audio material is used and the school also provides practical activities to give the students “hands-on” experiences, especially in Science and Maths. Interactive whiteboards are slowly being adopted across the school which gives student access to a larger range of materials from the internet as well as the opportunity to take part in stimulating activities developed for the boards. Displays in classrooms provide reinforcement of key words for different topics as well as demonstrating what the children are studying. Buddy pupils are used for students struggling with English to ensure that they can understand the vocabulary being used. Students are also encouraged to constructively critique each other’s work and provide feedback as to what they have learned.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Variation in teaching methods can be found back in most of the GES curriculum subject summaries but must be systematically incorporated and traceable in teachers’ lesson plans. Streaming per year group is changing per school year which is not beneficial for continuity. To avoid less engagement and performance of students, more assessment needs to be done when

creating and/or establishing top and bottom groups. A more systematic use of varied methods, materials and technology is needed. At the moment an incomplete tracking system is in place.

Most of the teaching methods are directly imported from the UK and implemented. The vocabulary and experiences of our school population is very different from the UK based teaching methods. In Literacy, very often the only adaptation to the needs of the students is to use books from a lower year group. This is not enough for EAL students and it is causing major problems when National Curriculum tests or other tests have to be chosen and consequently report grades per year group have to be set.

The school has a small number of children who are native English speakers and they are not provided for during Arabic classes.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Develop a school planning format and ensure teachers update this each week.
- Moderate assessment levels to ensure setting children in classes is accurate.

STANDARD B6

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Teaching practices are influenced greatly by the amount and, more importantly, availability of classroom resources. It was reported to the VT that resources did exist but are not easily accessible due to how these are stored. Evidence gathered during the week led the VT to believe that, too often, teachers were using photocopied materials rather than texts. If these texts do exist, they are not readily available, and it is difficult for the VT to be confident about the extent of resources.

Differentiation techniques were not used consistently but this may be due more to a lack of resources (including I.T. materials) rather than teachers being unwilling to differentiate per se. Indeed, the VT observed many instances of teachers providing their own resources to assure the best education for the children. There is certainly evidence of the teachers' commitment to differentiation and learning styles, and their desire to learn more from their SEN and EAL colleagues.

The VT questions the relevance of some of the curriculum content (which is largely UK-based) to the EAL Qatari school population. It is difficult to differentiate for lower ability readers if the resources are not available or are too closely linked to British culture.

EAL personnel more often than not operate a "pull-out" programme, perhaps due to their limited numbers.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teachers in KS2 for their inventiveness and organisation despite the limited availability of resources.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Board and Leadership Team devise a detailed Technology Plan to ensure appropriate use of I.T. to support differentiation.
- 2- The VT recommends that the Leadership Team re-examine the current policy on storage of materials to allow teachers immediate access to resources.
- 3- The Leadership Team and Board review the resources available to classroom teachers in KS2

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B7		SSC Rating on scale 1 to 4		
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.		Write here: 3		
Indicators for Standard B7		Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.		*	
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.	*		
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		*	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/IT, PE and Arts materials, etc.).		*	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	*		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.		*	
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.	*		
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Class sizes go up to 24 children per class. There is a large proportion of boys in school than girls which can lead to gender unbalanced classes. The school attempts to set classes at the end of the year by the child's literacy ability. Currently the school creates a top set for each year group and the remaining children are put in mixed ability classes. Year 3 currently have 3 assistants, Year 4, 5 and 6 have 2 assistants each, and these are timetabled for different periods in each class. Textbooks are available in Maths and Science, and there is a wide range of

reading material available to support Literacy teaching. An IT suite is used for IT teaching with one computer per child and interactive whiteboards will be installed in each classroom by June 2012. There are resources provided for Art and Science which is shared across the Key Stage and the PE department has an excellent range of resources for teaching PE. A specialist music teacher is employed and a French teacher works with the top classes in Year 6. The school employs a librarian who monitors the library and teaches 1 lesson per week to each class in the library. IT technicians are based in the administration building to assist with technical issues.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Whilst there are many guided reading level books it would be beneficial to include a greater number of novels or extended stories for each year group. Texts are currently classified according to year level which makes it difficult when ability levels can vary year to year. Support staff members (class assistants) often are not able to support class teachers in many areas. The availability of IT technicians is very limited as there are currently 2 technicians covering the Infant Unit, the Key Stage 2 department and the Secondary School and they cannot deal with the technical issues that arise in class lessons. For a school with a huge EFL population the SEN and EFL departments are under resourced and under staffed.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Classes need to be organised more objectively across the whole year group rather than simply leaving it to teacher input.
- Texts need to be classified according to ability level rather than year level.
- An IT technician should be based in each school building to deal with technical issues as they arise.

STANDARD B7

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Library and media materials are not at the level of those in modern International schools. While the SS indicates a good degree of satisfaction with resources, the VT remains unconvinced, particularly with reference to I.T. software, hardware and its availability in classrooms, as well as immediate access to a variety of texts and learning resources to suit EAL students.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Board and Leadership Team review IT provision in KS2
- 2- The VT recommends that the Leadership Team review the storage of resources so that they may be readily available in the classroom.
- 3- The VT recommends that the Board and Leadership Team enhance the library collection to include both textual and non-text-based materials and ensure sufficient funding for such enhancements.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: No SS rating?		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.	*		
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.		*	
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.		*	
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.			*
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.	*		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

In Key Stage 2, there is evidence of [progress tracking](#), learning assessments and teachers assessments, to assist with curriculum planning. Relevant subjects are regularly covered in class tests. For example; weekly spelling and mental maths tests, revision and mid-term exams take place.

[Monthly news](#)- letters inform parents and year groups of curriculum objectives and content of up and coming assessments. A guide to levels and grades are available to staff and parents on termly reports, and students write some self assessments.

There is evidence that teachers use grades from previous years to predict possible grade outcomes and can use these to tailor planning to specific class levels. The new management information system is currently being trialed for inputting National Curriculum Levels and will be developed further next year to track pupil performance for English and Maths.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The school does not have an [assessment policy](#) in place. It is up to individual teachers to ensure peer assessment takes place and this is something the school needs to develop further.

Teachers also need to meet more regularly to moderate writing assessments and this should also be reviewed by co-ordinators.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Ensure all assessment data for National Curriculum levels is compiled on the new MIS system
- Train staff to ensure they have access to this data.
- [Collaborate](#) with staff to develop a school assessment policy.
- Provide staff with inset on the value of peer assessment and monitor.
- Ensure meetings are held to [moderate writing](#).
- Set up formal assessment materials for each year group which incorporates both low and high ability children for each term.

STANDARD B8

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

A new MIS is now functioning and will be used for analysing test results to inform curricular change.

The school does use Standardised Tests (CATS) alongside the National Curriculum SAT tests but it is unclear whether either fit the profile of the EAL Qatari student majority. The VT is concerned that the emphasis on UK SAT tests drives the curriculum in some classes.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the SLT for the introduction of the new MIS**

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team ensure the completion of the MIS to ensure that it is used to analyse the results of assessment to drive curriculum review.**
- 2- The VT recommends that the Leadership Team ensure that testing is relevant for EAL learners in an International school.**

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: No SS rating?		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.		*	
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.		*	
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.		*	
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.		*	
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Teachers meet weekly in year groups to discuss, review and revise the curriculum based on their work in class. The school has been using a pilot curriculum for literacy which is due to be reviewed and other subject curriculums are scheduled for review as part of a 6 year cycle. Each year group has a representative for each subject area who is charge of inputting ideas to restructure and define curriculum. The school has appointed 2 curriculum co-ordinators to oversee the development of the curriculum across Key Stage 1 and 2 from September 2011.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Information about what has been covered in each year group is not currently passed on to the following year. The curriculum has not been reviewed for nearly two years and there has been little staff input into this.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Key Stage 2 should schedule curriculum meetings each academic term to discuss curriculum issues so that revisions can take place.
- Staff members should receive training on current educational practices.

STANDARD B9

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Leadership Team has recently instigated early dismissal once a week to provide time for training, meeting and PD. Teachers commented that this has been a great improvement and has served to bring together discussions on the curriculum. Teachers meet weekly in year groups to discuss, review and revise the curriculum, based on their work in class. GES now has two Curriculum Coordinators to oversee the development of the curriculum in Primary.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for adding Tuesday meeting time to the weekly schedule.
- 2- The VT commends the Leadership Team for appointing Curriculum Coordinators.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 3		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.		*	
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.	*		
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.	*		
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

Records of school wide achievement and individual student performance are available to staff. There is evidence that exam results are shared between transiting year group levels, via the school server (found within year group files) and a common server database. The school analyses individual student performance using grades from previous assessments/years, in order to create a "projected grade" chart. This also assists with curriculum planning and assessment. Some data from past graduates are considered and SAT scores are kept in files which are passed on to the next year group teacher. [SAT results in year 6 are compared with previous years.](#)

Termly reports are the main focus for ensuring parents are informed of their child progress. This is broken down into attainment levels and effort grades. Individual and detailed comments are written providing a breakdown of what the student has achieved and their targets. A parent interview is scheduled after each report is issued to give parents the opportunity to discuss the report with the teachers. Translators are available where necessary.

Parents are also informed of up and coming assessments/events/curriculum tasks through a [monthly news letter](#) issued by each year group, which is also translated into Arabic.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There is inconsistency about how results are passed to each year group. The current database is flawed and errors from individuals mean that it can be corrupted. A better system needs to be developed to ensure results are passed on to the following year.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

- Year groups need portfolios for each individual child to give evidence of children's work to support grades.
- Hard copies of data need to be passed on to the following year groups.
- A more secure database needs developing – the MIS system is currently being trialled for this.
- All data from past graduates of Key Stage 2 should be updated and available for all staff.

STANDARD B10

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

In meetings with parents, the VT is able to assure the school that the assessment and reporting policies are appreciated; in particular, reference was made to the frequency of reporting stages and the “open door” policy of the SLT and Extended Leadership Team.

The VT was impressed with the dedication of the staff in ensuring that the communication of assessment is clear, providing translators for parents and access to teachers and Leadership Team. The VT is not convinced that the results of testing are analysed in a meaningful way. Data was often unreliable when provided by the database but the new MIS will radically improve this.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teachers and Leadership Teams for their accessibility and willingness to assist parents in understanding both the assessment tools used and the results.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team ensure that the data on the MIS is correct and updated.

VT STEP (e) Additional Advice (if any).

Write here:

School Name:	The Gulf English School
Date of Completion of the Self-Study Component:	15 th March 2011
Date of Completion of the Visiting Team Component:	Friday, May 11, 2012

The Reporting Booklet

PART TWO – SECTION B Key Stage 3 Horizontal Report

TEACHING & LEARNING

<p>Reminder:</p> <p><i>This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</i></p> <p><i>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</i></p>	
<p>Teaching & Learning area covered by this report</p> <p><i>e.g. Maths - Vertical</i></p> <p><i>e.g. Vertical Summary</i></p> <p><i>e.g. Middle School - Horizontal</i></p>	<p>Horizontal Curriculum – Key Stage 3</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Andrew Marshall (Chair)	Pastoral Coordinator for Boys (KS3) / Head of Music	
Caroline Webster	Second in English	
Carla James	Geography Teacher	
Robin Hurst	Maths Teacher / Timetable	
Robert Griffiths	IT Teacher	
Norma Celis	Art Teacher	
Michael McNally	Year 3 Teacher	

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”.

GUIDELINES FOR USING THIS REPORTING BOOKLET

General

1. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
2. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

3. The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
4. The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
5. The school's responses should automatically show in red font.
6. When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
 - a. *Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.*
7. The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
8. When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION B
TEACHING AND LEARNING Key Stage 3**

STANDARD B1		SSC Rating on scale 1 to 4		
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.		Write here: 1		
	Indicators for Standard B1	Rating (Please mark)		
		WA	PA	NA
B1a	The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.			*
B1b	The school's curriculum and programmes are supported by a comprehensive set of teaching and learning policies.			*
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.		*	
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.			*
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There is currently little evidence to support this standard. Although most departments are well documented for their subject area, all documentation required should be written and implemented guiding the KS3 Curriculum overall.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The committee proposes the following recommendations to bring the school into alignment with this standard:

The following documents should be developed and adopted, ensuring that all documents reflect the school's mission and vision statements and foster global citizenship and student achievement:

- Guiding Statements outlining the overall purpose of KS3 at GES
- A policy on teaching and learning for KS3
- An assessment and reporting procedure for KS3
- A Curriculum Document outlining all subjects offered, alignment with the National Curriculum of England and also the Qatar National Curriculum for Islamic and Arabic Studies in KS3
- A statement outlining multi-disciplinary and cross-curricular activities and experiences in KS3
- An update of information in the Secondary School handbook to be in line with the above documents
- A 'Welcome to Secondary School' pack informing incoming parents and students of the KS3 curriculum, specifying expected learning outcomes, content and sequence of all subjects and all other KS3 procedures
- Course outlines showing content and sequence for each grade are formalized and distributed to students and parents regularly

SECTION B: TEACHING & LEARNING

STANDARD B1

VT STEP (a) Standard rating.

Write here: 2

VT STEP (b) Evidence supporting the rating.

Write here:

Faculty and administrators in the Secondary School reported to the VT that significant improvements have been made in curriculum design and documentation for KS3. The school has appointed a KS3 Curriculum Coordinator who has overseen this initial development, with aims to further reflect the school Mission and Vision Statements within the curriculum. This has resulted in a three-year KS3 Curriculum Development Plan, course overviews, long-term and medium-term subject plans, and an Assessment Framework for use across KS3.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Secondary School Leadership Team, KS3 Curriculum Coordinator and teachers for their commitment to improving curriculum documentation and assessment practices in all subjects, in order to further align with the School's Mission and learning Objectives.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary School Leadership Team and the KS3 Curriculum Coordinator ensure the completion and documentation of the curriculum.
- 2- The VT recommends that the Secondary School Leadership team and teachers review formative assessment tasks and cross-curricular links to ensure greater cohesion in KS3 and an understanding of the curriculum across different subject areas.
- 3- The VT recommends that the Leadership Team include professional library staff in all meetings concerned with cross-curricular development and resources.
- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: 2		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.			*
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		*	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.			*
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.			*
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.			*
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:**

B2b- In the core subjects of English, Maths and Science setting is evident; the Head of each of these departments has the documentation to back this up. In other subjects where classes are of mixed ability there have been many discussions as to whether or not setting will improve the results and challenge the students further. The recommendation here being that the KS3 classes are streamed at form level and therefore this would translate into non-core subjects where

students are taught by form class. As it stands with clear differentiation the students are able to access the curriculum.

B2f-The secondary school has three IT labs, many interactive whiteboards and a well stocked library however, it needs to be clearly defined in long, medium and short-term planning and schemes of work as to how and when these resources are used.

The recommendation here would be that more IT labs/ computers are available for students to use in lessons other than IT. Teachers need to be trained on the basics of using the whiteboard/s they have access to and also opportunities need to be given to departments/ Key Stage 3 teachers to share good practice, share resources and keep up to date with the latest developments in technology such as new websites/ programs to use.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

B2a- there needs to be a clear document that is the Key Stage 3 curriculum. Although within each department such documents exist there is no whole school KS3 documentation available.

There should be a KS3 coordinator appointed to oversee the collation of departmental curricula to then write a whole school document.

B2c & B2d- In many areas there needs to be an overhaul of the KS3 curriculum offered to our students, this should happen in conjunction with the KS3 curriculum coordinator. The overhaul is necessary as the students tend to think in subject specific terms and not how the skills learnt in one lesson could relate to another. Therefore once the KS3 curriculum is agreed by staff then there will be opportunities for more cross-curricular activities to take place, giving the students the skills not just the content knowledge. We need our students to move away from the cultural methods of rote learning to become more independent thinkers and learners. Parents will need informing of the way the curriculum is moving forward to ensure their children are independent learners, critical thinkers with the ability to solve problems.

B2e- Very few students are currently aware of their own learning style and therefore they need time and training on how to work this out. This is something that is missing currently from our KS3 curriculum and needs to become an intrinsic part of the KS3 curriculum.

Staff need up-to-date knowledge of how to identify learning styles.

Once learning styles of students are identified the results need to be shared between all staff so that they can include aspects of learning styles within their lesson.

STANDARD B2

VT STEP (a) Standard rating.

Write here: **3**

VT STEP (b) Evidence supporting the rating.

Write here:

The Secondary School Leadership Team and teachers are currently working with the KS3 Curriculum Coordinator to document a curriculum that addresses the varied needs of students. The Secondary Handbook states, that *"the basis of our curriculum is to develop the whole student within an English speaking environment, so that students' learning experiences can contribute to their academic, physical, emotional, cultural and social development"*.

Since the writing of the Self-Study, a decision was taken in the Secondary School to stream KS3 students in English, Mathematics and Science. This was done in efforts to further differentiate teaching and learning and to provide students with additional learning assistance, challenge and better access to the curriculum. Students within the KS3 also receive EAL and SLN support. Pastoral heads and teachers support students' social and emotional needs, as observed by the VT throughout the school day and at registration periods. Students conveyed to the VT that they feel safe and cared for by their teachers and administrators.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teachers for creating an atmosphere in which students feel safe and supported.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary Leadership Team develops a plan that would allow IT and other resources to be used more equitably and efficiently by teachers and students in all subjects.
- 2- The VT recommends that the PD Coordinator set 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.
- 3- The VT recommends that the KS3 Curriculum Coordinator, teachers and Secondary Librarian to further develop strategies for the documentation of resources within curriculum documents and in the provision of a collective listing, including websites and software programmes for use by teachers and students.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: 1		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.			*
B3b	Written curriculum materials indicate content and sequence for each course/grade.			*
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.			*
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.			*
B3e	Written curriculum materials include references to links within and across disciplines.			*
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.			*
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.			*
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.			*
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There is currently little evidence to support this standard. The school therefore needs to rectify this situation as soon as possible. It is important that it is done quickly so that the vertical

curriculum subject areas can align themselves with the policies of KS3. Although most departments are well documented for their subject area, all documentation required should be written and implemented guiding the KS3 Curriculum overall. Also, there is no clear leadership for the KS3 curriculum and this must be established.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The committee proposes the following recommendations to bring the school into alignment with this standard:

The following documents should be developed and adopted -

- Guiding Statements outlining the overall purpose of KS3 at GES
- A policy on teaching and learning for KS3
- An assessment and reporting procedure for KS3 outlining methods of assessment used
- A Curriculum Document outlining all subjects offered, alignment with the National Curriculum of England and also the Qatar National Curriculum for Islamic and Arabic Studies in KS3
- A curriculum audit of the subjects offered in KS3 and survey to see if the academic needs of students are being met through these subjects
- A statement outlining multi-disciplinary and cross-curricular activities and experiences in KS3
- An update of information in the Secondary School handbook to be in line with the above documents
- A 'Welcome to Secondary School' pack informing incoming parents and students of the KS3 curriculum, specifying expected learning outcomes, content and sequence of all subjects and all other KS3 procedures
- Course outlines showing content and sequence for each grade are formalized and distributed to students and parents regularly
- Opportunities are provided for regular meetings to enhance the KS3 learning experience at GES

Action to be taken:

- Designation of responsibility for the oversight of the KS3 curriculum must be made clear
- A whole school (Infants, Primary, and Secondary) curriculum committee should be formed to take control of the curriculum. This will be to help maximize the curriculum potential at GES, develop meaningful cross-curricular opportunities as well as complimentary extra-curricular activities and, in particular, address educational deficits between sections of the school, specifically between KS2 and KS3
- Serious consideration should be given to the purchase and implementation of a curriculum mapping software package. This will help to organize the curriculum for maximum benefit and provide the framework for the greatest academic success of all GES students. It will also put the school at a distinct advantage as many schools do not have this provision.

STANDARD B3

VT STEP (a) Standard rating.

Write here: 2

VT STEP (b) Evidence supporting the rating.

Write here:

The delegation of responsibility for overseeing the vertical and horizontal curriculum development within KS3 has been made with the appointment of a KS 3 Curriculum Coordinator. Whereas previously, curriculum documentation had been produced within, and largely through, subject departments, the impetus for development has now shifted to whole-KS3 and whole-school development. The school's Leadership Team has made a proposal to the Board for the purchase of curriculum mapping software, and this has been approved. The perceived aim is to provide a whole-school curriculum framework to ensure the greatest academic success for all GES students.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team and Board for appointing Curriculum Coordinators in the Secondary School.
2. The VT commends the Secondary staff and Leadership Team for providing all stake-holders with a more comprehensive horizontal and vertical school-wide curriculum that will guide teaching and learning throughout the school.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary Leadership Team regularly reviews and revises the Secondary Handbook in terms of learning outcomes, subject content and sequence and assessment procedures for all subjects in KS3.
- 2- The VT recommends that the staff and Curriculum Coordinator regularly and systematically audit the curriculum to ensure that meaningful cross-curricular links are identified and developed so that the needs of the students are being met.
- 3- The VT recommends that the Secondary Leadership Team ensures regular curriculum review meetings with the KS2, KS3 and KS4 teams, in order to strengthen vertical articulation and to identify and reduce overlaps and gaps within content.
- 4- The VT recommends that the Secondary Leadership Team and teachers continue to identify and increase extra-curricular and co-curricular activities throughout the school in order to enhance the overall curriculum, well-being and learning for students.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B4		SSC Rating on scale 1 to 4		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: 2		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.			*
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

B4a There is no evidence to show that the local culture and physical environment is embedded into the KS3 curriculum and that related activities enhance student learning. However this does not mean that individual departments do not include local examples and use the local culture in their every day teaching. This standard is likely to be partially met through the teaching of Islamic and Arabic studies but knowledge of this is not shard throughout the school.

B4b There is no evidence to show how the diversity of the school community is used to enrich the curriculum and to enhance student learning, contributing to the development of global citizens.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

B4a The school would need to collect and collate information from each department to show that the standard is met. It would also be advisable to review the curriculum and to see where local examples can be added into every day teaching.

B4b As the school community is predominantly made up of Qatari children (90%) it makes it difficult to use the diversity of the school community to enrich student learning. However, the school staff is very diverse and could be used to enrich and enhance student learning. The school does attempt to promote cultural diversity by hosting International, a one day event, but this is not specific to the schools cultural diversity.

To meet standard B4 for KS3 one person would need to be responsible for collecting, collating and recording what each department currently does to meet this standard. It would then be their responsibility along with HOD's to come up with ways to meet the standard in the case that it is not already being met.

One of the biggest issues that the school faces is eliminating racial bullying between students. Again it would be the responsibility of this person along with the LT to come up a policy that effectively combats this problem.

STANDARD B4

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

It was unclear to the VT just how much of the local culture and physical environment is embedded into the KS3 curriculum. Although related activities to enhance student learning were conveyed orally with the VT, there was insufficient documentary evidence to support this.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary Leadership Team collaborates more closely with the Arabic and Islamic Studies Departments in broadening the impact of the host country in the overall KS3 curriculum.
- 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.

VT STEP (e) Additional Advice (if any).

Write here:

A common staff room for English and Arabic teachers could encourage closer working relations and interaction.

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 1		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.			*
B5b	The school provides professional development in content areas relevant to teachers' assignments.			*
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.			*
B5d	The faculty has an avenue for input into the planning of professional development activities.			*
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Analytical summary not possible due to non-alignment with standard and lack of supporting evidence.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

It is felt that the school is currently failing in providing the necessary professional development needed by teachers to complement their current knowledge to not only improve their own practice but to also benefit the education of their pupils.

Currently, the school offers no professional development to improve pedagogy, such as sharing best practice and the use of IT in class to enhance lessons and engage pupils. However, it is felt that if teachers were to collaborate more during in-service training days the vast amount of expertise that is held by teachers could be shared for the greater benefit of the students.

The lack of professional development opportunities as a whole school can also be observed at faculty level whereby the opportunity of development is non-existent. There no development opportunities available to allow reflective teachers to enhance or change their method of teaching to further benefit the education and future development of students.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

In order to align the school with the expected Standard, the committee proposes the following:

- More awareness of what is on offer in Qatar in the way of educational professional development, such as workshops by ITQatar.
- Find out if any international educators are spending time in Qatar and whether they are available to offer workshops
- Build relationships with companies within Qatar and seek expertise so teachers can improve their subject knowledge and keep up to date in the classroom
- Invite people from various companies to give talks to staff and pupils in school
- Have teachers collaborating more during in-service training days to share good practice, knowledge and skills (TeachMeet)

STANDARD B5

VT STEP (a) Standard rating.

Write here: 2

VT STEP (b) Evidence supporting the rating.

Write here:

The Self study report states that *"the school is currently failing in providing the necessary professional development needed by teachers to complement their current knowledge to not only improve their own practice but to also benefit the education of their pupils"*. The VT found that since the writing of the report, a whole-school PD Coordinator has been assigned from the teaching staff. Tuesday afternoons are now devoted to professional development and defined by whole-school, school division or departmental agendas. This may increase the potential for sharing the expertise of teachers at GES.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Board and Leadership Team for providing funding for adding a whole-school Professional Development Coordinator.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the PD Coordinator continues to ensure the availability of KS3 workshops and training as identified in the KS3 Horizontal Curriculum self-study (e.g. IT and interactive whiteboards, differentiation in teaching and assessment, and sharing of best practice amongst teachers).
- 2- The VT recommends that the PD Coordinator develops a clear and comprehensive policy detailing professional development accessibility, options and requirements for teachers at GES.
- 3- The VT recommends that the PD Coordinator ensures staff is aware of professional development opportunities within Qatar and abroad.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: 2		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.		*	
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.		*	
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.		*	
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There is little evidence to show that the teaching methods and student learning activities are varied according to the nature of KS3 subjects. This could be improved by having more detailed lesson planning or displays around the school from every KS3 subject. Even though each department/teacher uses different methods or activities to promote students' individual approach to learning, this is not necessarily recorded.

Teachers could create even more stimulating learning environments using resources other than text books or printed materials such as the internet, interactive whiteboards, audiovisuals, school trips, etc. Furthermore, cross curricular activities should be encouraged.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

In order to ensure that subject teachers create stimulating learning environments that engage students and make them active participants in their own learning, it would be valuable to have a person appointed responsible. This person should make sure that there is consistency and accountability in regards on what teaching methods the school uses to meet the standard. In addition, the school should record the various approaches it gives to individual student learning so that progress of students is evidenced for future reference, and focus should be given on teaching learning strategies, including thinking skills and learning styles.

Alongside with HOD's, a person should be responsible for specifying what teachers should use as their resources and give assistance in how they use such resources. This person should have thorough knowledge of the curriculum and how to use such resources effectively. To ensure the highest possible standards of pupil achievement, strategies should be developed to target students who are not making the expected progress and those strategies should enhance engagement, learning and performance.

Each HOD should handout a checklist of technology and resources available for the subject teacher to use to address individual student needs, such as interactive whiteboards or projectors, CD players, internet access, and computer access to students, including access during lesson time to IT labs.

ESL strategies should be taught to subject teachers to ensure that the curriculum is accessible to all students – through the English department.

STANDARD B6

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Although the VT observed students who were active participants during learning activities, there was little evidence of further differentiation in the classroom or attention to the varied learning styles of students. EAL and SEN support is provided for students.

