



EVALUATION TEAM REPORT

The Gulf English School

[Qatar]

Mona El-Helbawi | Head of School

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Part 1: Basic Information - Team Evaluation

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

Self Ratings

No Rating

- ## Evaluator Ratings

No Rating

Evaluator Reason for Rating

This information has been reviewed by the CIS Evaluation Team to provide contextual background for the evaluation visit as a whole.

Commendations

- ## Recommendations

Part 1: School Overview - Student Admissions and Attrition - Team Evaluation

The school describes and analyses student admissions and attrition data to provide an overview, in numeric terms, of the growth, stability or otherwise of the enrollment and the degree of mobility of the student population.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

This information has been reviewed by the CIS Evaluation Team to provide contextual background for the evaluation visit as a whole.

Commendations

- Recommendations

Part 1: School Overview - Faculty and Administration - Team Evaluation

The school uses data on faculty and administration to offer insights into the growth and stability of the school, including the rationale for trends in staffing.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

This information has been reviewed by the CIS Evaluation Team to provide contextual background for the evaluation visit as a whole.

Commendations

- Recommendations

Part 1: School Overview - School-Wide Students' Achievement Information - Team Evaluation

Data on the achievements of the students show trends in academic attainment, as well as offering the school the opportunity to exemplify the broader achievements of the students, in those areas that may be less obviously measurable.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

This information has been reviewed by the CIS Evaluation Team to provide contextual background for the evaluation visit as a whole.

Commendations

- Recommendations

Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation

The school's narrative on the local and regulatory environment helps to give the context to the school's operations and its own Guiding Statements.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

This information has been reviewed by the CIS Evaluation Team to provide contextual background for the evaluation visit as a whole.

Commendations

- Recommendations

Part 1: The CIS Community Survey - Team Evaluation

The school develops a narrative based on an analysis of the survey results including (but not confined to) the points of analysis detailed in the instructions. While the statistics emerging from the survey will be of interest, it will be much more important for Evaluation Team Members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

Self Ratings

No Rating

○ Evaluator Ratings

No Rating

Evaluator Reason for Rating

Globally, the CIS survey elicited a high level of response from all stakeholder groups, except the parents and alumni. Though the school offered this survey in English and Arabic, communicated the survey's purpose and process, and offered assistance and hardware for parents to complete the survey, the parent response was very low. In conversation with the survey committee, the evaluation team (ET) understands this particular result may be attributed to an observed pattern of parents only responding to surveys directly relating to their child's academic performance, the length of this survey, the perceived complexity of the questions, and/or to the low frequency of parental visits to the school. The alumni, receiving the same communication and support as offered to the parents, did not respond for reasons similar to those of the parents.

The school has systematically analyzed the data using a self-defined threshold of 90% agreement with the standard as a strength, and less than 70% agreement as an area for improvement. These identified areas of improvement have a rationale for the survey response and in case of a mitigating action, it has been incorporated into the whole-school strategic plan with key performance indicators to monitor and measure its progress. A particular concerning result indicated that over 30% of parents did not agree that they were included in the school's revision of its guiding statements. In the ET's conversation with the survey committee it was communicated that the school does not use the term "guiding statements" with the community, rather they use "vision" and "mission". Knowing both in procedure and fact that the parents were a consulted constituency in the last revision of the guiding statements, this survey terminology most likely influenced the parental response to Standard A5.

Clearly, the survey committee analyzed the survey data, and the school as a whole has actively sought self-improvement from this survey analysis.

Commendations

- Recommendations

Part 1: Financial Information - SWOT Analysis - Team Evaluation

The analysis of the strengths, weaknesses, opportunities and threats offers the school the opportunity to demonstrate its capability in financial analysis and management. It is vital, in accreditation, to be able to assess the school's financial stability and sustainability.

Self Ratings

No Rating

o Evaluator Ratings

No Rating

Evaluator Reason for Rating

The Gulf English School (GES) has since inception been in a strong financial position. The school benefits from experienced and skillful financial management. Further, it has the support and backing of Al Faisal Holding's financial and executive team.

The SWOT analysis identifies two areas of threat and weakness. However these areas do not have an adverse effect on GES. There is a lack of control over setting fees, which impacts the ability of GES to develop using generated income. The fees are set by the government and GES must adhere to these fee levels.

A misalignment in position for marketing in the community is not really an issue, though identified as a weakness, as the school has a substantial waiting list that continues to grow.

Commendations

o Recommendations

Part 1: Financial Information - Audit - Team Evaluation

The school describes its internal and external audit arrangements to indicate how it assesses business risk and how it uses checks and balances to improve financial and business management.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

The external audit is professionally carried out by external auditors KPMG. This is clear and was evidenced by the report submitted by KPMG. The internal audit has been developed to exercise stringent financial control of the budget throughout the school as well as examine process and procedures.

Both internal and external audits aid the promotion of transparency within the school, monitor departmental performance, and help to ensure accountability in an open and fair manner.

Commendations

- Recommendations

Part 1: Financial Information - Financial Management - Team Evaluation

The school demonstrates how it manages its finances and how well it manages its finances. This is an opportunity for the school to show how the Board/Governing Body exercises its responsibilities in financial planning and stewardship, as well as the roles of the senior officers in the school's administration.

Self Ratings

No Rating

o Evaluator Ratings

No Rating

Evaluator Reason for Rating

The financial management of the school is run professionally to a high standard. Budget control is sound. If departments in the school require additional funding, they submit a request. Feedback from school staff showed clearly they were rarely, if ever, turned down in their requests for funding for projects.

The main source of income is derived from fee income. GES, however, benefits from a sizable income from a shared portfolio managed by the Al Faisal Holdings company. This supplements the school's income and goes towards the expenses incurred in the fixed costs of GES.

Commendations

o Recommendations

Part 1: Financial Information - Financial Planning - Team Evaluation

The school outlines how it plans financially and relates this to the its strategic planning and the school's Purpose and Direction.

Self Ratings

No Rating

o Evaluator Ratings

No Rating

Evaluator Reason for Rating

The financial planning is strong and professional, which matches the strategic planning and helps to achieve both the longer-term plans (usually five years) and short-term objectives of the school (usually the annual budget, one year).

The budgets match the required finances, and there is provision available should the school require additional funding for special projects to help attain the vision and mission of the school.

Commendations

o Recommendations

Part 1: Financial Information - Insurances, Investment Policies and Debt Management - Team Evaluation

The school demonstrates its approach to investment, how it funds growth and the insurance policies taken out by the school to cover risk and liability in its activities.

Self Ratings

No Rating

◦ Evaluator Ratings

No Rating

Evaluator Reason for Rating

GES has appropriate levels of insurance throughout the school, as evidenced by the MDA. GES has a sound investment portfolio, clearly shown on the audited accounts, which provides significant additional income to the school.

There is little or no need for a debt management policy. There is an understanding with the school's owner that should a debt situation occur, they assess on an individual basis and make a decision. The school has of yet never taken a debtor to court and has a write-off policy that is handled directly by the school owner on a case-by-case basis.

Commendations

◦ Recommendations

Part 1: Financial Information - Collections - Team Evaluation

The school demonstrates how debts are collected and the managerial processes in place to collect dues and to minimise debt.

Self Ratings

No Rating

◦ Evaluator Ratings

No Rating

Evaluator Reason for Rating

There is an understanding with the school's owner that should a debt situation occur, they assess on an individual basis and make a decision. The school has of yet never taken a debtor to court and has a write-off policy that is handled directly by the school owner.

Commendations

◦ Recommendations

Part 2: Domain A - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

- ## Evaluator Ratings

No Rating

Evaluator Reason for Rating

The standards in Domain A have been consistently met by the school. The meeting of the standards was supported by the involvement of leadership, teachers, and support staff in the last review of the guiding statements. This involvement supported the school community in its ownership of the guiding statements, hence making them become more alive within the school.

Work still needs to be done to ensure parents are fully involved in the review and implementation of the guiding statements, and the school is well aware of this need. The newly formed parent teacher association (PTA) should be a valuable resource to ensure parent voice.

The core values for the guiding statements - supportive, caring, respectful, and responsible - are the main drivers within the school. All constituents are very knowledgeable as to what the core values are and what they mean. These core values are fully integrated into all aspects of the school and are relevant to the school community.

There is a clear commitment by the school community to the well-being of the students, and this has been supported by the leadership team providing safeguarding continuous professional development (CPD) to all staff and teachers.

Commendations

- ## Recommendations

Part 2: Domain A - Standard A1 - Team Evaluation

The school's purpose, direction and decision-making is guided by clear guiding statements that are appropriate for the needs of all constituent groups.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The Gulf English School (GES) has clear and appropriate guiding statements in place that encompass student well-being, internationalism, and intercultural learning. It is evident to the ET through the reports, survey results, evidence provided, and discussions with school constituents that the school is using the guiding statements to guide school direction. The guiding statements are a focus in all areas of the school from decision-making to long-term planning. The guiding statements are posted in every office, classroom, and on all documentation. An understanding of the importance of the guiding statements to the school was confirmed when the ET talked to the self-study team representatives, leadership team, students, and the Board.

It was expressed to the ET by members of the Domain A committee that the core values were real drivers for the students and that the embedding of these core values in the infant and junior school was making a difference as students moved up the school. The ET was able to quantify this through data supplied from the school management system in regards to positive and negative recorded behaviours.

Commendations

Domain A Standard 1 (Major) - The extended leadership team, teachers, and support staff for ensuring that the core values are embedded in the

○ Recommendations

None at this time.

students' daily lives and drive positive attitudes and behaviors.

Part 2: Domain A - Standard A2 - Team Evaluation

The school's Guiding Statements conform to the CIS Code of Ethics.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

It is evident in its content that the guiding statements conform to the CIS Code of Ethics. It was further evident to the ET from school documentation and discussions with constituents that GES is continually striving for excellence and a culture of care. It was very clear that the whole school attempts to fulfill the guiding statements, which embody the CIS Code of Ethics.

The ET observed a very caring culture where teachers and leadership were focused on what is best for the students. The school policies, development plan, and promotional materials support the emphasis on student learning, well-being, and safety. The behaviour procedures, counselling, student voice, as well as specialized staffing positions (e.g. behaviour coordinator, learning manager) further support this.

The CIS Survey supported the above with teachers, staff, and the board scoring this standard with a high percentage of agree or strongly agree.

Commendations

Domain A Standard 2 - The teaching and support staff for embracing the guiding statements through their care and commitment to the well-being of the students.

○ Recommendations

None at this time.

Part 2: Domain A - Standard A3 - Team Evaluation

The Guiding Statements endorse the school's commitment to developing intercultural learning.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The guiding statements include a commitment to the development of intercultural learning at GES. GES has developed clear definitions for internationalism and global citizenship that are included with the guiding statements. The strategic plan highlights goals to move forward in the area of intercultural learning. One example of this is their goal to provide students a broader exposure to global cultures. The school puts into action its definition of intercultural learning through its service learning projects, field trips, student council initiatives, school events, MUN, CAS, and so forth. Some curriculum areas also support intercultural learning (e.g., Personal, Social and Health Education - PSHE).

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain A - Standard A4 - Team Evaluation

The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The ET concludes that there is a firm commitment from the school to maintaining the standards of ethical conduct aligned with the values within the UN Convention on the Rights of the Child. This is evident in both policy and practice.

Ongoing staff professional development is being provided to raise awareness on the importance of safeguarding. Training is also being delivered to the school security and cleaning staff. A new course certified through Pearson about child development, safeguarding, and the signs of abuse, called "Pearson Assured", is currently being delivered to all staff and faculty during continued professional development (CPD) time. It is delivered by the leadership team.

The school has a comprehensive child protection policy in place. The values inherent in the UN Convention on the Rights of the Child are embedded in the school's guiding statements.

Several awareness campaigns have been organized across the school, including student-organized assemblies, as a way for the school to supporting student well-being. Student referral procedures are in place for students with needs. Moreover, the school has a team in place to deal with mild learning needs. GES has staffing for follow-up of student well-being, such as counsellors, heads of year, behaviour coordinator, learning coordinators, gifted and talented coordinator, EAL, learning support teachers, and a full-time educational psychologist.

Commendations

Domain A Standard 4 - The leadership team for their provision of continuous professional development to staff to ensure student safeguarding.

○ Recommendations

None at this time.

