

School Name:	The Gulf English School, Qatar
Date of Completion of the Self-Study Component:	
Date of Completion of the Visiting Team Component:	

The Reporting Booklet

PART THREE

Strategies for Improvement

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Andrew Marshal	KS3 Pastoral coordinator	
Melvin Jones	Head of Secondary	
Nigel Kynaston	Head of Primary	
Mona El-Helbawi	Business Manager	
David Frame	Deputy Head secondary	
Sara Howe	ESL coordinator	
Monique Henderson	SEN coordinator	
Carol De Johng	Curriculum Coordinator	
Wafaa Mohammed	Classroom teacher	
Mohammed Sidat	Science teacher	
Gemma Clarke	CPD coordinator	
Georgina Barnes	Classroom 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 THE WORK OF THE PART THREE COMMITTEE

1. Review the Self-Study Reports from the Part One Committee and Part Two Committees A to G, with particular attention to the responses to “SSC Step (v) Proposals to address poor or non-alignment” in reports A to G.
2. Through a process of discussion, summarizing, and synthesizing, create lists of the agreed Major Strengths of the school and the Major Factors Needing Strengthening.
3. Develop a set of suggested Major Action Steps that address each of the areas identified as in need of strengthening. Individual action steps can be written for each identified area, or the Steering Committee (or Part Three Committee) may decide to create a single, but more comprehensive, action plan that addresses two or more of the identified concerns. Action steps should detail: action to be taken, person(s) responsible for actions, timelines, resources/funding needed, criteria for measuring completion or success, persons responsible for monitoring progress, and impact on furthering the school’s mission (see below).
4. Review the school’s existing planning process(es) and document(s). These may be called strategic plans, long range plans, development plans, or by another name unique to the school. Then develop narratives that describe how the school’s planning processes currently work and how the recommended actions of the Part Three Committee and the Visiting Team will be incorporated into that process. Include as part of the latter narrative any concerns or factors that could impact the school’s capacity to make the needed improvements.

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.*

Note: Non-compulsory templates are provided below, and the Committee responsible for Part Three may wish to use them. However, the Committee may choose to use any other format to be consistent with that which already appears in the school’s other planning documents.

**SECTION A
SCHOOL GUIDING STATEMENTS
LIST OF SCHOOL'S MAJOR STRENGTHS**

Related Standard(s)	Major Strengths
A3	Development of fluency in languages of instruction and mother tongue (the school offers Arabic, English) and other languages i.e. French from year 6 and above.
A4	The school's admissions policies and practices have been developed to be aligned with the school guiding statements and programmes offered (even though report states otherwise)

**SECTION A
SCHOOL GUIDING STATEMENTS
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS**

Related Standard(s)	Major Factors Needing Strengthening
A1	<p>Develop and implement policy and procedures to ensure:</p> <ul style="list-style-type: none"> • Guiding statements establish clear expectations for students learning. • Guiding statements drive decisions making • Regular reviews involving broad community • Regular evaluation to assess achievements of mission
A2	To have clear written definition of the concept of internationalism/interculturalism in the context of GES.
A3	To promote internationalism/interculturalism amongst our students body and adopt into curriculum areas.
A4	Develop promotional materials that gives an insight of the school admissions, curriculum and policies.

SECTION B
Early Years

LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
B2	<p>The curriculum in Early Years is varied and age appropriate. The clearly defined learning areas ensure creativity and deep level learning. It places the child at the centre of learning and takes into account all children's learning styles and needs. It offers a broad and balanced curriculum which fosters life-long learning. The Early Years curriculum is inclusive and offers a range of disciplines.</p> <p>Classrooms are well resourced.</p>
B3	<p>Teaching and learning is guided by a comprehensive, appropriate curriculum which has clear objectives and learning outcomes for each area of learning. The curriculum ensures there is appropriate content and progression with cross curricular links. It is well planned and delivered by teachers.</p>
B4	<p>The department works hard to align to this standard by embracing International week, National Day, Eid celebrations and Garangou celebrations. The local area is also utilized by children participating in regular trips around Doha.</p>
B5	<p>Early Years Co-ordinator developed CPD within Early Years through her knowledge and expertise. New methods of planning and assessment were successfully implemented.</p>
B6	<p>Planning in Early Years reflects the needs of the learners and balances high expectations and individual needs. The provision in Early Years ensures that learning is holistic and meaningful.</p> <p>Learning environments are stimulating and ensure each child feels safe and secure which enables confident participation from all students.</p>
B7	<p>Teachers in Early Years are well qualified and have the necessary experience and expertise within the Early Years.</p> <p>Well resourced classrooms and specialist teachers for PE and music.</p>

SECTION B
Early years
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
B1	Need for comprehensive set of teaching and learning policies.
B2	Although Early Years is well resourced, these resources need to be managed more effectively. There is also a need for more technological resources, i.e. listening stations, Interactive White Boards etc. Outdoor play provision also needs to be developed.
B3	There needs to be more opportunities for staff to meet cross phase to ensure that the vertical curriculum follows a logical sequence to allow continuous progression throughout the school. Also more planned opportunities are needed to review the horizontal curriculum across the phase to ensure continuity with planning, assessment and child development.
B4	There is little opportunity for the planning in Early Years to incorporate the diversity of the school community or wider world. Whole school policy on ‘Global Citizenship’ needs to be devised and implemented.
B5	Continued Professional Development needs to be put into place with relevant training for Early Years staff.
B6	Specific training on the needs of the Arabic learner, especially for new staff.
B7	Class sizes do not take into account the specific needs of Early Years. There is also a need for more assistants in Pre-school. There needs to be IT personnel available who are suitably qualified to aid curriculum development and help ensure that ICT is incorporated into the curriculum.
B8	Assessment needs to be formalised and analysed within the Early Years. Forms of assessment need to be developed across the school to ensure standardization, consistency and continuity. Assessment needs to be analysed and processes put into place to track children in our school. No opportunity to make comparisons of attainment with other schools.
B9	No whole staff collaboration to develop, review and revise the curriculum on a regular basis. Need to ensure that the Early Years curriculum is in line with the school’s mission statement. No overarching curriculum plan.
B10	Reporting system is not suitable for Early Years, it needs to be developed to reflect the

curriculum.

There are no whole school systems in place to track or analyse student achievement or to measure success.

Exam/test results are not shared with staff.

Past data is not used to analyse the effectiveness of the school's curriculum.

**SECTION B
KEY STAGE ONE
LIST OF SCHOOL'S MAJOR STRENGTHS**

Related Standard(s)	Major Strengths
B1	A clear curriculum outline is shown in short, medium and long term plans. Teacher assessment is ongoing and specific math's and literature tests are carried out each term. Students are exposed to global citizenship by using links from History, Geography and topic related discussions. Teaching and learning policy is in place which is reviewed yearly by SMT.
B2	There is high emphasis on Reading and comprehension and speaking and listening as most of our students have English as a second language. The Abacus Evolve Numeracy Scheme has been purchased and adapted to our students needs. Each class has a teacher and full time teaching assistant with a well equipped classroom for differentiate areas of learning. Library assistant provides guided reading to ESL assistants. Planning and homework is differentiated. ICT resources are being improved and developed. A variety of print and media resources used.
B3	Clear curriculum outline with clear links across disciplines and progression from year one and two. Weekly meetings held to ensure horizontal and vertical articulation.
B4	Have an International Week where students learn about customs and cultures form different countries.
B5	Some staff members sent on courses locally but do not necessarily benefits the attendee. Staffs in year 1 and year 2 regularly share good practice and other ways of enhancing learning.
B6	Teaching methods, content instruction and organization are adapted to accommodate individual learners.
B7	There is adequate space in the class for all students. Every class has a teacher assistant as well as ESL SSISSTANTS. A wide selection of reading books, speaking and listening area, fully resourced library and computer room all provide the means to educate the children to the best standards. Library staff have developed and supported a programme for Book Week every year. A large range of PE resources ensure that PE lessons are of high quality.
B8	Ongoing teacher assessment and math and writing assessment each term. Teachers use assessments to plan lessons accordingly and write termly reports for students.
B9	Review and revise the curriculum on a regular basis. Both the Abacus scheme for numeracy and the literacy scheme is revised and updated yearly.
B10	Key stage 1 tracks and analyses performance for the key stage ad s whole as well as individual performance by using tracking grids. Termly reports show each childs' progress in all subjects. Parents are kept informed of childs progress in various ways

SECTION B
KEY STAGE ONE
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
B1	No cohesive mission statement exists to which planning can be aligned. No subject specific policies are in place. Global citizenship not stated clearly in planning. No student support or policy in place for those not attending Islamic studies and Arabic lessons.
B2	No PSHE scheme or policy. No specific provision for critical thinking or problem solving skills
B3	-no clear responsibility for the overseeing of whole school planning. Better communication between year2 and year 3 to improve transition process
B4	Global and cultural diversification needs to be incorporated into the curriculum.
B5	KS1 teachers given some professional development but is not beneficial or relevant and does not support or assist them.
B6	Lack of ICT support. To recruit more highly qualified ICT support staff to address the daily needs of school.
B7	To increase teaching space so that class numbers can be more realistic and teachable. A wide range of resources need to be implemented especially subjects like music and ICT. The ICT assistant has limited knowledge of the curriculum and can only support the students and assist with opening and closing programs. CPD for ICT staff needs to be addressed.
B8	Do not have an assessment policy and has limited self assessment, peer review and projects taking place. Limited assessment information for students and parents
B9	The school lacks current educational practice that is available for teachers that they are able to refer to when they are revising the curriculum.
B10	In depth analysis of results are needed so teachers are aware as to where standards need to be raised.

