



Qatar National School Accreditation (QNSA)

SELF-STUDY VISITING COMMITTEE REPORT FOR NORD ANGLIA INTERNATIONAL SCHOOL- AL KHOR

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Chapter 1: School Community Profile & Data

School's Foundation Data

Nord Anglia International School Al Khor (formally Compass International School, Al Khor) was founded in 2012. It is funded and supported by World Class Learning Group (WCL) and Shell GTL Qatar, where WCL provides the educational expertise and Shell provides the premises and premises management. The school has adopted the British International curriculum coupled with the Cambridge International Curriculum at Secondary level. The school follows the Ministry of Education (MoE) requirements for the three subjects: Arabic First Language, Islamic Studies and Qatari History.

In June 2013, World Class Learning Group was taken over by Nord Anglia Education and the school name was changed from Compass International School, Al Khor to be Nord Anglia International School Al Khor, but the vision and the mission of the school remained the same

The school aims to provide premium learning opportunities to the local community as well as to children of the employees of Shell GTL Qatar living in the Al Khor area.

The school states that to achieve its objectives, it recognises that the evaluation process must be included, applied and monitored, as a standard element within the annual school development plan.

School's Characteristics and Facilities:

At the time of the self-study the total number of students was 511 from over 40 countries. Qatari students account for 204 (approximately 41 %) of the student population. Staff is composed of various nationalities as well.



The school consists of 36 classrooms, rooms for music and art, as well as a multi-purpose gymnasium. In addition, there are two main recreational areas. There is also a soft play area, and large shaded area. Other rooms within the school include a science laboratory, two Additional Learning Needs (ALN) rooms, administrative offices, a secondary ICT suite, a nurse's room and a prayer room.

The visiting team evidenced that the school building and other characteristics support student learning towards achieving the vision and mission.

Data on School Staff:

The staff data showed that the school employs approximately 60 teachers, with approximately 75 more staff members that comprise of assistants and support staff. Most of the teaching staff holds Bachelor degrees of Arts as seen in the graph below.

Qualifications of Teachers



- Bachelor of Arts Degree
- Master Degree (country of origin recognized)
- Studying for Master Degree (U.K.)



Year	2011/12	2012/13	2013/14	2014/15	2015/16
Number of teachers	8	27	33	49	60
Number of students	106	320	510	645	768

The visiting team evidenced during the visit that all of the teaching staff are qualified and assigned to subjects that match their majors.

Staff Turnover

The school stated that turnover has remained low, with most staff that leave is due to the end of their two-year contract or for personal reasons.

Data on School Students:

Students' Numbers and Nationalities:

At the time of the self-study, the school's 511 students were situated with 392 in Primary and 119 in Secondary.

Student Turnover:

The number of students who left the school in 2015-2016 was about 74 students which is the same number of leaving students in 2014-2015. They left the school for different reasons. Some students leave to join schools that implement the CBSE curriculum, Others leave to their home countries or move with siblings to independent schools.

Data on School Achievements:

Students' Academic Achievement

The school stated that it tracks the progress of students across the three terms of the academic year. It also has carefully tracked the progress of students who started their early years at school. Students have made over the last 3 years (from Year 3 to 6) across the core subject areas.



Subject	Level 4+	Level 5	Level 6
Reading	92%	42%	
Writing	92%	42%	
Numeracy	92%	50%	17%
Science	92%	75 %	

The visiting team's observations and evidence showed that the school gauges students' level of performance. The chart above, shows the high percentage of students who achieve Level 4+ , Level 5, and Level 6 in the last year.

Students' Non-Academic Achievement

students at Nord Anglia have achieved the following in the non-academic fields of their school life. They have participated in many events and achieved remarkable positions in sport and competitions organized in and outside NAKIS:

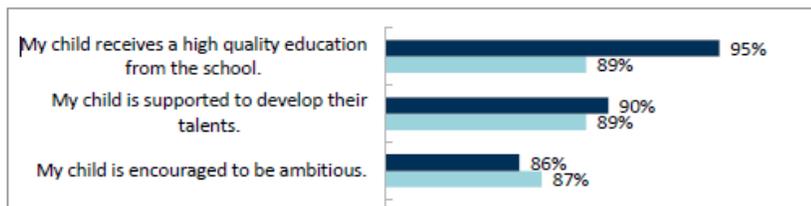
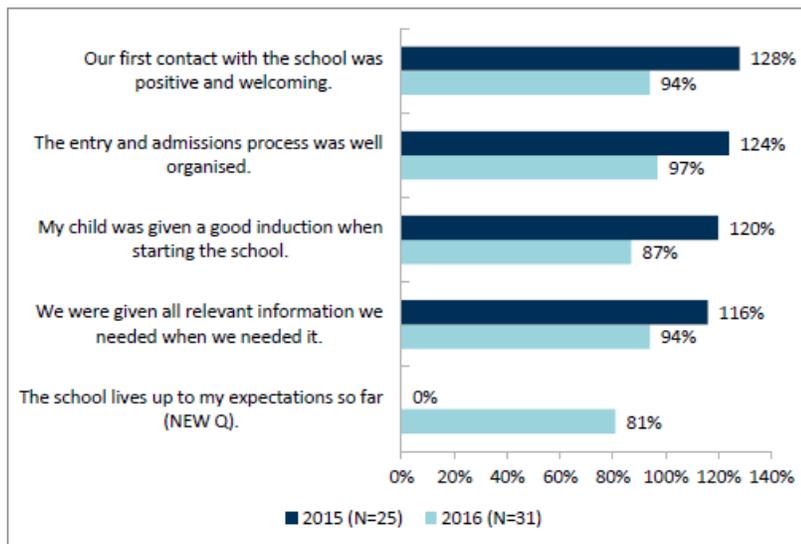
- One Year 6 student achieved 2 gold medals and 1 silver medal in the School Olympics Programme in 2015.
- The Year 5 & 6 girls basketball team reaching second place in the School Olympics Program.
- (SOP) organized by QPPSSA (Qatar Private Primary Schools Sports Association) Programme in their first year of competition.
- The Year 5 & 6 girls netball, football and basketball teams won QPPSSA (Qatar Private Primary Schools Sports Association) competitions, therefore taking the gold medal in 2015.
- Quran Competition – students across the Primary Stage being identified as ‘very good’ in the competition organized by the ministry of Islamic affairs.
- The Secondary Debate Team reaching the finals of the Nord Anglia Education Debate league in 2015.