Part 2: Domain A - Standard A5 - Team Evaluation

All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The guiding statements were last reviewed in 2016 and will be reviewed every five years thereafter. The next review will be in August 2021. The ET viewed the policy titled 'Mission and Vision Review Policy' that confirms the next review date. The policy on mission and vision review outlines that all the GES community should be involved in the process of reviewing the vision and mission statement. It was confirmed to the ET that the review in 2016 included staff groups with a mixed representation of faculty, staff, administration, and school support staff.

The Board's role is the final approval of the reviewed statements.

In the CIS Survey 37.6% of parents either disagreed or strongly disagreed that they had been invited to discuss or review the guiding statements. The reason for this as pointed out by leadership could be as follows:

- the term "guiding statements" is not a familiar term used in the community, rather they are referred to as the "mission and vision";
- the survey was electronic and prior surveys had been in paper format; and
- the parents do not necessary perceive anything that is not directly related to their child's academic performance as important.

Members of the leadership team acknowledged the need to find ways to ensure parents are involved in all further reviews. A parent teacher association (PTA) has been formed to support the school.

Commendations

None at this time.

○ Recommendations

Domain A Standard 5 - The leadership team explore further ways to improve parent engagement in the review of the guiding statements to ensure the voice of all community constituents.

Part 2: Domain A - Standard A6 - Team Evaluation

The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

A policy is in place to ensure the effective implementation of the school's guiding statements. However, it was expressed to the ET that the effective means for monitoring and evaluating this implementation is something that is ongoing. In discussions with the ET, teachers shared ways that the monitoring and evaluating was taking place, such as through Rubicon Atlas. Teachers' responses in the CIS Survey supported that the review and evaluation of the guiding statements provided data that supported school direction. The opportunity to reflect on the impact of the guiding statements took place during the the review process in 2016. Evidence supplied in the school's self-study documentation provided examples of this reflection.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain A - Standard A7 - Team Evaluation

The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a student's pathway through the school.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The definition of learning was developed last school year and is available within the teaching and learning policy. The definition encompasses high-quality learning, aims and purposes, and approaches to teaching and learning. A whole-school approach to teaching and learning that aims to fulfill the vision and mission across the school is in place.

Staff supported this standard with more than 79% in agreement in the CIS survey. In conversations with the ET, teachers expressed that the definition of learning drives the observation process, which in turn supports the staff's continued professional development. This was evident in the appraisals policies and procedures document.

Comprehensive curriculum opportunities are available for the students as outlined in the teaching and learning policy. In the primary school, The National Curriculum of England is taught; the International Primary Curriculum (IPC) is also used to teach interdisciplinary topics. In secondary, students are offered two routes - the General Certificate in Secondary Education (GCSE) or Business and Technology Education Council (BTEC) courses. And in the sixth form both the Advanced Subsidiary (AS), the BTEC, and the International Baccalaureate Diploma Programme (IBDP) are available.

Evidence from documentation and conversations with school constituents confirmed the commitment of the board, leadership team, and teachers to deliver high-quality education at GES.

Commendations

None at this time.

- ## Recommendations

None at this time.

Part 2: Domain A - Standard A8 - Team Evaluation

The school is inclusive in its admissions procedures, as defined by its Guiding Statements.

Self Ratings

Exceeded

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

There is a comprehensive admissions policy in place (policy number 4.000) that clearly aligns with the school's guiding statements. The policy was last reviewed in June 2017. The CIS Survey further supported that this standard has been met, with 85% of the staff in agreement that the admissions policy clearly outlines procedures for admitting eligible students. Details of the procedures for admission are transparent and are available on the school website.

Commendations

Domain A Standard 8 - The leadership team for implementing a comprehensive, accessible admissions policy that is defined by its guiding statements.

o Recommendations

None at this time.

Part 2: Domain A - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Self Ratings

No Rating

◦ Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's stated planned actions are appropriate and should be acted on, with those relating to core standards being a priority and with the addition of the following as a priority:

- the leadership team explore ways to improve parent engagement in the review of the guiding statements to ensure the voice of all community constituents.

Commendations

◦ Recommendations

Part 2: Domain B - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

- ## Evaluator Ratings

No Rating

Evaluator Reason for Rating

The standards in this domain have been consistently met, and this is mainly due to the established, experienced, ethical, and fiscally stable board. Their values and purpose have led to GES incorporating the CIS Code of Ethics, global citizenship and internationalism, establishing a definition of learning, and of the review and implementation of their guiding statements. This board has a heritage of involving two generations of family and their values that, as mentioned above, have evolved into its present guiding statements.

The Managing Director's Advisor through policy and perception is the identified and fully functional educational leader of GES. The relationship between the board and the Managing Director's Advisor is built on mutual respect and results in the smooth direction of the school and particularly teaching, learning, well-being, and the development of the school's vision and mission. The nature of this board and the Managing Director's Advisor is clearly the factor in the Exceeded rating for Standard B7.

Commendations

- ## Recommendations

Part 2: Domain B - Standard B1 - Team Evaluation

The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school.

Self Ratings

Met

- ## Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES, a subsidiary of the Al Faisal Holding company, is an established and privately managed, for-profit organization established to provide quality education for national and international children from preschool and reception through to Year 12 and 13. The GES board, consisting of Al Faisal Holding members, the Managing Director's Advisor, and heads of schools, has effectively developed policies that clearly define roles and responsibilities of governance and school leadership for the sustainable development of the school.

Evidence presented to the ET through the Preparatory report, the self-study, conversations with board members, and meetings with the leadership team and staff confirms that these roles and responsibilities are well understood and respected both in principle and in daily practice. This is further supported by the significant level of agreement with this standard from all school stakeholders in their CIS Survey responses.

Commendations

None at this time.

- ## Recommendations

None at this time.

Part 2: Domain B - Standard B2 - Team

Evaluation

The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Board policy - accessible to stakeholders - contains well-defined roles and responsibilities of the board and leadership team. It delineates lines of reporting between the leadership team, including the Managing Director's Advisor, and the board. This is reflected in the strong relationship between the Managing Director's Advisor and the heads of school with the board. It is further supported by conversations the ET had with faculty and students and by the significant level of agreement from faculty, staff, parents, and board in their CIS survey responses to this standard.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain B - Standard B3 - Team Evaluation

The Proprietors/ Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.

Self Ratings

Met

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Evidence from the preparatory and self-study reports, board policy, the school's systematic planning and review, the CIS Survey, and conversations with the range of numerous stakeholders supports the ET's finding that the board adheres to the actioning of financial plans and GES' guiding statements to develop and communicate sustainable educational plans. There are numerous examples resonating with the board's commitment, such as introducing BTEC, the IB Diploma, an off-campus not-for-profit museum, and supporting educational technology integration, the sports academy, and riding school. The most recent Whole School Strategic Plan and Whole School Development Plan 2018-2023 systematically and comprehensively relate educational action plans to indicators. The Whole School Strategic Plan maps the vision and mission standards to these strategic goals and their performance indicators. However, the related financial plans are under the board's view and confidentially communicated to the head of school.

Commendations

Domain B Standard 3 - The board for its financial planning in conjunction with its vision and mission to deliver tangible support of the school's guiding statements.

o Recommendations

None at this time.

Part 2: Domain B - Standard B4 - Team Evaluation

Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The board governs with a focus on vision and mission. There is substantial policy development to ensure the school has a defined direction. The heritage of family in the board structure along with long-standing school leadership helps sustain direction and respond to unexpected or sudden change. A succession plan policy has been developed by the board to ensure a transparent and smooth transition of school leadership in the future and identification of potential leaders within the school. This mindset enhances internal leadership continuity with school stability and direction. From the CIS Survey, a very high proportion of faculty and staff perceive the board as having a clear and well-defined direction and ability to maintain continuity.

Extensive waiting lists for student enrollment and the majority of attending students staying at GES for the duration of their education reinforces the community's support of the school. This is also exemplified by the present board members' enrolling their children at GES.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain B - Standard B5 - Team Evaluation

The Guiding Statements drive strategic planning and the school's strategic decision-making.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES was founded in 1993 by the Board Chairperson/Managing Director. It was established with the values of motivation, care, and support. These values remain core to the school's vision and mission as part of GES' present guiding statements. Documented evidence and conversations with staff, leadership, and the board demonstrate to the ET that the guiding statements, particularly the vision and mission, are the focus for strategic planning and decision-making. With a perspective on the guiding statements, the board passionately strives to enhance student learning and well-being. For instance, the most recent Whole School Strategic Plan purposefully and comprehensively maps GES' vision and mission to the action plans and outcomes.

The leadership believe that action and strategic plans are completed through the lens of the guiding statements. Conversations with students reveal an awareness of the impact of the guiding statements, particularly the core values - respectful, supportive, caring and responsible. These core values are a contextual version of the guiding statements for the students. Faculty have commented on the significance of the core values in establishing a clear awareness for the students of the culture of GES.

The recent CIS Survey indicates that all stakeholders show a significant level of agreement that this standard is an area of strength.

Commendations

○ Recommendations

Domain B Standard 5 - The Board for its enthusiasm and commitment in driving the guiding statements to benefit student learning and well-being.

None at this time.

Part 2: Domain B - Standard B6 - Team

Evaluation

The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school's unique cultural context.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES consists of a mostly national student body learning in English and Arabic within a UK and international curriculum framework that meets the requirements of national education regulations. This learning environment is effectively supported by the Managing Director's Advisor and her leadership team. The composition of this leadership team has regional and international representation, with all members having numerous years of experience at GES. Their collective experience, understanding of and sensitivity to perspectives, and their appreciation of this community's unique cultural context results in effective management and development of student learning and well-being. The CIS Survey indicates that parents, faculty, and staff perceive this standard as a strength in the school.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain B - Standard B7 - Team Evaluation

The working relationship between the Proprietors/ Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students' well-being.

Self Ratings

Met

- **Evaluator Ratings**

Exceeded

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating for this standard as Met. The ET's rating of this standard is Exceeded.

Communication, common vision, respect, and trust are core to this "family" school community and are clearly evident in the relationship between the board and the Managing Director's Advisor. Comprehensive policy on roles and responsibilities of the board and the Managing Director's Advisor, their common understanding of the school's vision and mission, their passion to enhance student learning and well-being, and their humane values are the foundation of this working relationship. The healthy working relationship between the Board and the Head of School is significant in developing and sustaining an environment striving for its mission and vision and conducive to student learning and well-being.

Commendations

Domain B Standard 7 (Major) - The board and the Managing Director's Advisor for their commitment to a mutually respected and trusting working relationship that furthers the impact of the school's well-being.

- **Recommendations**

None at this time.

Part 2: Domain B - Standard B8 - Team Evaluation

There are clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

Self Ratings

Met

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The board has developed a thorough manual of approved school policies that are supported, for the most part, by written procedure. There is a policy for policy development and a policy review process. GES' intranet's home screen links to a GES policies and forms web page, which contains comprehensive and well-organized links to all existing policies, procedures, handbooks, and school documents, forms, and templates. This highly accessible and intuitive web page supports faculty and staff use.

The school has policies and procedures for leadership and board appraisal, though the board had not yet implemented the board appraisal at the time of the ET visit. There are future plans to incorporate key performance indicators associated with strategic plans into the appraisal policy and procedures for all levels of staff, leadership, and the board.

Commendations

Domain B Standard 8 - The Board and leadership team for the comprehensive development of policies for all aspects of school operations, ensuring the well-being of the school.

o Recommendations

Domain B Standard 8 (Major) - The Board commit to implementing the Board appraisal policy, adding further consistency and clarity to school operations and the well-being of the school community.

Part 2: Domain B - Standard B9 - Team Evaluation

There is a clear roadmap for the storage, access and use of data to enhance learning.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

In response to the preparatory visit, the school developed a technology road map (plan and proposal for the next five years) in order to consolidate and prioritize their many initiatives. The actions of this plan are reflected in the GES school-wide strategic plan and supported through the financial planning, which is confined to the board and the Managing Director's Advisor. As noted in the self-study and through observations, the school, with a central focus on the teachers, is storing, accessing, and analyzing student data to enhance their learning. The school has worked very hard to ensure that technology is working to support all members of the community in assisting the students in learning.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain B - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Self Ratings

No Rating

- ## Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's stated planned actions are appropriate and they have been effectively prioritized.