SECTION B
KEY STAGE TWO
LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
B1	Curriculum is well planned with cross curricular activities. Work is well assessed and evidence to support progress is kept.
B2	The school is very well resourced and support is in place for EAL and SEN.
B3	Curriculum is based on QCA schemes of work which is comprehensive and meaningful and regular meetings with staff take place to ensure the curriculum is followed and assessed correctly.
B4	International week is well organized and very effective in meeting this standard.
B5	Insets have already been provided on an ad-hoc basis but for 2011/12 they have been timetabled more accurately and form part of a well organized CPD program.
B6	Variety of peer assessment, group working and paired work regularly take place in the classroom. A variety of different learning styles are also taken in to consideration when planning lessons and delivering them.
B7	Small class sizes of 24 with more than an adequate number of teaching assistants in each class to ensure students are well supported in both their academia and emotional status.
B8	Good evidence to show that accurate tracking of student progress and that intervention can be actioned if there is a problem identified with a students progression or lack thereof.
B9	Curriculum is regularly reviewed and the school is trying various pilot schemes in line with the school's curriculum review cycle before decisions and changes are made.
B10	School has regular and detailed reports going to parents about the students and tracking information is available to all staff members.

SECTION B
KEY STAGE TWO
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
B1	Planning of humanities curriculum and PSHE Development of Teaching and Learning Policies for each subject
B2	Development of critical thinking skills and independent learning as well as problem solving skills. Links should be made between the Arabic and English Curriculums.
B3	Too much planning time is dedicated to the three core subjects and that other areas need to be the target of intense focus. Additionally, too much of the information is only relevant to the UK and therefore this needs to be adjusted for the domestic market.
B3	Curriculum coordinators should ensure that the concerns and ideas of the teaching staff are listened too.
B4	Global citizenship issue needs to be addressed inline with providing some form of PSHE. Translated overviews of the Arabic and English curriculums need to be examined to establish cross curriculuar activities in those areas.
B5	CPD has been a neglected area with respect to value and coordination and implementation. Especially with respect to ensuring staff are trained to meet the needs of the school and students.
B6	Setting of students or streaming must be done with the correct data to ensure that the child is in the correct set for the correct reasons. Something needs to be done to accommodate the non-arabic speaking students so that they follow a structured alternative program.
B7	Resources should be identified for ability level rather than year level which would assist classroom teachers in differentiating work to the students.
B8	Assesment policy needs to be developed and implemented effectively after staff consultations.
B9	Curriculum content covered in one year should be passed on to the following year group teacher so that more asccurate scaffolding and revision can take place.
B10	Assessment data needs to be accurate, secure and accessible to staff. Both current data and historical so that intervention programs can be established.

SECTION B
KEY STAGE THREE
LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
B10 a	<ul style="list-style-type: none"> • Some is passed from year to year • CAT s are sat every year by students • A few departments have a tracking system of sorts • Grade point average has been introduced for examinations
B10b	<ul style="list-style-type: none"> • 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

SECTION B
KEY STAGE THREE
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
B1	<ul style="list-style-type: none"> • Although most departments are well documented for their subject area, all documentation should be written and implemented guiding the KS3Curriculum overall
B2	<ul style="list-style-type: none"> • In the core subjects of English, Maths and Science setting is evident and backed up by documents, 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.
B2f	<ul style="list-style-type: none"> • The Secondary School has 3 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 the resources are used.
B3	<ul style="list-style-type: none"> • There is currently little evidence to support this standard therefore the school needs to rectify this situation 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 KS3Curriculum overall. • There is no clear leadership for the KS3 Curriculum. • Absence of curriculum audit of the subjects offered in KS3and a survey to see if the academic needs of students are met through these subjects. • Absence of Curriculum Document outlining that all subjects offered are in alignment

	<p>with the National Curriculum of England and also the Qatar National Curriculum for Islamic and Arabic Studies in KS3.</p> <ul style="list-style-type: none"> • Absence of 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. • There is no course outlines distributed regularly to parents and students showing content and sequence for each grand. • No opportunities are provided for staffs’ regular meeting in KS3 to enhance the KS3 learning experience at GES. • There is no statement outlining multi-disciplinary and cross curricular activities and experiences in KS3.
B4 a	<ul style="list-style-type: none"> • 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.
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.
B5	<ul style="list-style-type: none"> • The school is currently failing in providing the necessary professional development needed by teacher to complement their current knowledge. • The school offers no professional development to improve pedagogy, such as sharing best practice and the use of ICT in class to enhance lessons. • The lack of professional development opportunities can also be observed at faculty levels.
B6	<ul style="list-style-type: none"> • There is little evidence to show that the teaching methods and student learning activities are varied to the nature of KS3 subjects. Even though each dept/teacher uses different methods or activities, this is not necessarily recorded.
B7	<ul style="list-style-type: none"> • 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. • Although the library and science labs have an assistant, each department should have a teacher assistant. • The IT should be more engaged in curriculum development.
B8a	<ul style="list-style-type: none"> • There is no evidence that teachers develop and implement assessments that can be used to ascertain students’ achievement of desired outcomes.
B8b	<ul style="list-style-type: none"> • Learning outcomes and grading standards are not currently available in advance to students and parents of KS3 pupils.
B8c	<ul style="list-style-type: none"> • There is no formal documentation to support projects, peer assessments and self assessments.
B8d	<ul style="list-style-type: none"> • The school currently has no process for comparing and analyzing students’ performance against similar students.
B8e	<ul style="list-style-type: none"> • Although it happens, there is no evidence to support teachers using exam results to modify their teaching and to improve student learning.

B9	<ul style="list-style-type: none"> • Currently the school is failing to regularly review, revise and further develop the curriculum. <p>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.</p>
B10a	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • More effective targets and information as to whether these are achieved • More effective checkinh system as to content • Use of MIS to produce and display reports
B10c	<ul style="list-style-type: none"> • Compare expected and achieved results • Department action plans to improve accuracy and/or pass rate • On-going analysis of curriculum content and delivery
B10d	<ul style="list-style-type: none"> • Exit Survey asking students how we can improve the experience at Gulf English School • Follow up of alumni as to where they proceeded 12 months after leaving the school

**SECTION B
KEY STAGE FOUR**

LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
B4	Internationalism through International Day, MUN, ROTA, CHAT
B9	Carnegie Mellon Software - Maths
B10	Regular reports issued and parent meetings held

**SECTION B
KEY STAGE FOUR
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS**

Related Standard(s)	Major Factors Needing Strengthening
B1	Documentation is not sufficient
B3	Internationalism not embedded in the curriculum
B4	No INSET specific to I/GCSE
B5	Not enough evidence of schemes of work or evaluation of teaching documents
B6	
B7	Not enough staffing available for KS4 especially SEN/EAL No documentation outlining staff roles in KS4 ICT labs not always accessible for KS4
B8	IT training of skills needed for KS4 not occurring No assessment policy for KS4 Monitoring and tracking is also not effective
B9	No regular curriculum review, little PD at KS4 level No curriculum committee No standardized format for tracking, information about graduates not used
B10	MIS system not being used to full capacity

SECTION B
IB
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
B2e	The School needs to provide opportunities for students to develop and demonstrate their own learning styles.
B7h	IT personnel need training opportunities to become suitably qualified to collaborate with faculty, engage in curriculum development and support students in acquiring and applying ICT skills.
B9a	Teachers, School administrators and relevant members of the support staff need to collaborate to develop, review and revise the curriculum on a regular basis.

SECTION B
IB
LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
B1	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.
B3	The 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.