The new homework policy has been cited as very effective.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the KS3 Curriculum Coordinator and the Secondary Leadership Team on the development of a new homework policy, which when fully implemented will encourage meaningful cross-curricular links and encourage students to develop deeper content knowledge and application of skills.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the teachers use a greater variety of resources during their lessons to include IT, interactive whiteboards, multi-media/audio visuals etc.
- 2- The VT recommends that the KS3 Curriculum Coordinator and subject heads require teachers' medium-term subject plans and lesson plans articulate differentiated activities and appropriate cross-curricular links, with the aim of further engaging students in their own learning.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B7		SSC Rating on scale 1 to 4		
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.		Write here: 1		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.			*
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.			*
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		*	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/IT, PE and Arts materials, etc.).		*	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).		*	
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.			*
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.			*
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.		*	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Technology, such as computers with internet access, projector and/or interactive whiteboards should be made sufficient and accessible for all students to use/access them at least once a week in lesson time.

Even though the library and science labs have an assistant, each department should have a teacher assistant.

The IT should be more engaged in curriculum development.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Class sizes should be reduced in order to improve quality of teaching. Also, the amount of materials and text books should be provided according to class sizes.

The library and media personnel should engage in curriculum development.

STANDARD B7

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

GES aims to support access and full participation of its students by providing the appropriate support and resources necessary for implementing the curriculum. The VT observed little use of the library resources. The lack of use of the library may be linked to the limited resources offered.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary Leadership Team devises a suitable plan to ensure that the school's available resources are provided equitably and efficiently to KS3 teachers and students. Timetables for increased IT and Library use by all teachers should be produced and disseminated.
- 2- The VT recommends that the Secondary Librarian should review current resources housed in the library and ensure that future ordering be aligned with the school's commitment to internationalism and global citizenship. The Librarian should establish meetings with the KS3 Curriculum Coordinator and teachers in order to identify resources for cross-curricula links. PD resources for teachers should be increased and stored in the Library.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 1		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.			*
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.			*
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.			*
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.			*
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

B8a: Whilst there is no evidence that teachers develop and implement assessments that can be used to ascertain students achievement of desired outcomes, each department does formally assess their students on a regular basis.

B8b: Learning outcomes and grading standards are not currently available in advance to students and parents of KS3 pupils. Generally HOD's have predetermined grading systems and can give learning outcomes of assessments, they simply need to be published and made available for parents and students prior to an exam.

B8c: All students are formally assessed, by examination, on a regular basis, January, June examinations along with end of unit examinations. However whilst projects, peer assessment and self assessment are no doubt a part of each departments teaching there is no formal documentation to support this.

B8d: The school currently has no process for comparing and analyzing students performance against similar students.

B8e: There is no evidence to support teachers using exam results to modify their teaching and to improve student learning. This is not to say that it does not happen.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

To meet standard B8 (a, b, c and e) for KS3 one person would need to be responsible for collecting, collating and recording what each department currently does to meet this standard. It would then be their responsibility along with HOD's to come up with ways to meet the standard in the case that it is not already being met

For standard B8d the results of our students would need to be compared with students of a similar social and economic background and any anomalies major differences in performance would need to be addressed by the school.

STANDARD B8

VT STEP (a) Standard rating.

Write here: 2

VT STEP (b) Evidence supporting the rating.

Write here:

Since the writing of the Self-Study the KS3 Curriculum Coordinator and teachers have worked to more clearly define procedures and criteria used in the regular assessment of student performance. This is evidenced by Key Stage 3 Target Setting, in which student performance is assessed and targeted according to National Curriculum levels. Reports are sent to parents every 12 weeks with goals for improvement as well as the levels that students are currently working at. The KS3 teachers and Curriculum Coordinator have also developed a three-year Curriculum Development plan and homework policy draft that will inform the development of cross-curricular projects and assessment.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Secondary Leadership Team for reducing formal testing in KS3 by eliminating the mid-year examination in favour of alternative assessment, which will provide additional time for KS3 students and teachers to explore varied forms of assessment such as self-assessment, peer review and projects.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary Leadership Team, KS3 Curriculum Coordinator, teachers and MIS Coordinator work together to ensure that GES has effective processes in place for the comparison and analysis of student achievement data.
- 2- The VT recommends that the KS3 Curriculum Coordinator, MIS Coordinator and teachers set formal policies, strategies, and systems for the collection and retrieval of performance data and its use in planning, teaching and assessment.

VT STEP (e) Additional Advice (if any).

Write here:

GES may wish to consider using additional, recognised, international assessment instruments (e.g. ACER/ISA) to gather data for the comparison and analysis of its students' achievements with those of similar students in the region and elsewhere.

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: 1		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.			*
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.			*
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.			*
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.			*
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Analytical summary not possible due to non-alignment with Standard and lack of supporting evidence.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Currently the school is failing to regularly review, revise and further develop the curriculum. Due to the lack of collaboration between teachers and other members of staff, as well as the lack of continuous professional development, new innovations and exploration of new teaching strategies are rarely considered or implemented into the curriculum and teaching practice of teachers.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

In order to align the school with the expected Standard, the committee proposes the following:

- Regular curriculum meetings should take place to discuss possible changes and updates
- The school, or individual subject departments should keep up to date and informed of new innovations and teaching strategies offered by academic educational establishments
- New innovations or ground breaking ideas should be tried and tested with current pupils. If successful then they should be rolled out into the next curriculum update.
- If areas of the current curriculum are becoming outdated and mundane they should be replaced by new, up to date ideas
- New curriculum revisions should reflect the school's mission and objectives.
- All teachers should follow a common curriculum. One that has been agreed on by all staff within a department.

STANDARD B9

VT STEP (a) Standard rating.

Write here: 2

VT STEP (b) Evidence supporting the rating.

Write here:

The Self-Study states that *"the school is failing to regularly review, revise and further develop the curriculum"*. It is evident to the VT that significant steps have clearly been taken to put systems into place to develop and review the curriculum with the goal of enhancing student performance. The assignment of Curriculum Coordinators in the Infant, Primary, and Secondary Schools has been fundamental to this process. In KS3, the drafting of a three-year Curriculum Development Plan and Assessment Framework has required teachers to revisit previous curriculum documents and to seek alignment with the school's Mission and Objectives.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teaching staff for the significant steps which have been taken to put systems into place to develop and review the curriculum with the goal of enhancing student performance.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary Leadership Team, KS3 Curriculum Coordinator and teachers continue to set and document meetings for curriculum review and revisions.
- 2- The VT recommends that the Secondary Leadership Team, KS3 Curriculum Coordinator and MIS Coordinator develop systems to facilitate the analysis and use of student performance data with the goal of enhancing student participation and performance.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 2		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.			*
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.		*	
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.			*
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

B10a

- Some information is passed from year to year
- CATs are sat every year by students
- A few departments have a tracking system of sorts
- Grade point average has been introduced for examinations

B10b

- Reports are done termly informing parents of work covered and targets are set for improvement
- Exam results are given out twice a year
- Parents meetings are on a termly basis

B10c

- Percentages pass rate is considered each year

B10d

- Students surveys are carried out for every year

Since the writing of this report, KS3 tracking has now been put in place: [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Boys data 2011-2012.xlsx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Boys data 2011-2012.xlsx)

[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Girls data 2001-2012.xlsx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Girls data 2001-2012.xlsx)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

B10a

- Standards need to be identified for progression through Key Stage and school
- Consistent approach to evidence and grades throughout Key Stage
- MIS to be used to track students progress
- Departments and SEN to highlight any discrepancies in progress and identify causes
- Clear information of expectations throughout curriculums in Key Stage

B10b

- More effective targets and information as to whether these are achieved
- More effective checking system as to content
- Use of MIS to produce and display reports

B10c

- Compare expected and achieved results
- Department action plans to improve accuracy and/or pass rate
- On-going analysis of curriculum content and delivery

B10d

- Exit survey asking students how we can better the experience at Gulf English School
- Follow up of alumni as to where they proceeded 12 months after leaving the school

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

There needs to be a better tracking of both curriculum and attainment of students in regards to Key Stage 3. This would be better achieved if the system used followed from Key Stage 1 and 2 and could also be used to identify trends and targets for Key Stage 4 and beyond. As a school we have very little provision for Afl and this does need to be phased in over time. Staff training would help in this area so we can all know and aim for common goals and procedures throughout all subjects. There needs to be clear statistical data which can be used to measure expected targets with regards Key Stage 3 end assessment and Key Stage 4 expected results in order to alter curriculum content. The system used needs to be consistent across the school so that there are no “surprises” for parents and students alike. To make sure it is aligned across Key Stage 3 and 4 it would be wise to have a curriculum coordinator who could oversee the departments and ensure this was being monitored correctly.

The school could look into setting up an alumni service which tracks past students movement and professional development through email, and could produce a yearly booklet to advertise past student success in university achievement and/or job applications.

STANDARD B10

VT STEP (a) Standard rating.

Write here: 2

VT STEP (b) Evidence supporting the rating.

Write here:

KS3 reports are produced and provided to parents every 12 weeks showing student progress. The reports show work covered, targets and goals for improvement. The marking system has recently been changed from Alpha letters to be consistent with NC levels. Examination results are also reported.

In the KS3 Horizontal Self-Study, tracking was identified as an area for improvement and requiring action. Performance data will be housed in the MIS system to assist with the on-going analysis of student achievement and curriculum review, and to identify trends and targets.

VT STEP (c) Significant Commendations (if any).

Write here:

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Secondary Leadership Team, the KS3 Curriculum Coordinator and the MIS Coordinator should establish systems of data gathering from students who are exiting KS3. Analysis of this data should be used to assist in planning and further development throughout KS3.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 2		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.			*
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.		*	
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.			*
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.			*
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

B10a

- Some information is passed from year to year
- CATs are sat every year by students
- A few departments have a tracking system of sorts
- Grade point average has been introduced for examinations

B10b

- Reports are done termly informing parents of work covered and targets are set for improvement
- Exam results are given out twice a year
- Parents meetings are on a termly basis

B10c

- Percentages pass rate is considered each year

B10d

- Students surveys are carried out for every year

Since the writing of this report, KS3 tracking has now been put in place: [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Boys data 2011-2012.xlsx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Boys data 2011-2012.xlsx)
[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Girls data 2011-2012.xlsx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 3\Evidence for KS3\KS3 Girls data 2011-2012.xlsx)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

B10a

- Standards need to be identified for progression through Key Stage and school
- Consistent approach to evidence and grades throughout Key Stage
- MIS to be used to track students progress
- Departments and SEN to highlight any discrepancies in progress and identify causes
- Clear information of expectations throughout curriculums in Key Stage

B10b

- More effective targets and information as to whether these are achieved
- More effective checking system as to content
- Use of MIS to produce and display reports

B10c

- Compare expected and achieved results
- Department action plans to improve accuracy and/or pass rate
- On-going analysis of curriculum content and delivery

B10d

- Exit survey asking students how we can better the experience at Gulf English School
- Follow up of alumni as to where they proceeded 12 months after leaving the school

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

There needs to be a better tracking of both curriculum and attainment of students in regards to Key Stage 3. This would be better achieved if the system used followed from Key Stage 1 and 2 and could also be used to identify trends and targets for Key Stage 4 and beyond. As a school

we have very little provision for Afl and this does need to be phased in over time. Staff training would help in this area so we can all know and aim for common goals and procedures throughout all subjects. There needs to be clear statistical data which can be used to measure expected targets with regards Key Stage 3 end assessment and Key Stage 4 expected results in order to alter curriculum content. The system used needs to be consistent across the school so that there are no "surprises" for parents and students alike. To make sure it is aligned across Key Stage 3 and 4 it would be wise to have a curriculum coordinator who could oversee the departments and ensure this was being monitored correctly.

The school could look into setting up an alumni service which tracks past students movement and professional development through email, and could produce a yearly booklet to advertise past student success in university achievement and/or job applications.

STANDARD B10

VT STEP (a) Standard rating.

Write here: 2

VT STEP (b) Evidence supporting the rating.

Write here:

KS3 reports are produced and provided to parents every 12 weeks showing student progress. The reports show work covered, targets and goals for improvement. The marking system has recently been changed from Alpha letters to be consistent with NC levels. Examination results are also reported.

In the KS3 Horizontal Self-Study, tracking was identified as an area for improvement and requiring action. Performance data will be housed in the MIS system to assist with the on-going analysis of student achievement, curriculum review, and to identify trends and targets.

VT STEP (c) Significant Commendations (if any).

Write here:

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the Secondary Leadership Team, the KS3 Curriculum Coordinator and the MIS Coordinator should establish systems of data gathering from students who are exiting KS3. Analysis of this data should be used to assist in planning and further development throughout KS3.

VT STEP (e) Additional Advice (if any).

Write here:

School Name:	The Gulf English School
Date of Completion of the Self-Study Component:	15th March 2011
Date of Completion of the Visiting Team Component:	

The Reporting Booklet

PART TWO – SECTION B

TEACHING & LEARNING

<p><i>Reminder:</i> <i>This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</i></p> <p><i>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</i></p>	
<p>Teaching & Learning area covered by this report</p> <p><i>e.g. Maths - Vertical</i> <i>e.g. Vertical Summary</i> <i>e.g. Middle School - Horizontal</i></p>	<p>KS4 HORIZONTAL CURRICULUM</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Mohammed Sidat	<i>Teacher of Chemistry and IB</i>	
John Pritchard	<i>Teacher of English and IB</i>	
Carmel Shield	<i>Head of Business Department</i>	
Craig Kilkie	<i>Examination officer</i>	
Mustapha Ramadan	<i>Head of Maths Department</i>	
Aniko Szatmari	<i>Teacher of English and ESL</i>	
Keddy Ernesta	<i>Teacher of History</i>	

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

General

1. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
2. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

- 1 The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
- 2 The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
- 3 The school's responses should automatically show in red font.
- 4 When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.
- 5 The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
- 6 When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION B
TEACHING AND LEARNING**

STANDARD B1		SSC Rating on scale 1 to 4		
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.		Write here: 1		
	Indicators for Standard B1	Rating (Please mark)		
		WA	PA	NA
B1a	The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.			✓
B1b	The school's curriculum and programmes are supported by a comprehensive set of teaching and learning policies.			✓
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.			✓
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.		✓	
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.			✓
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

In response to the above standard, we have very little evidence to support this standard. It has come to our attention that some documents are in place but subject specific and not documents which address KS4 across the whole school.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

B1a. Mission has not been defined. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\vision and mission.pdf](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\vision and mission.pdf) The school vision statement does exist in the teachers' hand book. Overall School curriculum is not available.

Individual subject curriculum is available with some heads of department.

B1b. Teaching and learning policies are not available.

B1c. No documentation could be found. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Curriculum Policy Draft.docx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Curriculum Policy Draft.docx)

B1d. Scheme of work matches with subject curriculum. No evidence of taught curriculum.

B1d Scheme of work reflects the curriculum offered, which could be evidenced from students learning. However,

B1e. Vision statement is does not support the teaching and learning across the whole school at KS4.

No documentation found on quality of learning.

The committee propose the following recommendations:

The school needs to state a clear vision and mission statement that addresses the needs of the school, its academics and its community.

The school needs to have a teaching and learning policy in place which fulfills the criteria of the vision and mission statement.

A curriculum document also needs to be developed which outlines all the subjects that are offered and the course content including the Arabic curriculum. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\PoS Subjects final.docx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\PoS Subjects final.docx)

The school needs to state a clear vision and mission statement that addresses the needs of the school, its academics and its community.

The school needs to implement a policy that addresses school Ethos, Health and safety, Social awareness, and internationalism.

Additional policy could include a transitional policy which highlights progression and students development through to KS1 to post 16.

An assessment and reporting procedure needs to be established to which staff can refer to. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment in the Secondary School Overview.docx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment in the Secondary School Overview.docx)

[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment-Reporting Schedule.docx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment-Reporting Schedule.docx)

The vision and mission statement will have to be reviewed regularly with the curriculum policies to ensure that the best standard of teaching and learning is taking place.

The student handbook could be looked at in terms of improvement which addresses the KS4 teaching and learning across the school. The handbook needs to be specific to students at different levels of education. They need to be specific for each level of academic years for example one for KS1, KS2, KS3, KS4 and KS5.

The handbook should address and inform parents and students of the KS4 curriculum, specifying expected learning outcomes, content and sequence of all subjects and all other KS4 procedures.

A Curriculum Document outlining all subjects offered alignment with the National Curriculum of England and also the Qatar National Curriculum for Islamic and Arabic Studies in KS4.

**SECTION B: TEACHING & LEARNING
STANDARD B1**

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

In KS4 the school follows an IGCSE programme of study for all subjects except PE and Islamic Studies. Compulsory subjects include: English, Mathematics, Coordinated Science, PSHE, IT, 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 optional subjects.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the Leadership Team and faculty for developing a curriculum which fosters student achievement and supports parts of the school's Mission.

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the Leadership Team and faculty review the curriculum to better address all aspects of the Mission Statement.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: 1		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school’s curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.			✓
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		✓	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.			✓
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.			✓
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.			✓
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Self learning styles could be added to the curriculum. Students need to play a greater part in the design of the teaching and learning curriculum. This could be done by greater involvement and encouragement from the school student councils.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The committee proposes the following recommendations to bring the school into alignment with this standard:

There should be an audit of teaching and learning styles and in service training to all staff to raise awareness of utilising a wide variety of resources.

The school should provide training to staff specific to KS4 teaching and learning. Staff should explore and promote student understanding of learning styles and the development of independent study skills throughout all divisions of the curriculum.

The curriculum should be tailored in such a way that students are able to take part in lessons and complete their tasks in a variety of ways. These would ensure that students study in a style that suits them or that they are more confident with. This will help all students to achieve their best rather than having one standard method which all students must adhere to. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Geography Year10 Medium term plan.docx](#) Full plans for all departments will be made available during visit

The school should encourage subject departments when planning to integrate their curriculum with other departments where possible. This will allow our students to access all areas of the curriculum through topics which are varied, interesting and challenging. It will give students to transfer skills from one subject area to another. This will increase the students understanding and knowledge and therefore will lead to future exam success. In order to put this in place a policy staff should hold regular meetings to review the curriculum content and make long and medium term plans for cross curricula activities. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Geography medium term plan year11.docx](#)

More student support is required and needed to help aid students in their learning. Teaching assistants are required to help students with learning barriers.

The curriculum should be design which includes the resources that are offered in school, such the use of the IT and the library facilities should be part of the KS4 curriculum.

STANDARD B2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

In KS4 the school follows an IGCSE programme of study for all subjects except PE and Islamic Studies. Compulsory subjects include: English, Mathematics, Coordinated Science, PSHE, IT, 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 optional subjects. The self-study reported a desire among faculty for greater use of IT and library facilities in the KS4 curriculum.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the faculty and Leadership Team for offering a variety of courses from which students may choose to support their varied needs.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the faculty explore ways to better implement existing library and IT resources.
- 2- The VT recommends that the CPD Coordinator provide for INSET to address ways in which the curriculum can support varied developmental, academic, social, physical and emotional needs, and foster the development of skills and abilities that prepare students for lifelong learning.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: 1		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.			✓
B3b	Written curriculum materials indicate content and sequence for each course/grade.			✓
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.			✓
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.			✓
B3e	Written curriculum materials include references to links within and across disciplines.			✓
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.			✓
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.			✓
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.			✓
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.			✓
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There are no policies or documents in place that integrate key stage 4. Individual Departments complete schemes of work and medium term plans but no planning takes place which integrates subjects that have similar or the same curricular.

After interviewing several staff who delivers Key Stage 4, it was clear that vertical and horizontal curriculum integration does not take place. There is very little evidence to support this standard.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

In order to bring the school in alignment with this standard, the committee has proposed the following action points:

It is proposed that departments meet each term to identify how horizontal integration within similar departments could take place. There also needs to be standardised documentation to identify how particular departments are overlapping within the curriculum. This will enable staff to meet and discuss how these topics can be delivered more productively.

Evidence has shown that certain departments are delivering the same topic but in different year groups. If the curriculum was integrated this would save time, resources and widen student knowledge.

The forming of a curriculum committee would be beneficial, as they can review where the curriculum can be integrated across all year groups and would help to maximise student learning overall.

Proposal of action:

To produce a guiding statement which outlines an overview of the KS4 curriculum across the school? It would also need to state its purpose of the teaching and learning of KS4 at GES.

A curriculum audit of the subjects being taught at KS4 needs to be developed and surveys to be carried out to confirm or change curriculum to suit the needs of our students.

There is a need for an Assessment for learning policy which is adapted to KS4 across the whole school. Students need to be regularly assessed and tracked. This will ensure and monitor progress of students and would flag students that are cause of concern. It would also help us predict grades and attainment for university applications etc. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\KS4 Tracking sheet Business Studies.xlsx](#)

STANDARD B3

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Since the writing of the Self-Study, much work has been done by the faculty and Leadership Team to develop written curriculum documents at GES. There is a written curriculum policy for the whole school and for KS4. In KS4 the school follows an IGCSE programme of study for all subjects except PE and Islamic Studies. Curriculum documents for vertical articulation throughout GES have been written. Horizontal documentation is in progress.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the Leadership Team and faculty for significantly improving curriculum documentation at GES.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B4		SSC Rating on scale 1 to 4		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: 1		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.			✓
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.			✓
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:**

There is no evidence that demonstrates the use of cultural diversity to enhance the curriculum and related activities or development of global citizenship within Key Stage 4. Although International-mindedness is promoted throughout the school community through such activities as “International Week”; throughout secondary by way of CHAT (the school’s own Charity Action Team); and at the top end of secondary by way of Model United Nations and the school’s involvement in the charity organisation ROTA (Reach out to Asia). At KS4 we have students that are part of the above. However it is not embedded with the curriculum etc and students are volunteers to such committees. Information about the local culture may well be embedded within the Arabic and Islamic curricula, but knowledge of this is not shared throughout the school. There is no documentation to show how Arabic and Islamic Studies enhances student learning or develops global citizenship.

There is a lack of diversity within the school community as the intake is predominantly Qatari (90%) and with few exceptions the other 10% coming from surrounding Arab countries. This makes it difficult to use the diversity of the school community to enrich student learning.

The school attempts to promote cultural diversity by hosting International Day, a one day enrichment activity. This event does promote global cultural diversity, but does not take into account the diversity of the host country or school community.

One of the biggest challenges the school faces is eliminating racial bullying in students towards other students and towards staff. There are no set sanctions laid out for such behaviours, further indicating a lack of sensitivity towards cultural diversity.

**SSC STEP (v) Proposals to address poor or non-alignment.
Write here:**

To meet this standard within KS4, a role would need to be created for collating and documenting ways in which departments currently meet this standard. This role should also involve liaising with HODS to come up with new ways to meet the standard in the case that it is not already being met.

One area of the school community that is very diverse is the staff body, which although predominantly western, includes staff from five continents. This could be helpful in meeting this standard.

A policy concerning racial bullying among students needs to be developed to eliminate this problem.

The Leadership Team is required to create and monitor policies regarding:

Racial Behaviour Policy

Bullying Policy

Equal Opportunities/ Social Inclusion Policy

At KS4 cultural diversity and awareness can be incorporated into the curriculum. The school can implement cultural awareness week where all subjects at KS4 can tailor some aspect of their course content to that week. This would mean that staff may be required to plan their lesson and its content with the theme of cultural diversity in mind. This would give the students a good feel of how cultural diversity and awareness is related to all their subjects and disciplines.

STANDARD B4

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

There was little evidence of formal inclusion of the cultural diversity of Qatar and of the GES community in the curriculum or activities of KS4. The reliance on a UK-based curriculum constrains such opportunities. However, Arabic and Islamic Studies are offered as options in the programme of studies, and teachers do incorporate local resources in classroom activities when suitable.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the teachers of KS4 develop strategies to further include local culture in learning activities.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 2		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.		✓	
B5b	The school provides professional development in content areas relevant to teachers' assignments.		✓	
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.		✓	
B5d	The faculty has an avenue for input into the planning of professional development activities.			✓
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.			✓
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

There are few examples of staff members attending courses – focusing on KS4 curriculum design. Head of departments are informed about the available courses and then they appoint a member of their department to attend it.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

I have found no evidence of a plan for professional development especially for staff teaching the KS4 Curriculum. Although there has been opportunities of some training courses but they have not been specific for KS4. It is largely felt that there are no opportunities to develop or change teaching methods for the benefit of the students. If staff were to collaborate more and share

their ideas of teaching practices, this would be of great benefit and allow staff to develop and enhance teaching practices in the classroom.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

-The Leadership Team should link inset offerings with curriculum review and revisions that are planned for the school year.

-Inset days should also integrate collaboration of teachers' ideas of good teaching practice, enabling them to share knowledge and skills.

-The Leadership Team should develop a professional development plan to take the best out of the staff.

-Invite people from different companies to give talks to staff and students

-Be aware of different workshops that are available to enhance educational professional development.

-Build relationships with companies in Qatar and seek further educational enhancement to allow teachers to keep up to date in their subject area

[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Timetable for INSET Term 3.doc](#)

STANDARD B5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The GES provides appropriate professional development by supporting teachers in attending relevant courses and by providing a programme of INSET which addresses students and faculty needs. A CPD Coordinator has responsibility to promote and manage learning opportunities for staff.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the Leadership Team for staffing the position of PD Coordinator to support professional improvement.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: 1		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.			✓
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.			✓
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.			✓
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.			✓
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

None Alignment as there is very little evidence found which meets the KS4 applications.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

An overall summary of the findings strongly suggests non-alignment with Standard B6 for Key Stage 4. The available evidence suggests that GES does not have a lot of 'tools' in place to adequately meet the requirements of this standard. The physical evidence in place that can be useful in meeting the requirements of this standard at the KS4 level are the **Weekly Schemes of work from the different departments** (which can throw light on the different teaching practices being employed) as well as **IGCSE Course Work** (for Geography, available with Mr. Simon Johnson) which can throw light on student learning and performances over time – I have no information regarding coursework from other departments).

Despite having in place some 'tools' of interest as far as this standard is concerned, most of these are not specific to Key stage 4 (IGCSE) but general outlines/guides which have been documented for the whole school. 3 have been Identified, namely the '**Gulf English School Evaluation form**' (a document found on 'CIS on Server'), '**Lesson Observation template for teachers** (used by HOD's and the Management team to evaluate teachers/teaching in the classroom) and the '**student evaluation form**' (an appraisal of all aspects of the school). Documented evidence specific for KS4 level are not available. There are also no documentation/records of any In-service teachers' workshops in the various teaching styles and various ways students learn which are crucial for this standard and no documented information specific for KS4 about student's responses about whether or not they are benefiting from the various methods being employed at this level.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

-Staff should be made aware of what resources are available in school to use within their lessons i.e. video players, CD players, interactive whiteboards etc, and should be encouraged to make use of these to aid student learning.

-All HOD's should be briefed on what resources are available to members of their departments and in turn they should also inform their department staff.

-Also, plans should be put in place to target students who have difficulty learning and who are not meeting their expected standards and these should focus on engaging the student to bring out the best in them.

-ESL staff should work with subject teachers to tackle students weak in the English language in terms of planning differentiated activities and worksheets.

STANDARD B6

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

The VT observed varied teaching activities in classes in KS4. Students were observed to be engaged and active participants in their learning. The number of students for whom English is an Additional Language provided a significant challenge to instruction and learning.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the faculty for employing a variety of appropriate teaching strategies to promote learning.