Commendations

- ## Recommendations

Part 2: Domain C (Elementary/Primary) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

The primary school curriculum is broad and relevant to the students' educational needs at GES. The curriculum is well-structured. There is a clear and collaborative process of revising the curriculum in which leadership team and staff are involved. Curriculum development is driven by the school's guiding statements. GES strives to expand the curriculum and enrich it interculturally; global citizenship topics are increasingly being integrated in the school's curriculum. GES curriculum is paired with related policies and procedures that support curriculum planning, implementation, and articulation (e.g., teaching and learning policy, whole assessment policy, digital citizenship policy, curriculum review cycle). GES offers a myriad of extracurricular activities to enrich and extend student learning and well-being.

Commendations

- Recommendations

Part 2: Domain C (Elementary/Primary) - Standard C1 - Team Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Curriculum documentation of GES is thorough and accurate. The curriculum review process was explained to the ET by the related stakeholders and confirmed by the documented evidence. The Director of Studies, instructional leadership, and teachers are involved in the annual curriculum review process. They are responsible for planning, articulating, implementing, and reviewing the curriculum. Teachers use Rubicon Atlas reflection boxes and face-to-face meetings to provide ongoing feedback on the curriculum. Data from standardized tests is considered when revising the curriculum. By the end of the year, overall curriculum review is completed on Rubicon Atlas.

Commendations

Domain C (Elementary/Primary)
Standard 1 (Major) - The primary extended leadership team and the Director of Studies for establishing a solid system of curriculum revision and documentation.

○ Recommendations

None at this time.

Part 2: Domain C (Elementary/Primary) - Standard C2 - Team Evaluation

The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES implements two curricula: the National Curriculum of England and the International Primary Curriculum (IPC). Standards of both curricula are either merged or taught in parallel. Teachers work together to balance the two curricula and eliminate overlapping standards. The Director of Studies and the primary extended leadership team are responsible for mapping the school curriculum. They use Rubicon Atlas to document the scope and sequence and establish horizontal and vertical alignment of the school curriculum. While transdisciplinary skills documentation exists on Rubicon Atlas, these skills are not taught explicitly or assessed by teachers at the moment. As stated in the school's planned action, the Director of Studies is currently incorporating transdisciplinary skills within the curriculum standards in order to be implemented in teaching and learning once they are mapped.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain C (Elementary/Primary) - Standard C3 - Team Evaluation

The curriculum promotes the development of global citizenship and intercultural learning.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The ET's meetings and conversations with the primary extended leadership team and teachers indicated that the IPC enhanced the integration of global citizenship and intercultural learning in the school curriculum. The IPC topics bear a global value that strengthens global citizenship and intercultural understanding amongst students. The lesson plans on Rubicon Atlas include approaches to address global issues and to expose students to different cultures. School events and service learning projects provide promising opportunities to foster intercultural understanding and global citizenship. While curriculum topics and service learning are planned to address global issues and intercultural learning, the ET did not observe or find evidence of global citizenship and intercultural learning in the authentic learning outcomes of students during the evaluation visit.

Commendations

None at this time.

○ Recommendations

Domain C (Elementary/Primary) Standard 3 (Major) - The Director of Studies and teachers ensure that intercultural learning and global citizenship is visible in the students' learning outcomes and actions.

Part 2: Domain C (Elementary/Primary) - Standard C4 - Team Evaluation

The curriculum promotes the development of digital citizenship.

Self Ratings

Not Met/Partially Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating for this standard as Not/Partially Met. The ET's rating of this standard is Met.

There is a designated e.Learning Manager, infant ICT specialist, and junior ICT specialist at the primary school to work closely with staff to integrate technology in the school curriculum and to develop digital platforms to communicate with parents. Digital platforms are maintained by the MIS coordinator and are used by teachers to enhance the students' engagement in classes and assign homework. An ICT digital safety policy and pupil iPad user contract are in place to strengthen students' digital safety and integrity. GES has a definition and a policy of digital citizenship and has shared expectations with students. A primary school teacher conveyed to the ET that the definition and the policy of digital citizenship can be simplified in order to be more age-appropriate and child-friendly for the younger students.

Commendations

None at this time.

○ Recommendations

Domain C (Elementary/Primary) Standard 4 - The e.Learning manager and the ICT specialists modify and further implement the existing digital citizenship policy in order to match the younger students' safety and educational needs.

Part 2: Domain C (Elementary/Primary) - Standard C5 - Team Evaluation

The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Curriculum implementation provides evidence of the high expectations that GES sets for its students' academic achievement. Math, English, Arabic, science, Islamic studies, and social studies have clear objectives that are documented on Rubicon Atlas and taught and assessed by teachers. These objectives are supported by a teaching and learning policy and whole-school assessment policy. The school's PSHE curriculum fosters the students' physical, social, and emotional well-being. The gifted and talented policy and learning support policy are also in place to support the students' different academic needs and help them achieve their personal best.

Transdisciplinary skills are identified and documented by the primary extended leadership team and the Director of Studies, but at present they are not explicitly taught or formally assessed. As stated in the school's planned action, the Director of Studies is currently incorporating transdisciplinary skills within the curriculum standards in order to be implemented in teaching and learning once they are mapped.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain C (Elementary/Primary) - Standard C6 - Team Evaluation

The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The curriculum review cycle that is established and implemented by the Director of Studies, primary extended leadership team, and teachers is effective and practical. The curriculum revision leads to making changes that directly influence student learning. For example, topics, standards, and skills are modified to be in line with students' educational needs as well as the school's guiding statements.

In the Preparatory report, it was recommended that the primary extended leadership team and the school librarians review the role of library, including personnel and resources, to ensure that the libraries support the curriculum and promote student learning throughout the school. Through conversations with leadership, ET noted that the school has taken some action to address this recommendation. The school has introduced library assistants, increased resources, and developed library curriculum.

It was clear to the ET through conversations with the primary extended leadership team and teachers that the school aspires to explore new teaching strategies to enrich student learning. Internal and external continuous professional development (CPD) sessions have been provided, such as using interactive whiteboards, IPC, and differentiation. However, implementation of new teaching techniques stemming from CPD was not consistently observed during classroom visits in the primary school.

The ET classroom visits in the infant school showed several examples of teaching methods and differentiation of student learning.

Commendations

None at this time.

○ Recommendations

Domain C (Elementary/Primary)
Standard 6 - The primary extended leadership team strengthen the collaboration between the librarians and the classroom teachers to enhance student learning throughout the curriculum.

Part 2: Domain C (Elementary/Primary) - Standard C7 - Team Evaluation

The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES offers a myriad of extracurricular activities that support student well-being and complement the formal curriculum, such as cooking, ballet, French, yoga club, Irish games, chess club, and story art. The implementation of the IPC enhances the school curriculum by providing opportunities for students to explore global issues and to be exposed to different cultures, reflecting the school's guiding statements.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain C (Elementary/Primary) - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

o Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions. The priorities are as follows:

- o the e.Learning manager and the ICT specialists modify and further implement the existing digital citizenship policy in order to match the younger students' safety and educational needs;
- o the Director of Studies and teachers ensure that intercultural learning and global citizenship is visible in the students' learning outcomes and actions; and
- o the primary extended leadership team strengthen the collaboration between the librarians and the classroom teachers to enhance student learning throughout the curriculum.

Commendations

o Recommendations

Part 2: Domain C (High/Upper School) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

The curriculum offered in the secondary school is both appropriate to students and progressive. It supports access to further education, to which the vast majority of students aspire, and which parents expect. There is a clear hierarchical structure of curriculum management that offers a good level of support for teachers. Although all curricula do not necessarily contain explicit links to the guiding statements, teachers are able to regularly make connections to them. The school works hard to provide a global context for students through sporting activities, school events, and extracurricular activities. Local and cultural constraints can hamper these efforts, but despite this, students show knowledge of global perspectives. Arabic culture and traditions are well represented in the formal curriculum and students value this. GES has established a definition of digital citizenship appropriate to its students, and this is being rolled out across the school.

Commendations

- Recommendations

Part 2: Domain C (High/Upper School) - Standard C1 - Team Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team agrees with the school's rating of Met for this standard.

Structures exist across the school to ensure that curriculum planning is appropriate to the needs of students. Middle leaders play a key role in this, and they are effectively placed within the academic structure and effective in their roles. They are supported by the Director of Studies. Feedback from teachers and students has been acted upon, and this has resulted in diversification of curriculum offerings that has benefited students. Teachers seek to include the core values of the school into their lessons as opportunities arise. Despite the breadth of the curriculum, the student survey indicates that circa 20% of senior students disagree that their learning is interesting.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain C (High/Upper School) - Standard C2 - Team Evaluation

The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Rubicon Atlas is used to monitor the curriculum vertically and, to a lesser and more informal extent, horizontally. Cross-curricular themes and core values are also posted on Rubicon. The curriculum is reviewed informally within departments, but currently the process is not codified and no calendar of horizontal or vertical review exists. It was unclear whether or not the curriculum is annually reviewed on a formal basis below the extended leadership team level, but a policy exists that suggests review is an annual leadership team exercise.

Commendations

None at this time.

○ Recommendations

Domain C (High/Upper School)
Standard 2 (Major)- The Director of Studies consider establishing a joint calendar to ensure regular review of the vertical and horizontal articulation of the curriculum.

Part 2: Domain C (High/Upper School) - Standard C3 - Team Evaluation

The curriculum promotes the development of global citizenship and intercultural learning.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The school's commitment to global citizenship is evident in school documents. Meetings with school staff suggest that teachers are aware of an ongoing commitment to global citizenship and take opportunities to address issues as and when they arise. International Day and the MUN also contribute to a greater awareness on the part of students. Conversations with students and teachers indicated that they were aware of global issues and interculturalism, but some faculty also indicated limitations of this exposure. The student survey indicates that around 50% of senior students feel they are not encouraged to share their own culture, and 30% of senior students feel that their own language and culture are not used sufficiently to enhance their learning. Similarly, 50% feel that they do not learn about cultures other than their own. By contrast, around 85% of secondary staff feel that students can experience intercultural learning through the curriculum.

Commendations

None at this time.

○ Recommendations

Domain C (High/Upper School)
Standard 3 (Major) - The secondary leadership team explore ways to promote global citizenship to enrich the learning of secondary students.

Part 2: Domain C (High/Upper School) - Standard C4 - Team Evaluation

The curriculum promotes the development of digital citizenship.

Self Ratings

Not Met/Partially Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Not met/Partially met. The ET's rating of this standard is Met.

It is evident that digital safety has been considered as part of information and communications technology (ICT) classes within the school. Students are aware of appropriate behaviours when conducting themselves online, as this is a part of the ICT curriculum. The school uses Firefly, and most subject areas have invested in time and effort to place resources online. Use of these resources by students is patchy, and this is something that could be developed as it is a valuable resource for students and new staff.

Currently there is limited evidence of the school definition of digital citizenship having been shared with staff and students, and it is not available on the staff intranet.

Commendations

None at this time.

○ Recommendations

Domain C (High/Upper School)
Standard 4 - The leadership team begin to explore how best to define digital citizenship and how it can be used to positively impact the learning of GES students.

Part 2: Domain C (High/Upper School) - Standard C5 - Team Evaluation

The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.

Self Ratings

Met

- Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The school curriculum is broad and balanced and reflects the academic interests of the student population. Pathways available to students in the sixth form provide good choices for most abilities. The student survey indicates that around 50% of students feel that the school does not support them socially, with an even higher percentage reporting that they feel unsupported by the school in emotional terms. Some students expressed the hope that the new student council might provide a vehicle for the organization of student-led social events. It is hoped that the appointment of an additional counsellor to the secondary school will go some way towards addressing emotional needs. The staff survey indicates that close to 30% of secondary staff feel the curriculum does not provide for the needs of the students.

Observations during the visit provided little evidence of students shaping their own learning; rather, the pedagogical focus tended towards delivery of set content in a direct manner.

Commendations

None at this time.

- Recommendations

Domain C (High/Upper School)
Standard 5 - The secondary extended leadership team engage with students to explore ways to further support students in their

social development and in considering opportunities for students to understand their own learning preferences.

Part 2: Domain C (High/Upper School) - Standard C6 - Team Evaluation

The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team agrees (ET) with the school's rating of Met for this standard.

Recent curriculum changes indicate that curriculum leaders have responded to requests and suggestions from students and staff to diversify and enrich the curriculum. Currently there is no systematic ongoing schedule of curriculum review. In conversations with teachers it became apparent that they were currently not involved in the annual review cycle.

Commendations

None at this time.

○ Recommendations

Domain C (High/Upper School)
Standard 6 (Major) - The secondary extended leadership team consider developing a systematic schedule of ongoing review to ensure that the curriculum is monitored and continues to develop to reflect the changing needs of students.