SECTION B
KEY STAGE FIVE
LIST OF SCHOOL'S MAJOR STRENGTHS
Key Stage 5 – As& Year 12 Transition

Related Standard(s)	Major Strengths
B1	<ul style="list-style-type: none"> • During Yr12 GES pupils go on a foreign trip; last year Cambodia, and undertake voluntary work. • Various Charity events take place throughout the year.
B2	<ul style="list-style-type: none"> • Many opportunities for students to develop skills in accessing and evaluating information from different sources. • All subjects use text books and students have a personal copy.
B3	
B4	
B5	
B6	<ul style="list-style-type: none"> • Good varieties of teaching and learning methods are implemented throughout this phase. • Subjects use a variety of sources as reference for learning i.e.: internet. • Learning needs of students are accommodated and resources are available for EAL learners.
B7	<ul style="list-style-type: none"> • Class sizes appropriate and adequate provision and resources to cater for students needs. • Laptops and overhead projectors available and widely used.
B8	<ul style="list-style-type: none"> • Parents are informed of learner outcomes at the beginning of the year in the induction pack. • Assessment is conducted by teachers throughout the year and exams and examination guidelines are used to action student's weaknesses. • Student's results are analyzed within some departments and all AS courses results are analyzed.
B9	
B10	<ul style="list-style-type: none"> • The school reporting system in sound and regular. Parents are informed of their child's progress each term, and targets for improvement are included.

KEY STAGE FIVE
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
B1	<ul style="list-style-type: none"> • School needs to align the written and taught curriculum with the teaching that is going on in the classroom. • No scheme of work in place or being followed.
B2	<ul style="list-style-type: none"> • High absence rate amongst pupils. • Poor punctuality. • Not all teachers use differentiated teaching strategies.
B3	<ul style="list-style-type: none"> • There are no cross curriculum links in the AS level and Y12 GSCE. • There are no multi-disciplinary experiences offered at this level. • No lead person to co-ordinate and oversee what is done within this key stage.
B4	<ul style="list-style-type: none"> • More cross-curricular activities that focus on other countries and cultures need to be planned for.
B5	<ul style="list-style-type: none"> • More structured CDP plan and policy is needed at GES.
B6	
B7	<ul style="list-style-type: none"> • More proactive approach to leading students in needed by Library staff. Library needs to be better resourced and more user friendly and inviting.
B8	<ul style="list-style-type: none"> • There are CATS tests and National UK statistics, but these do not have similar intakes of students.
B9	<ul style="list-style-type: none"> • No focus on the development of the curriculum. • Staff / HOD? Teaching and support staff do not have enough time to work on adapting and improving the curriculum to suit the needs to our school. • Not enough detailed monitoring of student performance to successfully inform the revision.
B10	<ul style="list-style-type: none"> • No formal consistent pupil tracking throughout school or subjects. Some subjects do track but this is not consistent. • Little analysis of results.

**SECTION C
LEADERSHIP AND GOVERNANCE
LIST OF SCHOOL'S MAJOR STRENGTHS**

Related Standard(s)	Major Strengths
C1	The governing body consults staff when reviewing the mission and vision statement of the school. The responsibilities of the board are found in the 'Board' policy and clarifies that the board is responsible for management of the school. The executive committee meets regularly to review performance and school success. The school had some changes in administration during which the governing body was able to provide sound direction.
C2	The school is fully aligned with this standard even though it does not have the usual management set-up though the current set up has been approved by the CIS board.
C3	The school has a full leadership team consisting of head of Primary, Head of Secondary and Business Manager. Combined, they act as school principal with each having their own job description as well as a description outlining shared responsibilities.
C4	The governing body has clear policies that allow the school to operate smoothly.
C5	The school has a development plan which includes a resources section that sets out financial planning for the school.

SECTION C
LEADERSHIP AND GOVERNANCE
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
C1	The governing body has not provided full training to members regarding the school.
C2	
C3	
C4	The board does not have a clear evaluating form to evaluate its overall performance. It has been discussed but not fully implemented.
C5	

**SECTION D
FACULTY AND STAFF
LIST OF SCHOOL'S MAJOR STRENGTHS**

Related Standard(s)	Major Strengths
D1	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.
D2	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.
D3	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.
D4	Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.

**SECTION D
FACULTY AND STAFF
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS**

Related Standard(s)	Major Factors Needing Strengthening
D5	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.

SECTION E
ACCESS TO TEACHING AND LEARNING
LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
E1	<ol style="list-style-type: none"> 1. Students are referred to SENCO in both Secondary and Primary schools based upon a variety of tests or concerns. 2. There are screening programmes that highlight students: CATs testing from Year 4 onwards, NFER reading, Abacus tests, teacher assessments and optional SATs. 3. Parents and students meet with SENCO and agreed targets are put in place. These are 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. 4. 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. If required, an IEP is written and parents are invited into school to agree and sign it. The IEP lasts between 2 and 4 months.
E2	<ol style="list-style-type: none"> 1. Both the Junior SENCO and the Secondary SENCO (80% timetable) have many years experience. There will be an Infants SENCO from 2011/2012. 2. There are 18 teaching assistants (TAs) in Infants, 10 in the Junior School and none in Secondary. 3. The Infant and Junior School uses EXCEL tracking grids to monitor data. 4. Across the School all teachers and parents are aware of the fact that there is a Learning Support provision headed by a SENCO. 5. 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. 6. 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. 7. The SENCO regularly meets with students that he works with. Parents may be consulted during the initial 'targets only' support of students.
E3	<ol style="list-style-type: none"> 1. EAL trained teachers and support staff are in place in all areas of the school and timetabled lessons for those students who need it. 2. Some staff have had training in teaching EAL students in the mainstream and some are varying the approach to teaching based upon different language needs of the students across the school. 3. Resources and personnel are satisfactory in many areas. 4. The school tries to encourage parents to help in student acquisition of first language.
E4	<ol style="list-style-type: none"> 1. 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. 2. Staff are very supportive and cooperative about being flexible and allowing students to see the counsellor when needed. 3. Teachers, assistants, nurse and counsellor all work together to support a student's academic and emotional wellbeing. 4. Guidance and counselling records are kept in a secure and confidential manner.
E5	<ol style="list-style-type: none"> 1. 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. 2. School sponsored events have medical personnel available and first aid kits and risk assessments are taken on school outings. 3. Yearly medicals are completed on students and health consultants liaise with parents regarding any health concerns. 4. In the infant unit there is regular dental education regarding teeth cleaning. 5. To enhance knowledge of health issues such as infection prevention, visual aids are available throughout the school about hand washing and sneezing etiquette etc. 6. Hand sanitizers and tissues are available throughout the school and antibacterial wipes where necessary. Information regarding health issues is also posted in AI Sedra, the

	<p>school notice which is sent out regularly.</p> <ol style="list-style-type: none">7. Information is given to parents and students regarding communicable diseases in school and/or in the child's class.8. Cleaners are advised and encouraged to prevent the spread of infection by being made aware of appropriate cleaning procedures
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SECTION E
ACCESS TO TEACHING AND LEARNING
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
E1	<ol style="list-style-type: none"> 1. 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. 2. 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.
E2	<ol style="list-style-type: none"> 1. There are no teaching assistants (TAs) in the Secondary School. 2. 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. 3. In the Secondary School many staff don't understand the role of the SENCO. 4. The school makes little use of community resources to enhance access to the curriculum. There are few qualified educational psychologists.
E3	<ol style="list-style-type: none"> 1. Lack of SENCO in infant school and a lack of training or teaching assistants in EAL skills for the classroom. 2. A lack of staff who are trained in EAL provision in all areas of the school. 3. A lack of interest from parents in supporting students in Arabic as the major focus appears to be English skills for them. 4. Limited IWB access for EAL learners and classrooms. 5. Greater support staff needed for large groups in Secondary School.
E4	<ol style="list-style-type: none"> 1. There is currently no provision to provide orientation to new students or to transition students leaving the school. 2. Greater understanding of the roles of support staff such as counsellor's is needed across the school
E5	<ol style="list-style-type: none"> 1. A variety of healthy choices of food is not available to students. 2. The school needs to address the special dietary needs of students with various chronic illnesses. 3. Seat belts are available on the buses but there are not enough to accommodate 3 students in a row per seat. 4. Safety inspection of the school on a regular basis is time consuming and requires trained personnel. 5. Confidentiality and documentation is maintained on all students but to date there is no written policy regarding this. 6. Nurses job description is available but policies regarding certain aspects of the job need to be in place.

SECTION F
SCHOOL CULTURE AND PARTNERSHIP FOR LEARNING
LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
F1	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. Within each of the schools, a qualified nurse is onsite to ensure the children are safe and their well being is cared for. 4. 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. 5. GES has a Behaviour Policy in place, which extends to the Infants, Primary and Secondary school. 6. 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. 7. 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. 8. GES has formal procedures in place within all schools to celebrate positive behaviour at an age appropriate level for each school.