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the Leadership Team evaluate the needs of EAL students in KS4 and find ways to provide additional EAL support to meet student needs.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B7		SSC Rating on scale 1 to 4		
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.		Write here: 2		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.		✓	
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.		✓	
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		✓	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/IT, PE and Arts materials, etc.).		✓	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).			
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.			✓
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.		✓	
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

N/A

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Despite the fact that the school seems to be meeting the standards in many ways at the KS4 level, I could not see for myself the documented evidence for many of these indicators and had to rely on information from those I talked to or from observations. Class sizes (Ref: B7A) at KS4 are defined according to the subject area, whereby students in Year 9 select the areas of the National Curriculum they want to study at KS4. The school does recruit specialists and support staff who are interviewed and selected to teach the various subject areas from the National Curriculum programs. The Library is accessible to KS4 students and teaching staff are invited to make recommendations ahead of the ordering process.

With regards to support staff (B7F) there is very little support especially for KS4. SEN, the department assisting students is understaffed with only one person whose responsibility with special needs encompasses the whole school and there is also no document available which outlines the role and responsibility of these department vis-à-vis students with special needs at the KS4 level. The school also does not have document/guidelines which outlines the roles/responsibilities of supporting staff/supporting departments to students/teachers at the KS4 level. Despite substantial upgrading of the technology and media resources, the IT lab is not always accessible to all KS4 students for the different subject areas during their respective sessions.

There are 3 IT teachers in the school who deliver the KS3-KS5/IB program but there is no evidence of their engaging in curriculum development or supporting the KS4 faculty in acquiring IT skills given that their main priorities are to deliver their respective programs to their classes nor has there been any evidence of inset training/workshops that is supportive of B7h). There is also no evidence (documented or otherwise) of Cross Curricular liaison/endeavour between IT and KS4.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

There needs to be specific quota/proportion of the allowance for KS4 with respect to the different subject areas as some departments/teachers still have issues with specialised equipment (B7D) that are not available to meet the needs of KS4.

The school should also aim to provide specialized SEN staff within the KS4 curriculum. There could also benefit from qualified special needs teachers speaking both languages fluently (English and Arabic).

Students should be able to access the IT labs at least one lesson a week for each subject to encourage and teach them how to use the computers as a means of learning.

The library and media personnel should engage in curriculum development. A highly qualified librarian is required to teach students research skills and how to utilise libraries to access information and resources for independent learning. At KS4 the curriculum document should make it a necessity as skill building program for students to carry out research projects with the library and resources.

STANDARD B7

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Class sizes in KS4 are appropriate and the number and quality of textbooks are adequate. The school library offers a small collection, with limited reference resources. IT personnel are available for IT classes, but assistance for effective integration of technology in the classroom is not provided. Specialised equipment is available in Art, Science and PE. Classroom teachers have limited access to computers. The availability of support for EAL students and those with Special Needs is limited.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team review best practice in educational technology to support the school's Mission.
- 2- The VT recommends that the Leadership Team develop a process to strengthen the effective use of IT in classrooms.
- 3- The VT recommends that the Leadership Team find ways to provide additional EAL and SEN support to meet student needs in KS4.
- 4- The VT recommends that the Leadership Team and media staff review the Library collection to ensure the provision of adequate resources.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 2		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.		✓	
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.			✓
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.		✓	
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.			✓
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.			✓
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:**

In order to become fully aligned with the indicator B8a the school needs to create a KS4 assessment policy which addresses all the subjects taught at KS4, though the school does have Mid-term assessment and mock exams at KS4. The data collected should then be tracked and monitored closely so that the school and the student can reach the desired outcome of the students' success. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\January Exam Results 2012.xlsx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\January Exam Results 2012.xlsx)
[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\KS4 Report Grading.docx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\KS4 Report Grading.docx)
[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\KS4 Tracking sheet Business Studies.xlsx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\KS4 Tracking sheet Business Studies.xlsx)

Standard B8c is partially aligned due to the fact that there is not sufficient evidence within the KS4 teaching and learning curriculum which indicates that the school implements different assessment models which demonstrates students learning.

The school needs to develop and apply to KS4, an assessment document which is briefed to staff to use and monitor various assessment models. In-house training could be provided on a regular basis on the effectiveness of AFL within the school.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

For standard B8b it is only recently that the school has started to track and monitor students. Up until now there was no tracking taking place and therefore parents and students had no way to determine how they were doing.

In order for this standard to be met by the school, the school should:

-Create an assessment policy which supports each student in the achievement of his or her full learning potential and fosters the development of self esteem and personal responsibility.

The policy should address strategies which could be implemented across the whole of KS4

Suggested Policy should include:

-Assessment policy which highlights the different strategies of student assessment;

-Marking Policy;

-Homework Policy;

-Recording and Reporting Policy;

[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment in the Secondary School Overview.docx](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment in the Secondary School Overview.docx)

[\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment policy final.doc](\\Dc\cis$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\Assessment policy final.doc)

The Assessment Policy and its implementation within and across departments should be monitored and evaluated by:

- Secondary Head

- Curriculum Coordinators

- Heads of Department

- Curriculum Committee

STANDARD B8

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Assessment in the Secondary School is clearly documented with expected learner outcomes, grading standards and criteria clearly stated. A variety of assessment models are used. Teachers use the results of students' assessment to effectively modify teaching and to improve learning.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: 3		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.		✓	
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.	✓		
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.		✓	
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.		✓	
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.	✓		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

B9b

The school has introduced several innovative curriculum developments and new teaching strategies. In Maths, it has piloted the Carnegie Mellon software into the Key Stage 4 Maths classes. This scheme is run in co operation with the local university. Last year in English, the department implemented an 'accelerated set' in year 9, which completed the English as a Second Language a year early, and then went on to study for their English as a First Language and English Literature I.G.C.S. E.

B9e

The school has a clear goal that is frequently expressed and that it is an I.B school. The pinnacle of study in the school is entry onto the I.B program. Differentiated levels of study at I.G.C.S.E in English and Math's result in a wide range of varying competency at post 16. For entry onto the I.B program students need to demonstrate proficiency in both of these areas, as well as having the necessary science qualifications. The school also offers an AS Level program in several courses. Hence in Key Stage 4, the students are given guidance on their choices of options for choosing their I.G.C.S.E subjects. [\\Dc\cis\\$\Completed Self Study\Part 2\Section B - Teaching and Learning\Horizontal Curriculum\Key Stage 4 - IGCSE\KS4 Evidence\AS Presentation.pptx](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

B9a

There is no evidence of teachers, school administrators and relevant support staff meeting regularly to develop review and revise the curriculum on a regular basis. In fact, there is little evidence to suggest that this is even happening at department level. There are regular Heads of Department meetings, but the minutes, if they exist, are not published for the staff to peruse.

B9c

There is no hard evidence that current educational practice is considered when revising the curriculum. Teachers do not have access to educational journals in the staffroom. Teachers seem not to meet in their divisions or across the school to develop this process. However at I.B level, regular training is given, often overseas, but rarely, if at all, at Key Stage 4.

B9d

The school's mission statement is still under construction. However, even working with the old one, there is little evidence to suggest that it was the driving force behind the curriculum. Informally, examination results are studied, and changes made to the content to I.G.C.S.E courses to aid the students in this endeavour.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

1. A Director of Studies should be appointed to oversee the area of the curriculum. The Director should liaise with the Heads of Department on a bi-monthly basis, the Director of Studies of Primary and Infants on a monthly basis and the Key stage 3 and 4 co-coordinators on a weekly basis. Minutes of these meetings should be clearly displayed in the staffroom.
2. Coordinators for Key stage 3 and 4 should be appointed to monitor the curriculum and guide staff in current educational practice.
3. Staff at Key Stage 4 level needs to be allowed to attend courses that would enhance their teaching and the learning of the students.
4. New and innovative teaching methods should be tried and tested.
5. Regular curriculum meetings should take place to discuss possible changes and updates

STANDARD B9

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

A curriculum review cycle was established in 2008/2009. The current positions of Coordinators for the all Key Stage levels, AS, IB and overall curriculum, support the development and review of the curriculum as a whole. The results of student assessment are used by the KS4 Coordinator and faculty to inform curricular revisions. The GES curriculum policy describes the curriculum offered in the Secondary School but does not provide for systematic, periodic review of the curriculum.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for appointment of Coordinators for curricular oversight and development.
- 2- The VT commends the teachers of Key Stage 4 for their use of student assessment to inform curricular revision.

VT STEP (d) Significant Recommendations (if any).

Write here:

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 2		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.		✓	
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.	✓		
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.		✓	
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.			✓
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Regular written reports are sent to parents at the end of each term about the students' academic progress - which is usually followed by parent teacher meetings.

In October an additional progress report is sent to the parents, informing them about how students started the new academic year and in what areas they need to improve to achieve better result.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Departments have started using their own system for tracking students' performance – which (in most cases) can be found on the secondary server. There is no standardised format and only the reports provide overall information about students for teachers.

The counsellor has some information about graduate students – but it is gathered informally and it is not used in any way.

The MIS is an excellent tool if fully operational. It would allow the school handle all types of data with regards to student profile and achievements.

A fully operational MIS system would allow us to do the following:

- help school manage student registration and truancy, student performance, personalised learning, exam organisation, timetable construction, cover management and a range of other school activities
- maintain real-time information to support schools in conducting regular and comprehensive self-evaluations, target resources, support personal development, promote achievements and share good practice
- enable teachers to access information, analyse and input pupil data through the use of integrated desktop tools
- provides web access through the MIS Learning Gateway, which allows teachers and parents to access the data in MIS from home

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

-An all school assessment committee should endeavour to ensure a variety of formative assessments are used across the school to improve the learning for all students. The system should be consistent and monitored every term.

-A standardised tracking system could be developed – which would provide information about students on all subject areas and be used from KS1-KS4. This will provide us with clear statistical data which can be used to measure expected targets with regards Key Stage 3 end assessment and Key Stage 4 expected results in order to alter curriculum content.

In addition, the school could look into setting up an alumni service which tracks past student's movement and professional development through email, and could produce a yearly booklet to advertise past student success in university achievement and/or job applications.

STANDARD B10

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Self-Study notes: "Regular written reports are sent to parents at the end of each term about the students' academic progress - which is usually followed by parent teacher meetings."

In October, an additional progress report is sent to the parents, informing them about how students started the new academic year and in what areas they need to improve to achieve better results.

The on-going development of the MIS provides for storage of students' assessment results in a centralised location that allows for the efficient tracking of students' progress and the analysis of group achievement results.

Data is not gathered from graduates in any systematic fashion.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the IT support staff and Leadership Team for implementing and developing an effective MIS.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the IT support staff and Leadership Team further develop the MIS to support the Mission of GES.
- 2- The VT recommends that the faculty and Leadership Team establish an action plan to periodically review the formal processes for recording, analysing and reporting student achievement to support the Mission of GES.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

School Name:	The Gulf English School
Date of Completion of the Self-Study Component:	Early March 2011
Date of Completion of the Visiting Team Component:	Friday, May 11, 2012

The Reporting Booklet

PART TWO – SECTION B

TEACHING & LEARNING

(KS5 – AS & IB Diploma combined)

In order to be more consistent with other Key Stage reports, this report combines the responses of the Visiting Team to two reports, entitled “Key Stage 5–AS & Year 12 Transition” and “IB-Horizontal”.

School Name:	The Gulf English School
Date of Completion of the Self-Study Component:	Early March 2011
Date of Completion of the Visiting Team Component:	Friday, May 11, 2012

The Reporting Booklet

PART TWO – SECTION B

TEACHING & LEARNING

<p><i>Reminder:</i></p> <p><i>This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</i></p> <p><i>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</i></p>	
<p>Teaching & Learning area covered by this report <i>e.g. Maths - Vertical</i> <i>e.g. Vertical Summary</i> <i>e.g. Middle School - Horizontal</i></p>	<p>Key Stage 5 – AS & Year 12 Transition</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Mr. S. Johnson	Head of Geography (chair of committee)	
Mrs R. Ward	AS co-ordinator and geography teacher	
Mr. N. Potter	Science teacher	
Miss. A. Aghera	Business Studies teacher	
Mr. M. Clarke	English teacher	
Mr. G. Draper	English and Media Studies teacher	

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”.

GUIDELINES FOR USING THIS REPORTING BOOKLET

General

1. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
2. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

1. The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
2. The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
3. The school's responses should automatically show in red font.
4. When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
 - a. *Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.*
5. The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
6. When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION B
TEACHING AND LEARNING**

STANDARD B1		SSC Rating on scale 1 to 4		
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.		Write here: 2		
	Indicators for Standard B1	Rating (Please mark)		
		WA	PA	NA
B1a	The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.		X	
B1b	The school's curriculum and programmes are supported by a comprehensive set of teaching and learning policies.	X		
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.		X	
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.		X	
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.		X	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school's mission statements emphasise that this is an international school that encourages all children to achieve their personal best.

Thus it needs to foster a sense of global citizenship. This it does within the curriculum offered in Year 12. For example the Geography AS course has a number of areas which deal with the need for us all to take responsibility for the future of the planet. Business AS also has a number of topics concerned with globalization, such as the effects of the external environment and social corporate responsibility. The English syllabus contains issues of globalisation, world literature and poetry from around world–these are all examined from a historical/political/socio-political context and so encourages a development of global citizenship.

Year 12 students also participate in the International Day held throughout the school. Some Year 12 students also participate in the foreign trips that are run as a part of the IB CAS unit e.g. this year one or two went to Cambodia to help in orphanages. There are a number of charity events which also encourage year 12 student participation. In all these help to foster an understanding of people from other parts of the world and try to instil a sense of global citizenship.

Perhaps there is not a wide enough range of disciplines offered at this level which is why a number of students leave at the end of Y11 to go to other schools to do AS courses.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The school does need to make progress with a number of curriculum related issues in order to fulfil the requirements of the mission statement.

It was generally felt that the AS had not been appropriately 'prescribed' for many of the students in the past – evidenced by the number of U grades. Hence we were not providing the right kind of curriculum for our students. However, this had vastly improved this year 2010/11 because more rigorous admission standards were being applied. Rather misleadingly, these had often been promoted as an easier alternative to IB. There needs to be a much more complete range of policies in place regarding entry at this level.

Perhaps there is not a great enough range of subjects offered at AS, evidenced by the number of students who leave the school at the end of Y11 to go to other school's in Doha to pursue subjects such as economics so that the school fails to provide a curriculum for all students (mission statement). Sometimes they are forced to do subjects they have not previously studied.

There needs to be a lot of work done to improve the alignment between the written curriculum, the taught curriculum and the student learning. The exam boards syllabus requirements are often being used as schemes of work rather than these being the basis of proper schemes of work e.g. the English courses and science GCSE.

Therefore, some teachers are teaching in their own way and even choosing their own content e.g. the English department. There is not a lot of standardization of teaching in some departments because there is no common scheme of work to work from.

There is little observation or monitoring being done of staff by department heads to check that the work is being covered as prescribed in the schemes of work. Nor is there a lot of monitoring of students work to check that they are learning what is in the schemes of work.

The school has some vision of quality learning at this level because the courses are provided by the exam boards, as are the marking and grade criteria. However, the inclusion of defined practices to support student achievement in schemes of work is lacking, sometimes because there are inadequate schemes of work.

It was felt that frequently the students and parents do not fully understand the grading system of the different courses being offered or the expectations of universities and other education providers for further study.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

We must tighten up on our admissions policies for entry into Year 12, especially the AS courses so that students must be required to have obtained a certain number of GCSE passes so that their chances of failure are minimized.

More courses should be offered at AS level to prevent some of our better students leaving for other schools.

There needs to be a least one post of responsibility that has an overview of the curriculum. This person must begin to make sure that all courses have fully detailed schemes of work in place. There should be some standardisation of those schemes of work across the range of subjects offered. The Heads of Departments should then be made aware of their responsibility to monitor teaching and learning within their department as a kind of quality check. This could be done through observation (though not necessarily), review of student exercise books, and with teachers, monitoring of assessment criteria.

There need to be far more defined practices within each department that will support student achievement e.g. the writing of model exam answers, the close discussion of exam mark schemes, self marking, peer marking, scaffolding of longer essay type answers which are a significant element of the success of candidates at this level, glossaries of terminology etc. As with other parts of the schemes of work these need to be standardised as far as possible from department to department.

The induction booklet for year 12 needs to have clear details of the courses and grading systems so that students and parents are fully aware of the requirements.

SECTION B: TEACHING & LEARNING

STANDARD B1

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

In Year 12 GES offers students the opportunity to choose a programme of studies based upon the IB Diploma programme, GCE AS-level qualifications or GCSEs("Year 12 Transition"). These options support the school's Mission to "*develop our students' learning skills*" and "*to achieve their personal best.*" Within the IB and AS programmes, topics are included which address the qualities of global citizenship, such as the AS Geography and Business topics and the IB CAS requirements. However, some activities that address citizenship are pursued by only some students, or occur only occasionally.

The Self-Study indicated a need to "*improve the alignment between the written curriculum, the taught curriculum and the student learning*" and to better monitor the implementation of the curriculum. During the time of the Self-Study, clearer curriculum documents have been produced and results have been analysed in order to review the effectiveness of the programs.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for its continuing review of offerings in Grade 12 to ensure that the needs of students are met.
- 2- The VT commends the Leadership Team and the Board for creating the position of Key Stage 4/5 Curriculum Coordinator.

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the Leadership Team and staff continue to improve curriculum documentation within the Grade 12 offerings to fully reflect the school's Mission.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: 3		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school’s curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.		X	
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		X	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.		X	
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.	X		
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.		X	
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The curriculum design at this level is an attempt to provide for all in that the Year 12 course is a mixture of AS and IGCSE courses. This gives the best the ability to select up to 4 AS courses where as the least able can select only GCSE's (often these are re-takes). Those students that are in the middle ground can pursue a combination of AS and IGCSE courses. There are a number of subjects that help to support differentiation in their syllabi by having papers for the more and less able e.g. Geography GCSE has Foundation and Higher. Likewise, maths, English, science which have core and extended papers. The departments that offer these have differentiated textbooks and resources for these courses. Teaching generally allows for the range of ability in the classes.

The curriculum has many areas where there is not such an emphasis on content but rather students are encouraged to become independent researchers and learners and to develop the skills to do this. This certainly happens in Geography fieldwork where the pupils have to work following the enquiry process – ask a question, collect data to find an answer to the question, present the data, analyse it and come to conclusions about the question first asked. Then they must evaluate their work. This also happens in GCSE Geography short course where the fieldwork is 50% of the marks. The AS Geography also emphasizes the enquiry process. All the GCSE and AS subjects broadly encourage this. There is a case study research project in 21st Century Science.

It was felt that there were many areas such as Business Studies and Geography where the students are encouraged to develop critical thinking, evaluating, interpreting, synthesizing, and problem solving skills. These are all relatively high level skills and so are probably most evident at this level of study in the school. As they become more independent learners in AS students are frequently given research tasks and extended essay questions where they have to research information from the internet and synthesise this to include in essay answers.

There are plenty of opportunities for students to develop skills in accessing and evaluating information from different sources. All the subjects use textbooks as their main resource. The students have a personal copy of at least one textbook for each subject and the students at this

level are encouraged to access information from these themselves rather than continually being 'spoon-fed'. The classrooms are generally well equipped with whiteboards and projectors. Film, video clips, websites, photos etc. are used in the classroom in most subjects. The school has 3 IT suites where they can use IT to enhance their learning. They are used extensively for geography fieldwork and science. The library also has a number of computers and so the use of the tools of technology is well provided for.

There are many attempts to foster the skills that will help make our students life long learners e.g. outside speakers are periodically invited into school who give talks to the Key Stage 4 and 5 students about learning styles and time management etc.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The GCSE cohort in Year 12 has lots of students who are not very interested in academic achievements and therefore there is much less than full participation in the learning process. This may be because of many of the cultural traditions of this region which are at odds with academic success. These include the role of the boys in the family (especially the eldest), the lack of parental input (especially from the father), the lack of parental understanding of the details of the educational system, the fact that English is their second language and rarely spoken much at home, that many of the students (boys especially) realize that they will be able to inherit money/business/ career. There is a high absence rate due to families condoning students taking time off for appointments, holidays, to avoid school etc. There is a poor punctuality record due to a casual attitude toward time keeping within the culture.

Not all teachers use differentiated teaching strategies in GCSE and AS subjects because there may not be differentiated exam papers (there are none of these at AS) or because the classes are arranged in sets anyway.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

There need to be more resources provided for English as a second language to allow for more effective differentiation. There needs to be even more emphasis on the development of oral and particularly written English skills. Essay writing, the continuous use of terminology glossaries, the continuous checking of comprehension skills are a few of the areas that need even further development in all subject areas.

Where courses offer a greater emphasis on skills rather than content and knowledge we feel they are more appropriate for our student body. For this reason the geography department transferred from the IGCSE to the AQA GCSE course. There needs to be a regular review of the exam courses being offered at this level so that they suit the student body the most appropriately. This should be a discussion between Heads of Department and somebody who has overall responsibility for curriculum matters.

STANDARD B2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The offering of IB, GCE AS, and GCSE courses enables students in Grade 12 to select a programme of studies suitable to their individual abilities and goals. The inclusion of enquiry-based learning activities in these programs addresses the school's Mission to develop "*learning skills which will be of lifelong value*". The combination of a large number of students for whom English is an Additional Language and students with Special Learning Needs is challenging.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the faculty and Leadership Team for offering a challenging programme suited to the varied abilities and goals of students to promote the academic development of the students.

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the Leadership Team further develop and provide additional resources to better serve students with Special Needs and those for whom English is an Additional Language.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: 1		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.		X	
B3b	Written curriculum materials indicate content and sequence for each course/grade.		X	
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.		X	
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.		X	
B3e	Written curriculum materials include references to links within and across disciplines.			X
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.			X
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.			X
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.		X	
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and			X

	connections for students.			
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Most of the courses offered in Year 12 have long term and medium term plans that outline the main course content and the sequence of teaching. Some of the plans do have learning outcomes. Some of the schemes of work do have references to resources used and mention student assessments. Some schemes of work do give details of desired standards for each achievement level. Department meetings do take place but without specific school – wide themes or cross-curricular objectives.

SSC STEP (IV) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There are no cross curriculum links at AS level and Y12 GCSE. There are no multi-disciplinary experiences at this level. These courses in Year 12 are short one year courses which are not designed to link across the curriculum. The major problem with the curriculum in Y12 is that there is no director of studies or a role given to over-see the curriculum.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

A director of studies/ Curriculum Manager is needed to work with heads of department to ensure that all schemes of work are completed (long and medium term) for all subjects and are quality checked. There needs to be a system for checking that induction packs and student resources all contain learning outcomes for students at each level. There generally needs to be far greater standardisation of schemes of work from subject to subject.

Team- teaching and joint field trips and projects could be used to enrich student learning.

The management team needs to work with the curriculum team to pass down departmental targets. These targets should form a foundation for each department meeting. (Management By Objectives) The minutes of each department should be analysed and used as feedback and form the basis of two way communication throughout levels of authority in the school.

STANDARD B3

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Since the beginning of the accreditation process, a Curriculum Coordinator has been appointed, and schemes of work and plans have been written for all courses. Cross-curricular links and multidisciplinary activities were not evident.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the teachers and the Leadership Team for strengthening the vertical articulation of the written curriculum.

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the AS, IB and Curriculum Coordinators implement a plan to strengthen horizontal articulation of curriculum, and to develop methods of providing students with meaningful connections among and between disciplines.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B4		SSC Rating on scale 1 to 4		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: 2		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.		X	
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.			X
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Investigation and discussions of aspects of the local culture, economy and environment quite often occur at this level. Business Studies incorporates such topics as Halal marketing, which is a rapidly expanding industry, and the segmentation found in Halal marketing. This also includes Islamic Banking. Geography uses fieldwork to gain a greater understanding of the issues and factors the local community faces e.g. issues related to the changing urban environment of Doha.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There is not as much inclusion of the local culture, economy and environment as there might be because the exam boards used for external exams by the Gulf English School are UK based, and their courses are very 'Anglo-centric' in most cases.

There is not a great deal of cultural diversity within the student population, 90% or above are Qatari nationals. The remaining 10% of pupils are, on the whole, other Arab nationals. Therefore there are not many opportunities for using students' own culture, and knowledge and understanding of their own countries to increase the shared knowledge and understanding of the world.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

As the exam boards are 'Anglo-centric' it would be difficult to change this, perhaps departments could discuss how to make certain parts of the curriculum more relevant to the pupils lives outside of school.

'International Day' does give the students a taste of other countries and cultures, but this is only one day a year. More cross-curricular activities could help focus on specific countries and cultures over a wider period.

STANDARD B4

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

As noted in the Self-Study, “investigation and discussions of aspects of the local culture, economy and environment quite often occur at this level” and specific examples are listed. However, the lack of cultural diversity and the acceptance of an external exam make curriculum development more challenging.

Within the IB programme, students have worked on charitable projects and have travelled to Nepal, Indonesia, Cambodia and Vietnam, thus furthering the development of global citizenship.

VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends the IB Coordinator and faculty for contributing to the development of global citizens.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 1		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.			X
B5b	The school provides professional development in content areas relevant to teachers' assignments.			X
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.		X	
B5d	The faculty has an avenue for input into the planning of professional development activities.		X	
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.			X
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

B5c: The group agreed that some in-house Professional Development has been offered for teachers using interactive whiteboards. The scope of these workshops was limited to basic functions with no dedicated follow-up to explore the more sophisticated features available. Best-practice in this regard is not being achieved.

B5d: There is one vector available for discussing Professional Development needs though the process must begin by staff being made aware of the options they can draw from. This is problematic because of the ad-hoc flow of information reaching staff about courses on offer. More interest would be shown in Professional Development if this situation was rectified.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

B5a: The group agreed that there was no Professional Development offered for designing curriculum and assessments. A contributory factor was the lack of courses specific to these key areas (if they exist) being promoted in the Gulf region. It was noted that teachers were guided by curricular coursework laid out in the prescribed texts and assessment guidelines were informed by coursework marking schemes.

B5b: Again, the group agreed that no specific Professional Development was offered in any subject areas for staff teaching at this level.

B5e: The group agreed that planning for Professional Development covering this point was not initiated. Analysis of student achievement was not undertaken to identify deficits that might be corrected by Professional Development in any subject areas. The school's goals and faculty appraisal processes were also not examined to establish if Professional Development was needed to refine teaching practices and help improve learning outcomes.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

It was felt that information about Professional Development opportunities needed to be made more widely available to teachers. It was understood that many courses were not available outside the UK, but catalogues and calendars from course providers who *do* hold workshops in the Gulf region have not been offered for staff consideration. Staff would be in a better position to enrol in workshops and courses if they were made aware of what was on offer.

Mr. Johnson would like to add that professional development is not only about inset, but includes the development of staff within each department and subject area by the head of department. The school needs to be continually training staff to meet high expectations of the school leaders. There needs to be discussion between heads of department and a curriculum co-ordinator to pursue an agreed continual training program to raise staff skills, and perhaps some procedures for staff appraisal. However, when a large number of staff are on 2 year contracts this kind of on-going staff development is more difficult.

STANDARD B5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Although the Self-Study report indicated no relevant professional development in curriculum, assessment or content areas, there was evidence of recent attention to this need. All teachers of IB courses have attended IB workshops. A schedule of INSET training specifies in-house professional development for this academic year.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the Extended Leadership Team for providing support for external professional development and for providing a programme of INSET training.