Part 2: Domain C (High/Upper School) - Standard C7 - Team Evaluation

The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Staff in the school offer a range of after-school activities. These include the International Award and Model United Nations, amongst others. It is evident that many of these support the guiding statements of the school and enhance the wider educational provision for the students. According to the student survey, around 50% of students feel that the after-school activities programme supports their interests. Conversations with staff indicated that they felt the emphasis (particularly for older students) was more on academic progress and their view was that this was just and appropriate. This is reflected in the survey outcomes, where around 80% of staff felt that the breadth of activities offered was appropriate and complemented the formal curriculum. The school has recently appointed a new activities coordinator, and it is to be hoped that new approaches may develop a programme that has greater student appeal.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain C (High/Upper School) - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

◦ Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions. The priorities are as follows:

- the secondary extended leadership team consider developing a systematic schedule of ongoing review to ensure that the curriculum is monitored and continues to develop to reflect the changing needs of students.

Commendations

◦ Recommendations

Part 2: Domain D (Elementary/Primary) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

○ Evaluator Ratings

No Rating

Evaluator Reason for Rating

The GES leadership team and teaching staff, across all three locations, demonstrate a high level of commitment to creating a supportive, caring, and motivating learning community that aligns with the school vision. The atmosphere in classrooms is calm and focused and in general, the behaviour management systems are allowing teachers to have uninterrupted teaching and learning blocks.

The school has invested time and digital resources in supporting the systematic collection and storage of assessment data in key curricular areas. Teachers moderate assessments together, track results, create learning plans, and make note of different levels of achievement in their planning documents on Rubicon. Some classroom teaching demonstrated an ability to match individual student needs with targeted, differentiated teaching strategies. Further continuous professional development and continued opportunities for teachers to watch and discuss best practice in action continues to be an important area for ongoing development. Building greater consistency in the delivery of differentiated instruction is a goal that continues to be worked on.

Given the high number of non-native English speakers in the school, all teachers are given training in order to build competence in the area of additional language acquisition. Classroom teachers report that continuing to work on students' depth of understanding of English is a vital part of every lesson given the range of language needs in each classroom. Given that it is a paid service, EAL teachers and learning support teachers currently serve students with various levels of need. However, the time allowed is currently fixed for every student.

Through observations of learning support classes, the primary focus of sessions

is on reteaching material that students struggle with in class.

Some staff members in learning support and EAL are not fully specialized in the support service they are delivering.

Commendations

o Recommendations

Domain D (Elementary/Primary)
(Major) - The Managing Director's Advisor ensure that the extended leadership team is fully accountable for managing effective teaching practices that drive student learning.

Part 2: Domain D (Elementary/Primary) - Standard D1 - Team Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

Self Ratings

Exceeded

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this standard is Met.

It is evident through the survey and classroom observations that teachers create a learning atmosphere in their classrooms that is calm and engaging. Based on evidence from the CIS Survey (Years 4, 5, 6) and from classroom visits, students demonstrated high levels of engagement and a willingness to be active participants in their learning. While the CIS Survey sample of parents was small, those that responded reported high levels of satisfaction about their child's engagement in their learning.

It is clear from the planning documents on Rubicon that teachers build a level of differentiation into their planning. During classroom observations in the junior school, whole-class teaching methods predominated. Teachers have begun the practice of observing in each other's classrooms to build greater consistency in the application of differentiation to support student learning. Teachers and leaders display a genuine commitment to their students and are keen to develop in areas that will support student learning further.

Learning support teachers provide additional support for some students with special learning challenges. It was observed that learning support teachers made direct links to the work being done in the classrooms by using shared language and materials, such as the Talk to Write visuals.

Commendations

○ Recommendations

Domain D (Elementary/Primary)
Standard 1 - The teaching staff for creating a positive and engaging learning culture that supports student learning.

Domain D (Elementary/Primary)
Standard 1 (Major) - The leadership team provide consistent CPD, including feedback to teachers based on regular classroom visits, to build consistency in the use of a range of differentiated, targeted instructional strategies.

Part 2: Domain D (Elementary/Primary) - Standard D2 - Team Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Exceeded

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this standard is Met.

Supported by well-documented policies and embedded practices, students are assessed during the admissions process and systematically throughout the school year. As evidenced in the continuous professional development schedule, weekly professional development sessions are provided to support teachers in developing best practice. CPD sessions have included some professional development on ways to identify and support students with learning needs. It was noted that a significant percentage of the faculty expressed (in the survey) that they did not receive sufficient professional training in this area.

As outlined in the curriculum review policy, the admissions policy and learning support provisions are reviewed on a 12-18 month cycle. The GES admissions policy states that only students with mild levels of learning difficulties can be catered for one-to-one; shadow teachers are currently being used to support students with more moderate level needs.

It is very clear from meetings with parents and from discussions with faculty that the teaching staff and leadership team take pride in the achievements of their students and in the positive learning community they have fostered. In the CIS Survey, students also expressed that they felt engaged and supported by their teachers.

Commendations

None at this time.

○ Recommendations

Domain D (Elementary/Primary)
Standard 2 - The leadership team and Board review the admissions and learning support policy to document provisions for the needs of students currently at the school who have considerable learning needs.

Part 2: Domain D (Elementary/Primary) - Standard D3 - Team Evaluation

Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Classroom observations, planning documents on Rubicon, and assessment recording sheets attest to the school's commitment to the assessment, moderation, and analysis of student learning.

The ET observed during classroom visits that there was a mix of pedagogical approaches in use; some teachers were using whole-class teaching methods where all of the students were following the same instructions for a given task, while others were clearly differentiating the instruction based on student needs. Greater levels of small group teaching and differentiation were in evidence during observations in the infant school.

In reviewing the evidence provided and in conversations, teachers report that there are a variety of forms of assessment being used to gather evidence of student learning. In addition to the written form, some peer assessment and opportunities to demonstrate learning through presentations in class or at school assemblies are also commonplace. While the same end-of-unit assessments are currently used for all students, teachers report giving differentiated feedback to students when giving them feedback on their assessments. The practice is supported by a very detailed and clearly outlined assessment policy.

Commendations

Domain D (Elementary/Primary)

○ Recommendations

None at this time.

Standard 3 (Major) - The teaching staff and leadership team for gathering, recording, and analyzing assessment data in a planned manner to support and individualize student learning.

Part 2: Domain D (Elementary/Primary) - Standard D4 - Team Evaluation

Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Based on the review of evidence and conversations with teachers, it is clear that gathering, analyzing, and tracking student assessment data is embedded practice in the school. The results are routinely used to plan for continued student growth. The results of the CATs, PTE, and PTM assessments as well as in-house end-of-term assessments are used to begin the process of referring students for learning support or EAL support. Families are provided with termly report cards and updates on individual educational plan goals if students are receiving learning support or EAL support.

As outlined in the assessment policy, the head of school is charged with the practice of benchmarking the school's standardized assessment results with other similar schools.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D5 - Team Evaluation

Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

It was noted during classroom visits that teachers frequently stated the learning objective of the lesson at the start of and during the lesson. Students, when asked by the ET what they were learning, were able to attempt a response even if they were sometimes challenged by the language.

It was observed by the ET during class visits and interactions with students outside of the classroom, that students acted very respectfully, demonstrating curiosity and engagement, and appeared to be trying hard to do their best in class and when moving through the common spaces.

A student council has recently been introduced to the infant school. In addition to other opportunities, this provides the younger students opportunities to present their learning to their peers at assemblies.

Teachers report that the practice of pre-assessing students at the beginning of units of work is becoming more commonplace, thereby allowing teachers to plan alternative learning for students who can demonstrate they have already mastered the learning objectives. While no specific enrichment activities were observed by the ET, teachers report that high ability students are planned for and allowed opportunities for alternative activities that promote deeper reasoning. White Rose was cited as an example of a math material that is beneficial.

The ET observed large class sizes in relation to room sizes in the infant school. However, at the Bin Omran campus, the ET noted there were lower pupil-teacher ratios, allowing students more opportunities to engage with their teachers.

Commendations

None at this time.

- ## Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D6 - Team Evaluation

The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

In line with changes in local regulations, the school has had to adjust their report card to include letter grades. The school provides information sheets to parents to explain what each assessment grade stands for. The school is already considering ways to simplify this to avoid confusion or misunderstandings. All changes need to be worked through with the Qatari Ministry of Education; it can take many years to secure permission to make changes.

Teachers report that the more capable students in their classrooms are able to describe their learning and make connections that help them reflect on themselves as learners. Teachers were observed by the ET to be providing prompts to support other students in explaining their learning.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D7 - Team Evaluation

Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Given that the school's student body is predominantly Qatari, opportunities for authentic cross-cultural experiences are less frequent than in other international school settings. However, it is clear from the variety of displays around the school and planning documents in Rubicon that teachers strive to build awareness in the students of the world at large. When possible, direct connections are made to students that come from different countries, and some exploration of other countries' traditions occurs.

In support of the definition of global citizenship that the school has written, students are now being encouraged to take action to solve global problems and there was considerable excitement about the recent beach cleanup undertaken by students as a service project connected to pollution of our oceans.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D8 - Team Evaluation

A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The ET observed a range of technology, including iPads, smart boards, and Beebots, in use in classrooms or in the ICT labs. Teachers attest to having sufficient access to technology available to them for different purposes. A designated ICT teacher provides weekly lessons in the ICT lab in the infant school. In the junior school classroom setting, technology was predominately observed being used for projecting directions and lesson objectives.

As referenced in the Whole School Strategic Plan, the leadership team has identified a plan to continue to audit the use of technology to improve student learning.

Commendations

None at this time.

○ Recommendations

Domain D (Elementary/Primary)
Standard 8 -The leadership team promote the use of a variety of instructional models to support digital literacy beyond the ICT room and further enhance the purposeful use of technology linked to the classroom curriculum.

Part 2: Domain D (Elementary/Primary) - Standard D9 - Team Evaluation

There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

As evidenced by the data on SchoolBase and in conversations with teachers, it is clear that the system of recording, analyzing, and reporting on student learning is thorough and in line with the school's assessment policy.

Deputy Heads at the school are charged with benchmarking student attainment against norms in other schools. Reports issued by the standardized tests used at GES (PTE, PTM and CATs) provide data that is normed against United Kingdom standards. In discussion with school heads, they identified some gaps in attainment, particularly in reading scores. Reports on individual student progress are stored online; files are also passed up along with detailed transition notes from one teacher to the next. The school has a designated document room to store paper files.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D10 - Team Evaluation

There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

From reviewing the classroom schedules provided and in conversation with teachers, the allotted time for teaching and learning is sufficient to deliver the curriculum. There are designated uninterrupted blocks of time for learning across the subject areas, including time for Arabic, PE, art, music, and science/IPC.

Commendations

None at this time.

◦ Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D11 - Team Evaluation

Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Weekly CPD is provided to teachers based on areas they have identified as needing support and based on the school-wide goals. Teachers report that it was beneficial in developing a range of strategies for working with students with certain kinds of needs. When a student's learning needs are more intense, they reported that additional training may be beneficial.

Adequate facilities and resources have been set aside to facilitate access to learning for a range of learners, such as shared resource rooms, sensory spaces, reflection spaces, and designated learning support rooms.

The referral process for accessing learning support is thorough, including observations and the review of assessment data. Learning support services have an additional cost.

It was observed by the ET and noted in conversations with staff that given the set structure of the delivery model, the service did not always meet the needs of the students.

Commendations

None at this time.

○ Recommendations

Domain D (Elementary/Primary)
Standard 11 (Major) - The leadership team consider more targeted

assessments and specialized remediation programmes that are designed to meet the specific needs of EAL and learning support students to access the classroom curriculum.

Part 2: Domain D (Elementary/Primary) - Standard D12 - Team Evaluation

Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

All teaching staff at GES receive training to support students who are working in English as an additional language. Strategies, such as using visuals and other pictorial supports like those used in the Talk to Write programme, were evident in many of the rooms, including the learning support settings. Policies and procedures are reviewed on a 12-to-18 month cycle, as evidenced in the curriculum review document. One specialized EAL teacher and one teaching assistant are on staff. Some students, who have been identified as needing additional support, receive services from learning support or EAL services. These services carry an additional fee.

GES provides access to Arabic instruction four hours per week, which supports the home language for the majority of its students. While the CIS parent survey sample size was small, more than 20% of parents disagreed that the school engaged with them on ways to support their home language.

Commendations

None at this time.