F2	<ol style="list-style-type: none"> 1. 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. 2. All 3 school areas are connected by an email system which allows for a quick interchange of information between staff members, 3. 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. 4. Planning in all 3 schools is done on uniform formats depending on the stage/school to ensure nothing is omitted. All planning is monitored by the Senior Management team and is done so in advance to ensure effective coverage. 5. 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. 6. Parent interviews and forums are important ways for the parents to find out about the school's aims and approaches. 7. 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
F3	<ol style="list-style-type: none"> 1. 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). 2. 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. 3. 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. 4. 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. 5. 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. 6. 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. 7. 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

	<p>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.</p>
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SECTION F
SCHOOL CULTURE AND PARTNERSHIP
LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS

Related Standard(s)	Major Factors Needing Strengthening
F1	<ol style="list-style-type: none"> 1. The student body is concerned that without more international awareness, problems with racism will exist. 2. 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. 3. Students asked believe students at GES do not respect one another and they do not feel they are not encouraged to share their background. 4. The initial CIS questionnaire highlighted that the majority of parents felt they had not been invited to share their family heritage. 5. 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. 6. 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.
F2	<ol style="list-style-type: none"> 1. The school uses a variety of methods to provide open communication between staff and parents, but at present no Parent Teacher Association exists. 2. The MIS system Engage is also a method of communication to parents, but presently, parent access is not up and running. 3. Whist 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. 4. 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. 5. 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
F3	<ol style="list-style-type: none"> 1. 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. 2. 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.

SECTION G
Operational systems
LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
G1	<p>Finances are very well organized. Regular financial reports are received.</p> <p>Annual budgets are given and sufficient funding is allocated to all departments of the school.</p> <p>School fees are detailed in the previous academic year so parents are clear and able to complete their finances in time.</p> <p>Accounting processes are well organized and all insurances are taken out by the school.</p> <p>The school has no long term debt.</p>
G2	<p>School facilities are sound and provide effective delivery of all learning programmes.</p>
G3	<p>The school has passed satisfactory standards of health and safety which is regularly reviewed by the Civil Defense Authority.</p> <p>The maintenance currently provided does ensure that equipments is operating in a safe and healthy manner.</p> <p>The school currently has recycling bins throughout the building.</p>
G4	<p>The school has recently employed a new company to provide food for the children. This has resulted in a significant improvement in the quality of food provided and quality of hygiene and dietary requirements.</p> <p>The school is cleaned thoroughly throughout the day, after hours and if there is any emergency cleaning required.</p>

SECTION G
Operational systems

**LIST OF MAJOR FACTORS NEEDING STRENGTHENING
TO IMPROVE ALIGNMENT WITH STANDARDS**

Related Standard(s)	Major Factors Needing Strengthening
G2	<p>The school will need to ensure in the future that they have provision for physically handicapped students.</p> <p>Shade is needed in the outdoor areas particularly for secondary boys during breaks particularly in the summer months.</p> <p>The school needs to develop a cyclical preventative maintenance plans. All procedures that take place should be recorded on job sheets and register all maintenance performed.</p> <p>The secondary school is very close to its maximum limit regarding classrooms. Thinking about how we can accommodate more students should be a priority.</p>
G3	<p>There should be a health and safety committee in school.</p> <p>Fire evacuations should have a written procedure for all staff to follow. Also, a plan should be in place for other types of evacuation for example a bomb threat.</p>
G4E	<p>The school currently does not have a whole school policy on school trips. There are some inconsistencies which need to be addressed.</p>

SECTION A
SCHOOL GUIDING STATEMENTS
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
A1	Develop and implement policy and procedures to ensure: <ul style="list-style-type: none"> • Guiding statements establish clear expectations for students learning. • Guiding statements drive decisions making • Regular reviews involving broad community • Regular evaluation to assess achievements of mission 	Working group LT	June 2012	Time/ Staff involvement	<ul style="list-style-type: none"> • Review cycle for the Mission and Vision • Review policy for the Mission and Vision • Evaluation procedure to assess achievements 	Mission and vision guiding all decision makings within the school.
A2	To have clear written definition of the concept of internationalism/interculturalism in the context of GES	Karen Eden Global Citizenship committee	Sep 2012	Time	Policy on global citizenship	Ensure that we are implementing our vision and mission
A3	To promote internationalism/interculturalism amongst our students body and adopt into curriculum areas.	As above	As above	As above	As above	Ensure that we are implementing our vision and mission
A4	Develop promotional materials that gives an insight of the school admissions, curriculum and policies.	ELT	Sep 2012 Ongoing updates	Printing	Perspective students handbooks	Clarity to perspective parents and students

**SECTION B
EARLY YEARS
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS**
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B1	Teaching and Learning Policies to be put in place and accessible to all staff.	SLT Curriculum Co-ordinators HOD		Curriculum documentation for all subjects	All policies to be up-to-date and made available to all staff.	Having policies on place for all areas of teaching and learning will help to ensure that a variety of teaching and learning styles are incorporated which will develop creative skills, critical thinking and develop our students learning skills.
B2	Audit of all Early Years resources to ensure more effective use. Outdoor play provision to be improved.	Curriculum Co-ordinator EY staff SLT	Audit took place in Term 1. April 2012	Financial Support	Resources which are readily available and accessible to all staff in EY. A fully functional play area suitable for EY has been already designed and will be implemented by April 2012.	Impact on the physical development of our students and in turn will help to develop better self awareness and awareness of others.
B3	To create a 'Global Citizenship' policy, and curriculum. Clear definition of "Internationalism"	Global Citizenship Committee	Beginning Jan 2012	Time	Committee to develop "Global Citizenship" Policy and	Having policies on place for all areas of teaching and learning will help to ensure that a variety of teaching and learning styles are incorporated which will develop creative skills, critical thinking and develop our students learning skills.
B5	Improve CPD opportunities Whole school development plan for CPD to incorporate all staff CPL.	CPD Co-ordinator SLT LT	Beginning Jan 2012	Time	Staff attending external courses. Staff taking part/leading INSET within school. Staff being involved in their own CPD.	To ensure that an explicit commitment is made to developing all staff to improve standards of teaching and learning at GES.

	Individual needs to also be planned for through analysis of staff appraisals	All Staff SLT				
B7	IT Personnel	HR	Sep 2011	Budgeting	School has already added an IT technician to the Help desk. Provision in place to hire IT administrator which takes up the IT support to 4 staff members (the school is also reviewing the IT infrastructure to upgrade and link the infants to main campus)	Improved IT support in place
B8	Assessment. Whole School Assessment Framework to be put in place. Formal Assessment and ways of recording evidence within Early Years to be developed. Analysis and tracking system to be put in place. Develop ways in which we can compare our results to those of similar schools.	Curriculum Co-ordinators All staff SLT All staff SLT All staff	Ongoing 2011 Began January 2012 . Framework to be in place by end of Term 2.	Time	Whole school development of an Assessment Framework which is implemented and in use throughout the school. Tracking sheets and Analysis systems in place. Networking with other schools.	Assessment is at the root of learning. Having successful assessment and methods of tracking and analysis in place will enable staff to meet all the goals of the mission statement!
B9	Revise and update curriculum and adapt for more effective use by all staff. Ensure curriculum is in line with Mission Statement	Curriculum Co-ordinators All staff SLT		Curriculum mapping software Curriculum documentation	Agreement on a suitable curriculum mapping software An updated and revised Early Years curriculum in place being	Ensure continuity and consistency across the school To ensure the best education for all

					used effectively and in line with the Mission Statement.	our students and that individual learning styles are catered for.
B10	<p>Formal systems for recording, analyzing and tracking need to be put in place throughout the school.</p> <p>Tracking system for individual students.</p> <p>Develop a system for recording data which can be used to analyse the effectiveness of the curriculum.</p> <p>The reporting system for Early Years needs to be more reflective of the curriculum.</p>	<p>All staff SLT</p> <p>Curriculum Co-ordinator Early Years Staff</p>	End of Term 2.	INSET CPD	<p>Workable systems in place which are used effectively to inform planning and monitor progress.</p> <p>Data is analysed and results used to update and revise curriculum.</p> <p>New format being used for reports in Early Years.</p>	