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the Leadership Team provide continued support for professional development relevant to the curricular offerings of Grade 12 through external and internal training.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: 3		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.	X		
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	X		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.	X		
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Various teaching and learning methods are used throughout year 12 including presentations, field trips, speeches, role plays, debates, group work and practical experiments.

Subjects use various media resources such as 'youtube', films. The internet is used as a source of video clips and images. IT is used for models such as trading games e.g. virtual stockmarket to aid business studies.

There is some differentiation within the teaching of the year 12 courses though this is inevitably minimised by the fact that the students are all working towards an external exam, some of which do not have differentiated papers.

Teachers try to accommodate the learning needs of our students, for the majority of whom English is a second Language. Dictionaries are available in the classrooms, word detective games are played, glossaries of key words are used and tested, the reading and interpretation of exam questions is frequently practised so that command words and key words and instructions are fully understood. Generally, classes are smaller at this level, often between 10 -15 and group work and pair work in English can be easily managed by the teacher. Other opportunities for discussions are constantly used so that a student's exposure to the language is greatly increased at this level. The fluency and mastery of English by the students at this level is usually sufficient for them to have much less difficulty in accessing the curriculum at this level than at Key Stage 3 for example.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Not applicable

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Mr. Johnson would like to add that although the teaching methods were judged to be aligned to the needs of the students who speak English as a second language, he feels that still more could be done at this level to improve their English. The level and sophistication of the English used for AS is considerably higher than for GCSE. Even more glossaries of difficult words need to be used. This should probably be a regular starter to every lesson. There should also be some kind of reading program introduced at this level to improve the understanding of very difficult sentences. The library should be used as a resource for research far more. A curriculum co-ordinator could work with Heads of Department to try to organise the schemes of work so that there is more provision of this.

Not applicable

STANDARD B6

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

It is noted in the Self-Study that *“various teaching and learning methods are used throughout year 12”*. However, it was further noted that differentiation within the teaching of the Year 12 courses was limited by the nature of external examinations. Classes for Year 12 were not observed, as examinations had begun.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B7		SSC Rating on scale 1 to 4		
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.		Write here: 2		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.	X		
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.	X		
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		X	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/IT, PE and Arts materials, etc.).		X	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	X		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.		X	
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.			X
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.		X	

	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

B7a: The group felt that class sizes across all subject areas was appropriate and there was adequate separation to cater for specific abilities and needs. Setting depended on the number of students on the course and the availability of staff to teach to the different levels.

B7b: The group agreed that students mostly have access to the appropriate texts although there are some gaps. Science, for instance did not have enough foundation-level IGCSE Texts for the needs of every student.

It was also agreed that the library was found lacking in a range of resources and texts for this level. Students were therefore not able to use the library effectively for independent research. The group agreed that there needs to be more up-to-date topical materials on clear display eg. articles, periodicals, newspapers, magazines. There was also the feeling that some orders were either not actioned or not received by school.

B7c: Three suites of new computers comprising 25 units per suite have been installed. The group agreed that these resources were not available at all times for classes largely because booking sheets were not always kept up to date. IT Labs 1 & 2 were also used almost exclusively for IT lessons. IT 3 machines were found to be less reliable. It was further agreed that technical support was not always available to deal with breakdowns thus putting further strain on this resource.

Laptops and overhead projectors were well-utilized though technical support was again not always readily available when needed.

B7d: The group found that Science has the most serious issues on this point. Practical experiments are not always possible due to over-sensitive smoke alarms; Bunsen burners set them off. Certain equipment is not available, especially for chemistry and not all equipment is well-maintained.

B7e: The group agreed that all teachers have the specialized skills and qualifications needed to teach effectively across all subject areas at this level. Demonstrated suitability for the task is a core requirement before teaching contracts are validated.

B7f: There are no teaching assistants at this level, although there are support / technical staff working for the Science Department

B7g: There is both a Librarian and a support assistant that are qualified for their positions and available to staff and students as requested. The group felt, however, there is a need for a more pro-active approach towards promoting the library and offering a wider range of services so that further use can be made by all faculties.

There is currently no dedicated Media resources department or facility at the school.

B7h: The school currently retains the services of 2x IT technicians whose job it is to maintain the electronic devices. These technicians play no role in curriculum development and play no formal role in instructing students or staff.

SSC STEP (IV) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Not applicable

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

It would be sensible to have 2 order periods per year so that resources could be topped up as they are needed. This is particularly important with GCSE and AS level as the numbers of students in the classes is not usually finalized until the end of September. Rather than buying unnecessarily large numbers of resources that perhaps won't be needed, a second order should be done at the end of September. Also, the resources available do change quite regularly. New books are published etc. This might allow departments to purchase more recently published

resources. There could be a split in the annual budget of say 80% and 20% for January and September orders. Also, when every department's orders come at once there is quite a chaotic time at the beginning of term trying to sort them all out.

The library needs to be utilized better. Perhaps Heads of Department need to collaborate with the librarian more often so that he is aware of key research pieces that he can help students with.

STANDARD B7

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

The Self-Study Committee for this Standard reported that adequate space, training, and equipment are generally available for Year 12 coursework, although limited resources for some classes (e.g. Science) were noted. The Committee expressed a desire for increased EAL and Special Needs support. There was little evidence of access to technology for students in the classroom that would enhance learning opportunities. The Self-Study reported adequate support and resources for IB classes.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team develop ways to further support the learning needs of students.
- 2- The VT recommends that the Leadership Team investigates ways of providing increased access to IT resources.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 3		
Indicators for Standard B8				
		Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.	X		
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.		X	
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.		X	
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.			X
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Assessments are regularly implemented by teachers. End of unit tests, knowledge tests and timed essays are carried out regularly by various teams. Mock exams are marked using examination guidelines and used to action plan student's weaknesses.

Students and parents are aware of learner outcomes before the commencement of the course and during the course. These outcomes are listed in the induction materials and in course guides.

Model answers are often used to compare students own answers to across all subjects. Structured answers and data- response questions are given extensive critical feedback. There is some self-marking and peer marking following mark schemes. Student's results are analysed within some departments and all AS courses results are analysed

SSC STEP (IV) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

There is no comparison of student achievement with other schools.

There are Cat tests (though not done for Y12), and exam results can be compared to National UK statistics, but these do not have similar intakes of students.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

There should be much more analysis of the exam results and performance data. This should be used to inform the teachers about the students' performance as well as the success of their teaching methods. There needs to be standardised and formalised procedures put in place so that every department and every teacher records student performance data in the same way. This data could then be centralised. At this level every teacher should record the cat data for their students (where possible), as well as the past GCSE results and other qualifications. Based on these results we should be able to give each student a target grade at the beginning of the year, for each course. This will not be a predicted grade.

Performance of each student can then be measured against the target grade for each course. This should better inform the student and the teacher about the performance of each of them.

There should be some analysis of exam data so that there are some comparisons made from subject to subject. This will help teachers and the senior management understand where student and or teaching performance needs further support. To try to ascertain the relative success of the Gulf English School exam data should be benchmarked against the schools competitors (though of course this is much more difficult as data from other schools is not published).

STANDARD B8

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Teachers regularly assess the achievements of students in Year 12 and use the results to inform instructional strategies. The examination results are used to evaluate the overall programme, although a clearly structured system for doing so was not evident.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the faculty for the effective use of appropriate assessments to monitor and evaluate the progress of students in Year 12.

VT STEP (d) Significant Recommendations (if any).

Write here:

The VT recommends that the Leadership Team develop a process for the regular review of examination results to inform curriculum development and enhance student learning.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: 1		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.			X
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.			X
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.		X	
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.			X
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.			X
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The curriculum and teaching is up to date regarding current educational practice. Many of the teachers at this level are recently from schools in the UK where they have been kept abreast of educational developments through inset course and government initiatives.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There is not enough constant focus on the development of the curriculum and the schemes of work for the course being offered at year 12. There are no opportunities for the senior management, Heads of Department, Support staff to meet together. Meetings do happen within departments though.

The school does not involve itself in new teaching strategies.

There is no over-arching curriculum plan other than to provide a year 12 course suitable for the needs of our students. This is a mixture of GCSE's and AS's. There are not enough curriculum revisions, and perhaps we don't consider the mission and vision statements sufficiently when making these. There is not enough detailed monitoring of student performance for that to successfully inform the revisions.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

There is a clear and urgent need for the appointment of a curriculum leader(s) who needs to have regular meetings with Heads of Department in order to discuss revisions of the curriculum and whether we are optimizing this for our student body. At the moment the Year 12 AS courses are proving to be very popular, and the teaching of these is still somewhat in its infancy. The results of the AS students have not been good in the past and this has largely been due to an intake of students that was poorly matched to the challenges of the courses. Many students have the perception that the AS course is easier than the IB. This is not generally the case. These courses are a very intensive 7 months of teaching (at the most) where the students need to make a great leap forward academically, from the level of the GCSE's. The selection of students for these courses has become more rigorous, though this needs to become even more stringent.

The number of U grade failures at this level should be extremely small and only occur as a result of unforeseen circumstances.

There need to be more opportunities to share good teaching practice through further INSET. There needs to be more thorough cascading of inset experiences throughout the departments. Sharing of good teaching practice could be a lot more comprehensive within departments through open discussion, team teaching, observations, sharing of resources, comparing exercise books from different classes etc. There need to be clearer expectations of Heads of Departments in their responsibility for ensuring the quality of teaching and learning within their department. Again, this would be part of the role of a curriculum leader.

STANDARD B9

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Since the Self-Study report was written, the appointment of a Curriculum Coordinator to work with Coordinators of AS and IB has strengthened the review of the Year 12 curriculum. Vertical articulation of the curriculum has been improved and schemes of work developed. It was reported that further development is required both in horizontal articulation and in further development of schemes of work.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the IB and AS Coordinators for supporting curriculum development.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the IB and AS Coordinators implement policies to further strengthen the written curriculum and to periodically review assessments results to ensure that the programme best suits students' needs and the GES Mission.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 2		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.			X
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.	X		
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.			X
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.			X
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school provides three written reports a year which give a grade for effort, attainment and homework plus a qualitative statement on the student's approach to their learning and two targets the student must strive to attain. Added to this there are a minimum two parents' evenings per year plus reports based on exam grades.

The external exam results for last year were made available to all staff.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There appears to be no consistent pupil tracking done throughout the school in Year 12, other than in Geography where pupils' performance history is documented and used to assist differentiation and predITed grades.

There is little analysis of the results from both management and staff and neither use the results to track progress at Y12 level.

Once students leave the school there is little to no feedback about what choices they make next and the success of these choices. At present there is no set practice for gathering data on ex-alumni.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The school needs a more consistent approach to quantitative evidence, in the recording, usage and collection of data. Data on past GCSE or similar Y11 results should be relied on to inform judgments of pupils' abilities. Student cat data should also be used to set target grades for the

students on the year 12 courses. Performance and progress made towards these targets should be constantly tracked. There needs to be a system set up to do this for year 12.

The information provided to parents via the school reports could be improved by giving assessment % information as well as average % and the % ranges. This will help to put their child's progress in a clearer context. It may well be worth communicating to the parents the grading systems for the GCSE's and the AS levels as both are different. They would benefit from knowing what is an average grade in both these exam systems and what represents a failure.

The collection of data on previous students (such as what universities and courses they have pursued), especially in regards to their successes, would be useful in giving current students guidance on their career paths and show them the true value and benefits of application to their studies.

STANDARD B10

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

As noted in the Self-Study, GES provides three written reports a year which give a grade for effort, attainment and homework plus a qualitative statement on the student's approach to their learning and two targets the student must strive to attain. Along with parent conferences, these provide appropriate feedback to students and their families. The implementation of the new MIS will provide a system to better record and track students' assessments and which supports enhanced analysis of results.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the faculty for providing frequent feedback, including target setting to students and families.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the AS and IB Coordinators of Year 12 implement a policy of regular review of assessment results to inform development of the Year 12 programme.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

School Name:	The Gulf English School
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Date of Completion of the Self-Study Component:	March 2012
Date of Completion of the Visiting Team Component:	

The Reporting Booklet

Vertical Summary Report

PART TWO – SECTION B

TEACHING & LEARNING

Reminder:

***This is one of a considerable number of different Section B Reports
(vertical by subject, vertical summary, and horizontal) each written separately using this template.***

***Please see Section B instructions in the Main Guide
for more details on the need for multiple Section B Reports.***

**Teaching & Learning area covered by
this report**

e.g. Maths - Vertical

e.g. Vertical Summary

e.g. Middle School - Horizontal

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Andrew Marshal	KS3 Pastoral coordinator	
Mona El-Helbawi	Business Manager/Managing Director's Advisor	
Nigel Kynaston	Head of Primary	
Melvin Jones	Head of Secondary	

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”.

GUIDELINES FOR USING THIS REPORTING BOOKLET

General

5. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
6. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

- 2) The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
- 3) The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
- 4) The school's responses should automatically show in red font.
- 5) When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.
- 6) The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
- 7) When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

SECTION B
TEACHING AND LEARNING

STANDARD B1		SSC Rating on scale 1 to 4		
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.		Write here: 3		
	Indicators for Standard B1	Rating (Please mark)		
		WA	PA	NA
B1a	The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.		x	
B1b	The school's curriculum and programmes are supported by a comprehensive set of teaching and learning policies.		x	
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.		x	
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.	x		
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The vertical self-study committees have rated GES 3-4 against this standard.

Many subjects are aligned with this standard.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

In English the school was rated 2 against standard B1, due to the following:

Even though we are an IB school there isn't much emphasis on discovery, independent learning and skills.

The school must clarify whether it is an inclusive or exclusive school.

Some subjects need more work to align with the standard and ensure their subject is reflecting the Mission and Vision Statements

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The school has reviewed the mission and vision statement during the academic year 2010/2011. The reference to global citizenship in the statement is now the drive for the school to ensure that there is emphasis on internationalism and global citizenship. There is a committee working in school to create global citizenship curriculum and PSHE.

The school has also reviewed the admission policy which is now fully implemented and reflects the school policy and procedures in selecting and admitting students to ensure the programmes offered matching the needs of our students.

The school has appointed curriculum coordinators for each key stage. Curriculum coordinators are reviewing subjects policies in light of the updated mission and vision.

SECTION B: TEACHING & LEARNING VERTICAL SUMMARY

STANDARD B1

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Although many areas of the school's curriculum reflect the school's Mission, Learning Objectives and Policies, it requires further development in order to ensure that that all subjects are fully aligned. The appointment of three Curriculum Coordinators across the school will support teachers and the Leadership Team with this important aspect of their work. The school has begun to focus on fostering Global Citizenship, and a whole-school committee has been set up to lead this forward. Although the English National Curriculum has been adapted in some areas to meet the needs of GES students, the Visiting Team questions the relevance of some of the curriculum content in Key Stages 2 and 3.

Although the Visiting Team can see benefits in having formal summative assessments in place in order to ascertain student progress, it is unsure as to the effectiveness of utilising the UK SAT tests for EAL learners here at GES.

There is still a lot of work to do in terms of ensuring that the written curriculum is articulated both vertically and horizontally in order to guarantee that the school has a clearly articulated vision of quality learning.

During the Visit to the school, the Visiting Team spoke to many students both formally and informally, and is in no doubt that GES does indeed foster global citizenship and school achievement.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Board and Senior Leadership Team for appointing Curriculum Coordinators across the school.
- 2- The VT commends the Senior Leadership Team and staff for fostering global citizenship and achievement in the student body.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.
- 2- The VT recommends that the Leadership Team and Curriculum Coordinators continue to ensure that all curriculum documentation is aligned with the school's Vision, Mission and Objectives.
- 3- The VT recommends that that the Leadership Team reviews the purpose of UK SATs testing in order to monitor student progress.
- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: 3		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.	x		
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		x	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.		x	
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.		x	
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.		x	
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The self-evaluation vertical committees rated the school between 3-4 for alignment with the standard.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Key stage 3 English curriculum has to be reviewed and aligned with the KS2 and KS4. This took place last academic year.

Mathematics curriculum is being reviewed according to the curriculum review cycle.

The school is looking at creating cross curricular links between subjects.

School is investigating curriculum mapping software to start using at the beginning of the academic year 2012/2013.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD B2

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Classroom visits demonstrated to the Visiting Team that students enjoy their learning. However, the Team felt that although there was evidence of different abilities and learning styles being catered for within the Early Years Foundation Stage, in general, teachers and students would benefit from utilising a wider variety of teaching styles supported by a broader range of differentiation strategies. These should be included in all curriculum documentation along with reference to cross-curricular links between subject areas, when appropriate.

The school is investigating curriculum-mapping software to support the development of the whole-school curriculum.

VT STEP (c) Significant Commendations (if any).

Write here:

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

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Curriculum Coordinators ensure that differentiation strategies and teaching methodologies, along with cross-curricular links, are professionally developed and incorporated into all curriculum documents.

VT STEP (e) Additional Advice (if any).

Write here:

The Visiting Team suggests that the school reflects carefully before taking a decision on purchasing curriculum-mapping software in order to ensure that it provides teachers with a tool that will lead to both improved curriculum development and enhanced student learning.

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: 3		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.	x		
B3b	Written curriculum materials indicate content and sequence for each course/grade.	x		
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.	x		
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.	x		
B3e	Written curriculum materials include references to links within and across disciplines.		x	
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.		x	
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.		x	
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.		x	
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and		x	

	connections for students.			
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Most subjects committees rated the school at 3-4 for this standard. The school has documentations, long term plans, medium term plans for all subject areas and key stages.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

School should look into vertical alignment and consistency in subject policies vertically. Curriculum coordinators appointed at the beginning of 2011/2012 are working with groups on the vertical alignments.

Subject committees will start during the summer term 2012 on creating action plans to implement recommendations by vertical subject committees.

History highlighted that KS3 schemes of work should be recreated which took place in September 2012.

PSHE and Music have identified the need to review the Curriculum Documents. Although in place, the committees felt that they are not adequate enough to deliver a comprehensive and inclusive curriculum across the whole school.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Establish reviews on both PSHE and Music to create suitable curriculum documentation across the school. This process for PSHE began in March 2012. Music will also commence in the Summer term 2012.

STANDARD B3

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

The school needs to continue its work on vertical and horizontal articulation. The Visiting Team was pleased to see that vertical subject committees have begun to be created to support this on-going work. The Team noted that a PSHCE Committee had been set up to create appropriate schemes of work across the school, and that the Music curriculum also requires careful review. It was disappointing to learn that Music may be withdrawn from the curriculum in the Secondary School as from September 2012, as it is a subject area that supports creative and critical thinking, as well as student collaboration. The Visiting Team noted that students in the Primary School receive one period of Music each week, which makes it challenging for the teacher to run an effective programme that maximises student learning.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for setting up Vertical Subject Committees to continue to develop the school's curriculum documentation.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Board and Leadership Team review its decision to remove Music from the Secondary School curriculum.
- 2- The VT recommends that the Leadership Team review the Primary School schedule to see whether Music is receiving an appropriate amount of curriculum time.
- 3- The VT recommends that the Leadership Team review the creative aspect of the Vision and Mission Statement in order to ensure that it is offering a curriculum that fully supports this important area of its work.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B4		SSC Rating on scale 1 to 4		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: 2/3		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.	x		
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Over all rating for this standard is 2/3 in most subjects. The school should look into embedding the local and international cultures in planning

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

School established two committees for PSHE and Global citizenship to look into our subject policies and create links to internationalism and local cultures.

Subjects need to investigate ways of embedding Global Citizenship and the local culture into their Curricular during their subject reviews. It will be different for each subject. Each subject should prioritise this in their subject Committees.

STANDARD B4

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Although the Visiting Team questions the relevance of some curriculum content in Key Stages 2 and 3, the school has clearly been working hard to develop Global Citizenship in its student body. A PSHCE/Global Citizenship Committee has been created to support the development of this area of the school's work. Evidence of this was seen in the following subject areas: Secondary School Science; Secondary School Geography; Business Studies; Secondary School Art, and French throughout the school. The Visiting Team noted that students in all areas of the school benefited from local field trips, and that the Board had supported a decision for Secondary School students to participate in overseas field trips.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for establishing a committee for PSHCE and Global Citizenship to look into subject policies and create links to internationalism and local cultures.
- 2- The VT commends the Board for supporting a decision for Secondary School students to participate in overseas field trips.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 3		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.		x	
B5b	The school provides professional development in content areas relevant to teachers' assignments.		x	
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.	x		
B5d	The faculty has an avenue for input into the planning of professional development activities.	x		
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Most subjects rated the school at 3 for alignment with this standard. This year the school implemented the shorter day plan for CPD. A range of online CPD has been offered. Links to appraisals are created to provide individual CPD as well as group CPD according to development/improvement plans.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

IT curriculum committee rated the school 1 for this standard as there has been no IT specific CPD offered to staff.

ESL training has been highlighted as an area for improvement for all staff

Some subject committees also highlighted a need for subject-specific CPD.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

School trained 2 trainers to provide ESL training for EY learners.

Next academic year school is hosting train the trainers programme for ESL in mainstream. By end of 2012/2013 all staff will be ESL trained by our in-house trained trainers.

School will look into IT professional development for staff.

The school should investigate (through and with subject teachers) appropriate subject-specific CPD.

STANDARD B5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school has appointed a Continuing Professional Development Coordinator to oversee its educational training programme, and has designated valuable time on Tuesday afternoons for teachers to pursue additional training. GES has begun to focus on the importance of working with teachers to ascertain the professional development opportunities that will support both curriculum development and school improvement, e.g. hosting an ESL in the Mainstream Training Course at the school, the attendance of Arabic teachers at local workshops, Teaching Assistants receiving online training and teachers in the Infant School receiving training in ESL in the Early Years. Teaching Assistants have been given an hour a week in school time to pursue their studies. It will be important for the school to ensure that all professional development is directly linked to data obtained from the teacher appraisal process as well as to the school's improvement plans.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Board and the Leadership Team for agreeing to provide EAL training for teachers across the school.
- 2- The VT commends the Board and Leadership Team for appointing a Continuing Professional Development Coordinator.
- 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.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Teams continue to explore effective strategies to ensure that teachers are closely involved in drawing up the school's Professional Development Programme.
- 2- The VT recommends that the Leadership Teams ensure that all professional development is directly linked to data obtained from the teacher appraisal process, as well as to the school's improvement plans.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: 3		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.	x		
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	x		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.	x		
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

School is rated at 3 for alignment with this standard.

Much good work is being done by most teachers across the school.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Areas for further improvement are:

CPD on differentiation (Part of CPD plan for academic year 2012/2013)

Behaviour management (online courses offered currently for staff)

Interactive White board training (offered at the beginning of each year)

Learning styles

Departments/Subjects/KS are not consistent with documenting differentiation.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The school should have a coordinated approach to differentiation and methods of collecting evidence for this.

STANDARD B6

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Although the Visiting Team observed a lot of student engagement and enthusiasm in classrooms, the teaching practices within many areas of the school did not appear to support the differing abilities and learning styles of students. The Visiting Team questions whether providing differentiated instruction and catering for a variety of different learning styles can be achieved effectively given the current classroom resources, e.g. lack of easily accessible textbook materials in the Primary School; lack of manipulatives in the Infant and Primary Schools and the limited IT provision across the school. The school should develop a coordinated approach to differentiation and methods of collecting evidence for this, and look into the process by which differentiation strategies can be included in curriculum documentation.

The school would also benefit from a review of the hardware and software that would be required to encourage integrated learning across the school; as this would support further differentiation of instruction. The quality of teaching in a number of classrooms would be improved by offering additional professional development on the use of interactive whiteboards, differentiation and learning styles.

The Visiting Team noted that both the Primary and Secondary School's assessment processes are now supported by the use of National Curriculum attainment levels, which combined with ability grouping, can be used to facilitate appropriate differentiation.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team and Faculty for using National Curriculum attainment levels along with ability grouping to support differentiation across the school.
- 2- The VT commends the EY and KS1 faculty for utilising a range of teaching methodologies to support student learning.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team reviews the resourcing needs of teachers in order to ensure that they provide appropriate differentiation strategies to support students with different learning styles.
- 2- The VT recommends that the Leadership Team provide professional development for teachers on a variety of differentiation strategies and learning styles.
- 3- The VT recommends that the Leadership Team review the hardware and software that would be required to encourage integrated learning across the school.

- 4- The VT recommends that the Leadership Team and Curriculum Coordinators ensure that teachers incorporate differentiation strategies into their curriculum planning.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B7		SSC Rating on scale 1 to 4		
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.		Write here: 3		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.	x		
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.	x		
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		x	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/IT, PE and Arts materials, etc.).	x		
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	x		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.		x	
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.	x		
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.	x		
	Optional school-generated Indicator (write in):			

	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

School is well resourced according to previous inspection reports. School has been investing in resources over the past 5 years to enhance resources for each subject area taught at GES.

Interactive White boards in each class

Library resources

TA in secondary

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Further improvements has been suggested for the following:

IT support and resources: school is looking into improving our network infrastructure as well as our IT resources.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

IT laptops have been upgraded over the past two years however we are looking into adding more computers in libraries. We are also looking at a pilot scheme to equip classes with laptops for students use. This will start during the academic year 2013/2014.

The school is also working on a plan of providing 5-10 IWB each academic year. By 2014 each classroom will have an IWB.

Library resources have been upgraded in secondary. 2012/2013 we will expand and upgrade primary library.

We now have employed a TA for English department, next year we will hire a TA for creative arts department and a TA for Mathematics department. The numbers will increase on yearly basis.

STANDARD B7

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

Although the Visiting Team feels that the Infant School is well-resourced, it considers that the Early Years Foundation Stage might benefit from interactive whiteboards, as many students of this age are kinaesthetic learners who enjoy learning through movement and activity. The resource levels in both the Primary and Secondary Schools require careful review, particularly in the following areas: Information Technology, Library, Science, Music and Art. The tables in the Art Rooms do not offer appropriate opportunities for student collaboration and group discussion. The Self-Study states that *'the school is looking into improving the network infrastructure and IT resources'* and the Visiting Team would strongly support this, as the current provision does not provide adequate support to teaching and learning in classrooms.

Through discussion with the Self-Study committee and faculty, it became clear that there is a need for additional qualified Teaching Assistants to be appointed in the Secondary School to both enhance differentiation and support the work of teachers. The Visiting Team noted that a Teaching Assistant had been appointed to the Secondary School English Department this year; this appointment has enhanced the quality of teaching and learning within the Department.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Board and Leadership Team for appointing an appropriately qualified Teaching Assistant in the Secondary School English Department.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team and faculty carry out a professional review of all resource needs in order to maximise student learning.
- 2- The VT recommends that the Leadership Team reviews the furniture provision in the Primary and Secondary School Art Rooms.
- 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.
- 4- The VT recommends that the Board and Leadership Team review the resources available to Music teachers such that the programme can provide challenge and interest across the school.