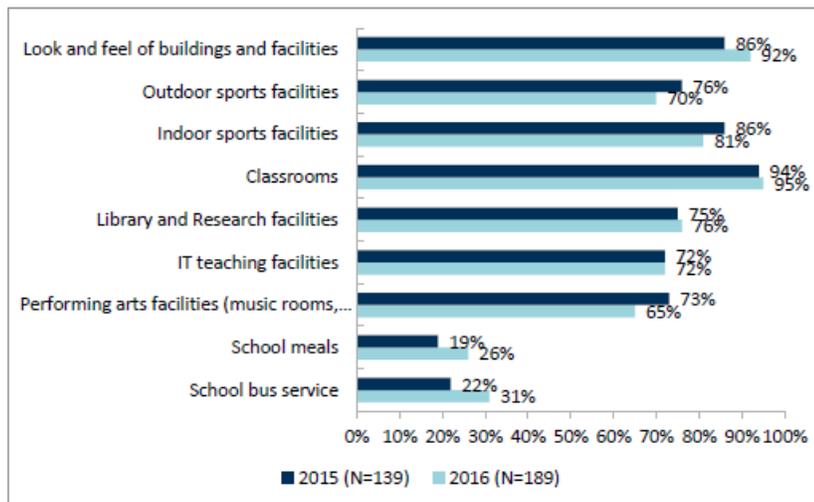


Through interviews conducted and review of school documents, the visiting team evidenced that some students had had the opportunity to participate in different school activities and competitions throughout the years. However, it was clear to the visiting team that the school was in need of greater and more effective activities to support different students' needs such as gifted and talented students.

Survey Results Of Stakeholder Groups

The school conducted various surveys for parents to gauge their opinions. The following surveys for parents show positive attitude towards the school in general.





From the above mentioned graphs, it is clear that the parents feel that the school is a safe place for students, and that parents' satisfaction is overall positive about various school aspects. Similarly, students expressed their satisfaction about the school and its facilities as well as the staff members who have positive relationships with students and with each other. Besides the annual in-house surveys asking stakeholders' feedback and suggestions which show positive feedback, the school report cards in the last three years confirmed the positive attitude and the high satisfaction level on the school in general.



CHAPTER 2: SELF-STUDY PROCESS AND SCHOOL'S LEARNING OBJECTIVES

Part 1: Self-Study Process

The school has completed the five chapters in the self-study with almost all of the indicators addressed under each standard. To prepare the self-study, the school states that the Leadership Team met to discuss and plan how the accreditation process and compiling of the Self-Study would work. It was decided that the Leadership Team would be the driving force behind the completion of the study, with the assurance that as many school stakeholders would contribute to the gathering of information and submission of supporting evidence.

The visiting team appreciates the school for conducting the self-study process in a way that reflects the reality of the school programs, curricular and extracurricular activities. It is also affirmed that the leadership and extended leadership teams, being tasked with preparing the self-study, are aware of the strength and the growth areas in the self-study. However it is concluded through different meetings with teachers and different members of stakeholders that they had minimal contribution in the preparation of the self-study process.

Through meetings with focus groups, the visiting team supports most of the school's areas of strengths and areas of growth which were mentioned in the self-study report.

Part 2: Mission & Vision

The School's Vision statement:

To be a genuinely ambitious school community.

The School's Mission Statement:

To provide the highest quality learning driven by outstanding teachers within a culture of pride and respect, which will empower students to succeed.



The school states that the vision and mission of the school were redrafted in September 2015 to support its strategic direction, driven by the Leadership Team and senior administrative staff, and shared with stakeholders.

The school also adds it encourages students to be ambitious, to reach for their dreams, to step outside their comfort zones and try something new. **Through classroom observations and meeting with** representatives of different stakeholders, it was observed that the school involved most stakeholders in evaluating and updating the school's vision and mission. In addition, the visiting team evidenced that the school's activities and programs are relevant and support the school in achieving its vision and mission. Most of the extracurricular activities and school programs are reflective of, and supportive of the school vision and mission.

Part 3: Learning Objectives

The school clarifies that during the review process, the Leadership Team identified the need to update the school objectives that form the core dialogue between school leaders and new prospective parents to the school. It is the responsibility of all school stakeholders to commit to delivering the three promises:

- That children will experience creative and challenging learning through inspirational teaching
- To nurture a sense of pride in both our individual and collective achievements
- To instill a culture of respect from all, for all.

It was made clear to the visiting team in meetings with representatives of stakeholder groups, in reviewing of school documents and the team's observations that the school has set clear and achievable learning objectives. These objectives are supported by the school programs with the implementation of most of the school action plan's procedures.

During the visit, the visiting team concluded that most teaching staff have full awareness and understanding of the learning results and hold responsibility towards achieving and integrating them in teaching and learning practices.



Chapter 3: Analysis of Standards & Indicators-Strengths & Areas of Growth

STANDARD 1: EDUCATIONAL LEADERSHIP

1. School Mission and Vision

The visiting team confirms that the school has been striving to be an academically rigorous school through encouraging students to be active participants in their learning. The school currently welcomes students aged 3 to 15 years, with the objective to offer provision to 18 years. The school's learning-focused philosophy aims at equipping students with the tools they need to be confident, active leaders in the local and global communities.

The visiting team observed that the school communicates its vision and mission to students and their family, the teachers and other school employees, Shell GTL and Nord Anglia Education (NAE), and the wider community. The school has chosen a practical approach to communicating its vision and mission. The vision and the mission are evident and visible in the learning environment in which most students and teachers work collaboratively to create a positive atmosphere. These key aspects are evidenced when walking through the different learning spaces of the school. Teachers' classrooms, the shared open study areas, the gymnasium and the Media Suite are learning focused with displays and purposeful resources enhancing the learning experience of students, and thus reinforcing the school's vision and mission

In addition, the visiting team acknowledges that the school's vision and mission permeate through and are apparent on the majority of school documentations. The school also organizes an induction week at the start of the academic year to present, reinforce and work together on the vision and mission of the school so all staff members develop a sense of ownership which in turn has strengthened the teams' ability to create, throughout the academic year, the opportunities for high quality learning experiences.



The visiting confirms that the school's vision and mission are clear and implemented throughout the school. For example, in addition to the 'hard evidence' of the vision and mission of the school seen in written communication with families, the visiting team observed that parents are consistently reminded of the school's vision and mission through regular oral and face-to-face communications. In addition the school involves parents in a variety of school-related events such as parent-teacher meetings and evening learning lectures, the Qatari Mothers' Coffee Mornings, and the traditional yearly barbecue to remind parents of its vision and mission. It has been confirmed to the visiting team that the school has a firm belief that parental input is essential in securing children's success.

Moreover, the school organizes every half term Learning Lectures for parents to enlighten them on particular topics such as guided reading in Primary, online learning platforms at all stages, curriculum and reports in Secondary, expressive arts and music throughout the stages. The PTFA (Parent Teacher & Friends Association) is an active team and offers help in a variety of ways such as reading support, book covering, fund-raising events, and barbecue organization.

Through interviews and review of school documents, the visiting team concluded that the school varies its activities to instill its vision and mission. For example, every week, students meet in their Stage assembly, where a clear ceremonial protocol is adhered to by all to celebrate achievements across the board and extra-curricular successes, individual and collective, and to make sure that its vision, mission and core values are highlighted, reflected upon, and applied inside and outside of the classroom.