SECTION B
KEY STAGE ONE
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B1	1. To implement a new and effective vision and mission statement, that is integrated with a teaching and learning policy. 2. Implement a SEN/EAL policy 3. To have teaching and learning policies for each subject areas.	Senior Leadership team, Curriculum coordinators and Heads of Department.		1. Staff inset for implementing policies. 2. Recruitment of Highly trained SEN and EAL staff working across the school.	New teaching and learning policy in place which is implemented throughout the whole school and individual subject areas.	Teaching and learning policies along with the curriculum meets the mission statement and moves the school to its intended goals.
B2	1. To create a PHSE programme this is delivered across the whole school on a weekly basis. The programme must be integrated with the school mission and vision statement. 2. The implementation of consistent schemes of work at Key stage 1 with thorough planning, long, medium and short term plans.	SLT Pastoral coordinators Curriculum Leaders and coordinators	On going	1. PHSE programme of study 2. Buy in key stage curriculum or build and improve existing one.	A PHSE scheme of work is follow throughout the school to help aid student support services. Ongoing progress. Curriculum coordinators have been appointed and the work is in progress	Meets the school mission and vision statement. To foster and improve student life. Clear written curriculum documents will support teaching and learning throughout key stage one.
B3	1. Appointed person to over-see whole school key stage planning.	SLT, Curriculum coordinatos			To implement a whole school curriculum committee. Although various people have been appointed. There needs to be cohesion within the different areas of the school.	A curriculum committee can regularly review the curriculum and adapt and change to meet our school vision and mission.
	Education of Global citizenship needs to be addressed in the	Curriculum and pastoral			The teaching and learning incorporates global citizenship	All schemes of work and teaching practices should have global

B4	teaching and learning curriculum across the whole school and at key stage.	coordinators			where possible throughout the curriculum.	citizenship built in so that we can reach our school vision and mission.
B5	Increase CPD within the school. To implement structured CPD to staff within their expertise. CPD should address the needs of the school and student achievement.	SLT	Ongoing	Coordinators, outside agencies.	A CPD coordinator has been appointed and progress is being made.	A school plan for CPD needs to be made which aims to develop the school to its targeted goals.
B6	Improve current teaching practices and maintain consistency throughout.	SLT, Teaching staff.		Staff INSET and SLT support	Implement staff appraisals	Improvement in teaching and learning with consistency.
B7	More subjects specialised teaching assistants to support students in certain subjects. to develop an assessment policy	SLT, Heads of Department.		Staff appointment, training for existing staff	To overcome and help students with learning difficulties. Follow a well structured assessment for learning policy throughout the school.	
B8	Better communication to parents regarding assessments.	SLT, Curriculum coordinators and teaching staff.		Training	Parents are able to understand assessments and grade level and boundaries.	
B9	To make time in order to meet across the school to ensure regular curriculum review	SLT, Curriculum coordinators. HoD.	On-going	Outside agencies	The school curriculum is modified and updated regularly.	The curriculum will be consistent with the school vision and mission.
B10	Consider data from past students. In-depth analysis of results	Curriculum coordinators, HoD, and teaching staff.	Every term.		The school to have a database of past students which can be accessed and used. A clear analysis of results will allow teachers to address strength and weaknesses of our students.	Improve examination results.

**SECTION B
KEY STAGE TWO**

SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS

Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B1	Humanities curriculum needs to be written. PSHE curriculum needs to be written. Teaching and Learning Policy needs to be written and adhered to.	CCo CCo DH/HoP	2012 2012 2012	Meeting time and coordination	Teachers have subject policies to hand. Missing curriculums written and followed.	Gives structure to the learning environment.
B2	Opportunities for critical thinking and independent research need to be created within the existing framework. Improve the alignment between the Arabic and English curriculums.	CCo HoA	2012 2013	All Staff input Inset time	Tasks or homework projects set to allow development of these skills. Marking criteria established.	Encourages risk taking and enables skills for lifelong learning. Develops critical skills.
B3	Create a standardized planning format. Ensure UK biased curriculum is adapted to reflect local needs and traditions and culture. Develop a music curriculum to generate more interest in this subject.	DH HoP LT HoM	2012 2012	Investigation and purchase of curriculum mapping software. Whole school review.	Plans completed by staff and submitted in an agreed format.	Programs develop to unite the school and foster greater cross cultural and language awareness.
B4	Devise and Implement a global citizenship program	KE (Coord)	2012 -13	Inset Formation of committee	Successful global citizenship lessons delivered that are applicable to our students.	Improves the students' awareness of other cultures and their role in a global society. Fosters self esteem and self awareness. Also students can act upon their responsibilities.
B5	CPD Weekly inset periods implemented. Detailed program to be established and made public.	GC (ICoord)	2011-12	Early finish on Tuesdays	Staff survey completed, reviewed and proactive changes made. Impact on Teaching and Learning is positive.	Creating programs that directly affect the students and improve their learning.
B6	Non Arabic speaking curriculum alternative to be devised and implemented. Or Arabic for beginners program to be developed.	HoA CCo	2013	Dependence on SEC for Arabic curriculum which is subject to many changes.	English speaking students enroll on a course of study which is relevant and meaningful.	Creating programs that directly affect the students and improve their learning.
B7	Leveling of resources and resources placed in easy accessible areas so that they are not year book classroom resources. Thus different year group	All Staff	2012	Inventory of all classroom resources.	Central location organized with books clearly labeled and level apparent for use in variety of classes.	Makes each child achieve their best supporting the weaker students while challenging the more able.

	teachers can use them.					
B8	Whole school assessment policy needs to be written. (Actioned now during current inset phase).	HoP/DH HoS/DH All Staff	2012	Inset time staff collaboration activities	Agreement of staff on good assessment practices and implementation and adherence to that agreement.	Promotes academic growth.
B9	Curriculum content covered needs to be handed over from one year to the next. Vertical alignment.	CCo Primary staff	2012	Mapping software Inset time	Improved discussions and documentation of topics and skills taught which the details of which are then passed on to the following year group teachers.	Promotes academic growth.
B10	Assessment data needs to be correctly entered in to the MIS system so that all teachers can use it. (Whole school)	MIS Coord Engage support	2012	Engage training Inset training	Roles and responsibilities are clearly defined and staff training on MIS complete to enable input and access to tracking data.	Promotes academic growth.

SECTION B
KEY STAGE THREE
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B1	Developing and adopting the following documents : <ul style="list-style-type: none"> • Guiding Statements outlining the 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 in alignment with the National Curriculum of England and the Qatar National Curriculum for Islamic and Arabic Studies. • A “Welcome to Secondary School ” pack informing parents and students of the KS3 Curriculum, specifying the expected learning outcomes, content and sequence of all subjects and other KS3 procedures. 	DFR/CJA	Ongoing to be completed by June 2012	Time	All documents to be complete and accessible to all on the school servers	Greater cohesion in KS3 and understanding of the curriculum across the different subjects. This should lead to skills being shared across curriculum areas.

<p>Teaching and Learning/ KS3 Standard B3</p>	<ol style="list-style-type: none"> 1. Designation of responsibility for the oversight of the KS3 Curriculum must be made clear. 2. A whole school (Infant, Primary and Secondary) Curriculum Committee should be formed to take control of the curriculum. 3. Serious consideration should be given to the purchase and implementation of a curriculum mapping software package. 	<p>Completed School appointed curriculum coordinator in each Key Stage. This year we plan to introduce a new role of lead curriculum coordinator to ensure the communication and consistency vertically as well as horizontally.</p>	<p>February 2012</p>	<p>Time for cross school meetings and financial implications of software package for curriculum mapping</p>	<p>Greater understanding of the vertical curriculum and the areas across the school.</p> <p>Curriculum to be considerably more skills based and clearly mapped across all age groups once finished.</p>	<p><u>Major Action 1</u> This will help maximize the curriculum potential at G.E.S, develop meaningful opportunities as cross-curriculum well as complimentary extra-curricular activities and in, particular, address educational deficits between sections of the school, specially between KS2 and KS3.</p> <p><u>Major Action 3</u> This will help to organize the curriculum for maximum benefit and provide the framework for the greatest academic success of all G.E.S students. It will also put the school at a distinct advantage as many schools do not have this provision.</p>
<p>Teaching and Learning/ KS3 Standard B4a</p> <p>Standard B4b</p>	<ol style="list-style-type: none"> 1. To meet Standard B4 for KS3, one person must be responsible to collect and collate information from each department to show that the standard is met. 2. To review the curriculum and to see where local examples can be added into every day teaching. 3. As the school community is 	<p>CJA along with HOD's</p>	<p>Sept 2012</p>	<p>Collation time and INSET time to reflect and complete a policy and curriculum changes if needed</p>	<p>Greater access to both local and international examples within the curriculum taught.</p> <p>A clear policy regarding bullying of all sorts.</p>	<p>Greater understanding of what it means to be a citizen of the world and the complex nature of our ever changing environment and political situation.</p>