- 5- The VT recommends that the Board and the Leadership Team increase resources within the Primary and Secondary School Libraries.
- 6- The VT recommends that the Board and Leadership Team supports increasing the number of appropriately qualified Teaching Assistants in the Secondary School to provide greater efficiency and more appropriate differentiation strategies.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 3		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.	x		
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.	x		
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.	x		
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.			x
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

School reviewed the whole school assessment policy during the academic year 2011/2013. Key stages are currently reviewing their assessment policies in accordance to the updated whole school assessment policies

Tracking is now in place for secondary and primary

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Tracking to be documented on MIS system

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD B8

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school has created a Whole-School Assessment Policy this year, and the Curriculum Coordinators are working with teachers in both the Primary and Secondary Schools to create division-specific policies. Tracking is now in place in both the Primary and Secondary Schools and is being documented on the school's Management Information System. Students in Years 4 to 10 have been sitting the Cognitive Ability Tests (CATS) each year but the school has recently decided to restrict these to Years 5, 7 and 10 as from September 2012. There is a need to carry out a statistical analysis of all formal assessment results across the school to inform both classroom instruction and curriculum planning.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Teams for introducing a tracking system.
- 2- The VT commends the Leadership Teams and faculty for creating a Whole-School Assessment Policy

VT STEP (d) Significant Recommendations (if any).

1-Write here:

The VT recommends that the Leadership Team and Curriculum Coordinators carry out a statistical analysis of all formal assessment results across the school in order to inform both classroom instruction and curriculum planning.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: 2		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.		x	
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.		x	
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.		x	
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.		x	
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.			
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school developed a curriculum review cycle during the academic year 2008/2009

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

School will establish committee for each subject to continuously review and ensure consistency vertically and cross curricular links horizontally

Curriculum review cycles to be reviewed and updated to create links between secondary and primary.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD B9

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school developed a curriculum review cycle during the school year 2008/09 and is now in the process of setting up vertical subject committees to continuously review the curriculum to ensure consistency both vertically and horizontally. Curriculum Coordinators have been appointed to monitor this process. In-service training for faculty will be provided on the process involved both at the end of this school year and at the beginning of the next.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for developing a Curriculum Review Cycle.
- 2- The VT commends the appointment of Curriculum Coordinators to monitor the curriculum review process.
- 3- The VT commends the Leadership Team for providing in-service training on the curriculum review process for both new and returning teachers.

VT STEP (d) Significant Recommendations (if any).

Write here

None at this stage

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: 3		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.		x	
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.	x		
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.	x		
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

School had tracking system in primary and this year tracking in secondary has been implemented.

School reports to parents three times a year. All reports are currently on the MIS

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Tracking in key stages in secondary and analysis of previous results

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Secondary school changed their marking system to be consistent with the NC levels. Tracking is now in place and will be documented on the MIS system in September 2012.

STANDARD B10

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school has set up a tracking system for all students in both the Primary and Secondary Schools. School reports are sent to parents three times a year, and faculty consider the whole process to be open and transparent. The Management Information System is used to create student reports. The system itself works well but access to it can be challenging, particularly in the Infant School, due to regular network issues.

The Secondary School changed their marking system to be consistent with the National Curriculum levels this year, which will assist the tracking process across the school.

In a meeting with parents, many stated that this area of the school's work was carried out professionally, efficiently and effectively.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the school for using the Management Information System for the creation of student reports.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the school develops a process of data analysis linked to the school's tracking and Management Information Systems to support both teachers' on-going planning and the school's curriculum development.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

**SECTION C
GOVERNANCE AND LEADERSHIP**

STANDARD C1		SSC Rating on scale 1 to 4		
The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.		Write here: 3		
	Indicators for Standard C1	Rating (Please mark)		
		WA	PA	NA
C1a	The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission.	✓		
C1b	The governing body promotes strong ethical values and compliance through appropriate and effective oversight.	✓		
C1c	The governing body effectively measures the school's success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed.	✓		
C1d	The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.	✓		
C1e	The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.			✓
C1f	The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration.	✓		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

C1a) the governing body shapes the vision and mission of the school in consultation with school staff. The vision and mission has been reviewed last academic year 2010/2011 and the board approved of the proposed changes to mission, vision and values. Evidence for this standard would be found in minutes of Board meeting 12/03/2011 and 13/06/2011. [\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Board Meeting 1232011.docx](#) [\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Board Meeting 13062011.docx](#)

C1b) The Board's roles and responsibilities are clearly defined with the 'Board' policy. This indicates that the board are responsible for overseeing the management of the school by the Leadership team – the policy also indicates regular meetings with the Board and LEADERSHIP TEAM – minutes from these meetings demonstrate effective oversight.

C1c) the governing body measures school success through LT term reports to the Board, students surveys, whole school survey, reviewing the SEC survey results. Executive committee (Board standing committee) meets on regular basis to review performance and minutes are available.

C1f) the composition of the governing body serves the school needs and provides effective oversight. The school is privately owned and due to the set-up in Qatar change of ownership is not in question. However, the school had several sudden changes in administration and was well directed by the governing body through temporary appointments. Evidence for this standard would be in several inspection reports, consultations recommendation to school.

C1d) the governing body of the school is appointed governing body and by invitation. As the founder of the school sees fit and suitable and will enrich the governing body decisions. There is a board policy on appointment policy 1.015 [\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\board.pdf](\\Dc\cis$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\board.pdf)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

C1e) the governing body has not provided full comprehensive training to the board members of the school. Some of the members attended various trainings however there hasn't been any planned orientation and training.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

To create a formal evaluation process of school evaluation and tie it with the mission, vision and value.

Review all school policies and ensure that they are aligned to mission, vision and value.

Mission, vision and value review policy and process to ensure continuous review.

To create a formal orientation and training process for all board members to be included in our CPD plans.

SECTION C: GOVERNANCE & LEADERSHIP

STANDARD C1

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The leadership structure at GES is unique in that the Leadership Team of three administrators – Primary Head, Secondary Head and Advisor to the Board are all voting Board members. The advisor to the Board operates in the GES Company structure as a “CEO”, dealing with all matters pertaining to the functioning of the company on a daily basis. The three leaders expressed their view on several occasions that this triumvirate had equal powers and responsibilities.

The total support of the Board Chair (Managing Director of the Holding Company) and Governing Board provides a sense of security for the entire educational community, allowing members to focus on what is best for students. Interviews of focus groups validated that virtually everyone in the school community both recognises and appreciates the improvement in the school's Leadership Team. The entire Board-level administration of the GES is supported by Al Faisal Holdings.

Although there is no doubt as to the enthusiasm and willingness of the Board members in their efforts to provide an excellent school learning community, Board members have expressed a desire for more formal training in International School Governance.

The fact that one of the three members of the Leadership Team is Arabic-speaking naturally leads to the impression from employees that this person is indeed the responsible leader of the school. When questioned about this, both the Head of Primary and Head of Secondary were positive about roles and responsibilities and saw no areas of conflict in this arrangement.

VT STEP (c) Significant Commendations (if any).

Write here:

1. The VT commends the Governing Body for providing a high level of ongoing support for the school.
2. The VT commends the Governing Body for providing strategic guidance to the school and holding the school's Leadership Team to account for its performance.

VT STEP (d) Significant Recommendations (if any).

Write here:

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

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD C2		SSC Rating on scale 1 to 4		
There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.		Write here: 4		
Indicators for Standard C2				
		Rating (Please mark)		
		WA	PA	NA
C2a	There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form.	✓		
C2b	There is a partnership between the governing body and head of school which recognises that the effectiveness of the parties is interdependent.	✓		
C2c	The governing body and the head of school enjoy a positive, open, and mutually supportive relationship.	✓		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school is fully aligned with standard C2. Even though we do not have the usual organizational structure in terms of having a principal/headmaster/superintendent however the current structure has been approved by the CIS board. Evidence of alignment with the standard are available in the job descriptions for the Leadership Team members, [\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Leadership Team shared responsibilities.docx](\\Dc\cis$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Leadership Team shared responsibilities.docx) Policy 1.025 (Board responsibilities and limitation of authority) [\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\board.pdf](\\Dc\cis$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\board.pdf) Policy 1.045 (Authority of the Board and Leadership Team) [\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\board.pdf](\\Dc\cis$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\board.pdf) Executive committee meetings.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD C2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The working relationship between the Holding Company, the Chair and the three members of the Leadership Team is via the Arabic-speaking "Advisor to the Managing Director". The VT are in no doubt that, in the eyes of the Management, this system works but is not the system described in documentation or to staff members.

The Governing Body clearly expressed the evident collaboration and shared purpose with the Heads of the School. The division of responsibilities between the Governing Body members and the Head Teachers is clear and respected. Relationships and communication between them are professional and effective. The three leaders work well together, and the VT were impressed with how much they had achieved in a short time together. Nevertheless, teachers from more traditional state schools in the UK found the leadership structure confusing, and referred to the Advisor to the Managing Director as the real leader of the school. Neither the Head of Primary nor the Head of Secondary saw this as an issue, and recognised this as a matter of fact.

VT STEP (c) Significant Commendations (if any).

Write here:

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

VT STEP (d) Significant Recommendations (if any).

Write here:

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

VT STEP (e) Additional Advice (if any).

Write here:

Clarify the administrative organogram with respect to the Leadership Team, Chair and Board, and publish to the stakeholders.

STANDARD C3		SSC Rating on scale 1 to 4		
The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.		Write here: 4		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
C3a	The governing body has developed a clear, written job description for the head of school.	✓		
C3b	The head of school provides leadership for the total school programme.	✓		
C3c	The head of school sets educational priorities and outlines funding implications for submission to the governing body.	✓		
C3d	The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.	✓		
C3e	The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.	✓		
C3f	The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school's mission and objectives.	✓		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school is fully aligned with standard C3. The school has a leadership team the consists of head of primary, head of secondary and business manager. The leadership team acts in the capacity of a school principal. Each member of the leadership team has their own job description and a job description outlining shared responsibilities. Evidence for standards above would be: [Policy 2.015 personnel recruitment and appointment \\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Administration+Leadership.pdf](#)
[Policy 2.020 administration responsibilities-faculty \\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Administration+Leadership.pdf](#)
[Policy 2.025 administration responsibilities-students \\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Administration+Leadership.pdf](#)
[Leadership Team shared responsibilities \\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Leadership Team shared responsibilities.docx](#)
[Leadership team job descriptions](#)

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD C3

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Standard C3 points to the “Head of School, while accountable to a higher authority. ”. The VT understands that the Board of GES appoints three leaders and while an equitable relationship was observed by the three leaders, the VT is unclear about the organogram. Indeed, the fact that the member of the Leadership Team responsible for business is the only Arabic-speaker, it is natural that many staff members understand that this person is in fact closer to the Board. (See our comments for Standard C2).

There is a clear focus in the school on collegiate working and this is securing a good level of commitment from staff. Distributive leadership that builds and empowers individuals and teams is evident throughout the school through the work of the Deputy Heads, Heads of Departments and Coordinators. The Heads of GES are successful in creating an ethos of collective responsibility and mutual support. All staff are aware of the school Values and Aims; however, the VT felt that the staff were not very knowledgeable of the school’s Mission. The Heads of GES are working effectively towards improving the teaching, learning, and student well-being. The LT has developed a whole-school development plan aligned with the Standards of CIS, and has created a school-wide teacher and Leadership Team appraisal policy. The Leadership Team appointed a Professional Development Coordinator and is offering every Tuesday afternoon different professional development sessions to staff. However, the VT felt that differentiation was not evident for groups with differing learning needs and abilities.

VT STEP (c) Significant Commendations (if any).

Write here:

1. The VT commends the Heads of the School for creating the development plans and for allocating some financial plans to each stage of the development.
2. The VT commends the Heads of the School for creating a school-wide teacher appraisal policy to improve the teaching and learning.

VT STEP (d) Significant Recommendations (if any).

Write here:

1. The VT recommends the Heads of the School communicate and articulate the Vision and Mission regularly and consistently to the stakeholders.
2. The VT recommends the Heads of the School set a formal process to review the school’s Vision, Mission, Values and Goals.
3. The VT recommends the Heads of the School and SENCO further develop support for students with Special Educational Needs, and develop and implement appropriate differentiated strategies.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD C4		SSC Rating on scale 1 to 4		
The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.		Write here: 3		
	Indicators for Standard C4	Rating (Please mark)		
		WA	PA	NA
C4a	The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations.	✓		
C4b	The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction.	✓		
C4c	In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.	✓		
C4d	An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them.	✓		
C4e	Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness.			✓
C4f	Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal.		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

C4a, C4b, C4c, C4d the school is fully aligned with these standards. Evidence for alignment would be:

School development plan and improvement plans which are approved by the board

[\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\SDP 2011 2014.docx](\\Dc\cis$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\SDP 2011 2014.docx)

[\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Final SDP Primary October 2011.docx](\\Dc\cis$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Final SDP Primary October 2011.docx)

[\\Dc\cis\\$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Final SDP Secondary December 2011_12.docx](\\Dc\cis$\Completed Self Study\Part 2\Section C - Governance and Leadership\Evidence\Final SDP Secondary December 2011_12.docx)

Minutes of board meetings
School reports to Board
Board communication policy

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

C4e the board does not have clear evaluation system for evaluating their performance as a board. There have been proposals that were discussed but up to date it has not been fully implemented.

C4f the board developed appraisal system for the Leadership Team however it has not been implemented up to date. There has been informal evaluation through whole school performance.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Review and revise all operational policies (school and governance) to ensure consistency.
Develop and implement Board evaluation system to evaluate board performance.
Implement formal appraisal to Leadership Team.

STANDARD C4

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school's Policy Manuals have been recently written, and the LT were complimented frequently by members of the school community for these documents, which previously had not existed. They provide solid guidance and standard operating procedures for all functional areas of the school. As reviewed, these documents provide detailed guidance that clarifies the way matters are to be handled, and by whom, in all critical areas of school operations.

There are, however, important details of employee conditions missing or unclear, and the VT were uncertain as to how these policies have been communicated to employees.

The organogram is not clear about the delineation of the flow of decision-making from the Governing Board to the Heads of the School.

VT STEP (c) Significant Commendations (if any).

Write here:

1. The VT commends the SLT for updating many policies and procedures.
2. The VT commends the Governing Body for implementing changes in the management structure to improve the ethos of transparency and communication to the staff.
3. The VT commends the Governing Body for initiating the development of an appraisal system for the Leadership Team to ensure a continuous development of the learning and well-being of the students.

VT STEP (d) Significant Recommendations (if any).

Write here:

1. The VT recommends the Governing Body set strategies that reinforce the Goals and Values expressed in the Vision and Mission Statements of the school, and monitor the school operations to ensure that the needs of students are best met at all times.
2. The VT recommends the Board clarify management hierarchy and makes this clarification available to all stakeholders.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD C5		SSC Rating on scale 1 to 4		
The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.		Write here: 4		
	Indicators for Standard C5	Rating (Please mark)		
		WA	PA	NA
C5a	There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future.	✓		
C5b	The school has educational and financial plans for the short, medium and long term which are tied to the school's mission.	✓		
C5c	Financial considerations and required expertise are incorporated into the governing body's vision and plans for the school.	✓		
C5d	The school's educational and financial plans are appropriately communicated to the school community.	✓		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The school is fully aligned with standard C5. The school has the whole school development plan which includes resources section. The resources section sets forth the financial planning. The school is part of Al-Faisal Holding and has been and is supported financially by the group to ensure continuity.

Evidence for this standard would be:

School budget

School auditing reports

Whole school development plan

School fees policy

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD C5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Leadership Team created a three-year whole-school Development Plan for the years 2011 to 2014. The Plan targets improvement for the following areas: 1) Philosophy, Ethos, Mission and Goals; 2) curriculum, teaching and learning; 3) governance, management and school organisation; 4) human resources; 5) physical and financial resources, 6) student support; 7) community; and 8) marketing, publicity, and publications. The Plan is discussed through a leadership forum with the parents and through meetings with the staff. The Plan lacks some dates and more specific timelines, and in some cases, financial figures. The VT felt that the Plan was not quite understood by all staff members. There is no detailed school-wide technology plan, though technology hardware is detailed in the Development Plans. A significant amount of investment will be made at the start of the next school year in technology hardware.

VT STEP (c) Significant Commendations (if any).

Write here:

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 fulfill the Mission of the school.

VT STEP (d) Significant Recommendations (if any).

Write here:

1. The VT recommends that the whole-school Plan be explained to all the staff for effective engagement and commitment from the staff in the implementation of the Plan.
2. The VT recommends that key elements of the Development Plans include more specific timelines and all financial resources required.
3. The VT recommends the Board and LT develop a more detailed school-wide Technology Plan before investing the allocated sums of money on hardware.

VT STEP (e) Additional Advice (if any).

Write here:

A detailed Technology Plan could include an audit of current hardware use, visits to schools using both whiteboard and mobile (tablet) orientated technology, and an investigation into the benefits of integrating technology into everyday classroom learning experiences.

School Name:	The Gulf English School
Date of Completion of the Self-Study Component:	
Date of Completion of the Visiting Team Component:	

The Reporting Booklet

PART TWO – SECTION D

FACULTY & SUPPORT STAFF

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature

Dalia Baraka	PA Business Manager - PR/Student Officer	
Namariq Alani	HOS- PA	
Omelhassan Fouad	Secretary – Infant Unit	
Graeme Webster	AS Coordinator	
Stephen Jones	Y6 Teacher	
Mona Fathi	Arabic teacher	

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

General

7. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
8. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

- 8) The "*enable macros*" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
- 9) The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
- 10) The school's responses should automatically show in red font.
- 11) When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.
- 12) The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
- 13) When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

SECTION D

FACULTY AND SUPPORT STAFF

STANDARD D1		SSC Rating on scale 1 to 4		
<p>The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student well being.</p>		<p>Write here: 4</p>		
	Indicators for Standard D1	Rating (Please mark)		
		WA	PA	NA
D1a	Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound character.	✓		
D1b	The teacher-student ratio reflects the size of classrooms, instructional practices, programme requirements and the school's mission in order to foster personalized and meaningful learning experiences for students.	✓		
D1c	The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.	✓		
D1d	The head of school or his/her designees assign work loads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.	✓		
D1e	There are procedures in place for reviewing regularly the alignment between personnel competencies and programme needs to ensure that the school can implement programmes and services in support of fulfilling the mission and objectives.	✓		
	Optional school-generated Indicator (write in):			

	Optional school-generated Indicator (write in):			
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SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

D1a:

It is part of the GES policy to select their faculty on the basis of professional and personal qualifications. The school recruits teaching staff after reviewing their CVs and conducting a number of interviews, reviewing qualifications and documents that prove their professional competence.

Required for employment in GES

- Applicants seeking employment at The Gulf English School must have the following qualifications:
- Mandatory for all applicants
- A minimum of a Bachelor's degree or its equivalent.
- An understanding of, and commitment to, the philosophy, mission and goals of GES.
- An exemplary personnel record.
- Evidence of professional commitment to continuous growth.

For teachers

- A recognized teaching certificate.
- Demonstrated collaboration skills.
- Student-oriented philosophy and skill set.
- Technology competencies appropriate to 21st century educators.
- A commitment to extra-curricular activities beyond the normal teaching day.
- A minimum of two years' relevant teaching experience within the last five years.

Application procedures

- Applicants should send to: hrhead@gulfenglishschool.com
- A letter of application.

- A resume.
- A statement of educational philosophy (for educational positions).
- Current letters of recommendation.
- Reference contact information.

After the required documents have been sent, the application process will be as follows:

For possible positions:

- Applications are forwarded to the appropriate school.

For definite positions:

- The applications are sent to the appropriate head for review of the CV.
- The Head may make plans to engage in email or telephone contact.
- References are checked.
- Strong candidates will be interviewed by phone by the head.
- Face-to-face interviews may be arranged or the position may be offered following a phone interview.
- Face-to-face interviews may be lined up at recruitment fairs.
- Clarifying documents for face-to-face interviews held at recruitment fairs.

Please visit: [Faculty Policy no. 3.000](#)

D1b:

School provides adequate number of teachers with respect to number of students in each class. The teacher- student ratio in GES is 1 teacher for each 10 students (1:10) in primary and Infant whilst (1:8) in secondary according to the school self-study.

Total number of students in GES is 1371 distributed along 3 different stages;

Stage	No of Students	Teacher	Teacher Assistant	Together	Classes	Capacity of Class	Ratio
Early Years & KS1	(455)	26	20	46	19	22-26	1:10
KS2	(437)	31	11	42	20	20-23	1:10
KS3 & Above	(392)	47	0	47	25	12-23	1:8
Totals	1371	104	31	135	64		1:10

Notes: the above numbers of staff members includes Heads of Departments, Deputy Head in secondary school but excludes the support staff with the number of 18 classified as follows;

Heads of School No. 2

Deputy Head No. 2

Councillors No. 2

Coordinators No. 3

SENCO No. 3

Librarians No. 2

Assistant Librarians No. 3

Lab. Technician No. 1

Classroom Size Range

Class capacity in GES ranges

Re- Secondary from 12 to the maximum of 22

Re- Juniors from 20 to the maximum of 26

Measurements;

Primary standard 7.50m * 6.70m

Secondary standard 6.75m * 8.80m

Infant Standard 6.35m * 6.35m

Smallest 4.30 m 6.70m (secondary)

Biggest 7.50m * 9.80m (primary)

Review GES- Registrar

D1c:

Teaching Staff is assigned the teaching duties according to their professional competence, all the subjects that the teachers cover are related to their speciality and teaching experience. Furthermore, teaching staff have different educational backgrounds and have been working in the education field for many years and some of them have enrolled in different positions in many countries around the world. The Leadership Team tend to assign the non-teaching responsibilities (coordination, head of departments ...ets) most likely to those who have working experience in the relevant field after conducting interviews with all internal applicant who express their desire to hold a specific position in the school.

Please visit : <..\./AppData/Local/Microsoft/Windows/Temporary Internet Files/Content.Outlook/Users/WEKharouba/Desktop/CIS final 16042012/Part 2/Section D - Faculty and Support Staff/evidence/Copy of CIS-Faculty Support staff List TOTAL>

D1d:

The school practice states

Re- Secondary School

Working hours/week for post holders range from 10:15 hours (period duration 55 min.)

For other teachers ranges from 21-24

Re-Teachers in infant and primary

Post holders do not have a regular timetable they support the covering of any absence

But other teachers have a maximum load of 22 hours per week (period duration of 30 min.)

The teaching hours assigned to teachers is according to their other non-teaching responsibility, teachers who are holding posts of responsibilities are given extra time off timetable to allow them time to undertake roles and responsibilities related to the posts i.e. heads of departments, curriculum coordinators etc. evidence available please click here

Please visit: [" Teachers' Timetables"](#)

D1e:

At The Gulf English School we are fully committed to the continuous development of all teaching and support staff.

Opportunities are provided for teachers and support staff at all stages of their career including an induction programme for all new staff. The induction programme is provided for new, experienced staff, ensuring that new colleagues make the transition of role and work place with ease. The induction programme is a vital support framework and is evaluated and reviewed annually. However, the CPD program has just started this term and is expected to cover all faculty and support staff within the next couple of years.

GES CPD Coordinator

Faculty is also subject to continuous observation by the appropriate Head. Furthermore:

1. The Head shall discuss with the new faculty at the beginning of the school year the evaluation procedure and the criteria for formal evaluation.
2. A short conference shall be scheduled with each teacher to discuss the faculty member's professional growth plan for the school year.
3. Observations: see appraisal
4. In cases where the faculty member's performance is judged to need specific improvement, the appropriate Head shall so inform the faculty member, note the observation form appropriately, and follow procedures in accordance with the current observation/evaluation process as outlined in the appraisal's procedures.
5. The faculty member and the appropriate Head shall sign the evaluation. Faculty members are encouraged to comment on the evaluation. Faculty shall be given a copy of the record, and a copy shall be placed in the faculty member's personnel file.

Please visit:

<..\..\AppData/Local/Microsoft/Windows/Temporary Internet Files/Content.Outlook/Users/WEKharouba/Desktop/CIS final 16042012/Part 2/Section D - Faculty and Support Staff/evidence/Policies/Appraisal and Evaluation>

<..\..\AppData/Local/Microsoft/Windows/Temporary Internet Files/Content.Outlook/Users/WEKharouba/Desktop/CIS final 16042012/Part 2/Section D - Faculty and Support Staff/evidence/Policies/Faculty>

SSC STEP (iv) Analytical summ

ary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Not all teacher assistants and/or assistant librarians in GES hold a degree in education or equivalents however some are really qualified teachers, that is because their role in school is not directly involved in the educational process.

Nevertheless, the school started to provide teacher assistants them with professional courses to be applied for all of them consequently.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD D1

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The VT found that the Indicators were met widely in most instances. Due to the challenges in recruiting staff for the area at the start of the school year, recruitment was sometimes incomplete. As a result, teachers are sometimes taking on a greater than typical number of covers or classes. Teachers remarked that information during the screening and interview process by recruitment agencies was not always accurate.

In line with Indicator D1e, an appraisal system is now in place but this has not yet been implemented with all teaching staff.

The VT is concerned that the number of SEN teachers and EAL staff is insufficient to support the school's Mission.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Extended Leadership Team for introducing a system of appraisal which allows for articulation as prescribed in D1e and is a continuous part of an annual cycle.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team consider implementing an equitable system of issuing teaching covers.
- 2- The Board and Leadership Team review staff provision in SEN and EAL in order to support the school's Mission.
- 3- The VT recommends that the administration review staff interview and screening procedures to ensure that overseas-hire teachers are fully informed about the cultural and social changes they will experience on taking up employment in Qatar.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD D2		SSC Rating on scale 1 to 4		
Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.		Write here: No rating written.		
	Indicators for Standard D2	Rating (Please mark)		
		WA	PA	NA
D2a	Teachers utilize methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to reach their full potential.	✓		
D2b	Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.	✓		
D2c	Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students' engagement in their learning.	✓		
D2d	Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.	✓		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

D2a

The GES vision states the following;

“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”

The GES guiding statement inspires encourages and challenge students to reach their full potential.

Also it is clearly supported in the “Teaching & Learning Policy”

GES also conduct a whole school survey to assure that the student sense that the teacher is supporting their learning process.

Review Teaching & Learning Policy & *Employee Policy Manual*

Evidence of the process behind this can be found in the individual subject areas long, medium and short term planning.

In addition to this feedback given through in class observation is gathered to encourage and support staff in meeting the needs of the pupils.

Regular professional development encourages staff to experience new ideas and discuss as a group ways in which pupils needs can be best met.

Formative and summative assessment results show when compared with tracking data and CAT's results whether the pupils are meeting their potential and allows opportunities to identify those who may not be.

D2b

Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.

**GES “ Contract of Employment “
Verticle 7**

The Second Party will be fully committed to do his/her job according to the regulations applied by the Supreme Education Council. Also to be committed by the moral treaty of the educational profession, and the instructions assigned by the Council and the school's Principals within the limits of law and regulations applied in the State of Qatar.

Also review “Employee Policy Manual”

All staff are made aware of relevant information through the staff handbook and an initial orientation by management.

D2c

At The Gulf English School we are fully committed to the continuous development of all teaching and support staff.

Opportunities are provided for teachers and support staff at all stages of their career including an induction programme for all new staff. The induction programme is provided for new, experienced staff, ensuring that new colleagues make the transition of role and work place with ease. The induction programme is a vital support framework and is evaluated and reviewed annually. However, the CPD program has just started this term and is expected to cover all faculty and support staff within the next couple of years.

Regular staff training on a Tuesday afternoon allows opportunities for pedagogical development. This is coupled with professional development provided by outside agencies to fulfill the needs of staff as identified through feedback during the observation process. Individual requirements are to be identified for staff members and these linked to those needs identified in the School Development and School Improvement Plans

GES CPD Coordinator

D2d

Good relationships among adults in the school was monitored by visitors to school who illustrated that school has good environment of respectful interactions among and with students and between staff themselves.