It has also been observed that students are reminded of expectations, in terms of learning, pride and respect, sense of individual and collective achievement, and empowerment based on the school's vision and mission. To achieve this, at the secondary level for example, some students have volunteered to prepare weekly presentations individually or in pairs to highlight the latest scientific discoveries, therefore igniting curiosity and academic discussions with their peers, and at the same time challenging themselves to display public speaking skills. At the primary level,



each class prepares once a term a learning presentation to share that particular week's learning focus with the rest of the stage students. Furthermore, some secondary students have demonstrated their understanding of what being a responsible global citizen with a sense of respect and pride means by getting involved in a charity expedition to Tanzania and organizing fund-raising events ahead of their trip.

The visiting team confirms that the school's vision and mission are positively impacting on students' behavior and effort for learning. In addition, from a young age, students are introduced to the concept of 'the school ambassador'. They understand that they must live by the school's vision and mission when wearing the uniform at school and within the community. The school firmly believes in celebrating achievements and supporting weaknesses. The Achievement Tracker system helps students keep a record of their daily achievements and supports them to stay on track. They also offer the opportunity for teachers and students to purposefully meet and discuss, record and monitor strategies, to ensure ambitions are met. Students are regularly rewarded and praised, such as in assembly in front of their peers, in the e-Newsletter, in Facebook posts, through a class traffic-light system in Primary, and with house points.

Moreover, the visiting team observed that this academic year the secondary school launched its own reading competition, in link with World Book Day celebrated throughout the school to nurture the importance of reading. It has been found that the school has a firm belief that learning opportunities must be accessible to all, at all times. However, the school does recognize the individuality of the students and looks for opportunities to match and feed their personal interests.

The visiting team observed that the school's vision and mission are reflected in the academic level of its students. Firstly, the school's recruitment policy is robust, and ensures that quality teachers are hired. Whether locally or internationally hired, teachers believe in the ethos of the school and contribute to making it ambitious. All teachers go through the mandatory induction week(s) when starting a new academic year and therefore develop a sense of ownership of the vision and mission.



The visiting team confirms that most stakeholders are involved in the development of the vision and mission. Along with the parents, the students and teachers, they are consulted on improvement and development of the vision and the mission to ensure that these are kept in line with the school developments and the country requirements. Surveys are distributed and analyzed, suggestions are made and listened to when appropriate.

The visiting team confirms that the school's vision and mission are in line with the country's general orientations, as well as with the plans and programmes of the national Ministry of Education. Moreover, , the school is qualified as a Cambridge International Examinations school and offers students' external qualifications such as Primary Checkpoint, Secondary checkpoint 1 and IGCSE.

Non-Arabic speakers learn Qatari history in English as part of their Humanities curriculum and cover the Ministry of Education standards and literature.

The visiting team evidenced that the school promotes social values and local culture. The school is regularly invited to events to celebrate the local culture, such as the Heritage Games organized in December 2015 by the Al Thakhira Youth Club and the Al Thakhira Municipality, and a book exhibition in an Al Khor Independent School.

The visiting team affirms that the school's vision, mission and promises are in line with the budgeting of the school resources and allocated staffing. The school creates opportunities for high quality learning, as shown by the teachers' lesson observation feedback, students' achievements and attainment. The high quality learning is facilitated by highly-trained teachers who are recruited specifically for their academic background, professional experience, expertise, and additional skills that may help the school strengthen its ability to meet its objectives.

In addition, the visiting team observed that teachers dedicate time to creating a welcoming environment for students. Learning-focused displays support the learning taking place and are



relevant, current, and emphasize student participation and input. Teachers, through the collaborative environment created, model to students their expectations of how students behave within the school community, including their classroom. Students are given ownership of a 'space' that they feel safe in and belong to, as well as belonging to the school as a whole.

The visiting team evidenced during the school visit that learning assistants are integral to the planning process and work closely with teachers support the learning needs in the classroom. Teachers relay progress and achievement to parents three times a year in writing, and three times a year in person at Parent-Teacher Meetings. Because all security and safety measures are implemented thoroughly throughout the school premises, student and staff safety is maintained and as such, a safe and healthy atmosphere permeates in the school.

The visiting team observed that to ensure the school is achieving the vision and mission stated, it is recognized that the evaluation process must be included, applied and monitored, as a standard element within the annual school development plan. This needs to be added as a separate goal with clear procedures in the school strategic plan.

2. Planning and Administrative Organization and Empowerment.

The visiting team confirms that the school has plans, policies and procedures in place that contribute to achieving its vision, mission and promises. It has been observed that the school organizational structure lacks some positions that are necessary to be in line with the school's vision, mission and learning objectives. It has been observed that the school is working towards consolidating, improving and communicating policies and procedures, and ensuring that the delegation of tasks is clearly outlined and that all information is clearly communicated to staff.

The visiting observed that the Leadership Team, under the guidance of the vice principal are keen to share school documents with the stage teams and analyze them , in order to write learning improvement plans with actions to take and clear outcomes to reach. The documents are then shared with the team of teachers and teachers' performance management for professional



development targets are set to feed into the school's key priorities. The objectives are therefore known and supported by stakeholders, and are transparently communicated to parents when required.

It has also been observed that the school objectives are directly linked to the school's vision and mission, and therefore reflect the school's commitment to providing high quality learning with outstanding teaching. Minutes of meetings illustrate the time and effort dedicated by all teams to the key objectives. Lesson observations, weekly planning and lesson plans highlight the focus on learning priorities. Most teachers understand that they are part of a big picture and that their input supports learning throughout all stages of the school. Similarly, recruitment is based on the school's strategic plan and the school's objectives are openly shared with potential staff before making final decisions.

The visiting observed that the Leadership Team meets daily for short briefings and also on a weekly basis for an academic meeting dedicated to pure academic matters. Moreover the visiting team confirms that the school has equipped itself with an Extended Leadership Team (ELT), which follows the identified need to strengthen middle leadership to enable the school to more effectively monitor and track progress. The ELT is made up of 10 staff members, representing the different curriculum areas and year groups.

The visiting team aligns with the school in its need to write clear and well-disseminated job descriptions for all positions, to ensure staff is made aware of their roles and responsibilities.

It has been observed that members of the ELT are clear as to what their responsibilities are. Tasks are therefore delegated from the Leadership Team to the appropriate ELT member, who in turn manages the task with the team he/she works with.

The Staff Handbook is a comprehensive tool for staff, which is modified yearly as a direct result of feedback and suggestions received.



The visiting team commends the school for effectively encouraging students to voice their opinion through the Student Council and parents through the PTFA. Moreover, every year the school disseminates in-house surveys asking stakeholders for feedback, identifying strengths and what could be improved.