○ Recommendations

Domain D (Elementary/Primary) Standard 12 (Major) -The learning support coordinator lead a restructuring of the current student support delivery services (learning support and EAL) to ensure that it

matches the appropriate service to the learning needs of the students.

Part 2: Domain D (Elementary/Primary) - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

○ Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions. The priorities are as follows:

- research and restructure the support systems (learning support and EAL) to allow for greater flexibility in terms of service delivery, in order to match the services to the needs of the students and ensure teachers are suitably qualified; and
- continue to build through professional development the practice of applying differentiated instruction that includes not only a variety of levels of tasks, but a variety of teaching strategies and groupings to ensure continuous improvement over time for all learners.

Commendations

○ Recommendations

Part 2: Domain D (High/Upper School) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

○ Evaluator Ratings

No Rating

Evaluator Reason for Rating

The evaluation team, through the process of research, review of artifacts, interviews and observations, has established that GES is meeting the standards of Domain D:Teaching and Assessing for Learning. GES has aligned the planned, taught, and assessed curriculum with the mission, vision, and core values.

The accreditation period has highlighted that GES has developed more effectiveness, rigour, and consistency in teaching and learning. This is consistent in the feedback from the GES community including parents, teachers, and students.

The ET observed a clear commitment by GES to teaching and learning and the priority GES places on the role of continuous professional development (CPD), student tracking through the use of data, and an investment in technology. These key areas are helping drive decision-making in teaching and learning and admissions, with the ultimate aim to better differentiate student learning. GES is moving towards more effectively applying the comprehensive list of policies and procedures, which will bring more clarity and direction to decision-making for the entire GES community.

Whilst GES has defined internationalism and digital citizenship, it is still in a development phase for embedding these concepts as an authentic experience into teaching and learning.

Through the Whole School Strategic Plan, GES has identified a number of keys areas that are the focus for supporting and developing student learning. The challenge now lies ahead for GES to coordinate, prioritize, and deliver a collective and well-communicated approach to ongoing improvement in student learning.

Commendations

- **Recommendations**

Domain D (High/Upper School)
(Major) - The Managing Director's Advisor ensure that the extended leadership team is fully accountable for managing effective teaching practices that drive student learning.

Part 2: Domain D (High/Upper School) - Standard D1 - Team Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The ET observed that GES provides a broad ranging education for students. Using the National Curriculum of England and Wales, the International Baccalaureate (IB) Diploma, and Arabic and Islamic studies as prescribed by the Ministry of Education has allowed students to personalize their learning pathway.

Staff at GES support individual learning needs by using academic metrics such as Progress Test in English (PTE), Progress Test in Math, and the Cognitive Abilities Test (CAT4). These data points have planned implementation throughout the school year. From these data points, teachers are able to provide a classroom setting that caters to individual needs. GES sets target scores from the National Curriculum of England and Wales that are communicated to all students and parents. With the advent of the SchoolBase system, this then allows for a "traffic light" system to identify student needs relevant to their achievement levels.

GES has clearly identified in its admission policy the level of inclusion that can be supported. The school employs a learning support coordinator who drives strategic direction and development of learning support provision in the school. From the community survey, GES has identified student well-being as an area for development.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain D (High/Upper School) -

Standard D2 - Team Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES as an organization is well established in the provision of procedures that are supported by well-documented policies. On the school intranet there is a comprehensive list of policies that include:

- teaching and learning policy,
- gifted and talented policy,
- whole-school assessment policy,
- learning support policy, and
- admissions policy.

GES has a policy review schedule that is available on the intranet. There are clear guidelines for students with learning needs and how these are identified. As per the GES Secondary Student Handbook, students are grouped by ability in English, math, science, and humanities. Arabic classes are also tiered by ability.

As found through review of documents and from discussions with academic staff, continuous professional development (CPD) is a focus of GES. This includes weekly sessions built into the timetable during Period 6 each Tuesday. Numerous training opportunities have been accessed by staff including EAL focused programmes, Arabic training, and IB training. Whilst staff describe the CPD as functional and beneficial to student learning, there appears to be a lack of planned direction shared with the staff regarding CPD priorities.

All students are assessed in Years 7, 8 and 9 on the Progress Test in English (PTE)

and the Progress Test in Math (PTM). For Years 7-11 the Cognitive Ability Test (CAT4) is one further metric used to track student learning. These metrics aid in building a learning profile on each student that allows the teacher to personalize learning in the classroom.

Commendations

None at this time.

○ Recommendations

Domain D (High/Upper School)
Standard 2 - Under the guidance of the Director of Studies, the learning managers, learning coordinators, and year coordinators explore options for all students in all subjects to develop their personal academic expectations that lead to maximizing student learning.

Part 2: Domain D (High/Upper School) -

Standard D3 - Team Evaluation

Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The ET, through observations, interviews and document review, noted that differentiation is a priority at GES. Staff utilize a number of the internal platforms to track student learning. Using the SchoolBase platform, staff are able to track metrics in English, math, and cognitive abilities for students over the course of Years 7-11. This then allows differentiation of learning strategies within subjects and classes, as is identified on Rubicon Atlas, which is the online curriculum resource of GES. GES' virtual learning environment, Firefly, allows teachers to post resources and learning support material for students to access both in school and at home. The ET observed numerous strategies to inform teaching. Included in this are predicated benchmarks in KS3 and KS4 and the assessment policy and the post-assessment action plan and tracker. Assessments are recorded and tracked in SchoolBase. Teachers can then plan for student support in areas where improvement is needed. The analysis can then be discussed with year group leaders in meetings and with relevant coordinators, as was noted in the self-study. The learning coordinators meet with students each term to review learning term outcomes, identify challenges, and set goals.

Using the learning walks and observations conducted by the secondary extended learning team and heads of departments, differentiation strategies are reviewed and assessed across the secondary school.

On the GES intranet, the whole-school assessment policy is available to all staff. The document was last reviewed in March 2018.

Commendations

None at this time.

- **Recommendations**

None at this time.

Part 2: Domain D (High/Upper School) - Standard D4 - Team Evaluation

Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

Self Ratings

Met

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES has introduced an environment based around continuous data that is utilized by the teaching staff. In recent years the management information system, SchoolBase, was introduced. Prior to that the school had Engage MIS system. This initiative has allowed for an improved level of data consistency and analysis. In conversations with curriculum coordinators, it has been established that GES is still at the initial stage of this project. By the end of the current academic year (2018-19) the curriculum coordinators have aimed to have more highly defined usage from all secondary school staff. All staff have a current expectation to post key class data sets on the system, which is aligned with the whole-school assessment policy and in particular the data analysis cycle.

The self-study highlights that reporting at GES provides parents and students with holistic information about the students' abilities. This includes academics, targets, and attitudes to learning. PTM and PTE tests are used as the end-of-year exams, which provide data according to external benchmarks.

Commendations

Domain D (High/Upper School)
Standard 4 -The secondary extended leadership team for committing to ongoing data-tracking to support student learning priorities.

o Recommendations

None at this time.

Part 2: Domain D (High/Upper School) - Standard D5 - Team Evaluation

Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Students at GES have a number of opportunities to reflect on their own learning outcomes and pathways. The CIS Community Survey for students indicated a level of understanding of learning outcomes (59%). Similarly, the preparatory report indicated this to be low. The self-study indicated this to be a strength in teaching and learning, reflecting that students understood their learning pathways.

The ET observed examples of peer assessment in BTEC and English classes. The self-study indicated that students could identify what they are learning through the attitudes to learning (AtL). Further discussion with the curriculum coordinators suggests that tracking and auditing AtLs by subjects is a work-in-progress, and that students are assessed on their progress at the end of each term.

The curriculum coordinators expressed to the ET that the largest challenge GES faces is to engage the students to set aspirational learning goals. This same feedback occurred in the Domain D committee meeting. The learning coordinators meet with each student three times a year to discuss the establishment of goals for the term. This was introduced this year as a further response to the aforementioned challenges of GES and in response to helping students set personal learning challenges.

Commendations

◦ Recommendations

None at this time.

None at this time.

Part 2: Domain D (High/Upper School) - Standard D6 - Team Evaluation

The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The preparatory report identified that student learning is evident through assessments and all work produced. Reporting of this is clear through intelligible criteria that are set prior to the assessments using the National Curriculum (2014) levels or the school's own boundaries. Various methods are used to assess, such as written tests, oral tasks, and group work. This was further reinforced by the ET through observations and review of documents.

GES has clear assessment guidelines as detailed in the whole-school assessment policy, accessible on the GES intranet. In the parent meeting, it was explained to the ET that the school makes every effort to explain the reporting process and what the assessment means for each student. Referring to parent information sessions and explanatory documents sent home, the parents indicated a strong level of enthusiasm and commitment for not only the reporting process but learning in general at GES.

Direct examples of shared and intelligible criteria can be seen in Arabic studies. The ET, through discussion with the Head of Arabic, identified that success criteria are identified and shared with students prior to assessment. In this subject they also notify parents two weeks before all summative assessments through emails that outline assessment requirements. Students in some English classes set subject goals following consultation with their teacher.

Commendations

None at this time.

- **Recommendations**

None at this time.

Part 2: Domain D (High/Upper School) - Standard D7 - Team Evaluation

Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES has an extensive curricular and co-curricular programme. GES employs an activities coordinator to manage the extracurricular programme.

Students have the opportunities to represent the school in diverse sports through activities, such as the school's Olympics, the Sheikh Faisal Cup, and the Qatar School Sports Association (QSSA). In discussion with the ET, the head of PE indicated there has been a significant increase in female participation in physical activities both competitive and non-competitive. Students are actively participating in Model United Nations, and THIMUM (Qatar). There is a range of experiential learning trips for students from KS3-KS5 including: Week Without Walls, a personal development trip to Dubai, a cultural trip to London, PGL UK, and a religious trip to Saudi Arabia.

In most documentation, GES highlights its commitment to intercultural learning by providing a definition of internationalism. GES also includes a definition of global citizenship that is prominent on the intranet. From 31 March-01 April the school celebrates International Week, which culminates in International Day. Arabic speaking and non-Arabic speaking students have opportunities to study Arabic and Islamic studies. The self-study references intercultural learning only at a subject level (e.g., studying different countries in geography or studying French and Spanish). The ET noted that the GES definition of internationalism includes "conflict resolution, social justice, values and perception, sustainable development, human rights, interdependence and diversity". The ET could not find these aspects of the GES definition in teaching and learning.

Commendations

None at this time.

○ Recommendations

Domain D (High/Upper School)
Standard 7 (Major) - The Director of Studies, through the lens of the GES definition of learning, look for opportunities for intercultural learning to be taken to a deeper level with more authenticity within the school.

Part 2: Domain D (High/Upper School) - Standard D8 - Team Evaluation

A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES has committed significant financial resources to the provision of educational technology. Most classrooms include interactive whiteboards and video projectors. There is a good availability of laptops (50), iPads (180), and ICT labs (5) that teachers and students can access and reserve. GES has implemented a virtual learning environment, Firefly, to allow for increased asynchronous learning across the school. The ET, in discussion with various teaching groups and through review of documents, has identified the major use of Firefly is to review homework and access differentiation resources. The self-study refers to technology only being used for presentation skills, research, and supporting students in spelling and grammar. The ET, in discussion with school constituents and in observations, noted a lack of embedded educational technology within classroom practice.

Teachers undertake INSET biannually, and GES utilizes external providers to support the development of ICT skills. GES has a technology and electronic use policy.

Commendations

None at this time.

○ Recommendations

Domain D (High/Upper School)
Standard 8 - The Director of Studies plan for meaningful embedding of educational technology across the GES curriculum that moves ICT from

a standalone subject to embedded skills across all subjects.

Part 2: Domain D (High/Upper School) - Standard D9 - Team Evaluation

There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

Self Ratings

Met

◦ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES has built an environment of recording, analyzing, and reporting of student progress that students and parents have received positively. In interviews with both groups, the feedback was positive regarding the understanding of assessment and how the students' progress is reported. The ET noted during a parent focus group that parents felt a part of the process and possessed a good understanding of the predicted goals and a student's progress towards these goals. The parents explained that workshops and parent meetings were organized by the school to assist them. Furthermore, parents expressed their appreciation that academic rigour was a strong element of GES education.

GES has introduced SchoolBase into the learning environment as both a grade book and a platform for analyzing student performance. The implementation is in its initial year. The curriculum coordinators are looking towards outcomes of increased consistency in assessment across the school and continued alignment with the school's guiding statements. GES employs an MIS manager to support the transition to SchoolBase and provide meaningful analysis of student data.