Available hard copy of the previous Cambridge Education visit report.

Evidence of this can also be seen in observation feedbacks from management to staff.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD D2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The VT found that the Indicators were widely met in most instances. However, reference is made in the Contract of Employment to the regulations of the Supreme Education Council, without clarification in English. (Indicator D2b)

The VT perceived that some newly hired staff had only a vague knowledge/understanding of the school's Mission Statement.

The GES has taken further measures (Curriculum Professional Development Coordinator, weekly INSET time) to develop the potential of their staff each Tuesday afternoon.

The VT became aware of many instances of good practice, whereby teachers were working collaboratively and interactively to enhance the students' learning.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teachers' interactions with students which ensures all learners are active participants in achieving meaningful and relevant learning.
- 2- The VT commends the teachers for working collaboratively in the spirit of commitment towards continuous progress.
- 3- The VT commends the Leadership Team and Professional Development Coordinator for the Professional Development Plan, which includes meeting times, particularly the Tuesday afternoon training period.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team ensure that pertinent regulations of the Supreme Education Council are clearly written in the Contract of Employment or in a suitable appendix.
- 2- The VT recommends the Leadership Team articulate the Mission Statement with the staff on a frequent basis.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD D3		SSC Rating on scale 1 to 4		
All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.		Write here: No rating written.		
	Indicators for Standard D3	Rating (Please mark)		
		WA	PA	NA
D3a	The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.	✓		
D3b	The school makes clear the factors which are taken into account in determining each employee's remuneration.		✓	
D3c	Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.	✓		
D3d	There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.		✓	
D3e	Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

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SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The Gulf English School provides its employees with comprehensive contracts covering basic elements:

Salary: depends on degree and qualifications and time served.

Review “Salary Scale”

Benefits: Overseas employee contracts include terms of pay full holidays, air tickets: joining, holiday and return tickets, fully furnished accommodation and freight allowance. This varies for local hires.

Assignments: Review Job title and job description attached.

Length of term initial service: Staff is employed on renewable fixed term contracts according to local labour law.

Contract covers also termination or resignation terms,

For the re-employment the school always performs intention letters filled by staff in specified time every year in October.

Review GES Yearly Plan

Evidence – a letter of intent is sent to each staff member

All the above has evidence in contracts.

D3b:

The Gulf English School provides its employees with comprehensive contracts covering basic elements:

Salary: depends on degree and qualifications and time served.

Review "Salary Scale"

Benefits: Overseas employee contracts include terms of pay full holidays, air tickets: joining, holiday and return tickets, fully furnished accommodation and freight allowance. This varies for local hires.

D3c:

Compensation as basic salary is paid promptly last day of month.

Evidence: Documents of staff hand book and staff manual policy.

Gratuity is paid at the end of contracts.

Evidence; clear in contracts.

D3d:

Staff manual policy and staff hand book explain GES rules and accordingly the disciplinary procedures of rules broken..

Staff has the right of appeal according to the following procedures:

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the leadership team who will employ all such media as are appropriate to keep staff fully informed of the Board's concerns and actions (via Emails, Memos, Staff meeting or any other suitable means of communications.

Evidence: Reporting and communication policy.

Details of appeal rule mention as following in

Employee's Manual -(Employee Complaints and Grievances):

Any job-related concerns or questions should be discussed with the employee's immediate supervisor/ line manager or head of faculty. If such a meeting fails to resolve the issue, then a further meeting should be scheduled with the one member of the Leadership Team.

An employee has the opportunity to voice a concern and for the concern to be reviewed.

There will be no negative repercussions for any employee who voices his or her concern.

Evidence: **Employee's Manual – Policies: Faculty 3.000**

D3e:

Compensation package of work or salaries:

Staff in GES is classified on a salary scale according to qualification, years of experience, job requirements and others.

Review Salary GES Salary Scale

Annual raise is applied for all staff in GES considering the market rate but sometimes other external factors such as inflation might occur locally. Contracts are not clear in this issue.

Resigning bonus is applied for the overseas faculty to retain the continuously employment in GES.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Annual raise is applied for all staff in GES considering the market rate but sometimes other external factors such as inflation might occur locally. Contracts are not clear in this issue

Resigning bonus is not applied for local staff.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Salary Scales to be transparent and published for all relevant stake holders according to their responsibility and experience.

Resigning bonus should be applied for local staff as well as for overseas staff, my be applied in different rate i.e. the period length might be longer and/or the amount might be lesser.

STANDARD D3

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here:

The VT found that the Indicators were met widely in most instances. The Leadership Team have recently developed an Employee Policy Manual, and the package of information sent to new hires is much more comprehensive. However, the Team found that the Contract of Employment made references to Qatari Labour Laws. The explanations of these laws are to be found in the Employee Policy Manual, but are not directly linked to the relevant section of the Contract of Employment.

Neither the Contract of Employment nor Employee Policy Manual makes clear the portion of ticket price, which is commensurate with an actual service period, upon discontinuance.

There is insufficient clarity concerning exactly what measures would be taken against a member of staff in the event of discontinuance or dismissal.

The GES has several salary scales. The relevant scale and incremental point are not indicated on the teachers' Contract of Employment.

Medical benefits are briefly mentioned in the Employee Policy Manual, but not the Contract of Employment. No specifics of the benefits are documented and employees are not required to sign any medical or insurance cover agreements.

Arabic and Islamic Studies staff members have a significantly lower pay scale and the VT could find no evidence whereby an Arabic and Islamic Studies teacher could aspire to a higher pay scale. No signing bonus is available for Arabic and Islamic Studies teachers.

The VT was unclear whether the new Employee Policy Manual is available to all staff including staff hired prior to its publication.

The VT were informed by several staff about the confusion arising from teachers who may or may not be required to repay training allowance on breaking contract with the school.

VT STEP (c) Significant Commendations (if any).

Write here:

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

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the LT ensure that there are clear links between Qatari laws as quoted in the Contract of Employment, and explanations in the Employee Policy Manual.

- 2- The VT recommends that the administration ensure that exact penalties in the event of discontinuance or dismissal are outlined in the Contract of Employment or Employee Policy Manual.
- 3- The VT recommends that the administration ensure transparency when assigning a staff member to a salary scale, the scale and incremental point being indicated.
- 4- The VT recommends that the administration ensure that the extent of medical benefits be detailed fully in either the Contract of Employment or the Employee Policy Manual. Details should include an outline of the benefits and any limitations and/or costs to be incurred by the staff member. Reference should be made to reimbursement of medical costs.
- 5- The VT recommends that the Leadership Team and Human Resources distribute for signature the new employee Policy Manual to all employees.
- 6- The VT recommends that the administration look into ways into which Arabic and Islamic Studies staff may aspire to a higher salary scale.
- 7- The VT recommends the Leadership Team clarify all contractual conditions regarding training allowances.

Additional Advice:

The administration review their long-term plans to examine the merit of differentiated compensation packages for teachers.

STANDARD D4		SSC Rating on scale 1 to 4		
Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.		Write here: No rating written.		
	Indicators for Standard D4	Rating (Please mark)		
		WA	PA	NA
D4a	School policies include:	✓		
	i. a statement on non-discrimination			
	ii. recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students	✓		
	iii. procedures on recruitment, appointment, compensation and benefits, promotion and retirement	✓		
	iv. clearly stated expectations for faculty and staff behaviour	✓		
	v. a commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors.	✓		
D4b	Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement.	✓		
D4c	Policies and practices foster efficient and effective performance and enhanced morale among all employees.		✓	
	Optional school-generated Indicator (write in):			

	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

D4a

(i) The School is endeavor to employ a dynamic, effective, well-qualified and efficient staff to carry out a constantly improving educational program and to provide equal employment opportunities for all candidates for positions, in accordance with the Board’s non-discrimination policy

BOARD Policy Number: 1.010 Subject: Non-Discrimination

The Board shall not tolerate discrimination based on race, gender, religion, creed, color, national origin, physical limitations, physical handicap, sexual orientation, or ancestry.

(ii) Professional Development—programme description and opportunities 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.

CPD Policy & Plan

(iii) TEACHERS EVALUATION

(Annual Review/Performance Appraisal)

Board policy states that the appraisal (evaluation) system shall be constructive, continuous and an integral part of a professional cycle, which integrates the overall philosophy and aims of the School and is in agreement with professional objectives

Overview of the Teacher Appraisal and Professional Development Process

The teacher Appraisal and Professional Development Process in The Gulf English School have several Key

components:

The job Description provides a clear description of the basic competencies required of all GES

teachers.

The job description is the basis for the teachers running record and the summative appraisal form.

The Running Record uses the job description to provide teachers the mechanism to verify their degree of compliance with the basic competencies and to highlight competencies in which they seek to improve or

in which they have excelled.

The Self-Reflection provides teachers a vehicle to reflect upon their total teaching experience, to elaborate upon the highlight of the school year, to identify areas for improvement, to identify areas of strength, and to

brainstorm future goals and activities.

The feedback Forms and Data provide teachers with a mechanism to utilize additional information to validate their effectiveness and/or identify areas for improvement.

The Observation Process provides teachers the mechanism to validate their use of appropriate pedagogy and effective teaching practices. It also provides a vehicle for teachers to enlist the support of their administrator to improve their effectiveness.

Appraisal & Evaluation policy

(iv) Below are the guidelines for the relationship and reporting between the Board and Leadership Team:

- The relationship must be professional.
- The Leadership Team reports to the Board as whole rather than individual, the reports are submitted before Board meetings and discussed during Board meetings according to the schedule.
- Day to day relationships between the Board and the Leadership Team are delegated to the Chairperson.
- All reports presented to the Board by staff through the Leadership Team.

Board Communication Policy

(v) GES seeks to employ and retain professionals of the highest quality. Teachers who come to live and work with us in Qatar enjoy the warm, collegial atmosphere of a professional learning

community, as well as a beautiful, temperate climate and opportunities for travel throughout the Middle and Far East.

Vacancies

- Specific vacancies are posted and updated on a regular basis.
- GES accepts applications at all times for future vacancies.

Employees receive a comprehensive benefit package that is highly competitive with both local and international markets. The package includes:

- Tax-Free salary
- Fully Furnished Accommodation including utilities
- Air Ticket
- Medical coverage
- Professional Development

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD D4

VT STEP (a) Standard rating.

Write here: **3**

VT STEP (b) Evidence supporting the rating.

Write here:

Written policies are given to the staff upon arrival at the school at the beginning of the year or prior to arrival. These policies are: Faculty Employment Policy, Board Communication Policy, Employees' Policy and Procedures, Teaching and Learning Policy and Appraisal Procedure. These policies are shared with the staff during the induction week. However, the VT perceived that the policies were not clearly understood by the staff. Some content of the documents was not clearly explained.

Staff taking part in a Professional Development course sign a document of commitment but penalties incurred for discontinuation were not clearly laid out at the time of the Self-Study.

VT STEP (c) Significant Commendation (if any).

Write here:

- 1- The VT commends the Leadership Team for providing new policy and procedure documents.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends the LT review the Employee Policy Manual with a view towards making it more comprehensive.
- 2- The VT recommends that the administration make clear that wherever penalties may be incurred, the extent of all such penalties should be clearly indicated.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD D5		SSC Rating on scale 1 to 4		
There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.		Write here: No rating written.		
	Indicators for Standard D5	Rating (Please mark)		
		WA	PA	NA
D5a	The school utilizes an effective performance appraisal system for all categories of faculty and support staff.		/	
D5b	Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.		/	
D5c	Employees have the opportunity to discuss and appeal against any aspect of the appraisal.		/	
D5d	Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.		/	
D5e	The school provides a programme of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.		/	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

D5a: Appraisal policy and process in place for teaching staff.

D5b: In place for teaching staff.

D5c: In place for teaching staff.

D5d: Appraisal policy and process in place for teaching staff.

D5e: Tuesday afternoon school finishes early to facilitate staff development

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

D5a: In place for teaching staff.

D5b: On process for support staff.

D5c: On process for support staff.

D5d: On process for support staff.

D5e: There is no clear link between the staff appraisal process and professional development provision

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

D5a: Policy for performance appraisal of support staff is being put into place, following on from this the process will begin to be implemented.

- D5b: Process for support staff is being formulated for implementation.
- D5c: Process for support staff is being formulated for implementation.
- D5d: Process for support staff is being formulated for implementation.
- D5e: A professional development coordinator has been put in place and provided a number of training opportunities for staff. It would be helpful to have a record of the staff development needs raised by the appraisal process. The following is a summary of the provisions made so far:

Professional Development—programme description and opportunities 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.

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.

STANDARD D5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Leadership Team has initiated a school-wide system of appraisal, appointed a Coordinator for Professional Development, and dedicated time within school hours to Professional Development.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for developing a school-wide teacher appraisal policy to improve the teaching and learning.
- 2- The VT commends the Leadership Team for initiating a professional development programme to improve the teaching and learning.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends the LT provide the staff with a greater selection of professional development opportunities in addition to the Tuesday sessions and those offered online.

School Name:	Gulf English School
Date of Completion of the Self-Study Component:	30/05/11
Date of Completion of the Visiting Team Component:	

The Reporting Booklet

PART TWO – SECTION E

ACCESS TO TEACHING & LEARNING

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Andrew Keeley	Secondary School SENCO	
Seema Alvi	Primary School Counsellor	
Anne Marie Retief	Secondary School Counsellor	
Gillian Stanley	Primary School SENCO	
Ruth Pearce	Infant School Nurse	
Sue Youssef	Secondary School Nurse	
Dianne Safigna	Primary School EAL	

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

General

9. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
10. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

- 7 The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
- 8 The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
- 9 The school's responses should automatically show in red font.
- 10 When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.
- 11 The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
- 12 When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

SECTION E
ACCESS TO TEACHING AND LEARNING

STANDARD E1		SSC Rating on scale 1 to 4		
		2		
There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programmes.		Write here:		
	Indicators for Standard E1	Rating (Please mark)		
		WA	PA	NA
E1a	As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes.			✓
E1b	The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programmes.		✓	
E1c	On-going assessment procedures monitor the extent to which any given student is benefiting from school programmes, and effective procedures are used to inform school and parent decisions about continued enrolment.		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

Students are referred to the Primary SENCO by teachers. There are also screening programmes that highlight students: CATs testing from Year 4 onwards, NFER reading, Abacus tests, teacher assessments and optional SATs. Students can be referred to the Secondary SENCO by a teacher, concerning report grades or exam grades and through concerning yearly CATs results. Once a student is referred to the [Primary School SENCO](#) evidence is gathered, information shared and colleagues and parents agree action targets and success criteria. This is reviewed after 6 weeks. If support is to stay in place status is increased to 'School Action', extra TA time allocated and an [Individual Education Plan \(IEP\) set up](#). Upon review of this support if there is concern about students' placement, parents are met and agree to outside agency referral while the school provides enhanced support at 'School Action Plus' status.

In the Secondary school, once a student is referred, the SENCO initially sets short term targets lasting one to two months. If necessary a second set of targets is set. If there is acceptable progress then the student will come off targets and be monitored. If there is unacceptable/no progress with the targets then the effectiveness of the support is appraised. Targets are either continued or the SEN status is increased to 'School Action' and an increased level of support given. An [IEP](#) is written and parents are invited into school to agree and sign it. The IEP lasts between 2 and 4 months. If there is progress with this level of support the student will either continue at 'School Action' level and a revised IEP written or they will be downgraded to targets only. If 'School Action' is unsuccessful then support is upgraded to 'School Action Plus', parents called in and a revised IEP written. If this is unsuccessful either enrolment at the school is blocked or their place is kept open subject to parents providing an Educational Psychologist's report on their child. Their placement at the school can then be re-evaluated.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The [referral process](#) to SEN would be improved if there were regular meetings of a committee of relevant members of student support staff. This could include the SENCO, the Counsellor, the Nurse, an ESL teacher and the Pastoral Head. Individual referrals could be discussed and a more collaborative approach taken. Ongoing assessment of students could also be discussed at these meetings.

Assessment of the effectiveness of support of individual students could be further developed if case conferences were initiated for students who have a higher level of support. These students would all have an IEP. These meetings should include parents.

The school should be clear about what level of learning support it can offer students. Students whose needs are beyond this level of support should not be admitted.

A whole school development plan should be agreed for SEN. This should include the initiation of collaboration and continuity between the key stages.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

When students enrol very little information comes with the student to pass onto teachers. Teachers see no diagnostic information. More information should be gathered on students as part of the admission process. Parents should sign a declaration on admission that all relevant information has been disclosed. A questionnaire should be completed in Arabic and English by students at admission that provides more information on students' abilities.

SECTION E: ACCESS TO TEACHING & LEARNING

STANDARD E1

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Current practices at the GES identify the learning needs of students, develop appropriate Individual Education Plans (IEP) and support the students' learning. Significant progress was made during the time of the Self-Study to refine and improve these practices and policies.

When the Self-Study was written, the report stated, "When students enroll, very little information comes with the student to pass on to teachers." However, now, prior to enrolment, the Registrar informed the VT that children are tested to assess a child's readiness and suitability for the GES.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the Extended Leadership Team for implementing more rigorous testing of applicants to the GES, which identifies learning needs and more effectively ensures that students are suited for the school.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD E2		SSC Rating on scale 1 to 4		
		3		
Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programmes that are delivered by suitably qualified personnel.		Write here:		
	Indicators for Standard E2	Rating (Please mark)		
		WA	PA	NA
E2a	The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.		✓	
E2b	The school uses student data as part of the regular evaluation of the effectiveness of the learning support programme.		✓	
E2c	Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.		✓	
E2d	The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.		✓	
E2e	Learning support services function as an integrated part of the school's programme with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

Both the Junior SENCO and the Secondary SENCO (80% timetable) have many years experience. There will be an Infants SENCO from 2011/2012. There are 18 teaching assistants (TAs) in Infants, 10 in the Junior School and none in Secondary.

The Infant and Junior School uses EXCEL tracking grids to monitor the following data: NFER Reading Tests; levelled and moderated writing form SAT and Optional SAT examinations; SAT and Optional SAT tests for Mathematics and Science (Year 6) evidence; Cognitive Ability Tests (CATs) for verbal and non-verbal reasoning which gives a standardised score for each student and projections regarding end of key stage SAT results. This is used in conjunction with: background information available from earlier school years; parental comments; information

from previous schools; previous school reports; any in-depth testing conducted by SENCO or outside agency; on-going, end of unit tests and classroom observations; comments from school Counselor and Parent/Teacher referrals. All available data and information is used by the Junior SENCO to identify children who are not accessing the curriculum or attaining the Value Added (expected progress). 'Value Added' enables us to gauge whether we have an effective programme of learning support.

The monitoring of the progress of Secondary students on learning support is done by: monitoring of three academic reports per year, twice yearly exam results and annual CATS tests; Cruik's Reading Age Test and The Graded Word Spelling Tests; Strengths & Difficulties Questionnaires on individual student's social, emotional and behavioural strengths and weaknesses. The Year 6 to Year 7 transition students come with up to date National Curriculum levels in English, Maths and Science which are referred to.

In the Junior School all teachers and parents are aware of the fact that there is a Learning Support provision headed by a SENCO. Teachers are aware of the role of the SENCO and the Learning Support Team's role and role of the specialized Teaching Assistants. Roles are defined within the SEN policy document and job descriptions provided. The post of Secondary School SENCO was new for 2010/2011. Teachers in the Secondary school are aware of the SENCO.

A local educational psychologist's services are used when a formal diagnosis is requested of parents. The school nurse can refer to specialists who deal with sensory problems. There is access to a speech therapist.

Infant School is to be developed with the appointment of a SENCO in 2011/2012. There are good opportunities and excellent collaboration within Junior School. Improved collaboration between the Secondary SENCO has begun in 2010/2011. The Junior School SENCO has advised and taught within the secondary school and supported the specialist Science subject teacher in lessons. Parents are involved in the development of any additional provision and agree to the IEPs.

The Secondary SENCO works regularly with teachers to: identify SEN students; liaise with when setting up of SEN interventions; offer advice when working with individual SEN students and monitor progress. The SENCO regularly meets with students that he works with. Parents may be consulted during the initial 'targets only' support of students. When students have a higher level of support on 'School Extra' and 'School Extra Plus' parents will be met at the start and finish of each IEP cycle which is 3-4 months. Some parental responsibility is given within the IEP so they have to report on the home based targets.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

There are no teaching assistants (TAs) in the Secondary School. TAs would have an impact on learning, particularly at Year 7 when students go from a class based education to a subject based education. Some of the students find this challenging and extra support would benefit them.

Only two students in the Secondary School have a formal diagnosis of SEN. However, the SENCO has worked with 61 boys and 29 girls in total during the academic year 2010/2011. Of these students 21 boys and 2 girls are receiving a higher level of support, 'School Extra'. With such a large client group a 100% timetable would make the SENCO more effective.

In the Secondary School monitoring of progress would be much more effective if students were levelled according to the British National Curriculum in all subjects and the tracking completed in the Primary School continued through the Secondary School.

In the Infant School students do not have the access to the levels of learning support in other parts of the school and an additional staff member has been appointed for 2011/2012.

In the Secondary School many staff don't understand the role of the SENCO, an INSET presentation would help this to happen. More parents should be made aware of the existence of the SENCO.

In the whole school continued staff development should involve all colleagues in SEN training.

The school makes little use of community resources to enhance access to the curriculum. There are few qualified educational psychologists. There should be a list of outside agencies. This may be used to support the school and the students in identifying additional resources and understanding the specific problems of Arabic speaking students, a bilingual TA would help.

A whole school [SEN/Learning Support Policy document](#) should be written

Infant/Primary should ensure a greater parental involvement when making decisions about IEPs.

It would improve practice if there was a committee of professionals in each part of the school who met regularly to discuss student needs including the SENCO, Nurse, Counsellor and Pastoral Heads.

**SSC STEP (v) Proposals to address poor or non-alignment.
Write here:**

STANDARD E2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Each division of GES has a Special Educational Needs (SENCO) position to support the learning needs of students. There are full time positions in the Infant and Primary school. It was reported that in the Secondary School the SENCO position was reduced to part-time to accommodate another teaching assignment.

The SENCO in each division develops IEPs for identified students and shares relevant plans with parents and teachers. Students are monitored by the SENCO and periodically re-evaluated to determine how best to continue to meet the students' needs.

In all divisions of the school, teachers may refer students to the SENCO who can further evaluate the individual needs of students. For students with Special Needs, an appropriate plan is developed (IEP), parents informed, and strategies shared with teachers.

Members of the Sub-Committee writing this section of the Self-Study expressed a desire for the Special Needs Programmes to be expanded to full department status throughout the GES.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for implementing SENCO positions in all levels of the school to address the educational needs of students.
- 2- The VT commends the SENCO teachers for including appropriate modifications to support the diverse range of Special Needs students within the school.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- 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.

VT STEP (e) Additional Advice (if any).

Write here:

The leadership should examine ways of granting the same departmental status (personnel, budget allocations etc) to Special Needs as already granted to other departments.

STANDARD E3		SSC Rating on scale 1 to 4		
Effective language support programmes shall assist learners to access the school's formal curriculum and other activities.		Write here: 3		
	Indicators for Standard E3	Rating (Please mark)		
		WA	PA	NA
E3a	Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programmes delivered by qualified teachers.		✓	
E3b	All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.		✓	
E3c	The school provides sufficient personnel and other resources to support student language needs.		✓	
E3d	The school encourages parents to continue development of the student's home language(s).		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

E3a

Infants:

There are 2 EAL trained language teaching assistants.

There is a timetabled programme. EAL teachers follow class teachers' lesson plans and requests.

Juniors:

There are 2 EAL trained teachers, one of whom is a trained Special Needs teacher, and 9 language support assistants.

Timetabled lessons with targets and clearly defined EAL programmes are available.

Secondary:

There are 2 trained EAL teachers and 1 SENCO

An overview of the course along with long and short term planning is available on the secondary server for all teachers to access.

E3b

Infants: Some staff are trying to incorporate varied learning approaches to meet student language needs.

Junior: Some staff took the professional development course: *Teaching ESL students in mainstream classrooms* in 2008.

Some members of staff are trying to use a variety of appropriate learning approaches.

Secondary: Some staff members took the professional development course: *Teaching ESL students in mainstream classrooms* in 2008 but many of those staff have since moved on to other schools. There are few teachers with EFL/ESL qualifications.
There are few examples of staff trying to adapt resources to suit students' needs.

E3c

Infants: 2 EAL trained teaching assistants and 4 special needs experienced teachers on staff. An adequate supply of suitable teaching resources is available overall to meet student needs. See Resource List.

Junior: 2 EAL trained teachers and 9 language support assistants.

There are sufficient resources including texts, audio CDs and teacher reference materials. See Resource List.

Secondary: 2 EFL teachers and 1 SENCO

There are insufficient appropriate resources to cater for the needs of students who require special language support. See Inventory of Resources.

E 3d

In Infants and Junior levels some parents show their concern about and willingness to help develop their child's mother tongue (Arabic). However some parents have the attitude that all Arabic learning/teaching should take place at school and not at home.

There are a number of occasions when parents are encouraged to help their children with their Arabic language development:

Arabic Concert – parents are involved in helping children to learn parts, choose costume etc.

Quran Competition – parents are asked to help prepare the students by practising with them at home.

Quran and Arabic Revision Programmes – parents are given the topics that their children will be tested in and are requested to work with them at home so they learn the required material.

At Secondary Level there is involvement by some parents in certain activities, at home, to help develop their child's Arabic language skills:

Arabic In-class Presentations – parents are requested to help and encourage their children in making the necessary preparation and practising at home.

Quran Competition - parents are asked to encourage their children to enter the competition and help them practise the necessary skills at home.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

E3a

There needs to be a full-time SENCO based in the Infant School. Infant, Junior and Secondary levels need to develop SEN policies that reflect commonality and show progression of skill development.

There should be regular meetings built into the school timetable, where all members of the Support Team, from Infant, Junior and Secondary levels meet to discuss issues and share information.

The language support assistant teachers in Infants should be given further training in EAL teaching strategies and lesson plan writing.

Many of the students in the Junior School, needing special language support, have shown in testing that they have specific learning difficulties. Therefore it would be advantageous to employ a teacher who has special training and experience in this area, as part of the Support Team.

E3b

All teaching staff, at each level, Infants, Junior, and Secondary need to receive appropriate professional development to train them to effectively teach students, within their classroom, who need special language support to enable them to access the school curriculum. EAL training should be given to all new staff members at the beginning of each school year. Within each year level, there should be, on staff, at least one trained teacher who has EAL experience.

E3c

There should be Arabic teaching assistants to support Arabic teachers in the classroom at Infant and Junior levels.

There should be a full-time language assistant in each Yr 3 classroom to help those students who are having difficulty reaching the English language standard necessary to access the Junior school curriculum.

As EAL classes, at Secondary level, are large and the range of needs and ability levels within the classes are varied and wide range, it would be advantageous to have a full-time teaching assistant in each of the 2 EAL classrooms.

All EAL support classrooms should be equipped with an Interactive Whiteboard and appropriate software resources to enable support teachers to cater more effectively for a variety of learning styles.

All EAL support classrooms should have a set of appropriate level picture dictionaries.

E3d

At Secondary Level many parents would prefer that a concentrated effort is put into developing their children's English language, rather than Arabic, as this is a major factor affecting their acceptance into many universities. As a result, they are not particularly supportive of encouraging their children to spend time at home developing their Arabic language.