The visiting team confirms that the school is keen to foster communication. For this purpose, it employs a variety of channels within its teams. The emails through the outlook system the primary means of communication, as it allows for pace, precision and record keeping. Mailing lists are created to ensure all the relevant staff receives information. The traditional Thursday end-of-day briefing is an opportunity to communicate achievements and upcoming learning events. The Monday morning briefing is the opportunity to touch base with team members and redirect the focus on the week's priorities. Stage academic teams meet once a week.. Year teams and subject teams meet every two weeks in Primary and every week in Secondary.

Meetings ce are carefully documented and minutes are shared amongst the team. Meetings with parents for individual matters are also documented for further reference and shared with appropriate staff. The e-Newsletter that is sent to parents every Sunday afternoon is not only a summary of achievements, notices, reminders or tips to support learning, but also a robust testament to its vision and mission.

The visiting team commends the school for creating a positive atmosphere, where staffs are satisfied and value cooperation, a sense of belonging, and responsibility. The return rate of the NAE Employee Engagement Survey and the analysis of the school's results show evidence that working at the school is a positive and productive experience. Staff turnover further supports this statement, as the majority of staff leaving the school does so to move on to new adventures in new countries, or are tied by family matters.

3. Quality Assurance System: Monitoring and Follow up of Operations



The visiting team confirms that the school is working towards developing an effective quality assurance system to monitor and contribute to the development of school success. The school recognises that the ability to self-assess and evaluate the impact and efficiency of programmes on student progress and other aspects of the school life has a direct impact on the ability to ensure that decisions are made properly with adequate measures taken to allow for maximum success. Working on the QNSA Self-Study report is a positive step towards the overall strengthening of the school's internal quality assurance system.

The visiting team observed that the school also has systems in place to assess and evaluate the performance of staff and students. The school uses the Looking for Learning method when conducting lesson observations. This focuses on the learning that takes place and aims to identify the learning that is happening in the classroom. This year, the school reflected on its practice and moved towards a blended system of Looking for Learning and Lesson Observation Feedback Record with a Teaching and Learning Rubric, so teachers are equipped with the success criteria of what makes a satisfactory, good, and outstanding lesson. Such tool is used by the Leadership Team as well as by teachers when they visit colleagues' lessons and observe good practices.

When lessons observed are not of a satisfactory level, short-term targets are set and reviewed. New staff is observed by their direct line manager but also by the head of their stage, and at times by the vice principal.

The visiting team observed that, in addition to developing a new framework on how to evaluate teaching, the school has strongly encouraged teachers to engage in peer observations, within or outside the set monitoring schedule. In secondary for example, each teacher has observed a colleague and been observed by a colleague in addition to the observations led by line managers. In the primary school, teachers have experimented with the Lesson Study method, where colleagues work in groups to choose a focus, make observations and build lessons together. The feedback received on these methods is positive, and teachers welcome the opportunity to discuss best practices and work collaboratively to build on one another's strengths. The members of the SLT and ELT are involved in the lesson observations, in order to develop ownership of the



system and responsibility for improving students' learning. Alongside the official system of evaluation, teachers are asked to self-evaluate and keep records of such reflections in writing on their planning hard copies.

The visiting team observed that teachers' performance, along with all staff's performance, is evaluated through professional development targets set every year during the first half term, reviewed towards the end of the second term, and finally assessed at the end of the academic year. Teachers' targets are chosen so as to build on each teacher's strengths and help them develop towards contributing effectively to the school's strategic plan. Staff is rated according to their progress towards their targets. To support their understanding of their targets and how to reach them, staff is given criteria based on the Core 7 capabilities approved by NAE. Alongside PD targets, staff is rated against the daily expectations of their position. This combination of systems ensures that staff's performance is considered as a whole and evaluated fairly according to each staff member's place in the school structure.

The visiting team evidenced that students' performance is also scrutinized, analyzed, and reflected upon. Teachers report to parents on academic progress three times a year in writing, through end-of-term reports, and three times a year in person, and through Parent-Teacher Meetings.

It has been observed that Assessing Pupils' Progress (APP) sheets help teachers, students, and parents know the next steps to work on to make progress. According to attainment and progress, students are identified and given additional learning support, through the classroom Learning Assistant or the Additional Learning Needs Department (ALN). IEPs (Individualized Education Plans) are then written, discussed with the parents and signed, then reviewed every six to nine weeks. Besides, progress is closely monitored and systems following the primary school approach are in place to support those of the student cohort struggling to maintain the expected level of progress. Some secondary students were removed from some lessons to attend intensive English classes, to help them gain English language skills faster, which would in turn support their achievement across all of the curriculum areas. In addition, after the end-of-Term 1 reports,



groups of students showing concerns were identified and personally invited to academic extra-curricular activities once or twice a week to target their area(s) of weakness.

The visiting team observed that each term, teachers analyze their classes' data and design strategies for the following term. Every September, the team of teachers gathers to analyse the results of the previous end-of-year exams. Teaching strategies and student grouping are discussed and implemented. PD targets for teachers also reflect the student data analysis. The school uses the data to compare with the British national averages and discuss adaptations of systems in place. The school also reports students' attainment and progress to NAE. As such, different aspects of school evolve together as a puzzle to ensure quality is maintained at all times.

The Overall Strengths and Growth Areas Identified by the School:

Major Strengths

- Vision and mission of the school breathe throughout the learning environment
- Strong and visionary strategic plan is in place
- Forward-thinking: the curriculum is kept up to date and the teams work to keep assessments and reports relevant
- Positive atmosphere to work within
- Clear understanding of roles and responsibilities within the ELT, despite lack of job descriptions.

Growth Areas

- Vision and mission to be displayed evidently around the school building
- Policies to be easily accessible by all (medical, fire, trips, HR).
- Job descriptions to be thoroughly written and disseminated
- Clearer paperwork to be created for strategic plan steps and reviews of achievements and next steps (particularly of Strategic Plan).



After the school visit, the visiting team is aligned with the school's identified major strengths and areas for improvement. The visiting team adds other commendations and recommendations in Chapter 5 of the final report.



STANDARD 2: EDUCATIONAL PERFORMANCE AND LEARNING ENVIRONMENT

1. Methods & Teaching Pedagogy:

Through observing classes and holding different meetings with the school's leadership and staff, the visiting team evidenced that teachers at Nord Anglia School use strategies that help to fulfill the school's vision, mission, and objectives. It has been observed that most teachers use innovative methods which are supported by student-engaging activities. It has also been observed that the activities planned by teachers are differentiated by tasks, resources, and level of support that allow students to access their learning at different levels. Hence, students in most classes visited were evidenced to be encouraged to participate effectively in lesson activities. Higher-ability students are further stretched through carefully planned activities that are designed to assess more in-depth knowledge. Also in many classes, students are encouraged to expand upon their answers through the use of "two stars and a wish" motivation which is a strategy followed by teachers to urge students to participate effectively. when teachers mark students' work. This variety of instructional strategies is designed to help all students meet the academic standards and achieve the expected school learning objectives.