The school publishes students' achievements via the newspaper, Al Sedra, and through the website, highlighting examples of student achievement in areas such as Cambridge examination, National Student Research Competition, and university acceptances of Years 12 and 13 students.

The use of systematic CAT4 testing for Year 7 and Year 10 students allows for comparison of GES students to a UK student equivalent. The Programme for

International School Assessment (PISA) is also carried out in school by the Ministry Of Education to compare schools in Qatar. The ET could not establish where and/or how this data is utilized in the GES environment.

GES communicates regularly with the community and provides opportunities for parents to be educated on various aspects of student learning. This has included training on the recently introduced Firefly software that students can access at home. GES sends home documentation to explain the National Curriculum expected levels for reading, writing, science, and math. GES also includes grading tables for Arabic, Islamic studies, Qatari history, and attitudes to learning (AtL).

Commendations

Domain D (High/Upper School)
Standard 9 (Major) - The Director of Studies for the commitment shown in the use of data to track student progress and measure the success of student learning.

Recommendations

None at this time.

Part 2: Domain D (High/Upper School) - Standard D10 - Team Evaluation

There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

Self Ratings

Met

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The GES timetable needs to comply with exam board specifications and the Ministry of Education's requirements. The school also publishes a yearly calendar that is readily accessible via the website and intranet. There is a separate timetable that takes into account a student's gender, as is consistent with the home country requirements. One of the challenges that GES faces is space for PE classes. The ET, in discussion with the head of PE, established that numerous allowances need to be created due to a lack of space for physical activity and the fact that all outdoor spaces need to be shared at break time. The ET, in discussions with the teacher in charge of timetable and the head of secondary, established a further challenge being the multiple academic pathways available to GES students.

Timetabling of lessons and activities has been done to maximize the amount of time students have to engage in learning tasks. GES is compliant with the time requirement for core subjects in math, science, and English for the National Curriculum, and the hours requirement mandated by the IB. GES has committed time to staff continuous professional development by building time into the secondary school timetable. There is time also allocated for Year 7-9 students to participate in extracurricular activities each Wednesday afternoon. These range from karaoke to mindfulness.

Commendations

None at this time.

o Recommendations

None at this time.

Part 2: Domain D (High/Upper School) - Standard D11 - Team Evaluation

Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES has a definition of learning and high-quality learning. GES has a clear statement in the admissions policy as to the provisions the school can make to specific learning needs. The students of GES are supported and guided by a gifted and talented coordinator, a learning support coordinator, an EAL coordinator, curriculum coordinators, pastoral team, and counsellors. GES also uses teachers to assist in learning support, though they are not formally qualified in learning support. The learning support coordinators inform staff of selected pupils and guide staff on how these children can best be supported. Students who have specific learning needs, whether they are struggling or identified as gifted and talented, are supported so that they can access the curriculum. There are a number of support staff throughout the school who can work specifically with these targeted pupils.

GES has clear policies to assist in the identification of student learning needs. The referral process for accessing learning support is thorough, including observations and the review of assessment data.

All teachers have access to the gifted and talented policy, learning support policy, and EAL support documents. Whilst GES has regular continuous professional development for teachers based on aspects of differentiation, this is not structured nor meeting all identified needs. Teachers report that it was beneficial in developing a range of strategies for working with students with certain kinds of needs. When a student's learning needs were more intense, they reported that additional training may be beneficial. Learning support services have an additional cost and may not be available to all families depending on their financial

resources and the willingness of parents to agree to services.

Following discussions with the learning support coordinator and the educational psychologist, the ET established that students do access external learning support from external providers, but this is not planned by the school.

Commendations

None at this time.

◦ Recommendations

Domain D (High/Upper School)
Standard 11 (Major) - The learning support coordinator to propose a restructured approach to learning support that streamlines provision and provides more comprehensive service for the needs of all students.

Part 2: Domain D (High/Upper School) - Standard D12 - Team Evaluation

Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The language of instruction at GES is English. In discussions with the Director of Studies, the ET established it is mandatory for Qatari students to study Arabic and Islamic studies. The students follow the National Curriculum of England as well as the Qatari Ministry of Education Arabic curriculum. Non-Arabic speaking students have the option to study Arabic as a second language and Islamic studies (in English). During the admissions process there are English language entry requirements based on National Curriculum of England levels for the secondary school that are relevant to each respective Key Stage. Students must be capable of taking English A in the IBDP.

The school has a clear job description for the learning support coordinator. The position is identified as holding the key role in assisting the head teacher with the strategic development of learning, which includes provision for EAL students. The learning support coordinator is further supported by an EAL coordinator and EAL teachers. GES prioritizes EAL support as is evidenced by all staff undertaking ESL in the mainstream training during their initial employment contract and initiatives such as EAL Strategy of the Month, which is readily available for staff and students via intranet and Firefly. In discussions with the learning support coordinator there is no follow-up continuous professional development provided in the area of EAL.

As stated in the secondary handbook, the school provides supplementary classes in reading and writing. Students who are identified with learning needs in EAL at either admissions or through the referral system can access one-to-one tuition and/or small group support.

Following discussions with the learning support coordinator, the ET established that students do access external language centres and tutors, but that this is not planned by the school.

Commendations

None at this time.

○ Recommendations

Domain D (High/Upper School)
Standard 12 - The learning support coordinator develop a needs analysis in learning support provision, from which to follow up with the delivery of an EAL development plan.

Part 2: Domain D (High/Upper School) - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

◦ Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions. The priorities are as follows:

- the learning support coordinator develop a needs analysis in learning support provision, from which to follow up with the delivery of an EAL development plan; and
- the Director of Studies plan for meaningful embedding of educational technology across the GES curriculum that moves ICT from a standalone subject to embedded skills across all subjects.

Commendations

◦ Recommendations

Part 2: Domain E - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

- Evaluator Ratings

No Rating

Evaluator Reason for Rating

It is evident that since the preparatory report, the school has invested in further developing student learning and well-being. All standards of this domain have now been met at the Team Evaluation stage. There is clear evidence in this report and from observations made by the evaluation team relating to this domain that the GES community is very committed to the well-being of the students. Extensive policies and procedures are in place and easily available on the school intranet. All policies undergo a review process every 12-18 months. Child protection is a school focus and these policies and procedures are in order. Safeguarding of students has further been emphasized through ongoing professional development for teachers and support staff. Procedures are in place for emergencies and are visible around the school. Adequate health services are available at the school and the Ministry of Health conducts regular health checks including immunization drives on the school campus. Risk assessment for school field trips is in place. The school counselling team is very effective and works hard to ensure both the emotional and social well-being of students, and guidance/career counselling is prioritized. Transitions for students and families are documented and supported.

Commendations

- Recommendations

Part 2: Domain E - Standard E1 - Team

Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support students' learning and well-being, listen to their views and develop their leadership qualities.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

It was evident to the ET through discussion with faculty, staff, students and evidence provided that student learning and well-being is given considerable attention. Service learning this academic year has been a focus within the school. Each year group takes a monthly responsibility to highlight an area of service learning, such as children in need and breast cancer awareness. The service learning projects are linked across the school with elementary and secondary year groups working together.

Student council is considered by the faculty and students to be the main place for student voice. There is a student council in each division, including infants for Year 1-2 students. In the student council policy document it is stated that one of the aims of the student council is for members to develop their responsibility and leadership.

Sporting campaigns in line with the Qatar National Vision were also given as an example as an opportunity for the development of leadership, along with participation in Model United Nations.

There are a variety of ways for student voice to be heard in regards to complaints and/or concerns. There is a pastoral route where a student can speak to a counsellor, their form tutor, or an adult in leadership.

The leadership team has also been exploring other avenues for student voice, such as last year's "Pupil Attitude to Self Study" (PASS), an online survey tool that provides information on how students feel about their well-being. The data from

this survey is used by the leadership team to assess areas of well-being that are of need within the student body. Since the self-study report the school has increased their staff by adding a counsellor and a behaviour coordinator to further support students. The leadership team has also encouraged more child-friendly terminology when referring to intervention spaces outside the classroom. For example, the isolation room is now the "reflection room" and the intervention room in the primary school is called the "Core Values Clubhouse".

Since the preparatory report, school leaders have ensured the completion of the review of the school behaviour systems.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain E - Standard E2 - Team Evaluation

The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The school has policies in place for the safeguarding and welfare of students. The policy on the protection of student rights and the school's child protection policy are examples of this. A child protection flow chart was also viewed by the ET, which clearly refers to the process the school has in place for reporting child abuse. An ICT acceptable use policy is also in place. The employee policy manual is sent out every year with contracts. Any changes are highlighted and teachers must sign that they have read and understood the changes.

A comprehensive review of existing child protection policies and procedures has taken place since the Preparatory evaluation. There is a formal certified training programme in place for staff and faculty related to child protection through Pearson called "Pearson Assured". The leadership team has been certified to deliver this programme to all staff and faculty. The leadership team expect that the course will be finished by June of this year, at which time all teachers and support staff will be certified in child protection.

There are meaningful relationships with outside support agencies, including professional groups and special needs experts. The counsellors are members of the Doha Professional Resource Group. They meet once a month with this group. The counsellors confirmed that all reports on suspected or disclosed abuse and any actions taken are securely archived.

The building and design layout shows a proactive approach to the consideration of safeguarding. This includes offices with glass partitions for student meetings, such as the reflection room.

Commendations

Domain E Standard 2 (Major) - The leadership team for the certified formal learning programme put in place to train all support staff and teachers in child protection, ensuring that the students at GES are safeguarded.

○ Recommendations

None at this time.

Part 2: Domain E - Standard E3 - Team Evaluation

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The school has a comprehensive set of policies in place that are available on the school intranet. These policies are reviewed every 12-18 months under the direction of the leadership team. The ET viewed policies on bullying, child protection, and safeguarding. The behaviour plan in place encompasses discipline, sanctions, rewards, and so forth. The implementation of the behaviour plan was considered successful by those that the ET spoke to. Further evidence was supplied through the school management system that showed a reduction in recorded negative behaviours.

There is a health and safety manual, where all procedures related to school security are housed. This manual is highlighted during induction training. Teachers must sign a statement that they read the manual when they join the school.

Health records are maintained by the school nurses. Records of students with health concerns are kept on the school management system so to be easily accessible for staff and teachers. Health education is coordinated by the school nurses and includes health displays, ministry initiatives, and health checks. Parent are updated on health needs as needed via email or the school newsletter.

It is clear in the CIS Survey that the parents trust that their children are safe at school with above 90% either agreeing or strongly agreeing.

Commendations

None at this time.

- ## Recommendations

None at this time.

Part 2: Domain E - Standard E4 - Team Evaluation

The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.

Self Ratings

Not Met/Partially Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) disagrees with the school's rating of Not Met/Partially Met for this Standard and rates this Standard as Met.

There is a comprehensive set of health and safety procedures in the health and safety handbook.

The secondary location for an evacuation at the main GES campus is in place, which is a mosque around 200 metres from the school. Practice drills for emergency situations take place, and since the Preparatory report a lockdown procedure has been finalized and a drill has taken place, as confirmed by the leadership team.

Staff with first-aid training are available. The school leadership ensures specific leadership posts within the school have first-aid training. On field trips a staff member with first-aid training must be present.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain E - Standard E5 - Team Evaluation

The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.

Self Ratings

Not Met/Partially Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) disagrees with the school's rating of Not Met/Partially Met for this Standard and rates the Standard as Met.

Comprehensive policies and procedures are in place to provide a safe environment for the school community, such as fire, earthquake, and intruder procedures. These are documented, practiced, and visually available around the school. The earthquake drill has not been practiced.

A virtual learning environment is accessible through the online platform Firefly in the event of school closure. Firefly can be used to support learning through the resources and activities available. There are also subject-specific online resources that could be accessed, like Bug Club for reading and My Math.

Qatar Civil Defense visits the school to carry out inspections to ensure that the school complies with all local regulations.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain E - Standard E6 - Team Evaluation

The school provides health care and health education to support students' well-being and enhance access to learning opportunities.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

There are five nurses between all the campuses. The nurses, while qualified, are currently in the process of being licensed by the Ministry of Health (MOH). This is a requirement by the MOH. The nurses promote health education through monthly board displays and providing health information as needed.

Health records are kept up to date and information is provided for the teachers on the school management system, SchoolBase, where health issues are highlighted. Students with high medical needs (e.g., diabetes) have their pictures in staff rooms, so that the whole staff is aware of their needs.