In order to promote further co-operation between home and school and to encourage parents to take a more active role in the development of their children's L1 (Arabic), it is suggested that a series of workshops be run. Initially there should be Workshops for Arabic Teachers, run by The Head of Arabic Staff, to explain the kinds of things they can do to encourage parents to help their children develop their Arabic language ability. These workshops would then lead to Workshops for Parents, given by the Arabic teachers to parents, to share ideas and show ways they could actively develop and extend their children's understanding of Arabic at home.

General recommendations:

- There is a real need to review the present English National Curriculum, being used in the school, which focuses upon Literacy. It is suggested that Literacy is developed within an Integrated Curriculum, while Communicative Language Learning (EAL) is developed alongside phonics, reading and Knowledge About Language in the timetabled English lessons. Problems are occurring in the Upper Junior and Secondary levels, because the specific learning needs and Communicative Language Learning needs of EAL students are not being addressed across the Curriculum.
- Specific skills and language needs should be identified and built into curriculum planning.
- All planning across the Curriculum should reflect the SEN/EAL needs of the class.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD E3

VT STEP (a) Standard rating.

Write here:

2

VT STEP (b) Evidence supporting the rating.

Write here

There are trained EAL teachers at all levels of the school. A programme to train mainstream classroom teachers to address the needs of EAL students has begun. There are few teachers with EAL qualifications in the Secondary School.

The Self-Study reports adequate resources for EAL and Special Needs at only some levels of the school. During the TV, many faculty expressed a desire for more support for students with Special Needs and support for EAL students.

The Self-Study indicated a need for greater support of Arabic studies.

VT STEP (c) Significant Commendations (if any).

Write here:

- 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.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD E4		SSC Rating on scale 1 to 4		
		3		
The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.		Write here:		
	Indicators for Standard E4	Rating (Please mark)		
		WA	PA	NA
E4a	Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.	✓		
E4b	A culture of shared responsibility for the social and emotional well being of students is promoted by the school leadership and teachers.	✓		
E4c	Counselling and advisory programmes are supported by clearly documented policies and procedures to ensure that community members understand the scope of programmes as well as the manner in which to access services.		✓	
E4d	The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.		✓	
E4e	Counselling and advisory programme records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.	✓		
E4f	The school regularly evaluates the effectiveness of its counselling/advisory programmes, taking into consideration student profile and achievement data.		✓	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

E4a- The school has a sufficient number of qualified and experienced guidance personnel in order to serve the students with academic, personal, and emotional problems/needs. The secondary school counsellor assists with all career and college counselling as well as with application procedures for post-secondary education.

E4b- Teachers are first point of contact for students, who are the ones to refer the student to the counsellor. Staff are very supportive and cooperative about being flexible and allowing students to see the counsellor when needed. Teachers, assistants, nurse and counsellor all work together to support a student's academic and emotional wellbeing.

E4e-(SSC STEP iii)-Guidance and counselling records are kept in a secure and confidential manner. The records are up to date and limited to items that are important to guidance function. The records are kept as both a hard copy as well as an electronic copy. Records are disclosed at the discretion of the counsellor and Leadership Team.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

E4c--More development is needed in the area of clearly defined and documented policies and procedures. The counsellors and advisory teams will work together to define the role and provide teachers with guidelines to follow in order to understand the scope of services available as well as the circumstances and manner in which to refer a student.

E4d-(SSC STEP iii)-There is currently no provision to provide orientation to new students or to transition students leaving the school. It would be beneficial to form a committee comprised of students and teachers to help in this area.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD E4

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Self-Study states that the GES has *“a sufficient number of qualified and experienced guidance personnel in order to serve the students with academic, personal, and emotional problems/needs.”* The Secondary School Counsellor also provides career, university and post-secondary counselling. The VT understands that an additional Counsellor will be added from the next academic year. The faculty provides counselling and advisory support for students as classroom teachers and tutors. Teachers may refer students to the School Counsellor when concerns arise. As noted in the Self-Study, *“teachers, assistants, nurse and Counsellor all work together to support a student’s academic and emotional well-being.”* Appropriate records are maintained in a safe and confidential manner.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the faculty, nurses and guidance personnel for their comprehensive, shared concern for the well-being of students at GES.
- 2- The VT commends the Leadership Team for providing a caring atmosphere that supports the school’s Vision and Mission Statements.
- 3- The VT commends the faculty responsible for pastoral care and coordinators for providing well-informed advice and guidance about a range of important matters, including students’ academic progress and future careers.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD E5		SSC Rating on scale 1 to 4		
The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.		Write here:		
	Indicators for Standard E5	Rating (Please mark)		
		WA	PA	NA
E5a	The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.	✓		
E5b	The school's programmes, services and environment encourage the adoption of healthy life style choices.		✓	
E5c	The school facilitates for its community an awareness and understanding of local health services, local health requirements and potential health concerns.	✓		
E5d	The school assists its community in understanding and responding to potential health hazards in the local and wider community.		✓	
	Optional school-generated Indicator (write in): Nurses job description is available but policies regarding certain aspects of the job need to be in place		✓	
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

E5a

There is a health consultant available at all locations. There are [risk assessments](#) for each student stating allergies and medical conditions that are made available to education staff. School sponsored events have medical personnel available and first aid kits and risk assessments are taken on school outings.

E5b

Yearly medicals are completed on students and health consultants liaise with parents regarding any health concerns. During clinic visits students are encouraged and educated regarding healthy lifestyle choices e.g. adequate sleep, exercise and nutrition. In the infant unit there is regular dental education regarding teeth cleaning. To enhance knowledge of health issues such as infection prevention, visual aids are available throughout the school about hand washing and sneezing etiquette etc. Hand sanitizers and tissues are available throughout the school and antibacterial wipes where necessary. Information regarding health issues is also posted in Al Sedra, the school notice which is sent out regularly.

E5c and E5d

Information is given to parents and students regarding communicable diseases in school and/or in the child's class. Education on important health issues i.e. vaccines, hand washing, flu prevention. We participate in vaccinating the children at school such as boosters for tetanus and diphtheria for year 10 students. Flu vaccinations are encouraged and attended annually in conjunction with the Supreme Council of Health program.

All year 1 students have hearing tests conducted by Hamad Hospital Corporation on site annually. We liaise with the Qatar Diabetes Association for information and updating knowledge regarding treatment and resources available for diabetic students.

Cleaners are advised and encouraged to prevent the spread of infection by being made aware of appropriate cleaning procedures e.g. the use of dettol for the cleaning of desks, door handles, computer key boards etc.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

A variety of healthy choices of food is not available to students. The canteen needs to provide a greater variety of healthy food and the school needs to provide a policy regarding foods brought into the school. The school needs to address the special dietary needs of students with various chronic illnesses.

Seat belts are available on the buses but there are not enough to accommodate 3 students in a row per seat. Adequate seat belts should be available for all students travelling on the school

Safety inspection of the school on a regular basis is time consuming and requires trained personnel. Occupational health and safety (certain areas of occupational health and safety need to be monitored by trained occupational health and safety officers)

Confidentiality and documentation is maintained on all students but to date there is no written policy regarding this.

Nurses job description is available but policies regarding certain aspects of the job need to be in place.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

STANDARD E5

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Qualified nurses are available at each school building with appropriate facilities to care for ill or injured children. Yearly medical examinations are required and risk assessments (allergies and medical conditions) are maintained for all students. Information regarding communicable diseases, diabetes and other health issues is made available to students and parents. Hearing tests are conducted in Year 1 for all students. Instruction in healthy habits (e.g. dental care, hand-washing, etc.) is given to students. It was reported that first aid kits and risk assessments of students are taken on school outings. The Self-Study indicated that, although job descriptions exist, written policies for health procedures at school do not exist. There is no formal first aid, first intervention or fire training course, and the VT was unclear as to how many staff members have received this training previously.

VT STEP (c) Significant Commendations (if any).

Write here:

1- The VT commends the Board for providing nursing care in each building.

VT STEP (d) Significant Recommendations (if any).

Write here:

1- The VT recommends that the Leadership Team and nurses write clear policies and procedures on how to deal with expected health concerns at the GES.

VT STEP (e) Additional Advice (if any).

Write here:

Train staff in first aid.

School Name:	Gulf English School
Date of Completion of the Self-Study Component:	9/1/2012
Date of Completion of the Visiting Team Component:	

The Reporting Booklet

PART TWO – SECTION F

SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Kirsten Heatly	Reception Teacher	
Ulrike Jones	Secondary English Teacher	
Nataschia Robberts	Reception Teacher	
Maite Garcia	Primary PE Teacher	
Ruth Tremlett	Secondary History Teacher	
Gemma Cleverley	Primary Teacher (Year 4)	

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

General

11. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
12. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

- 13 The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
- 14 The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
- 15 The school's responses should automatically show in red font.
- 16 When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.
- 17 The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
- 18 When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION F
SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING**

STANDARD F1		SSC Rating on scale 1 to 4		
A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.		Write here: 3		
	Indicators for Standard F1	Rating (Please mark)		
		WA	PA	NA
F1a	The school monitors its climate to ensure it is supportive of learning and well-being.		/	
F1b	School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.		/	
F1c	Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.		/	
F1d	The school celebrates students' efforts and achievements in meaningful and culturally sensitive ways.	/		
F1e	Student, staff and parent information is treated with an appropriate degree of confidentiality.		/	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

F1a

There are various factors that contribute to the climate of the school to ensure that it is a supportive environment for learning and well being. The Gulf English School (GES) has various staff members who specifically tend to the well being of the students and try to ensure there is a positive attitude among them. In the Secondary and Primary school, there are counsellors who work in tandem with the teachers, parents and students to enhance the overall learning and well being of the students. They apply psychological theory to the educational setting, ultimately supporting the learning, behavioural and social and emotional needs of the students. They are also responsible for having an effective behaviour plan in place to support any issues which may occur.

Within each of the schools, a qualified nurse is onsite to ensure the children are safe and their well being is cared for. The nurses are responsible for ensuring the school environment meets health and safety requirements for all students and staff.

The whole school uses the Management Information System: Engage to track attendance. If a child is absent for 3 consecutive days, the parents of those students are contacted. There is a representative in each school building who ensures the absences are monitored. The Engage system tracks attendance throughout the year and each term with the Reports, letters are issued for those students who have less than 95% attendance and also those who are consistently late.

[\(Policies Server-Students-Attendance Policy\)](#)

The school's internet is safeguarded from all sites that are blocked by the provider: Qtel and the school have a block on Facebook. This ensures the students are not exposed to inappropriate images and information.

Since the CIS Preliminary visit, Gulf English School has since evaluated and adapted their Vision and Mission statement and it is available for all of the school community. It is published in Homework diaries, displayed within each classroom, as well as in the Handbooks for parents.

The initial CIS survey issued to all of the GES community highlights that the majority of students, parents, staff and the Board believe GES has a positive and friendly atmosphere.

F1b

The preliminary visiting team highlighted that the school's commitment to international awareness was not present in the school's Guiding statements. The Vision and Mission Statements have since been updated and now display this commitment. [\(Policies Server-Vision and Mission\)](#)

While Qatari students make up the majority of the student body, other cultures exist within the students and also the vast majority of staff are from international backgrounds. This multi cultural environment provides an ideal opportunity to explore and appreciate others' cultures.

Both the Primary and Infant school promote international awareness through an International week. This is organised by the Curriculum Co-ordinators. An international day is held in Secondary.

In order to highlight and promote positive behaviour and interaction within GES, the Primary school promote Virtues. Different virtues form a theme which all community members are aware of and are then explored by the students. Within the Secondary school, IB Learners profiles have now been displayed in order to develop further awareness.

In order to ensure all staff entering GES are aware of the culture in which they will be living and teaching, new staff members are given a Cultural Awareness talk by parents within the school.

F1c

The Preliminary visiting team highlighted that behavioural expectations and consequences are clear and consistent across all divisions. The majority of parents when asked also felt this. GES has a Behaviour Policy in place, which extends to the Infants, Primary and Secondary school.

[\(Policies Server-Students-Behaviour Policy\)](#) [Secondary Chart](#) [Secondary Chart 2](#)

Within each school there are more detailed procedures in place, specific to each stage.

Classroom rules are clear within all classrooms and often referred to by teachers to ensure continuity and consistency.

Within the Infant and Primary school, the children lose Golden Time as a consequence of misbehaviour. When asked in the initial CIS survey, the majority of children understood the school's expectations of their behaviour.

The Secondary school has an established process in place for inappropriate behaviour. Inappropriate behaviour charts are clearly displayed in each classroom, allowing the students an opportunity to refer to the chart if necessary, at the same time of raising awareness of expectations. *(Common Files-Behaviour Management-Inappropriate Behaviour)*

F1d

GES has formal procedures in place within all schools to celebrate positive behaviour at an age appropriate level for each school.

Within the Foundation stage, children collect points in order to achieve Star of the Week status and take the class toy home for the weekend. This gives the children the opportunity to share their success with their family and they document their time through photographs, which they then share with the class. This enforces a sense of achievement and the children show great motivation within the class in order to collect the most points.

Key Stage 1 operates a smiley face procedure where children collect smiley faces for positive behaviour. These are collected on a termly basis and those children who receive the target level receive a Bronze, Silver or Gold Smiley award. This procedure allows the children to 'buy back' red cards given for misbehaviour by forfeiting some smiley faces.

Within the Primary school, children are rewarded for good behaviour through the Rainbow System, which has been established this academic year. Within each classroom a rainbow is present, as well as a class set of the children's names. Each day the children start on the green band, but their name moves up the rainbow as they demonstrate positive behaviour. There are different awards provided to the children for each level. This system allows the children to visually track their own progress.

The Secondary school has an appropriate behaviour procedure in place. This chart is displayed within all classrooms and clearly states the different level of awards available and the positive behaviour that is required to achieve each one. ([Common Files-Behaviour Management-Appropriate Behaviour](#)). Secondary students gain individual rewards as well as Form points which ultimately motivates the students to be recognised as an individual as well as a team player within their Form class.

F1e

The preliminary team that visited GES stated they felt student information was securely kept and only shared when necessary to the appropriate people involved. GES uses the MIS system Engage which stores pupils' records. Each staff member is allocated a username and password to use the system. Student records are only available to those who are ultimately responsible for them and to the Management team.

Within the Primary and Secondary school, the Counsellors who deal with individual students handle information with a very high level of confidentiality. The Secondary school have pastoral care available for both boys and girls and only necessary information is shared between the pastoral team and the Counsellors. When the IB students were asked for their opinion on this in the Secondary school during the committee evaluation, they praised the Head of Girls, Head of Boys, Counsellor and Pastoral team for their confidentiality.

Each student has a medical file which is their specific school and kept by the Nurses. These files are confidential and are kept in locked filing cabinets. The Nurses keep all information confidential unless staff members need to be made aware of an issue.

Staff are also made aware of the specific cultural backgrounds and beliefs and therefore care is taken when photographs are taken. Secondary girls need to give permission to be photographed or have them published. In the Infant building, parents sign on entering GES, to give permission for their child to be photographed.

Staff information is kept in the main Administration building of the school and only Senior Management have access to these files.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

While nearly two thirds of the parents asked in the initial CIS questionnaires, were satisfied with the multi-cultural and international experiences offered to their child at GES, this Committee on reflection as well as the students and staff in the survey feel more opportunities for multicultural appreciation and interaction should be made available. This Committee gave the IB students the opportunity to give feedback on this issue and the result was they did not believe the school offered internationalism.

The student body is concerned that without more international awareness, problems with racism will exist. The initial questionnaire highlights that just over half of the students asked believe students at GES do not respect one another and they do not feel they are not encouraged to share their background. With such a rich multicultural community within GES, awareness must be promoted in order to promote and establish positive and multicultural interaction between all members of the school community, encouraging parents, students and staff to share their backgrounds and experiences.

While an International week is held in both the Primary and Infant school, only one day is dedicated specifically for international awareness in the Secondary school.

The initial CIS questionnaire highlighted that the majority of parents felt they had not been invited to share their family heritage. GES has already established many positive lines of communication through Open Days, termly reports, parent interviews and an SMS system. However, in order for staff and children to understand the different cultures that exist in GES, as well as the Qatari culture, these positive relationships are not used to create opportunities to share experiences.

While new staff at the beginning of the academic year are given a Cultural Awareness talk, at present it is not available to those who start mid way through an academic year and it does not include Qatari parents to explain local culture.

While GES has established behaviour procedures in place, there is no official body in any of the schools that is specifically trained in behaviour and is able to advise teachers of different strategies of coping with inappropriate behaviour and keep them up to date on new research and strategies.

GES have an Anti-Bullying Policy in place but the committee feel playground monitors could help to reduce any bullying problems within the school. At present, these are not established. The pastoral team in the Secondary school are ultimately responsible for dealing with any bullying problems which may arise, but no specifically designated people are available in the Infant and Primary school.

Even though the IB students praised the Pastoral team and Counsellors within the Secondary school, they felt that there was a lack of confidentiality between students and that their grades should not be made publically available.

While staff are aware of sensitive photography issues, no Photography policy is in place.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Recommendations:

*Ensure late arriving staff and those arriving mid academic year have access to the Cultural awareness talk.

- *Qatari parents should be involved in the Cultural Awareness talk in order to enable both an Islamic and a Qatari cultural understanding.
- *Behaviour specialists should be established within each school to advise staff members on new and innovative behaviour techniques as well as supporting different strategies.
- *Anti Bullying Counsellors/Co-ordinators should be established within each school building.
- *Play ground monitors should be introduced.
- *Virtues themes could also be taught within the Infant school to establish further consistency and awareness of issues.
- *Photography policy should be written and made available for all staff.
- *Other social sites other than Facebook should have restricted access.

SECTION F: SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

STANDARD F1

VT STEP (a) Standard rating.

Write here: 3

VT STEP (b) Evidence supporting the rating.

Write here:

The VT found that there is a positive climate of learning prevailing throughout the school. There is a supportive environment for learning, attested to by both students and parents. The students reported that they loved their school and felt supported by both school staff and friends. Parents were confident that their children are in a caring, positive environment. There are qualified nurses and counsellors to ensure that children are safe and their well-being is cared for.

Students' efforts and achievements are recognised in several ways. The school promotes international awareness through an International Week. Positive behaviour is encouraged in different ways depending on the age of the students. For example, taking a special toy home at weekends in the Early Years, "Golden Time" in KS1, to the "Made It" system in the Senior School. However, even though positive student behaviour is reinforced and encouraged by different means, some stakeholders felt that there are occasionally bullying problems. Both students and parents felt that support in these instances was easy to find in a variety of ways and that incidents were dealt with promptly, effectively and fairly.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the faculty for celebrating students' achievements in a variety of ways.
- 2- The VT commends the faculty for ensuring that behaviour expectations are clear to everyone.
- 3- The VT commends the faculty for putting the well-being of students at the heart of what they do.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 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.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage.

STANDARD F2		SSC Rating on scale 1 to 4		
Effective communication processes shall foster a productive home-school partnership and a positive learning community.		Write here: 3		
	Indicators for Standard F2	Rating (Please mark)		
		WA	PA	NA
F2a	Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.	/		
F2b	A “whole-school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.		/	
F2c	The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.		/	
F2d	Opportunities are provided for parents to learn about the school’s educational aims, programmes, and pedagogical approaches so that they can support student learning.	/		
F2e	The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.			/
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

F2a:

Throughout GES, there are formal processes in place to facilitate the flow of information between all members of the school community. These processes allow a meaningful interchange of information and opinions between each stakeholder.

The preliminary visit report and the initial CIS survey highlighted parents feel welcome in school and to meet with the leadership team.

All 3 schools are connected by an email system which allows for a quick interchange of information between staff members, This system allows for easy contact in Secondary between teachers and parents

as there is a connection that can be accessed on both levels. Students are also able to contact staff members to help with homework, projects or revision.

There are many forums that exist to create dialogue between staff and parents. A weekly newsletter (Al Sedra) is sent home with the students in both English and Arabic, allowing all parents to access it. Parent Interviews take place in Terms one and two, allowing for formal discussion of the student's progress to take place, as well as the opportunity to discuss any student/parental issues which may have arisen. There are also open parent forums once a month which allow parents to discuss problems, issues and whole school initiatives with the Senior Management Team.

The school website (www.gulfenglishschool.com) contains general information about the school, for example its Mission Statement, contact details and the School Calendar which can be accessed by any interested person.

The school operates an SMS system that allows for important dates and information to be communicated directly to the parents.

Throughout the Primary and Secondary school, Student Councils are in place. This allows students to have their own voice on school related issues and enables effective dialogue between the staff and students. KS2 and KS3 in Secondary have their own separate councils and KS4 has the Prefect Council. In Primary School, each of the classes is represented by a student chosen by their peers, the same system as KS3. The KS4 Prefect council has representatives from Year 11 nominated and chosen by staff and students.

Every student in Primary and Secondary is provided with a homework diary and in Infants, the children are issued with a Home/School Book. This allows for a successful flow of relevant information between parents and teachers. The diaries and Home/School books also contain important information about the school/class.

To improve consistency throughout the school, Tuesday INSET period has been built into the timetable to allow for productive departmental/school and whole school meetings and well as an opportunity for Continuous Professional Development for all staff members.

The result of the annual survey conducted by the SEC are published and issued to the parents. This allows for the school to clearly view parental opinions of process, conduct and the educational performance of the school. The Secondary school also conducts a similar survey where the students evaluate teacher performance. The results are then be used to aid CPD as well as sharing good practise. [\(all survey results are available as hard copies in school\)](#)

F2b:

GES has some processes in place to facilitate horizontal and vertical communication. There are now Deputy Heads in all 3 schools as well as Curriculum Co-ordinators in place at all levels of the school. In the Infant and Primary school, they ensure the planning is complete, all areas of the curriculum is covered, as well as ensuring progression throughout each Stage. In Secondary the Deputy Head has the overall responsibility for the implementation of the curriculum and is supported by KS3, KS5 and IB Co-ordinators. They are also in charge of ensuring that all facets of the curriculum are covered, looking at cross-curricular links, as well as ensuring the curriculum is delivered in a variety of ways.

Planning in all 3 schools is done on uniform formats depending on the stage/school to ensure nothing is emitted. All planning is monitored by the Senior Management team and is done so in advance to ensure effective coverage.

In the Secondary school, handover meetings are completed within the Pastoral Teams. In both the Primary and Infant school, meetings are conducted between year group teachers to ensure a successful transition. Both of these processes allows for any issues to highlighted and continued to be dealt with, ultimately ensuring each student receives relevant support.

F2c:

The school engages in creating a collaborative culture based on a shared vision.

The school has revised its Mission Statement to include recommendations from CIS, and it now encompasses the goals of the school, clearly stating the standard it is aiming to achieve from its students. ([Policies Server-Board Policies -Vision and Mission](#))

[Al Sedra](#), the newsletter, is sent home on a weekly basis to ensure that parents are involved and aware of events within the school.

The Infant and Primary school send their planning home to parents in advance to ensure the parents are aware of what their child is learning. This then allows them to play a role in sharing learning and helping each student to excel within GES.

Students are issued with termly reports. This provides the parents with an accurate picture of their child's attainment, effort and behaviour. They include comments from individual teachers and are followed by Parent Interviews, giving parents the opportunities to discuss their child's progress and how the parents can assist their child in the future.

The school has a uniform policy. This is a strict dress code for students, allowing them to have an identity within school. It also allows staff to quickly identify those who do not belong and deal with any intruders, ultimately, keeping our students safe.

The Secondary school has many inter-form competitions. This gives the students a sense of belonging to a form class as they compete with other form groups within the school. This feeds into academic and extra-curricular activities. Sports Day is the biggest inter form competition. The Primary School also host inter-house competitions.

F2d:

The school conducts Open Days which allows the parents to observe the working environment, resources and a chance to see their child active within the classroom. These also help staff to ensure that parents are on board with their child's learning, the school's mission, as well as providing an opportunity to build positive relationships between staff and parents. This ultimately enables the parents to feel part of the school community.

Parent interviews and forums are important ways for the parents to find out about the school's aims and approaches. Parental access to the Infant and Primary overviews enables them to understand what their child will be learning and how the parent can play an active role.

In Secondary school, there are options evenings provided for the parents. They are given the opportunity to come to the school and find out about the options offered and what these will entail for their child. It is a key date in the Secondary calendar and it aids the students in choosing their options.

F2e:

The Secondary school currently has some links with businesses in the community as well as established links with a number of worldwide Universities. These establishments are invited in to speak to our students and to show the students the opportunities available to them to extend their learning.

Every year the IB students facilitated by staff organise a careers fair. They invite local businesses to speak to KS4 and KS5. The KS3 students are given the option to attend after the end of the official day.

There are links with the global Model United Nations (MUN) organisation through the MUN club. This enables the students to have access to information as well as other MUN participants from all over the world. The school participates in the THIMUN conference here in Qatar.

The Media department has made links with the Doha Tribeca Film Festival and will be entering the THIMUN Film Festival in 2012. This again will provide our students with links to the world outside their own society and will provide valuable experience for the students who participate.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

The school uses a variety of methods to provide open communication between staff and parents, but at present no Parent Teacher Association exists.

The MIS system Engage is also a method of communication to parents, but presently, parent access is not up and running.

Whilst the school engages in planning and writing of long term plans, this committee feels that they should be made more available to the parent and student body.

GES has a fair amount of links to the outside community, but most of these exist within the Secondary school. This area needs considerable improvements in order for valuable learning opportunities to exist for the students of the Gulf English School.

The preliminary visiting team highlighted there is no formal parent body. While the parents are involved in monthly meetings, a formal parent body is yet to be established.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Recommendations:

*Planning to be available to parents via the school website.

*Subject Heads/Curriculum Co-ordinators to forge links with Universities, businesses and individuals, tapping into parent expertise.

*Establish a formal parent body.

*Enable parent access to Engage.

STANDARD F2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Evidence shows that communication processes in the school community are effective, and parents felt that they were well informed. It was clear that they found the Leadership Team responsive and open in dealing with any concerns.

There are formal processes in place to facilitate the flow of information between all members of the school community. The divisions of the school are connected by an email system. Communication between staff and parents is maintained in many ways such as: the bilingual Al Sedra Newsletter, monthly Parent-Leadership Forums with the Leadership Team, SMS, Home/ School Book, Parent Interviews, Options Evening and Open Days. In addition, the school's website provides the parents with comprehensive information about the school. Parents are invited to complete bi-annual surveys.

The VT was unsure as to whether electronic newsletters and e-mailed news items were available consistently to all families.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team and the faculty for having open communication within the school and with the parents.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team verify the information contained in the database and use the MIS database and e-mail newsletter systems consistently in order to thoroughly promote electronic communication.

VT STEP (e) Additional Advice (if any).

Write here:

STANDARD F3		SSC Rating on scale 1 to 4		
The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.		Write here: 2		
	Indicators for Standard F3	Rating (Please mark)		
		WA	PA	NA
F3a	The development and delivery of the school's complementary programmes demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.		/	
F3b	The school actively supports the development of student leadership and encourages students to undertake service learning.		/	
F3c	The school actively promotes and models global environmental awareness and responsibility across its community.			/
F3d	The school regularly evaluates its complementary programmes to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.		/	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

F3a:

The Secondary school offers a two – year International Baccalaureate (IB) program of study that aims to develop young people that contribute to developing a more peaceful world through intercultural understanding. This year, there are 22 IB1 students (Year12 IB) and 12 IB2 students (Year 13 IB). Students in the IB program also have the opportunity to participate in a Model United Nations (MUN) club. MUN is a stimulation of the United Nations for the purpose of educating students on current events and topics in international relations and diplomacy.