The visiting team evidenced that the school supports teachers' planned use of technological resources by having a number of laptops, desktops and I-Pads that can be booked out accordingly through the IT (Information Technology) support assistant. These are utilized by class teachers across the school to support and challenge students of all abilities and allow for self-learning to take place throughout the day. Also in the school's specialist music room, students have access to electronic keyboards and an interactive key-display board. Students were observed to enjoy this skillful and targeted use of technology in the majority of lessons.

In order to assess the impact of teaching during lessons, teachers were observed to use varied assessment ways. These include self-assessment and peer assessment. They utilize formative and summative assessments to allow for accurate leveling of almost all students. It has also been observed that teachers help students to show an increased responsibility for their own learning. It can be clearly noted that most of the lessons observed by the visiting team demonstrated high



expectations from the side of the teachers. Students are made enthusiastic by being offered many opportunities for active involvement in their learning.

It has also been observed during class visits that effective questioning techniques made it easy for learners to make use of higher order thinking skills. This was evident in the Literacy, Numeracy and Science classes.

However, in a few number of the Arabic lessons that were observed by the visiting team, it was observed that different categories of students are in need of better ways of intervention and more diversified instructional approaches which can support low-achieving learners in these subjects further to be involved and well engaged in the teaching and learning activities in order to help them achieve higher attainment.

Through meetings with the leadership and extended leadership teams, the team evidenced that to prepare students for their transition into Year 10, Year 9 students participate in the Cambridge International Examinations Secondary 1 Checkpoint in English, Mathematics and Science. It was confirmed that students achieve promising outcomes in these tests. The head of secondary also held a meeting with grade 9 students to instruct and aware them of the curriculum and assessment requirements for the next year. Parents also have been informed of the IGCSE provision available to the first cohort of students who enter Key Stage 4 next year.

During the lessons that were observed by the visiting team, it has been observed that almost all students showed respect towards themselves, peers, and teachers. The students were careful to keep discipline to make use of the lessons, so teachers focused on teaching and supporting students to learn. They are also keen on maintaining clean, decorated, and well organized classrooms.

Through meetings with the student council, captains, ambassadors and representative samples of students expressed their satisfaction with the level of teaching and academic support provided by the school. Parents who were met by members of the visiting team praised the level of education and care from the side of the school towards their children.



The visiting team ascertains that the school supports students whose first language is not English by carrying out supportive entry assessments that allow new students, who require additional assistance, to be identified early. Once identified, the school's ALN (Additional Learning Needs) Department provides tailored interventions to accelerate the student's level of English. However, the team concluded that more teachers and learning assistants are needed to work within the EAL and ALN department. Furthermore, tasks need to be better distributed amongst the department members to ensure best implementation and further follow up on the Individual Educational Plans prepared by EAL teachers.

The students, as evidenced by the visiting team, are given a number of opportunities to apply their newly-acquired knowledge and skills across the school year. Students in the Primary school take part in varied activities that develop their independent writing tasks, inquisitiveness, and of which enhance students' speaking and listening skills. Additionally, students partake in standardized tests at the end of each term in numeracy, science and reading at the primary level. At the secondary level, students take a blend of standardized and teachers' designed tests regularly. These tests allow students to demonstrate and apply the skills and knowledge they have gained in the previous term under examination conditions. Students' results in these tests are fairly good and show continuous progress.

2. Curricular Standards, Quality and Implementation

It has been observed during the team visit that the school provides a balanced curriculum supported by a varied extracurricular-activities program, as well as classroom activities. The visiting team found that the British National Curriculum is used to teach Numeracy and Literacy in Key Stages 1 and 2, and the International Primary Curriculum (IPC) covers a range of subject areas including Geography, History, Art, Music, Design and Information Technology which are all taught through a thematic approach.

It has been clearly observed through classroom observations that differentiation is considered through differentiated activities across the subjects to encourage students to be creative and to help



them become self-dependent learners. The implementation of such a rigorous curriculum ensures that learners can achieve progress through time.

The school is keen to include Islamic Studies, Arabic, and Qatar History for Arabic speaking students based on the policy of the Ministry of Education and Higher Education in Qatar.

Alongside classroom activities, the visiting team also observed that the school runs a number of extra-curricular activities after school four times a week. These activities are built on the learning that has taken place in the classroom and provides students with additional support in key skill and knowledge development areas. Activities range from the Arts to Physical Education to Arabic Studies. In the secondary school, students are assigned an ECA (Extra Curricular Activity) depending on their learning needs. These look to build on the knowledge, skills and understanding that have been developed in the classroom. Examples of these are the annual Science Fair, Art Exhibition, World Book Day, Numeracy Day, International Week and Earth Day.

The surveys and documents reviewed by the team show a good proportion of students participating in the various school programs: 64% of students from Year 1 to 9 took part in at least one ECA each week.

The team evidenced that students and teachers have access to a variety of resources that can be used to support both teaching and learning. The school has a large resource room that supports teaching in different subjects in both the primary and secondary classes. It also has a large numeracy resource area that supports numeracy learning throughout the primary and early secondary phases. Additionally, the school has three libraries, housing over 2000 books, which provides resources for Literacy/English lessons and Humanities lessons from year 1 to Year 9. Additionally, the Science laboratory, the Art room and the Music room also house an extensive range of resources and materials that support learning throughout Years 1 to 9.

Based on interviews with the leadership team and subject coordinators, the visiting team concluded that the content of the curriculum is tailored to support the needs for language development and students' understanding, and retention of subject-specific skills, concepts and knowledge. This is



evident through the allocation of Curriculum 1 and Curriculum 2 which cater to the different levels and abilities of students. The school also follows procedures that help in monitoring and reviewing the curriculum. Year leaders and coordinators meet regularly to review examination results and to discuss subject developments.

3. Learning Environment

The visiting team observed that classrooms are provided with appropriate and good quality furniture which ensures comfortable seating, and suitable for the age group of students. The numbers of students are suitable with the classrooms which are spacious and well-organized. The furniture is well arranged to allow students to participate in different classroom activities and provide enough space for teachers to move around and assist students in their written work and various activities for understanding of concepts taught in the classroom which promotes students' learning and acknowledges their achievements.

Classrooms are well lit and ventilated. Students' works are displayed in an organized way, especially in the primary section which encourages students towards achievement and allows children to develop their creativity and practice skills and gives an opportunity to develop organizational skills.

Classes, the science lab, the music room and the art room are provided with suitable resources, tools, and equipment that facilitate teaching and learning and enable teachers to design learning activities which helps students to achieve curriculum objectives. Also libraries are well supplied with adequate numbers of books and resources for both teachers and students. The school gymnasium has adequate equipment to teach the components of the National Curriculum in Physical Education.