	<p>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.</p> <p>4. To come up with a policy to eliminate the racial bullying between students.</p>	Same above person along with LT				<p><u>Major Action Step 4</u> The Policy will help effectively combat this big issue.</p>
<p>Teaching and Learning / KS3</p> <p>Standard B5</p>	<ol style="list-style-type: none"> 1. More awareness of any opportunities in the way of educational professional development in Qatar, such as ICT Qatar 2. To find out if any international educators are spending time in Qatar and whether they are available to offer workshops. 3. To build relationships with companies within Qatar and seek expertise so teachers can improve their subject knowledge and keep up to date in classroom. 4. To invite people from various companies to give talks to staff and pupil in school. 5. Have teachers collaborating more during in-service training to share good practice, knowledge and skills(Teach Meet) 	LT/CPD Coord/HoDs	Ongoing	Financial support for increased outside training as well as INSET time with staff able to share best practice.	<p>Focussed support for staff with areas of weakness identified and invested in.</p> <p>Greater links to the business community in Qatar and a higher profile for the students when applying for jobs later in the year.</p>	<p><u>Major Actions</u> To improve teachers' own practice and to accordingly benefit the education of their pupils.</p> <p>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 students.</p> <p>This can provide development opportunities to allow reflective teachers to enhance or change their methods of teaching to further benefit the education and future development of students.</p>

<p>Teaching and Learning/ KS3 Standard B6</p>	<ol style="list-style-type: none"> 1. To appoint a person alongside with the HOD's to be responsible for specifying what teachers should use as their resources and to give assistance in how they use such resources. This person should have thorough knowledge of how to use such resources effectively. 2. The school should record the various approaches it gives to individual student learning, and focus should be given on teaching learning strategies, including thinking skills and critical and learning styles. 3. Each HOD should handout a checklist of technology and resources available for the subject teacher to use. 	<p>LT/CJA</p>	<p>Sept 2012</p>	<p>Financial resource to appoint person</p>	<p>HoDs should be responsible for the range of resources and as this is part of the role a second person is not needed at this time.</p> <p>\</p> <p>Part of medium term planning documents</p>	<p><u>Major Action 1</u> This appointed person will ensure that subject teachers create stimulating learning environment that engage students and make them active participants in their own learning.</p> <p><u>Major Action 2</u> To ensure that the progress of students is evidenced for future reference.</p>
<p>Teaching and Learning/ KS3/ B6</p>	<ol style="list-style-type: none"> 4. EAL strategies should be taught to subject teachers to ensure that the curriculum is accessible to all students – through the English department. 		<p>Sep 2012</p>	<p>Part of department handbooks</p> <p>Investment in EAL provision and training for all staff</p>	<p>Greater use of MIS system for recording information.</p> <p>Greater use of a range of resources for all students and staff with emphasis on planning and creating a vibrant scheme of work allowing for all student needs to be met</p> <p>EAL trainers being trained within the school.</p>	<p><u>Major Action 3</u> To be able to use interactive whiteboards or projectors, CD players, internet access and computers including access during lesson to ICT labs to address individual student needs.</p>

<p>Teaching and Learning/ KS3/ Standard 7</p>	<ol style="list-style-type: none"> 1. Class sizes should be reduced and text books should be provided according to class sizes. 2. The library and media personnel should engage in curriculum development. 	<p>Board/LT/C JA</p> <p>Librarian</p>	<p>Complete</p> <p>Ongoing</p>	<p>Time for the librarian to meet with HoDs</p>	<p>Library stocks tailored to teaching topics for each subject.</p>	<p>Greater access to resources for students.</p>
<p>Teaching and Learning/ KS3/ Standard 8a, b, c and e</p> <p>B8d</p>	<ol style="list-style-type: none"> 1. One person would need to be responsible for collecting, collating and recording what each department currently does to meet this standard. 2. The results of our students need to be compared with students of a similar social and economic background. 3. Any anomalies major differences in performance would need to be addressed by the school. 	<p>CJA/ HOD</p>	<p>Ongoing</p>	<p>Time and tracking system to be in place on MIS system by Sept 2012</p>	<p>Greater awareness of how students are performing and what areas are needed to be focused upon.</p> <p>Great difficulty with this as all of the schools in Doha do not publish results and as such it is very difficult to make such comparisons.</p>	<p>Greater understanding of the school as a whole and how KS3 is performing in preparing students for IGCSE and beyond</p>

<p>Teaching and Learning/ KS3/B9</p>	<ol style="list-style-type: none"> 1. Regular curriculum meetings should take place to discuss possible changes and updates. 2. The school or individual subject departments should keep up to date and informed of new innovations and teaching strategies offered by academic educational establishments. 3. New innovations or ground breaking ideas should be tried and tested with current pupil. If successful, then they should be rolled out into the next curriculum update. 4. To replace and update the areas of the current curriculum if they become outdated and mundane. 5. New curriculum revisions should reflect the school's Mission and Objectives. 6. All teachers should follow a common curriculum. One that has been agreed on by all staff within a department. 	<p>HoD/CJA</p>	<p>Ongoing</p>	<p>Time</p>	<p>Ensuring students and staff are involved in the most up to date curriculum .</p> <p>Staff in full discussions regarding new curriculum innovation and design in each department.</p> <p>New ideas are put into place by departments and all new curriculum changes are implemented</p> <p>This will come with review of the NC.</p> <p>The revisions in curriculum are dictated by NC but the delivery of these should be in line with the school mission</p> <p>Full planning of each year curriculum to be reviewed each year at the start of the year</p>	<p>Ensures that students have the most recent understanding of topics taught and should see a curriculum that progresses smoothly throughout KS3 and staff who are able to deliver a well prepared curriculum.</p>
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Teaching and Learning/ KS3 B10	<ol style="list-style-type: none"> 1. Provision of a better tracking of curriculum and attainment of students in regard to Key Stage 3. 2. The above tracking would be better achieved if the system used follow from Key Stage 1 and 2 and be used to identify trends and targets for Key Stage 4 and beyond. 3. EAL needs to be phased in over time as there is little provision for EAL as a school. 4. Training staff in this trend. 5. Provision of clear statistical data measuring expected targets with regard to Key Stage 3 end assessments and Key Stage 4 expected results. 6. To use a tracking system that is consistent across the school. 7. Having a curriculum coordinator who could oversee the departments and ensure effective monitoring. 	<p>DFR/CJA/MIS Coord/LT</p> <p>LT/Board/EFL staff</p> <p>HoS/DH/HoDs/Curric/Coord</p> <p>Curriculum team</p>	<p>Sept 2012</p> <p>Ongoing</p>	<p>Time to discuss and create a whole school tracking system.</p> <p>Identification of staff needs and greater financial support for this area of the curriculum</p> <p>There is clear progress already taken from NC but more must be done as to see whether this is appropriate for our students.</p>	<p>A clear whole school tracking system with clearly understood information on the MIS system to allow for student progress to be monitored much more effectively.</p> <p>More support available for students who are finding the curriculum difficult to access due to language needs.</p> <p>Greater consistency of results and predictions across departments</p>	<p>Greater understanding of the progress made in each area of the school to allow staff to create much more focused approaches to student learning and assist n all of the decisions and options processes more effectively.</p> <p><u>Major Action 4</u> Such training would help in this area so we can all know and aim for common goals and procedures throughout all subjects.</p> <p><u>Major Action 5</u> In order to use these results to alter curriculum content.</p> <p><u>Major Action 6</u> To avoid any surprises for parents and students alike.</p> <p><u>Major Action 7</u> To make sure it is aligned across Key Stage 3 and 4</p>
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	<p>8. The school could look into setting up an alumni service which tracks past students movement and professional development through email, and to produce a yearly booklet to advertise past student success in university achievement and/or job applications.</p>	<p>KS4/5?</p>				
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SECTION B
KEY STAGE FOUR
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B1 & B3	Develop all required documentation	Curriculum Coordinator	By End of year	Documentation	All required documents available to the school community	Promote academic growth
B2	Training specific to GCSE for teachers		Ongoing	Training/courses	Teachers trained for GCSE	Developing our students' learning skills
B4	Review curriculum to reflect internationalism Policies on Racial behavior/bullying/ equal opportunities should be developed	LT	By End of year	Curriculum documentation	Policies available to school community	Allowing all to become global citizens Students responsibilities to others
B5	Provide training/courses for I/GCSE	LT/ Exams Officer	Ongoing, some have already taken place	Access to training courses	Staff report they are adequately trained for I/GCSE	Developing our students' learning
B6	Develop a complete collection of schemes of work Plans to help struggling students / EAL issues	HOS/ CC SEN/EAL staff	By End of year By End of year	Curriculum documentation	Schemes available to staff on server Clear plans to address this for all staff	Developing our students' learning Allowing all cultures...to achieve their personal best
B7	More provision for SEN at KS4 More access made available to ICT suites Library staff should be more involved in curriculum development	HOS HOS / CC		Teaching staff	Trained SEN staff made available to KS4 teachers Classes having regular access to ICT suites Research skills being taught in the library	Allowing all cultures...to achieve their personal best ..a learning environment which is...motivating and supportive
B8	Assessment policy which includes policies on reporting and recording, homework and marking needs to be created	HOS/CC	By End of Year	Assessment policy documentation	Policy available to all staff	Create programmes...that serve to unite the school...
B9	Director of Studies to be appointed Curriculum committee should meet regularly	LT	Done – CC By End of Year	Committee	Minutes of meetings emailed to staff and published in staffrooms	..a learning environment which is...motivating and supportive