The teaching staff provide health education through:

- PE curriculum, which encourages healthy choices,
- Personal Social Health Education curriculum at Key Stage 3, which addresses the theme of health and well-being,
- service learning topics, and
- events such as healthy breakfast morning, etc.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain E - Standard E7 - Team Evaluation

There is an effective and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

A full-time activities coordinator is part of the school teaching staff. Included in the duties of the activities coordinator, as viewed in the job description, is trip risk assessment. Risk assessments take place before students participate in all field trips. The Domain E committee provided evidence of a completed form.

The nurses provide first-aid kits for field trips as well as a comprehensive list of students with any health concerns.

It is clear in the CIS survey that the parents trust that their children are safe on school trips, with above 90% either agreeing or strongly agreeing.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain E - Standard E8 - Team

Evaluation

The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The three school counsellors provide support in all areas of counselling, including university/college counselling. All the counsellors are new this academic year.

Extensive services are made available, particularly in university/college counselling. The three counsellors try their best to provide support to the other campuses. At certain times of the year, two of the counsellors are very busy providing university/college counselling and career guidance. Members of the leadership team praised the work that the counsellors do, expressing how hard they work with a lot of students. They also praised how well they work as a team.

A college fair and career fair takes place each year. The effectiveness of the school's counselling programme in regards to career planning and guidance is benchmarked using Great Gatsby benchmarks. Surveys and feedback from parents and students also helps the counsellors regularly evaluate their programme.

Commendations

Domain E Standard 8 (Major) -The counselling team for their effective work in providing extensive counselling services that are supporting both the welfare and

○ Recommendations

Domain E Standard 8 - The leadership team ensure that as the school grows, adequate counselling staffing is a priority to ensure all students' social, emotional, and

academic guidance needs of the
GES students.

academic needs as well as
university/college preparation
requirements are met across all
campuses.

Part 2: Domain E - Standard E9 - Team Evaluation

Those students and families making transitions between divisions of the school, and in and out of the school are supported effectively through advice, counselling and appropriate information.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

Transition protocols are in place for the movement of students between divisions and in and out of the school. School division leaders support these transitions along with year learning coordinators and school counsellors.

Years 11 and 12 have an induction week and options evenings. The Year 11 and 12 students are given a student workbook for university applications. Year 9 to 11 students are given a KS4 careers booklet, which has been independently prepared by the school counsellors and include detailed information to support the students as they make decisions for their future.

In the CIS Survey a large percentage of parents feel they received appropriate support to help their child settle into school. The survey also indicated that the students felt supported.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain E - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

o Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's stated planned actions are appropriate and should be acted on, with those relating to core standards being a priority and with the addition of the following as a priority:

- o the leadership team ensure that as the school grows, adequate counselling staffing is a priority to ensure all students' social, emotional, and academic needs as well as university/college preparation requirements are met across all campuses.

Commendations

o Recommendations

Part 2: Domain F - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

o Evaluator Ratings

No Rating

Evaluator Reason for Rating

Staff members at GES are well-qualified and adequate in number to deliver the school's curriculum and also offer a range of extracurricular activities. There are sufficient support staff to ensure smooth and efficient functioning of the school and to support faculty in the delivery of a high-quality educational programme. Prior to appointment all staff are appropriately checked and qualifications are attested. Subsequent training is also provided should it be required, for example the provision of IB training for some teachers. The school has a well-developed continued professional development (CPD) programme, which is linked to the appraisal process and which suggests the selection of areas for whole-staff CPD. The appraisal process clearly identifies standards for teachers and allows for increased remuneration if these are met. Alongside other fiscal incentives, this contributes to reduced staff turnover and hence greater stability of the learning environment for students. At the time of hiring staff are provided with not only a contract of employment but also the staff handbook and other documents pertaining to employment at GES. This ensures that expectations and standards are shared prior to a position being taken in the school. New staff express their satisfaction at the help and advice they receive prior to and upon joining the school. Staff retention is on an improving trend and is currently at its highest in the last three years.

Commendations

o Recommendations

Part 2: Domain F - Standard F1 - Team Evaluation

The faculty and support staff is sufficient in numbers, experience, qualifications, and competencies.

Self Ratings

Exceeded

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this Standard is Met.

Staff members are well-qualified for their roles, with some holding additional advanced qualifications. Curriculum-appropriate CPD is offered to new staff should it be required, for example, in the case of teachers new to the IB Diploma, in order to ensure quality curriculum delivery for students. Support staff members are also qualified for their positions and are therefore able to support teaching and learning by ensuring smooth operations within the school. The varied programme of co-curricular activities indicates that the diversity of staff interests is an effectively used resource.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain F - Standard F2 - Team

Evaluation

Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information has been taken into account in determining whether their appointment will be confirmed.

Self Ratings

Exceeded

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this Standard is Met.

All staff undergo background checks and attestation of academic documents before contracts are offered. Medical checks are carried out in accordance with Qatari requirements. The above measures ensure that newly hired staff are fit for post.

Under Qatari law the school is the sponsor for the employee (teacher), which is indicated on the residency card. In the event the teacher is involved in any criminal activity that is detected by police, the school will be immediately informed by the authorities. Auxiliary staff are also subject to Qatari laws, and as a result any criminal misdemeanors would quickly be reported to the school. This acts as an effective mechanism to monitor those who enter the school.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain F - Standard F3 - Team

Evaluation

The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning.

Self Ratings

Exceeded

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this Standard is Met.

Effective policies are in place to support all staff in their CPD. The procedures are transparent and well understood. The schedule of whole-school CPD is linked to the appraisal process in a manner that is clear and coherent. Regular training is offered to teaching assistants, including the opportunity to acquire relevant BTEC qualifications as part of their CPD programme. When surveyed, 88% of staff felt that the school provided relevant professional development.

Commendations

Domain F Standard 3 - The primary leadership team for providing high-quality training and qualifications for teaching assistants in order to facilitate better classroom operations and potential career development.

○ Recommendations

None at this time.

Part 2: Domain F - Standard F4 - Team Evaluation

Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.

Self Ratings

Exceeded

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this Standard is Met.

The recruitment and retention of staff conforms to the CIS Code of Ethics and Qatari requirements. The provision of a re-signing gratuity is an incentive for staff to extend their contracts and is possibly a significant factor in the ongoing decline in staff turnover.

The relevant policy is freely available on the GES intranet.

Commendations

None at this time.

○ Recommendations

None at this time.

Part 2: Domain F - Standard F5 - Team

Evaluation

The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for students' learning.

Self Ratings

Exceeded

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this Standard is Met.

All staff, both teaching and non-teaching, are party to the appraisal process, which is clearly described in the staff handbook. In conversations between the ET and staff, there was a mixed level of understanding regarding the mechanism linking appraisal, CPD, and school priorities.

The relevant appraisal documents are available to all staff through the intranet, and completed documentation is reviewed by senior managers and filed with the Human Resources Department. Senior managers compile the outcomes from appraisal into information that then informs whole-school CPD and future planning targets.

Commendations

None at this time.

o Recommendations

None at this time.

Part 2: Domain F - Standard F6 - Team Evaluation

Written policies and guidelines establish expectations for the performance of all staff-faculty and support staff -which are applied consistently.

Self Ratings

Exceeded

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this Standard is Met.

GES successfully makes new and returning staff aware of the required professional standards by provision of comprehensive documentation, which is received by staff in appropriate time. Relevant policy documents are available to staff through the intranet. The staff handbook is thorough and informative, and is extremely useful in allowing staff to understand their roles and the modus operandi of the school. The school has responded to perceived student needs with the creation of several new posts designed to support learning, well-being, and behaviour of students.

Commendations

Domain F Standard 6 - The board and leadership team for responding to students' needs with additional staff (psychologist, behaviour manager, additional support counsellor) to support student well-being and learning.

○ Recommendations

None at this time.

Part 2: Domain F - Standard F7 - Team

Evaluation

All staff is 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 context.

Self Ratings

Exceeded

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) does not agree with the school's rating of Exceeded. The ET's rating of this Standard is Met.

The school has an extensive and impressive body of policies, which are well organized and presented on the staff intranet. This makes information, policy, and procedure regarding most aspects of school activity freely available to staff. As a result, expectations are clear for all. Individual staff are aware of their pay grade and how it is arrived at, but the pay scale is not published in its full form. Staff contracts are provided in both Arabic and English, where appropriate, and the package reflects the demands and seniority of the post in question and the context of the school.

Commendations

Domain F Standard 7 (Major) - The leadership team for producing excellent and accessible policy and information documentation that provides clarity and open access to information for staff.

o Recommendations

None at this time.

Part 2: Domain F - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

- ## Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's stated planned actions are appropriate and they have been effectively prioritized.

Commendations

- ## Recommendations

Part 2: Domain G - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

○ Evaluator Ratings

No Rating

Evaluator Reason for Rating

GES was established in 1993 to offer an English education to Qatari nationals. The age of the school is reflected in the building design and condition in the junior school, which is the oldest building of the three. The school consists of three sites. The main campus houses the junior and secondary school. Bin Omran primary school is around 20 minutes by car from the main site. The infant school is one kilometre from the main campus.

Bin Omran is a newly refurbished set of buildings enjoying a delightful naturally lit environment. It opened its doors in August 2018. It is well resourced and provides a safe and secure environment for the staff and students. The infant school is also well maintained and provides very good levels of facilities for students and staff. The junior school provides a very pleasant environment that does, however, require some higher levels of maintenance throughout. The secondary school is maintained to a higher standard than the junior school; however, it is a newer building than the junior school.

GES meets the expected standards of this domain. However, during the visit numerous health and safety concerns relating to the school's physical infrastructure and parts of the normal safety requirements of the school were apparent and communicated to the Managing Director's Advisor. In response, all the priority issues were either rectified or put into a process of correction during the ET visit.

Commendations

○ Recommendations

Part 2: Domain G - Standard G1 - Team

Evaluation

The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the rating of Met, with some provisions which have been corrected immediately.

The ET observed in both the infant and Bin Omran campuses that the facilities provided were of a high standard of health and safety. This was particularly evident at Bin Omran, where it was obvious to the ET that thoughtful planning had taken place to ensure a high-quality new facility. For the most part, GES does meet the provisions of this standard. There are some issues, however, that require immediate attention by the GES. The management acted on these with immediate effect. This work has been seen by the ET to be commenced and in some cases completed.

Teaching spaces

Most teaching spaces have effective space, with the notable exception of design and technology, where storage space is very limited. This presents some health and safety issues. All teaching spaces have effective lighting and cooling facilities to ensure the comfort of students and staff. There are a number of spaces, however, in need of updating. There are adequate resources to deliver the school programmes as well as necessary technology and infrastructure.

Emergency evacuation

The emergency building evacuation practice was completed during the ET visit. The conduct of the children was exemplary. The staff oversaw the drill in a professional manner. However, this drill raised a number of issues. Many of these issues are now being addressed. The GES must, however, immediately address the issue in the junior school whereby if the fire or perceived threat meant the normal exit route was blocked, there is only one small gate at the side for over

500 students and staff to evacuate, and this door is padlocked. The guards are all at the normal evacuation route at the front and they have the key. They would be unable to access the gate to allow students to make the escape in the event the normal route is blocked. In addition, the emergency exit gates at the front of the entire length of the building were padlocked and only undone when it was time for the drill. These locks should be undone in the morning before any students and staff enter the premises. The Managing Director's Advisor recognized this issue and immediately actioned a solution. All padlocks have now been removed for all time periods where staff and students are on the premises. A construction company was brought in during the time the ET was in school. Prior to the departure of the ET, the wall has been broken at the rear of the junior school and new gates will be installed. This will make safe the building escape route for staff and students. The guards handling the blocking of traffic were not easily visible on the roads outside of school. This was also true of the school staff. Reflective jackets were suggested. These were provided for the next day in school as seen by the ET.

Perimeter and interior fencing

There are significant areas for improvement regarding the condition and safety of some external fencing around the school and the new basketball court. Dangers exist which could cause serious injury to students. In the junior school at the side of the football pitch and within a distance of one metre, the fencing was broken and sheared, presenting razor-sharp broken perspex. This was fixed and new perspex was fitted within 24 hours, as witnessed by the ET. The new basketball court had at the entrance sharp wires hanging at the end of the fencing at head height. These should be covered or removed.

The canteen

There exists significant potential for food contamination in the canteen. The area is difficult to clean and maintain due to ripped vinyl flooring, torn and damaged queue bars to the serving counter, and the numerous broken splintered cupboards used for storage in the "kitchen".