Almost all classes are equipped with ICT tools and the school is aware of the role of technology in supporting students' learning. Computers can be accessed by all stages to support research and other online tasks. These are located in communal areas, the school's Media Suite as well as on mobile trolleys that can be booked out as necessary and under supervision of the IT Manager.



However, through different meetings with parents, students and teachers, almost all of those interviewed expressed their dissatisfaction with the amount of space available in the school for playing, and for other out-of class teaching practices.

4. Assessments

The visiting team observed that the school has a system in place to assess all subject areas regularly to ensure that they are meeting learning objectives. It was clear through class observations by the visiting team, that teachers have a high level of experience and knowledge which enables them to use varied tools of assessment that measure student learning including formative and summative assessments. These also include representative student work, worksheets, discussions, group work, peer assessment and self-assessment to ensure that student performance is measured and that students' learning is monitored by ongoing feedback that can be used to improve teaching.

Teachers apply critical thinking through questions, debates, journals and "big writing" lessons which support students to be self-directed learners and confident to study a problem and resolve it out on their own. This was evident in the science and numeracy classes in particular.

It was clear to the visiting team through class observations and interviews, that there is a strong correlation between assessment of learning outcomes, curricular objectives, and effective teaching strategies. Coordinators and teachers measure the learning outcomes and curricular goals at each year level. A monitoring system for analysis is in place to regularly review students' outcomes and implementation of the curriculum.

The visiting team evidenced that the school's management is keen on following the development of best practices in the U.K. Hence, the school is currently in the process of moving to a new assessment system that monitors progress without BNC (British National Curriculum) levels to comply with the modern educational policies in the UK. This shift has already taken place in secondary and students have been assessed without BNC levels since September 2015. Secondary teachers are still working at refining this new approach to heighten its effectiveness for the next year. Through meeting with parents, the team evidenced that parents' reaction to this shift has been very positive and supportive.



The visiting team affirmed that assessments at the end of each term guide planning and support each year group to ensure optimal learning opportunities for students. Assessments also support identification of students that require referral to the Additional Learning Needs Department for individual learning plans. Analysis of assessment data helps identify those students working behind, working towards or working above their target level, which are assigned at the beginning of the academic year in Primary. This provides school leaders, teachers, parents and students with evidence of progress on a yearly basis.

The School's Identified Areas of Strength:

- The school provides an excellent range of resources and learning displays.
- The school commits to a large number of extra- curricular activities and events.
- The school has high expectations of teachers regarding teaching and learning practices and procedures.
- The school is utilizing strengths within the staff body, through appointing leaders of learning.

The accreditation team affirms that all of the above mentioned points are areas of strength for this standard for Nord Anglia Al-Khor.

The School's Identified Areas of Growth:

- To implement an assessment model that is consistent across year groups.
- To improve provision for EAL learners.
- To accurately record and track data.



The visiting team supports the school in identifying the above areas of growth for this standard.



STANDARD 3: DEVELOPMENT AND CARE FOR LEARNERS

Students' Academic Achievements

Entrance assessments are applied for prospective students, and some students are referred to ALN Additional Learning Needs & English as Additional Language EAL Department to obtain the support needed according to their level. According to the school data, 95 % of students are EAL students especially in grades 2 and 4. Also, the school utilizes the analysis of tests results in lesson planning where individual differences are taken into consideration in most lesson plans.

Similarly, teachers at the school use different tools and methods to assess students' performance. Most teachers are aware of the assessment policy and apply different methods to assess students via regular weekly, end of term tests, and projects. Moreover, after analyzing various exam sheets and revisions booklets, the visiting team commends that the assessment practices at the school address different thinking skills such as activities that measure remembering ability as well as questions that stimulate higher-order thinking skills

However, students' performance shows improvement in some subjects and in some classes. Their attainment varies from class to another and from subject to another. For example, in grade four, students' results analysis in Arabic and Islamic studies shows no progress from term to term. Additionally, the school experience in the international tests is still young due to the fact that they started with grade 6 last year and they have not received results yet, and this is the first year they have grade 9 at school. Although the school prepares students to take part in the Cambridge Primary Checkpoint Exams, students' performance is still between 2.4 and 2.7 in science, English, and Mathematics in the academic year of 2015. This means that they are in between the categories of "OK " and " GOOD" if compared to the UK averages.

It was evident to the visiting team that the school prepares clear and regular reports about students' academic and behavioral aspects and submits these reports to parents to discuss results.



Differentiated Instruction

The visiting team, after analyzing related documents & interviewing the Additional Learning Needs & English as Additional Language Department coordinator, confirms that the school has sets plans and programs to support students with learning difficulties and students whose English is a second language and that teachers were provided with various workshops to cater to different categories of students such as workshops on differentiated learning, classroom management, and using the interactive whiteboards. IEP plans are set by class teachers and followed up by the English as Additional Language & Additional Learning Needs staff. Hence, some IEP plans provided to the visiting team lacked effective follow up to track students' progress and in evaluating the impact of these IEPs. Also, it is evident after analyzing the 1st and the 2nd term results that some students are still in need of further support in English to cope with other subjects. Also, the school has limited effective programs for gifted and talented students due to the fact that the school has identified one student in this category only. However, the school awards and encourages students of different accomplishments such as providing them with certificates, golden time awards, and house points. Walls in front of classrooms are decorated with various certificates of students' achievements such as celebrating students' attendance, performance, and other sport achievements. This action has a considerable impact on promoting other students to achieve to their potentials.

Student Discipline and Behavior

In analyzing the related documents and interviewing stakeholders, the visiting team confirms that the school has an effective behavior policy which is known to stakeholders. Students interviewed and related data, confirmed that the behavior policy is fairly applied and its regulations are applied inside and outside the classes when needed. Similarly, House Points, certificates, Golden Time, Thinking Time, and Achievement Trackers are all examples of programs and activities that the school applies to promote students' self-esteem, sense of responsibility, and positive behavior. The visiting team commends the positive relations between students and teachers that was observed, the accurate records that the school has about recording data related to students' behavior, as well as the school's policy of behavior for learning where students have to fill in a form of violation they have committed



and the reason behind it, and to suggest suitable solutions in their own words where they get a chance to improve their writing as well as be trained to provide solutions to problems they face in their life.

Students Connectedness

The visiting team affirmed that the school has in place some services such as the services related to the academic guidance presented to grade nine students and their parents to enlighten them about the International General Certificate of Secondary Education (IGCSE) exams and the process concerning choosing subjects and strands. However, as discussed earlier, school efforts towards gifted and talented students need to be revised to ensure providing adequate services to maximize students' benefits of these activities. There is a vast array of extra-curricular activities that address most students' interests as in sport, and other activities such as reading, languages, art and design, music, and debating activities. The visiting team confirms that although the school has a student council, house captains, and student ambassadors whose duties are to increase the connection between the administration and other students, their role is still limited. The previous committees had no effective role in seeking students' interests and opinions in order to lend students' voice.