B10	Whole school assessment committee should be established Establish proper tracking	LT HOS/CC	By End of Year By End of Year		Regular meetings of a curriculum committee with minutes available to all staff An effective tracking system employed by all staff.	..a learning environment which is...motivating and supportive Promote...growth of our students
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SECTION B
IB
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B2e	The School needs to provide opportunities for students to develop and demonstrate their own learning styles.	IB coordinator	By September 2012	Training for staff, INSET for teachers involved, documentation updated, training for students implemented. The setting up of a mentoring programme to support the students.	Evidence of understanding and demonstration of learning styles by students.	To foster the development of skills and abilities that prepare students for lifelong learning.
B7h	The School needs to provide IT personnel with training opportunities to become suitably qualified to collaborate with faculty, engage in curriculum development and support students in acquiring and applying ICT skills.	IB coordinator	By September 2012	Relevant training and sufficient time given for implementation	Evidence of IT personnel fully integrated in supporting the curriculum as well as supporting the students in acquiring and applying IT skills.	The School will provide the appropriate support and resources to implement the curriculum.
B9a	Teachers, school administrators and relevant members of the support staff need to collaborate to develop,	IB coordinator	By September 2012	Relevant time allowed to meet, discuss and	Evidence of being better informed over relevance of curriculum and areas needed	Evidence shown of review by minuted meetings and feedback given to Leadership Team and

	review, revise and develop the curriculum on a regular basis			review the curriculum to enhance as well as to feedback to IBO	for development	feedback to IBO when appropriate.
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SECTION B
KEY STAGE FIVE AS-Level
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B1 B3 B4 B9	The curriculum needs to be examined, adapted, implemented, monitored and regularly assessed to ensure it meets the needs of all stake holders at GES	Curriculum Co-ordinator HOS	Ongoing	Curriculum Documentation	Curriculum reviewed and implemented and assessed. Curriculum meets the needs of all stake holders.	Improve teaching and learning throughout the phase.
B1 B3	Teaching and learning in Key stage needs to be monitored to ensure that cross-curricular links and differentiation are being planned for.	LT HOS C/C	Ongoing	Curriculum Documentation Access to training	Curriculum and planning need to be regularly reviewed and moderated	Balanced cross-curricular learning opportunities will be available to all learners.
B1	Schemes of work need to be introduced to ensure that all teaching is consistent throughout subjects and year groups.	C/C HOD HOS		Schemes of work	Schemes available to staff on server	Develop learners' learning
B3 B8 B9	Curriculum co-ordinator needs to be appointed to oversee the curriculum, planning, assessment and tracking in this phase.	LT HOS	Complete		Co-ordinator appointed and in post	Curriculum is well balanced and implemented and improving teaching and learning throughout phase.
B1 B4	Cross- cultural activities need to be encouraged and planned for to ensure that pupils become more rounded global citizens.	C/C HOD LT	Ongoing	Planning documents Curriculum Documents	Cross-cultural activities planned for and incorporated into yearly calendar.	Students helped to become Global citizens as they learn more about others and their interests and cultures.
B8 B9 B10	School wide assessment policy needs to be implemented and pupil assessment, tracking and analysis need to become more engrained into the teaching and learning in the school.	C/C HOD LT HOS	Ongoing	Assessment policy documentation		
B5	GES to develop and adopt a CPD programe that meets the needs of all staff.	CPD co-ordinator LT HOS	Complete		Staff report they are adequately trained and feel equipped to complete their jobs.	Improve teaching and learning.

SECTION B
Vertical Curriculum Summary
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
B1	Focus on independent learning/discovery and bringing the IB profile to lower Key Stages	ELT	Ongoing	Cross curriculum links/integrated planning	Pilot independent learning scheme in primary. Curriculum coordinators to ensure that projects and opportunities for independent learning are integrated within planning	Improve teaching and learning throughout the phase.
B1	Clarity on school admission policy	LT/BOT	Sep 2012	Time	Clear entrance criteria and admission policy publicized	Ensure that programmes offered matches the need of our students body.
B1	Review subject policies vertically and ensure alignment with mission and vision	Lt/committees	Ongoing	Subjects policies/planning	Aligned subject policies with school vision and mission	Mission and vision drives school operations and teaching and learning
B1	Curriculum co-ordinator needs to be appointed to oversee the curriculum, planning, assessment and tracking in this phase.	LT HOS	Complete		Co-ordinator appointed and in post	Curriculum is well balanced and implemented and improving teaching and learning throughout phase.
B2	Focus on vertical alignment on all subjects	Curriculum committees	Ongoing	Planning documents Curriculum Documents	Vertically aligned subjects	Consistency and continuity in our programmes
B2	Curriculum mapping software for curriculum documentation and cross curricular links	C/C HOD LT HOS	Sep 2012	Finance	Curriculum software in place and all curriculum documented	Cross curricular links Continuity Alignment horizontally and vertically
B3	PSHE curriculum	Committee	Sep 2012	Documentation	Review whole school PSHE	Comprehensive aligned PSHE curriculum
B4	Local culture and internationalism embedded in planning	PSHE/Global citizenship committees	Sep 2011		Create curriculum links to enhance internationalism and local culture links	Curriculum links to local culture and internationalism
B5	ESL training for all teaching staff	CPD	Sep 2012	Training	Train in house trainers to train	Further understanding of ESL in

		coordinator			all teaching staff on ESL	mainstream and EY to enhance students learning
B5	CPD for individuals IT CPD	CPD coordinator	Sep 2012	INSET	Link appraisals to CPD	Supporting staff and improvement in their teaching
B6	Differentiation	CPD coordinator LT	Sep 2012	INSET Methods for differentiation and documentation	Differentiation in classes	
B7	Support staff in secondary	BoT/LT	Sep 2012	Job descriptions	Support staff appointed and their roles are clear	Increase support in core subject departments
B7	IT resources upgraded	IT/LT	Sep 2012	Finance	Faster networks and internet connections Connections with infant unit	
B7	Increase IWB in school	LT	Ongoing	Finance	IWB in each classroom by 2014	
B8	Review assessment policy and practices	Whole school	April 2012	Time	Whole school assessment policy	Ongoing assessment and evaluation
B8	Tracking	Whole school	Ongoing	Time/ MIS	Tracking of all students in place on MIS	Access to results and data to review and evaluate our practice
B9	Subjects vertical alignment	Working committees	Ongoing	Time	Vertical alignment in all subjects	Consistency and continuity

SECTION C
LEADERSHIP AND GOVERNANCE
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number		Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
C1	To create a formal evaluation process and tie it in with the school mission and vision statement. Review all school policies and ensure they are aligned with school mission and vision. To implement CPD for board members.	CPD coordinator, SLT, and the governing board.	Sep 2012	Outside agencies.	To ensure that policies are aligned and directive towards school vision and mission statement.	School vision and mission statement is fulfilled and the school is making progress through high achievement.
C4	Ensure consistency in all operational policies. Develop and implement Board evaluation systems.	Governing Board and Business manager, SLT.	On-going		To bring the school fully aligned with this standard.	Improve the overall performance of the school as existing and new policies are reviewed and laid out.

SECTION D
FACULTY AND SUPPORT STAFF
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number		Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
D3B	The school makes clear the factors which are taken into account in determining each employee's remuneration.	Business manager/Financial Committee	June 2012	Budget review	Reviewing salary structure and links to appraisals	Implementation during the academic year 2012/2013
D4C	Policies and practices foster efficient and effective performance and enhanced morale among all employees.	LT	Ongoing		Supplement of staff appraisal system	
D3D	There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.	In place			Staff manual contains all information	
D4D	Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.	In place			No problems recruiting and retaining staff	
D5	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.	In place	Ongoing		TA appraisals to start this academic year.	