Secondary students also have the opportunity to participate in the extracurricular activity Creativity, Action and Service (CAS). The emphasis of this programme is to learn, by doing real tasks that have real consequences and then reflecting on these experiences over time. Students are expected to be involved for the equivalent of at least three to four hours a week in a range of different activities, equally balanced between the three components of the programme. The selected activities can include those designed and offered by the school and/or student, however student led activities must be pre-approved by the school.

Another extra-curricular activity that Secondary students have access to is the Charity Action Team (CHAT). Students involved in CHAT meet every week and collect things such as toys, stationery etc, ultimately providing aid to the people in needs within Doha and also those further afield.

Internationalism is explored throughout the school. In Foundation Stage, KS1 and KS2, an International week takes place each year, organised by the Curriculum Co-ordinators. Each class explores a different country, studying the geography of the country, the people and its culture and traditions. At the end of the week each class prepares food from their country and dresses in traditional dress, sharing their knowledge and experience with the rest of the school.

KS3 and KS4 students have an International day in which they decorate their classrooms in the theme of their chosen country. They must provide factual information about the country to their peers as well as perform a cultural dance or song. Students also provide food for others to sample from their selected country.

The Infant and Primary schools offer a variety of extracurricular activities. Within the Infant school, the two areas of focus are Art and Physical activities. The teachers plan the activities first by identifying the needs of the children and then preparing appropriate activities to meet these needs. The extracurricular activities offered in the Primary school offers are dependent on the skills of the staff. This academic year the following categories of activities have been offered: academics, sports, new skills, as well as working within the community. In Term 1 of 2011/2012 more than half of the Primary students signed up and benefited from these clubs.

F3b

Key Stage 2 to 4 provides opportunities for students to become leaders in school as Prefects. Prefects lead as positive members of the school with regards to behaviour, academics and public speaking etc and are nominated by students. While this program had been running in the past, it has been introduced again this year to aid student leadership and encourage students to take responsibility.

School Councils run in both the Primary and Secondary school. Within the Secondary school, the School Council aims to make the students aware of the school's Mission and Vision statements in order to promote a positive school spirit and leadership among the students. Within the Primary school, the Student Council meet on a weekly basis and work towards promoting anti-bullying, tolerance within the school and fundraise for charities. Students involved in the Council, along with the school's Prefects are encouraged to think of ideas which would ultimately enrich their learning environment.

With both of these Councils actively in place, positive attitudes are being formed between staff and students and well as the students and their peers. They provide a forum where students can share ideas, plan special events and projects as well as develop a sense of pride and mutual respect. Students participating in the Councils are expected to maintain a high standard of personal conduct as well as develop and demonstrate their leadership skills.

Other leadership opportunities also exist within the classrooms throughout the whole school. Students are given responsibilities such as delivering the register, delivering canteen orders and keeping their classrooms organised and tidy.

In the Secondary school, the CAS programme allows students to practise leadership skills by initiating plans and running projects. This is also the case for those involved in the CHAT group, where there are positions of leadership available such as President, running a Webpage and Facebook account as well as public speaker.

The MUN is a student run organisation. The teacher facilitates the discussion and is present to offer advice, but the entire programme is student-led. The club has a President as well as two Vice Presidents who plan and run the sessions. They are involved in deciding which of the members participate in the inter-school conferences, as well as preparing those students for the conference.

F3c

All three schools have recycling bins present. In the Infant and Primary schools, these bins are used by the staff, but the children are also becoming more aware of them and how to use them. The recycling bins within Secondary school are currently used by both staff and students. Rubbish bins exist within each school buildings and the children are encouraged to use them in order to look after their environment. Within the Primary school, the children can gain house points by volunteering to collect rubbish and they Student Council have recently began planting trees and flowers in the courtyard. In addition to this, the teachers are directed to teach a minimum of thirty minutes of Personal, Social and Health Education (PSHE) per week in the Infants and Primary and fifty five minutes per week in the Secondary. In PSHE, the students learn about themselves as individuals and as members of their communities and have opportunities to show that they can take responsibility for themselves and their environment.

F3d

In the Infant school, extracurricular activities are planned on student needs and areas which need to be developed. This supports the school's mission to promote academic, social, physical and personal growth in students. Within the Primary school, the extracurricular activities are changed regularly as the teachers select activities which they believe meet the needs and interests of the students. Children choose the activities they want to participate in and therefore activities, which have little interest to the students, are removed. Extracurricular activities within the Secondary school are evaluated each year by the Head and Deputy Head Teacher. In both Secondary and Primary school, a greater number of academic clubs run in Term 2 and 3 in order to assist students on the run up to their exams.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

While the Secondary school run and offers a variety of extracurricular activities, less than half of the Year 10 students who participated in the initial CIS survey, felt the activities provided met the needs and interests of the students. Currently throughout the whole school, student interest is not taken into account when organising extracurricular activities.

The school offers a variety of ways in which children can be encouraged to be leaders, but more opportunities could be created throughout the whole school.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

Recommendations:

- *Provide students with the opportunity to give feedback on extracurricular activities each Term in order to meet the needs of the majority of GES students.
- *Buddy Reading should be set up within all 3 school buildings.
- *Recycling and the use of the Recycling bins should be promoted more within all schools.
- *Opportunities to teach the children about the importance of recycling could be created through an Environmental Awareness Week.
- *Child friendly and attractive bins should be installed in Infant and Primary playgrounds.
- *More bins should be provided throughout the Secondary building.

STANDARD F3

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The Infant and Primary Schools offer a variety of extracurricular activities. Within the Infant School, the two areas of focus are Art and PE. Extracurricular activities are planned based on students' needs and skills that need to be developed. In addition, there are many sporting opportunities for inter-school competitions.

Key Stages 2 to 4 provide opportunities for students to become leaders in school as Prefects. School Councils run in both the Primary and Secondary School.

The Secondary School students have opportunities to link with businesses in the community as well as with a number of worldwide universities. They also have MUN club and they participate in the THIMUN conference in Qatar and the Doha debating circle. Secondary students also have the opportunity to participate in the extracurricular activity Creativity, Action and Service (CAS). Another extra-curricular activity that Secondary students have access to is the Charity Action Team (CHAT). Internationalism is explored throughout the school.

To encourage environmental awareness, all three schools have recycling bins.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the faculty for sensitively introducing many opportunities in which the children interact with different communities.

VT STEP (d) Significant Recommendations (if any).

Write here:

VT STEP (e) Additional Advice (if any).

Write here:

- 1- The VT advises that a list of students who do not want to be photographed is established and that this list is made available to appropriate staff members.

STANDARD F4 (For Boarding Schools)		SSC Rating on scale 1 to 4		
Boarding services effectively support the school's Guiding Statements, and serve the well-being of all boarding students and staff.		Write here:		
	Indicators for Standard F4	Rating (Please mark)		
		WA	PA	NA
F4a	A clear boarding educational philosophy is in place which creates a twenty- four hour, seven day a week learning environment.			
F4b	Sound, clear and effectively implemented operating procedures and systems are in place which support boarding life and provide guidelines for addressing fire, accidents, natural disasters, civil unrest, medical and any other emergencies.			
F4c	The boarding programme is supported by written policies and effective record keeping which enhance the well-being of students.			
F4d	Boarding staff have appropriate training and orientation for the role they play and have been effectively screened prior to appointment to ensure that they have the necessary skills and sound character to provide a supportive, safe, caring and nurturing environment.			
F4e	Boarding staff members are adequately deployed to provide boarding students with a safe environment and open, positive and nurturing teacher/student relationships.			
F4f	The boarding facilities effectively reflect the school's Guiding Statements and support the well-being of students and staff in the following areas:			
	i. the number and needs of the boarding students.			
	ii. the number and needs of the boarding staff.			
	iii. the range of formal and informal activities.			
	iv. the delivery of important services (laundry, meals, medical support, transport, technology etc)			
	v. the integration of day and boarding students			
F4g	The boarding facilities meet local authority safety standards and any reasonable stipulations which may be required by the accrediting agency/agencies.			
F4h	The culture within the boarding programme demonstrates sensitivity to and respect for the diversity of the student body as well as a sense of home and family.			
F4i	Effective channels of communication are in place between the school, boarding staff and the home to ensure that parents, teachers and residential staff work in partnership to support boarding students.			

F4j	Schools with students that are privately boarded, and/or for whom the school has legal responsibility, support their well-being through clear written expectations for the students and their guardians and by active monitoring.			
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.
Write here:**

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:**

**SSC STEP (v) Proposals to address poor or non-alignment.
Write here:**

School Name:	Gulf English School
Date of Completion of the Self-Study Component:	8 th January 2012
Date of Completion of the Visiting Team Component:	

The Reporting Booklet

PART TWO – SECTION G

OPERATING SYSTEMS

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Andrew Marshall - Chair	Pastoral Coordinator for Boys / Head of Music	
Mark Mosley	Teacher of Year 3	
David Whitfield	Secondary English Teacher	
Sarah Owens	Teacher of Year 3	
Waheed Farahat	Head Accountant	
Ayman Na'ama	HR / Administartion	

can be found in the relevant Sections and Appendices in “The Main Guide”.

8th Edition; Published August 2010

GUIDELINES FOR USING THIS REPORTING BOOKLET

General

13. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
14. When complete, the resulting Self-Study Report should be sent 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.

Specific Guidelines for Part Two Sections A to G

- 19 The "enable macros" option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
- 20 The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Guide to Evaluation and Accreditation".
- 21 The school's responses should automatically show in red font.
- 22 When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be "locked" following the instructions in the Control Panel at the end of each section.
Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.
- 23 The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
- 24 When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the "hide" instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times as necessary.

Important Notes on Hyperlinks:

- *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.*

**SECTION G
OPERATIONAL SYSTEMS**

STANDARD G1		SSC Rating on scale 1 to 4		
The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programmes.		Write here: 4		
	Indicators for Standard G1	Rating (Please mark)		
		WA	PA	NA
G1a	The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school's short and longer term financial health and which ensure appropriate allocation of funding.	/		
G1b	After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programmes necessary to put the school's Guiding Statements into practice in an effective way.	/		
G1c	Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.	/		
G1d	The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programmes.	N/A		
G1e	Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.	/		
G1f	The insurance programme is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.	/		
G1g	Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.	N/A		
G1h	An annual, external audit of the school's finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.	/		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

The committee feels that the school is strongly aligned with this standard:

G1A: The School's finances are a very well organised section. The Leadership Team and Board regularly receive financial reports that are easily understandable and outline the financial state of the school.

G1B: The Board establishes annual budgets which ensure sufficient funding is allocated to all programmes within the school. The Board give consideration to the benefit of all students during the discussion and debates regarding funds allocation. Fees are set in accordance with guidelines from the Supreme Educational Council.

G1C: Current and future parents are issued a detailed statement of school fees and associated costs which they are asked to sign for. Re-registration and the issuing of fees statements for the successive school year are issued in April/May of the previous academic year to allow ample time for parents to seek alternative schools should they wish to do so.

G1D: The school does not undertake fundraising for the purposes of supporting the delivery of any of its programmes. The school is fully supported by Al Faisal Holdings Group and Sheikh Faisal.

G1E: Accounting processes are well-organised and operate with appropriate practices.

G1F: All necessary insurances are taken out by the school. These include insurances for Fire, Third Party, Building/Property and Public Liability.

G1G: The school has no long-term debt.

G1H: Annual external audits are carried out by a reputable auditing agency – Ernest and Young which is one of the world's most reputable auditing firms.

All evidence to support this Standard are stored securely in the Finance Department.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

SECTION G: OPERATIONAL SYSTEMS

STANDARD G1

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school provided ample evidence for this Standard, including yearly budgets, insurance policies, maintenance contracts, purchase requests, outside contractor agreements and the external audit by Ernest and Young. After checking the evidence provided by the school, the VT Committee felt that the school is aligned with this Standard.

In particular, Faisal Holdings pledges its support to the school.

VT STEP (c) Significant Commendations (if any).

Write here:

The VT commends the Leadership Team for creating clear documents and financial reports, which ensure appropriate allocation of funding.

VT STEP (d) Significant Recommendations (if any).

Write here:

None at this stage

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage

STANDARD G2		SSC Rating on scale 1 to 4		
Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.		Write here: No School Rating		
	Indicators for Standard G2	Rating (Please mark)		
		WA	PA	NA
G2a	The school's facilities/equipment provide for effective delivery of educational programmes and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.		/	
G2b	Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programmes.		/	
G2c	Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.		/	
G2d	If the school admits handicapped students or personnel, all reasonable provision is made for them.	N/A		
G2e	Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.		/	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

G2A: The committee feels that generally the school facilities are sound and provide for effective delivery of all learning programmes. There is ample space (inside and out) for both the Primary School (main site) and Infant School (2nd site). Air conditioning units function satisfactorily apart from the odd maintenance issues. Shade, shelter and acoustical concerns are all satisfactory in Primary and Infants, and lighting is satisfactory throughout the school.

G2B: Teaching and storage space is ample in the Infant and Primary Schools.

G2C: The committee recognises that generally the Board operates the school in a manner that provides adequate facilities across the school and that all equipment is maintained in a manner that ensures its efficiency of operation.

G2D: The school currently does not make provision for physically handicapped students.

G2E: ICT Provisions are adequate for the management and operational functions of the school.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

G2A: There is not enough shelter and particularly shade for secondary boys during breaks, especially in the summer months. This is due to an increase in student numbers, especially the boys. Acoustical comfort is a slight concern in the main stairwell areas of the secondary school. As a large space, the noise at class change and break times is often very high.

G2B: The secondary school is very close to its maximum limit regarding classrooms due to recent expansion of student numbers coming in from the primary school. If there is much more of an increase in numbers, the school will not be able to accommodate all of the students.

G2C: The school does not currently have a cyclical preventative maintenance plan for all of the school's facilities and equipment

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The committee recommends the following:

More shade is provided on the 'boys' side' of the school. A good place would be near the entrance to the pool. This area could be paved and have shading put up with tables and chairs for the students. Also, there may be room to provide some extra shade directly outside the boys' entrance to the secondary school.

Some acoustical panelling can be placed on walls and ceilings which will significantly reduce the noise level of the main stairwell areas of the secondary school.

The school needs to give very serious consideration to an expansion of the school facilities in the secondary school (extra classrooms and work rooms) or consider capping the student numbers. This would require a complete analysis of the current facilities, how they could best be used to their maximum capacity and the needs of the curriculum.

The school should produce a cyclical preventative maintenance plan for all equipment to provide regular maintenance instead of fixing things as needed. Also, there should be a procedure in place for maintenance which includes job sheets and a register of all maintenance performed. The school also needs to put in place a long term plan for replacing equipment.

STANDARD G2

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

GES is located on two campuses that are about 2 km away from each other. Among the facilities located within the campuses are multi-purpose rooms, gyms, football field, swimming pools, networked computer labs, science labs, art rooms, music rooms, libraries, playgrounds, play equipment and infirmaries. Most hallways and classrooms have attractive displays of student work and information pertaining to the students. Generally, the campus is well kept and clean. There isn't a dedicated PE area for the Infant School, and on the main campus the large gym is used during exam time, severely limiting the space available for indoor PE. There is no means of dividing the space into smaller units.

In Primary and Infant Schools, the Arabic teachers do not have dedicated teaching spaces; they moved class to class, and there were very few Arabic displays in the regular classrooms. Other than the keyboards in the Secondary Music Room, the rooms have very few musical instruments. Most of the play equipment on both campuses is metal and although mostly shaded, it was observed to be very hot to the touch. During indoor play and PE lessons on the infant campus, the noise levels were quite high.

The ICT computers have recently been replaced and have appropriate software for effective management and operational functions of the school. The network has been unstable in the past but plans are underway for major upgrades to the network infrastructure on the main campus, with the infant campus to follow in the future.

There are very few computers in the classroom for daily use. The school's ability to use computers for integrated learning or differentiation is severely compromised. While the school has a significant amount of budgeted expenditure planned for 2012-2013, the VT is convinced that further research into whether or if interactive whiteboards are an appropriate addition to enhance learning is needed.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the teachers for providing students with an attractive, inviting, learning environment, and thoughtful displays.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team find alternative ways to schedule PE classes to avoid conflict with other events.
- 2- The VT recommends that the Leadership Team dedicate classroom space for Arabic and Islamic Studies subjects in Infant and Primary schools.
- 3- The VT recommends that the Leadership Team should consider providing more age appropriate musical instruments.
- 4- The VT recommends that the Leadership Team should consider buying weather-friendly play equipment for the Infant and Primary divisions.

- 5- The VT recommends that the Leadership Team provide more sheltered play areas.
- 6- The VT recommends that 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.
- 7- The VT recommends that the Leadership Team and staff with selected teachers conduct a survey to assess whether the impact of interactive whiteboards or the introduction of integrated learning hardware will enhance the learning process.

VT STEP (e) Additional Advice (if any).
Write here:

None at this stage

STANDARD G3		SSC Rating on scale 1 to 4		
The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.		Write here: 2		
	Indicators for Standard G3	Rating (Please mark)		
		WA	PA	NA
G3a	School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.	/		
G3b	Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate.	/		
G3c	An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved.			/
G3d	Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.		/	
G3e	Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation.		/	
G3f	Effective measures, including regular rehearsals, are in place to address emergencies requiring "safe haven/lock down".			/
G3g	The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.		/	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

G3A: The committee feels that the school generally meets satisfactory standards of health and safety across the school campuses. The school is regularly reviewed by the local Civil Defence Authority which checks on all health and safety issues required by Qatari Law. The Authority then re-issues the school licence when the school passes inspection.

G3B: All certificates of inspection / regulations are held on file in the HR office. The school's licence from the Supreme Education Council of Qatar is displayed in the foyer of the Administration building.

G3D: The maintenance currently provided does ensure that equipment is operating in a safe and healthy manner

G3E: There is a Fire Evacuation procedure in place which is rehearsed on a semi-regular basis

G3G: The school currently has recycling bins throughout the buildings. The school has also undertaken the means to recycle waste paper in the past.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

G3A: While the committee feels that the school generally meets the health and safety requirements, it has been noted that there are a number of small issues that require attention to bring the school into complete alignment.

G3C: There is currently no health and safety committee in the school.

G3D: Although school equipment operates in a safe and healthy manner, the school currently does not have a cyclical preventative maintenance schedule for all equipment

G3E: Fire evacuations are conducted on a semi-regular basis. There are evacuation routes place in each room of the school. However, there is no evidence of a written procedure for all staff to follow during a drill or fire emergency. There is also currently no procedure or plan for any other type of evacuation including bomb threats.

There are also no audible bells in the admin building but sirens are available during evacuation.

NB: Although there is no written procedure, early in the academic year 2011/12, there was a real fire emergency in the primary school. All staff and students were evacuated safely and Fire and Rescue were in attendance in good time.

G3F: There are currently no procedures to accommodate safe haven/lockdown situation nor is there the means to get a simultaneous real time message to all staff apart from email.

G3G: The school currently does not have a policy on environmentally responsible practices

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

The committee recommends the following:

Attention be given to the health and safety issues outlined in Appendix A attached to this report

The school needs to form a whole school health and safety committee with a sense of urgency. This committee should have representatives from each section of the school and include both teaching and administrative staff. There should be strong representation from Admin personnel who are responsible for the operations of the school.

The school should produce a cyclical preventative maintenance plan for all equipment to provide regular maintenance instead of fixing things as needed. Also, there should be a procedure in place for maintenance which includes job sheets and a register of all maintenance performed. The school also needs to put in place a long term plan for replacing equipment.

The school needs to produce a policy on Evacuations. There also needs to be a clear procedure written and made accessible for all staff. This also needs to be done for other threats requiring evacuation including bomb threats.

Bells should be put into the Admin building for purposes of class changeover but also to aid in evacuation procedures.

The school needs to produce a policy on Lockdowns. There also needs to be a clear procedure written and made accessible for all staff. Keys should be issued to staff for their classrooms and /or offices to facilitate a lockdown procedure. Drills should be practised for this.

Consideration should be given to some kind of public address system which can be used school wide in case of an emergency.

The school should produce a policy on environmentally responsible practises that can be put in place across the school. This should include a focus on recycling, saving water and saving electricity. There also needs to be a focus on responsible disposal of rubbish.

STANDARD G3

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

The school provided documentation on safety certifications of local authorities, the emergency procedure and emergency manual.

The school facilities meet the health and safety codes of the local authority. Every year the school is inspected by the Civil Defence Authority. The school has an evacuation procedure for fires. Fire Exit signs (English only) are posted in all classrooms, labs and offices, as well as the actions to be taken during an evacuation. All fire extinguishers we looked at were checked recently. Currently there is no Health and Safety Committee.

A maintenance team under the sponsorship of the school is available to handle general school repairs. The school contracts out cleaning and food services as well as maintenance agreements for major components such as alarm systems, swimming pool maintenance, water tanks and pest control. Outside contractors are called in on an as needed basis.

The nurses hold appropriate qualifications. Infirmaries are well supplied, except that there is no defibrillator on either campus. Nurses are not aware of staff that may be trained in lifesaving procedures nor do they provide any general training for all staff. Teachers who will have a student with a particular problem such as diabetes are trained for that problem.

During the TV, members of the Team commented on the long wait on the bus experienced by Early Years students waiting for siblings. The VT was impressed by how quickly procedures were adapted to improve this situation.

Early morning arrival is a challenge but VT members noted that swift action to paint three pedestrian crossing areas took place during the Visit, at the suggestion of Team members.

During the TV, a fire evacuation procedure was practised. All students moved at a steady pace and seemed to know the procedure, though some were talking. Leadership Team members, some staff and security personnel carry walkie talkies for communication during alarm. The VT were impressed with the seriousness which security personnel undertook their tasks.

All visitors are required to sign in to campus, but the system of accounting for visitors who exit via a side door during evacuation is inefficient. Staff members are not trained as to where alarms are located, nor are they trained in the use of the fire extinguishers. The alarm did not function at all in the Secondary gymnasium; however, this was rectified and tested to the VT's satisfaction the next evening. Reports are created after each alarm drill, though it is unsure if these are shared with teachers or discussed. Safe haven and lockdown drills have not yet been practised but there are newly devised policies in place.

A drill was practised in the Infant campus to the VT's entire satisfaction.

Recycling collection bins were available on both campuses. The Visiting Team was told that a local company is under contract to collect and recycle the material.

VT STEP (c) Significant Commendations (if any).

Write here:

- 1- The VT commends the Leadership Team for acting swiftly to ensure Infant students' waiting time on the buses was reduced.
- 2- The VT commends the Leadership Team for developing emergency plans and ensuring that all evacuation routes are posted and marked.
- 3- The VT commends the LT for their swift response in creating a safer environment for the arrival and departure of students.

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that 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 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
- 2- The VT recommends that the Leadership Team and the Board produce a policy on environmentally responsible practices across the school to align with the school's Vision and Mission.

VT STEP (e) Additional Advice (if any).

Write here:

Add fire evacuation notices, which refer to visitors and outside contractors in Arabic.
Conduct a debrief with all staff after each fire drill to ensure further improvement.

STANDARD G4		SSC Rating on scale 1 to 4		
The school shall provide or arrange for auxiliary services as required to support its declared objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.		Write here: 3		
	Indicators for Standard G4	Rating (Please mark)		
		WA	PA	NA
G4a	Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice.		/	
G4b	Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises.		/	
G4c	Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured.	/		
G4d	School premises are kept in an acceptably clean state at all times of the school day.	/		
G4e	School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities programme. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.		/	
G4f	Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.	/		
G4g	Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.	/		
G4h	Support staff members and employees provided by contracted suppliers make a positive and well appreciated contribution to school life.	/		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

Write here:

G4A: The school engages an outside company to provide food through the three canteens on the main campus site. The school has recently changed the company it uses which has resulted in a significant improvement in the quality of food provided and the quality of hygiene and dietary practice.

G4B: The school conducts some reviews of threats to people and the premises.

G4C: The school buses are regularly maintained and cleaned, licenses are up to date and insured.

G4D: The school engages an outside company for cleaning purposes. The school is cleaned thoroughly each day after hours, and cleaning staff are available all through the school day to clean after break times and any other emergency cleaning as required.

G4E: Trips conducted through the school are generally operated well. Forms are filled out and permission sought from parents. Consideration is shown for the safety and security of all participants of the trips.

G4F: There are suitable numbers of staff for cleaning and generally suitable numbers of staff in canteens.

G4G: Support staff in cleaning and canteen are suitably qualified for their tasks. As these facilities are outsourced, the external companies ensure that all requirements by local law are met during their operations.

G4F: All support staff make a contribution to school life. They are friendly and always very willing to help whenever and wherever it is required. The school, particularly staff, are very appreciative of their contributions to the school.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

G4A: The school does not currently have certification of canteen staff. This is held by the outside company as required by local law.

G4B: The school currently does not have a policy to review the issue of threats to the school people and premises on a regular basis.

G4E: The school currently does not have a whole school policy on school trips. There are individual ones for each Key Stage. There is some inconsistency across the whole school for trips.

G4F: Sometimes there is not enough staff in the boys' canteen as there are long lines at break times.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here:

G4A: The school should contact the outside company which provides canteen services to get copies of the certification of staff

G4B: The school needs to put in place a policy to review the issue of threats to the school people and premises on a regular basis. This should include reviews of Fire/Bomb Evacuations and Lockdown procedures. A register should also be kept of each evacuation/lockdown drill and any other incidents that may occur.

G4E: A whole school policy should be developed for trips outside of school. Forms should be updated and made to be consistent across the school. There should also be a register of school trips and a calendar easily accessible so it can be seen which class/class and staff are off site.

G4F: Although there is generally enough staff in canteens, it would be useful if the school were to monitor this. There are often very long lines outside the boys' canteen in particular. An extra staff member would rectify this.

STANDARD G4

VT STEP (a) Standard rating.

Write here:

3

VT STEP (b) Evidence supporting the rating.

Write here:

Canteen: The school engages an outside company to provide food for the three canteens on the main campus site. All food is delivered to the campus, and there is no on-site preparation.

Options for the students are limited. Junk food is not available. The canteen area appeared reasonably clean. Serving staff members are trained in basic food management and hold appropriate documentation for their position in the school. The school is not aware of the exact health requirements for food services personnel as provided by the Medical Commission Department.

Transportation: The school has a small number of buses that are reasonably maintained. They all have seat belts.

Cleaning: The school contracts a cleaning company. The premises are generally clean.

Trips: There is a written trip policy in place but not all teachers may be aware of the policy.

Security: There are 5 guards on the premises of the main campus and a supervisor. There are 4 guards at the Infant School.

VT STEP (c) Significant Commendations (if any).

Write here:

None at this stage

VT STEP (d) Significant Recommendations (if any).

Write here:

- 1- The VT recommends that the Leadership Team consider ways of improving comfort in the Secondary School canteen areas to include more seating.
- 2- The VT recommends that the Leadership Team research requirements for food services workers as licensed by the Medical Commission Department, and ensures that they meet international standards for adults working with children and around food services for children.

VT STEP (e) Additional Advice (if any).

Write here:

None at this stage