School Identified Strength Areas:

1. Students are assessed by their class teacher when they join the school to identify a baseline starting point; this allows the school to track progress year on year, as well as to track the overall progress the students make from joining the school.
2. Staff analysis of students' assessment results and data is used to evaluate the teaching and learning and create next steps for curriculum decisions the following year.
3. Teachers are aware of barriers that can impact students' assessments and achievements using an effective system. This includes looking at the students' level of language proficiency, school involvement, attendance, behavior.
4. The teachers monitor and evaluate students' performance across the curriculum and put in place intervention strategies where necessary to support students who need to develop in certain areas and also students who need to be stretched. This information is communicated to parents through regular parent meetings.



5. NAISAK creates a climate for success and nurtures a sense of pride in both individual and collective achievements. Students' achievements are recognized and celebrated regularly. Inclusion and rewards are also affective and motivate students to want to succeed.

The visiting team supports the points 1,2, and 5, while point 3 contradicts points 3, and 4 in the areas of growth of the same standard, and point 4 is still in need of extra effort in following up the support services presented to students.

School Identified Growth Areas:

1. Information collected in the Admissions process needs to be shared with the teacher before their first meeting with a student takes place. This ensures key information is shared.
2. Review policies with parents in the admissions process, setting clear parent expectations, putting emphasis on their role in supporting their child at home- home- school link.
3. Clearly monitor factors that affect achievement, development and progression, looking at ways to positively impact on the major barriers that affect learning.
4. Separation of the English as Additional Language and Additional Learning Needs departments to ensure that specific needs are met for students from the admissions interview.
5. Gifted and Talented students to be given more specific support in smaller group settings, allowing them to access higher levels and more specific areas of the curriculum based on the additional challenge needed.
6. To ensure that school stakeholders understand the 'Mission and Vision' of the school.

The visiting team agrees with the school identified areas of growth and other points will be added in Chapter 5 of this report.

Standard 4 : Resource Management

Oversight and Distribution of Staff:



The visiting team applauds the school for the efforts exerted to follow up staff on attendance rigorously via an electronic sign in and out system. It was observed that an accurate system for following the attendance and a clear procedure for monitoring staff are in place when they attend in the morning and leave at the end of school day. It was also confirmed that the school has a clear employment policy and recruitment process. It is committed to recruiting the high quality employees. The selection and recruitment process uses a range of criteria focused on skills, experiences and qualifications, all of which are considered to ensure that appointed employees meet the high expectations of the school and maximise the learning opportunities for students.

The visiting team evidenced that the ratio of teachers to students is suitable and facilitates the roles of both teachers and students. It was assured that teachers are well qualified and their qualifications align with the subjects they teach as observed through examining their qualifications. In addition, a substitution process is in place to ensure that students are minimally affected by staff absence, and although the school didn't have an effective promotional policy for the staff, this didn't contribute to staff turnover.

Professional Development:

The visiting team has observed, through meetings and reviewing documents that a suitable proportion of the school budget is allocated to support professional development needs across the school. Moreover, the school makes use of the trained, motivated, inspirational teachers in improving teaching and learning outcomes to the benefit of students. At the beginning of the academic year, a two-week induction programme is organized to introduce school policies and procedures, pedagogy, assessment and data to the newly-appointed staff.

In house training is held by principal and head teachers like, class room management, time management, cooperative learning, guided reading, assessment, and integrated learning. It was also confirmed that the external professional development is performed by training experts from Britain, in addition to providing an area for peer observation for the purpose of exchanging experience to enhance the quality of teaching at the school. Teachers across the school have received training on Big Writing and Phonics as these were development areas identified in the previous strategic plan.



Professional Development opportunities are also made available to the learning assistant community through continued professional dialogue and the work of learning communities. Additionally, support staff has received professional development at the end of their working day in areas such as creative play and how to manage behavior for effective learning.

It was evident that the school evaluates the impact of the skills learned from the courses attended by staff members through lesson planning and observations.

Infrastructure, Equipment, Materials, Distribution, Resource Availability and Distribution:

The visiting team has observed during the tours throughout the school facilities that all classrooms are equipped with either an interactive whiteboard or a projector and a screen. The school has a full time IT Manager who oversees all Health & Safety, maintenance and cleaning works. All maintenance work is recorded by the IT Manager who, with the Principal, walks the school grounds each morning to check any Health & Safety concerns.

It was clear to the visiting team that staff and students are aware of the procedures following a fire drill. There are a minimum of three fire drills per year, with lockdown and evacuation procedures also practised. All information and timings are logged on the central system for Nord Anglia and are closely monitored by the Head of Health & Safety.

The school building contains the administration offices, preschool, primary and secondary school premises. It was evidenced that there is a science lab, a Sports Hall, a nursing room which provides first aid tools with a small refrigerator for preserving some medicine. In addition, the school provides a music and drama room and classrooms to support students who require academic help. The school has contracts with specialized companies to maintain and clean its facilities

The visiting team has also confirmed the library has an appropriate amount of books. It was also observed that the ICT lab is provided with 18 computer sets and the overall computer sets in the



school are 80 with a number of I-pads and laptops as well as the educational resources of books. Computers and teaching aids are available in all school corridors.

It was also evident that a contract with a company to monitor regularly for safety measures is in place. However, the sport facilities need more effort to address the students' needs and the Internet access needs to be properly supervised and monitored.

School's Identified Areas of Strength:

- The school has a clear employment policy and recruitment process.
- Teacher attendance is outstanding and Policies are in place to ensure learning is not affected if a member of staff is absent.
- Opportunities for staff to grow within the school at both teaching and leadership level are present.
- A clear PMPD cycle is in place to monitor staff performance and identify training needs.
- Extensive Professional Development opportunities are offered in-house and through external courses.
- Security and safety measures are in place, ensuring a safe learning environment for all.

The visiting team supports the school for all areas of strength identified by the school.



School's Identified Areas of Growth:

- To ensure all stakeholders are made clear of the promotion and motivation policy.
- To ensure staff disseminates information back to their colleagues following PD training effectively through scheduled academic meetings.
- To extend student learning opportunities through the use of technology (ICT).
- To further develop the provision of outdoor facilities for Physical Education

The visiting team supports all points above as areas of growth and added other recommended points in Chapter 5 of this report.



Standard 5 – Parental and Community Partnerships

Parental Involvement and Communication:

The visiting team has observed through meetings and documents that the school maintains regular communication with parents through a communication book, Facebook, emails, newsletters, school website., Parent Teacher meetings are held to discuss students' academic level and it was confirmed that the school objectives, mission, and policies are available in the school website and handbook.

In addition, the visiting team has also confirmed that meetings are held during the school year to discuss students' reports, and that parents' complaints are quickly answered and resolved. The school encourages parents to follow up on the academic achievement of their children through an open door policy and through evening meetings. The school also invites parents to school for various workshops during the year including topics of, "how to treat teenagers" and "how to pronounce words correctly" to help them revise with their children at homes.