SECTION E
ACCESS TO TEACHING AND LEARNING
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
E1	SENCO's in all areas of the school are now involving parents in all discussions regarding IEPs for students.	SENCOs	Ongoing	Time and SENCO in each area of the school	Parental involvement in action plans for students	Greater ability to ensure that students are accessing appropriate curriculum and strategies to improve this.
E1	All students should take entrance examinations and be asked to complete a short questionnaire regarding reasons for moving etc. Previous school reports should also be asked for before any student is allowed to join the school and this information disseminated to all involved with the student.	LT	ongoing	Time to produce a questionnaire which is included as part of the admissions process	A questionnaire which allows for more background information to be gathered to assist student placement and assistance	Information allows to staff to prepare for any needs of the students as part of planning.
E1	Further discussion is needed regarding the cross spectrum working group as there are some areas which do not seem to fit into this pattern, notably EAL which is not usually an SEN problem but will affect a students ability to access the curriculum.	LT/SENCO/EAL/Counsellors	Ongoing	Time set aside for such a meeting to take place	Regular meeting involving all of the student support staff to assess students and monitor progress	Greater information exchange between various areas would allow a more accurate assessment of the needs of the students.
E1	Further investment in SEN and support for EAL staffing would also be an important step for the school to take to ensure that students are given maximum chance of success	Board	Ongoing	Financial support for student support areas	Greater assistance to students in all areas of the school where there are needs which	Greater provision for a majority of students who are EAL learners and will be able to access much more with this specialist, tailored provision
E2	Secondary School using and reporting to parents in NC levels and tracking of	SELT	Ongoing	Time for planning and	Clear criteria for students and parents as to improvement made	Allows more accurate assessment of students and for intervention where

	students now started including previous information where possible.			improving assessment strategies	and ability for descriptors and levels to be standardised	needed.
E2	A whole school SEN/Learning Support Policy document should be written	LT/SENCOs	April 2012	time	A coherent policy for all students and staff dealing with SEN issues in the school	Greater consistency of approach to students needing support
E3	Infant SENCO required	LT/Board	done		Assisting students in the Infant school is vital as this will allow the students and staff to understand any issues as early as possible in a student's life at the school	Support for all students
E3	Curriculum being reviewed in all areas of the school and more integration being encouraged.	DHs/Curriculum Cos/HoDs	ongoing	Planning and development time for progress to be made	Skills based school learning and assessment possible to allow for greater cohesion between subjects/areas of the school	Greater access to information for all students at the right level.
E3	Further IWB support for EAL teaching required.	Board/LT	September 2014	Financial for IWB acquisition	IWB in each EAL classroom	Vast array of software designed to be

SECTION F
SCHOOL CULTURE AND PARTNERSHIP FOR LEARNING
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
F1	With such a rich multicultural community within GES, awareness must be promoted to establish positive and multicultural interaction between all members of the school community, encouraging parents, students and staff to share their backgrounds and experiences.	LT/Board	ongoing	Time and regular meetings with parent body	Greater parental presence and comfort in/with the school	Allows a major stakeholder to be more involved with the school and increases community awareness.
F1	Develop anti-bullying policy and review procedures.	Working group	asap	People willing to take on role.	Staff and students ware of who is responsible for dealing with any bullying issues	Lessens any bullying and allows all students to work in an atmosphere of fun and free from bullies.
F2	Planning to be available to parents via the school website.	MIS/LT	ongoing	MIS parental portal to become up and running	MIS Parent Portal able to exchange all areas of school life with parents	Greater information sharing with the whole community.
F2	Continue to encourage parents tp establish a formal parent body.	LT	Ongoing	Time/letters/parents meeting	Formal parental body (PTA) even though the school has now regular parental forums	Better school-parents communication and involvement of parents

SECTION G
Operational systems
SUGGESTED MAJOR ACTION, BY STEPS, TO IMPROVE ALIGNMENT WITH STANDARDS
Please use a separate table for each Major Action

Related Standard Number	Major Action (laid out in steps as appropriate)	Persons taking & monitoring action	Timeline	Resources Needed	Criteria for Completion/Success	Impact on Furthering the School's Mission
G2A	Shade is needed in the outdoor areas particularly for secondary boys during breaks particularly in the summer months.	Operating systems committee	Ongoing and would be part of our 5 years plan for secondary	Paving, shade, tables and chairs.	The boys will have more space during breaks in the shade.	
G2B	The secondary school is very close to its maximum limit regarding classrooms. Thinking about how we can accommodate more students should be a priority.	Operating systems committee		Analysis of current facilities	Analysis of current facilities and how they are currently used and could be used in the future. The impact on the students is paramount and the standards of their learning environment should be high. The school may need to think of capping numbers or thinking of how they could expand facilities.	The school is not planning on expansion at this stage. Our maximum capacity is around 1400 students and once we reach that we will not increase in numbers. Focus at this phase of school life is on improving the quality of education provided and raising achievements rather than expansion.
G3C	There should be a health and safety committee in school.	Health and safety committee	2012	Health and Safety policy	The committee should have a representative from each section of the school and include both teaching and administrative staff. There should be a strong representation from Admin personnel who are responsible for the operations of the school.	
G3E	Emergency procedures and Manual should be developed	LT	ASAP	Evacuation Policy – for fire and bomb threats.	All staff need to have available a written version of the evacuations policy. This needs to be completed for all threats including bomb threats.	Clear emergencies procedures manual and practice for any safety hazard situations that may arise.

					Bells should be put in all buildings including Admin building to support class change over but also to aid evacuation.	
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INTEGRATION OF ACTION STEPS INTO SCHOOL-WIDE PLANNING PROCESS(ES)

Describe the process(es) by which school-wide planning currently occurs.

SSC please write here:

- The school has a whole school development plan (3-5 years plan).
- The whole school development plan is developed based on the previous long term development plan and inspection reports (when and if available).
- The current development plan is created based on previous school development plan, recommendation from CIS preliminary visit report in addition to recommendations by CIS self-study committees
- The whole school DP is initially created by the LT.
- The DP is then shared with the ELT of each school for their input
- The DP is also shared with whole school staff for their input
- The DP is also shared with the board for their input and final approval.

Based on the whole school development plan:

- Each division will create their own improvement plans for the academic year
- The improvement plans are created by the ELT of the school. Next academic year improvement plans will be created this year by May. A committee will be formed in each division to create the improvement plan for 2012/2013
- We are working towards creating improvement plans for subjects based on the recommendations and findings of the self-study committees.

Describe how the suggested action steps for improving alignment with standards, and others suggested by the VT, can be incorporated into the school-wide planning process(es).

SSC please write here:

- The major actions highlighted in this part of the self-study are part of the school DP
- Areas that were highlighted as major concerns are addressed immediately through a committee i.e. PSHE/Global Citizenship/CPD/Curriculum management
- Recommendation by the VT will also be part of the whole school development plan/improvement plans.
- We are now in our second phase of vertical self-study. There are subject committees working to create action plans to address recommendations in each subject area. Those committees will be our long standing curriculum committees.

VISITING TEAM RESPONSE TO PART THREE OF THE SELF-STUDY REPORT

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

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

SCHOOL'S LIST OF MAJOR STRENGTHS

e.g. Is the school's list of Major Strengths justified and complete?

e.g. If the list is not justified and complete, what changes/additions does the Visiting Team wish to make?

VT Response:

Section A – SSC list justified and complete

Section B Early Years- As above but VT agrees in particular with B4,B5

Section B – KS1- B2,B3,B4,B6 VT in complete agreement .

Section B-KS2- The VT does NOT agree that (B2) the school is “well resourced” particularly in the areas of library and technology resources.

Section B – KS3/KS4 Major strengths are not well identified or detailed in the Self Study.

Section C- VT in agreement

Section D- VT Disagrees with D1. While the VT has commended the SLT for their efforts in documenting contractual obligations, job descriptions and benefits, there is still further work which needs to be completed to avoid confusion (medical cover, PD payments, breaking of contracts etc.)

Section E- VT disagrees with E1 and E3 with regard to the number of Special Needs teachers or teachers with Special Needs' expertise and the training of EAL, though the VT recognises that this is now possible.

Section F- VT in agreement

Section G- Vt disagrees with G2 in respect to technology.

SCHOOL'S LIST OF MAJOR FACTORS NEEDING STRENGTHENING

e.g. Is the school's list of Major Factors Needing Strengthening justified and complete?

e.g. If the list is not justified and complete, what changes/additions does the Visiting Team wish to make?

VT Response:

While the VT concurs with many of the SSC Major Factors Needing Strengthening, the overriding impression is that the school has been very hard on itself. In particular, though GES has no definition of “Internationalism” the school does a remarkable job in this area, given the local and cultural restrictions and the make-up of the student body.

A4- The materials do exist, the VT disagrees strongly.

SCHOOL'S SUGGESTED MAJOR ACTIONS

e.g. Is the school's list of Major Actions justified and complete?

e.g. Does the list cover all the Major Factors Needing Strengthening which the school itself identified?

e.g. If the list is not justified and complete, what changes/additions does the Visiting Team wish to make?

e.g. Does the school have the capacity to put its major plans into action within a reasonable time scale? If not, what might be the obstacles and what does the Team advise to help overcome them?

VT Response:

There is no doubting the capacity of the school to put its Improvement Plans and Major Actions in place within a reasonable time scale. The difficulty may be prioritising the work to be done, rather than trying to complete the Action Plans too quickly, thus overloading teachers and leadership personnel. The VT urges patience in this respect. The VT also urges that the process of Action Plans and prioritisation be a completely open one, in order that all staff may understand what has been actioned and why.

The SLT should take care that prioritising the steps forward should include as many staff representatives as possible.