Wiring

Numerous areas show exposed wiring in classrooms, and in toilets with damaged lights and extractor fans. The library in particular showed significant risk with worn raised carpets and exposed computer wiring in the centre of the room around the ICT hub.

Science laboratories

The first-aid kits were present but contained only plasters. There were no medical eye rinse facilities. The biology laboratory is located between two labs and should have a lockable storage cabinet for its chemicals. Shower rinses are provided on each sink in each laboratory. All chemicals used in the other sciences are stored safely in separate cabinets in an isolated room.

Play areas

The children's play areas and equipment at the junior school are clean and well maintained.

Health and safety committee

The Health and Safety Committee was formed for this visit, though there is no lead for this committee. The members of the committee considered it a beneficial experience and the value added to the school was high. At this time, GES has not considered making this a permanent committee, though it has been suggested that it would be highly beneficial if this group remained in place for the benefit of the school. The school displays emergency exits and safety maps on the walls in all classrooms and corridors. The volume level of the alarm in the administration building is easily heard. The school is in full compliance with the Ministry of Education's rules and regulations for health and safety, as evidenced by the document from the Ministry.

Premises manager

There has been a new appointment to this position. The new manager has a strong focus on ensuring that the environment is clean and safe for all students and staff. GES will produce a spreadsheet to monitor and check all maintenance requirements, showing reported dates and completion dates of all work. The new manager will ensure all staff are aware of this and know how to use this resource effectively.

Disabled access

The GES recognizes it does not cater for disabled students, staff, and visitors. Whilst the school has wheelchair ramps, it recognizes that it cannot accommodate students with disabilities and injuries to access classrooms on the upper levels. There is no provision of an elevator. The Health and Safety Committee acknowledged this was an issue, as they currently have physically injured students who cannot attend lessons on the upper levels and have to give additional one-to-one lessons on the ground floor at different times. There is no surety that this is carried out.

Swimming pool

The swimming pool is clean and tidy. An external contractor cleans the pool on a daily basis. The premises manager stated that the pH levels were checked on a regular basis by the external contractor. Cleaning chemicals are kept in a separate locked store room. Pool rules and safety notices are on display all around the pool. They are both in written word and with pictorial warnings. All PE staff are lifeguard trained.

First-aid training

Thirty members of the staff are qualified in basic life support/first aid. Courses and certification are issued by the provider Hamad International Training Center.

This includes CPR, AED, and first aid. The Managing Director's Advisor during the visit ordered six AED machines - one for each school building on the sites and one at the swimming pool.

Security

Visitors are required to sign in with guards and are issued with passes to gain access to the school. However, there is no dissemination of information between the three reception areas as to who has accessed the school site at any given time. The school is currently in the process of installing turnstiles and implementing a new process for entry and exit to the school, which will include tracking.

Commendations

Domain G Standard 1(i) (Major) - The GES students and staff for their exemplary conduct during the building evacuation drill.

Domain G Standard 1 (ii) - The Managing Director's Advisor for the outstandingly expedient response to provide instant solutions to health and safety issues in the school in numerous areas.

Domain G Standard 1(iii) - The board for providing the financial resources in the development of the Bin Omran campus to ensure that a high-quality facility is provided for the benefit of students and staff.

Recommendations

Domain G Standard 1(i) (Major) - The Managing Director's Advisor consider that the Health and Safety Committee is made permanent with an appointed leader to further ensure the safety of all staff and students.

Domain G Standard 1 (ii) - The Managing Director's Advisor develop an audit of secondary school science laboratories to monitor the provision of emergency medical supplies and first-aid kits.

Part 2: Domain G - Standard G2 - Team Evaluation

The technology infrastructure and data systems support the school's teaching, learning and managerial needs.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the rating of Met.

The ET reviewed the school's IT provision. The school currently provides a number of platforms for use by staff and students. They have invested in Firefly, Class Dojo Math, and others. GES acknowledges they need to carry out an audit on how to best utilize their investment, particularly with Firefly, which at present is being rolled out as a homework vehicle and out-of-class resource. Class Dojo is well-used and appreciated, as evidenced by the feedback from parents in the survey and verbally at the parent meeting with the ET. Full details of the school's commitment in ICT resources are shown in the GES technology road map, designed to enhance the use of ICT in teaching and learning across all three schools.

GES provides 180 iPads school-wide. In the primary section, there are Android tablets and Chromebooks to complement the iPad provision. In addition there is a plan to upgrade the secondary ICT lab (Room 130) and primary ICT lab, and to install a further ten interactive TV panels in the summer of 2019.

GES provides CPD for all teaching staff on a termly basis to develop the current use of ICT to aid teaching and learning. At this time GES does not assess how successful the utilization of these learning technologies has been in improving the standards of teaching and learning. The ET witnessed on multiple occasions that the use of IAWB was not used interactively, but rather as a normal white board. The EAL department appears to lack the same level of resources as other classrooms in the area of hardware and software. This department does have subscription access to some internet resources as well as the companion hard copy books.

Commendations

Domain G Standard 2 - The board and Managing Director's Advisor for the recognition of the value and commitment to investment in the provision of ICT hardware and software to aid teaching and learning across the three schools.

○ Recommendations

Domain G Standard 2 - The Managing Director's Advisor, in conjunction with the Director of Studies, explore the effectiveness of the CPD training concerning the use of ICT to improve teaching and learning.

Part 2: Domain G - Standard G3 - Team

Evaluation

The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.

Self Ratings

Met

○ Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the rating of Met.

GES on the whole works well with the auxiliary service providers it engages. GES does acknowledge that whilst the outside contractors confirm to the school that they carry out all relevant background checks for staff working in the proximity of the students, they do not actually see any physical evidence of the checks that have been carried out. However, all out-sourced employees go through the residency permit process required by the government, which GES then considers sufficient.

The GES has a comprehensive child protection policy in place in line with the guiding statements, and child protection training is provided annually in accordance with the plan for both new and returning staff. All staff are certified via the Pearson Assured training. The extended leadership team is certified to deliver this training in-house to all staff.

Evaluation of the auxiliary services provided by the contractors is carried out by the service providers themselves. GES acknowledges that they do not have an existing policy for evaluation of the in-house maintenance team directly hired by the GES. The school plans to address this by providing clear job descriptions, written policy, and training on child protection and the consistency of carrying out their duties effectively and in compliance with the laws of the country. This is overseen by the new maintenance manager.

Commendations

None at this time.

○ Recommendations

Domain G Standard 3 - The Human Resources Manager develop a protocol to carry out background checks on new and existing employees above and beyond the checks required by the government policy.

Part 2: Domain G - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

o Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's stated planned actions are largely appropriate with the addition of the following as a priority:

- o the Managing Director's Advisor consider that the Health and Safety Committee is made permanent with an appointed leader to further ensure the safety of all staff and students;
- o the Managing Director's Advisor organize synchronization of visitor information to ensure that all reception areas are aware of the arrival of visitors and that they are authorized to enter various areas of the school; and
- o the Managing Director's Advisor, in conjunction with the Director of Studies, explore the effectiveness of the CPD training concerning the use of ICT to improve teaching and learning.

Commendations

o Recommendations

Part 2: Domain H - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

- ## Evaluator Ratings

No Rating

Evaluator Reason for Rating

GES is committed to establishing strong and effective communication with parents. The school leadership has designed many channels for staff members to reach out to all parents via different means, such as the school's website, emails, social media, and the student support officer. Communication with parents is driven by the school's guiding statements, and it specifically reflects the school's four core values: caring, supportive, responsible, and respectful. GES strives to create opportunities for all students to engage in local and regional functions in order to enrich their intercultural understanding and global citizenship.

Commendations

- ## Recommendations

Part 2: Domain H - Standard H1 - Team Evaluation

Effective communications foster a productive home-school partnership and a positive learning community.

Self Ratings

Met

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

GES has implemented several channels of communication with parents to enhance students' education. There is a communication policy in place that includes the ways of communication with parents and how they are used. The communication strategies reflect the guiding statements and accentuate students' learning, safety, and well-being. GES' published documents about policies, curriculum, and other school matters are available to and accessible by parents via the school website.

Parents expressed to the ET their high satisfaction with the school communication. This resonates with the parents' survey results. They believed communication to be clear, informative, and timely. Prospective parents receive bilingual registration packets that highlight the most important information needed to start school. It was evident to the ET that parents understood the purpose of the core values and were pleased by the way the school implemented them in its practices.

GES has put in effort engaging willing parents in the GES community. The recently formed parent teacher association (PTA) is attracting interested parents and is planning to encourage their future participation.

Conversations with staff and gathered evidence confirmed that GES' communication channels were efficient and reported students' learning thoroughly and regularly. Some staff in upper primary conveyed that the report card system could be further developed to include a more personal account of the students' holistic achievements.

Commendations

None at this time.

○ Recommendations

Domain H Standard 1 - The primary extended leadership team and the Director of Studies review the report card format to ensure that equitable reporting of both academic and well-being outcomes are communicated to parents.

Part 2: Domain H - Standard H2 - Team

Evaluation

The school establishes partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Self Ratings

Met

o Evaluator Ratings

Met

Evaluator Reason for Rating

The evaluation team (ET) agrees with the school's rating of Met for this standard.

The teachers and support staff communicate with parents through several channels: GES website, SchoolBase, Firefly, emails, and GES social media. There are also designated staff members to manage specific announcements and receive parental requests and complaints, such as the management information system (MIS) coordinator and the student support officer. GES uses digital, paper-based, virtual, and face-to-face communication tools to facilitate home-school relationships. The communication policy explains how each of these tools are used.

The evidence collected from documents and conversations with staff and parents showed that GES' external partnerships with the immediate and local community are supportive of the students' education. GES engages actively in local functions, such as Qatari sports tournaments, and regional functions, such as Destination Imagination (DI). GES has a service learning program in which several events take place at school, locally, and regionally. These events, such as ocean pollution, healthy living, cancer awareness, and children in need, are connected to student learning and promote global citizenship and understanding of cultural diversity. All students engage in service learning; each group from Year 1 to 12 is responsible of leading one of these events for a month. Preschool and reception do not lead events but participate in assemblies.

Commendations

Domain H Standard 2 - The leadership team for increasing the opportunities of a variety of local and regional events that enrich student learning, including service learning.

○ Recommendations

None at this time.

Part 2: Domain H - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

- ## Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned actions are appropriate and they have been effectively prioritized.

Commendations

- ## Recommendations

Part 3: Conclusions - Team Evaluation

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Self Ratings

No Rating

○ Evaluator Ratings

No Rating

Evaluator Reason for Rating

The Gulf English School (GES) produced a comprehensive self-study for their first ever international protocol. The process in which the school went about creating the self-study report was appropriate and included input from the GES community.

The self-study process was well coordinated throughout the school. The process to create the report was appropriate and had full support from the board and the leadership team. It was evident that the board is very passionate about the accreditation process and its purpose. The chair of the accreditation process did an excellent job in ensuring the process was done with validity and that the final report followed CIS protocol.

The committees consisted of cross-divisional membership. Members of these committees expressed that this experience was highly beneficial to their professional practise. In particular, the opportunity to investigate and develop deeper understanding of other divisions was most valuable. The ET encourages the school to enrol staff in CIS training to ensure even more school community understanding of the process.

The ET commends the great sincerity with which GES has engaged in the self-study process, and thereby the school has thoroughly evaluated their own strengths and weakness. It was further evident to the ET that the school values the accreditation process and clearly sees it as a way to move forward in their commitment to continued school improvement. The report was a clear and detailed reflection of the school's desire to establish a learning community around the four drivers of international education: student-learning, student well-being, global citizenship, and the stated purpose and direction of the school.

The school's self study was an accurate description of their current position with connected evidence. However, it was noted by the ET that some significant

evidence was missing from the self-study report. The ET recommends careful coordination and review of evidence to ensure that future reports are reflective of all that they do.

It was evident to the ET that GES took the information they received from the preparatory report seriously. Clearly, this school, through reflection and careful planning, invested the time and effort to ensure that the preparatory visit recommendations were responded to. This is especially evident in the extensive policies and procedures that the school has produced. However, the school needs to give itself time to embed the outcomes of this thoroughness of planning and documentation in teaching and learning.

The ET notes that the board and leadership team is hindered in their ability to fulfill their grand aspirations by the national regulations of the Ministry of Education in Qatar. Inappropriate fee increases approved by the ministry have hampered the access to financial resources to make GES' aspirations a reality.

Commendations

- Recommendations