The visiting team confirmed that the school manual is provided to parents and parents are consulted when major decisions are to be taken in the school. They can express their feedback in questionnaires. It was also evidenced that parents are invited to celebrate Qatar National Day in which students are encouraged to wear national dress, the Sports Day, and Traditional Day. It was also assured through meetings and documents that the school provides workshops for parents. Moreover, parents participate in indoor athletics like, football, basketball and road race.

School Community Partnership:

The visiting team has observed through meetings, documentation and photos that Nord Anglia International School encourages community involvement through its collaboration with Al Khor Sport Club to use the swimming pool and Al Thakhira Youth Centre for physical lessons and working with Aspire Academy for Sports Excellence. The school also supports the British Festival events in conjunction with the British Embassy and the British Council. The visiting team has also observed the helping with fundraising work to support the recent expedition to Tanzania. Moreover,



it was also confirmed that the school invited a local Artist from Doha to visit the school and to participate with a group of students in creating a painting on canvas to promote sport in Qatar . However the visiting team has observed that the school does not organize any formal or real exchanges between teachers of other schools.

School's Identified Areas of Strengths:

- The school communicates regularly with parents and by various means.
- The school has an open-door policy and welcomes meetings with parents
- The school welcomes parents into the school for workshops.
- The school provides ample opportunities for parents to follow up on their children's academic progress through a variety of ways, making information easily accessible to all.

The visiting team supports the school for the above mentioned points as areas of strength.

School's Identified Areas of Growth:

- The school is developing links with the community for extra provision,
- To streamline communication that goes to parents.
- The school should ensure all parents' awareness of the school's vision and mission
- Increase awareness and benefit of participating in the parent survey

The visiting team supports all points above as areas of growth and one more point to be recommended in chapter 5 of this report.



CHAPTER 4: SCHOOL WIDE ACTION PLAN

Nord Anglia's action plan was developed focusing on addressing the main growth areas identified by the school while compiling its self-study report, supported by the standards' analysis in Chapter 3 of the report.

The plan covers all the required components including strategies, personnel responsible, time line, resources, and means to report/follow up for each growth area. Additionally, through reviewing of the action plan, it was evidenced that the school had covered all the growth areas that were identified in the self-study.

In addition, the stated strategies for almost all of the growth areas are specific, detailed and give a clear description of the tasks. Resources are clearly identified. The timeline for most of the strategies is clear and accurate.

The visiting team recommends that the school considers the recommendations indicated in Chapter 5 of this report.



Standard 1 : Educational Leadership						
Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
Vision and mission to be displayed evidently around the school building	Banner to be designed and displayed above the front gate	DAM	Outside provider / budget	End of Autumn 1	The banner announces the vision and mission, making them both visible to all visitors	Announcement in eNewsletter. Minutes of academic meetings
	Sign/poster to be designed and displayed in Reception	Leadership Team DAM Reception staff to display on the TV	Outside provider / budget	End of Autumn 1	The vision and mission are visible to all in Reception	Announcement in eNewsletter. Minutes of academic meetings
	Poster to be designed and displayed in all classrooms and corridors	Leadership Team DAM	Outside provider / budget	End of Autumn 1	The vision and mission are visible to all students and teachers during lesson time	Minutes of academic meetings
	‘Vision and Mission’ corner to be created in all classrooms	Teachers Students Year leaders	Arts and craft equipment (from Art department) Time dedicated in planning	End of Autumn 1	The learning environment shows ownership of the vision and mission. Students have engaged in activities to discuss them	Minutes of academic meetings. Pictures in eNewsletter. Reflection on the learning process
Policies to be easily accessible by all (medical,	Policies to be written in a language accessible	Personnel in charge of specific areas/stages	Old policies to be reflected upon and updated	By Sept 2016	All employees are able to understand all policies and	Feedback requested in briefings and academic meetings



Standard 1 : Educational Leadership						
Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
fire, trips, HR, ...)	by all	Senior Leadership Team			are able to answer questions confidently	
	A policy folder to be created on the teachers' shared area for all up-to-date policies to be saved in an orderly manner	Personnel in charge of specific areas/stages Senior Leadership Team	Old policies at hand and updated policies clearly labelled	By Sept 2016/ ongoing as per amendments	All employees have a direct access to all policies for personal reference	Minutes of academic meetings informing staff and requesting feedback
	Policies are explained during induction week	Personnel in charge of specific areas/stages Senior Leadership Team	Updated policies Group work during induction week	End of induction week	All employees have the opportunity to ask questions to clarify understanding prior to starting the year	Presentations during induction week



Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
Job descriptions to be thoroughly written and disseminated	Full-time class teachers' responsibilities to be collated in one document and listed in the staff handbook for transparency	Leadership Team	TES/Job Train position adverts Time set out in meetings (for the personnel in charge) Possible TLC set up	End of Autumn Term	Teachers are clear as to what duties are theirs	Email sent to all employees with their job description document attached Evidenced in academic meeting minutes and PMPD cycle
	Extended Leadership Team members' responsibilities to be listed and shared with them, then with teachers	Leadership Team	Leadership Team discussions Leadership Team discussions with ELT	End of Autumn Term	The cascade of responsibilities is clear to all and teachers know whom to ask	Email sent to all ELT members with their job description document attached Evidenced in ELT meeting minutes and PMPD cycle
	Learning Assistants' responsibilities are listed and shared with them and teachers	Learning Assistants Teachers Year leaders Subject leaders Leadership Team	Discussions in subject teams / year teams in liaison with LAs Final approval through	End of Autumn Term	LAs are clear as to what duties are theirs	Email sent to all LAs with a generic job description Evidenced in academic meeting



Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
			discussions in Leadership Team meetings			minutes and PMPD cycle
Clearer paperwork to be created for strategic plan steps (from general goals to refined ones > Learning improvement plan, key priorities, action plans, ...) and for reviews of achievements and next steps	A flow chart to be designed, to show the steps from the School Strategic Plan to the Action Plans	Leadership Team	School Strategic Plan Current templates used Meetings with items on the agenda	End of Oct 2016	Leadership Team and ELT members are clear as to what paperwork to fill in and how the paperwork actually supports progress	Folder on Admin Drive with updated documents with clear guidelines
	A flow chart to be designed, to show the review steps of the above documents (possibly included in the same document)	Leadership Team	School Strategic Plan Current templates used Meetings with item on the agenda	End of Oct 2016	Leadership Team and ELT members are clear as to what the process is	Folder on Admin Drive with updated documents with clear guidelines
	Deadlines for completion of the paperwork decided above and review dates included on the calendar	Leadership Team	School Strategic Plan Academic year calendar	Beginning of Autumn 1	Leadership Team members are clear as to what deadlines they need to work towards	Highlighted in Staff Handbook



Standard 2: Educational Performance and Learning Environment

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
Implement an assessment model that is consistent across year groups in the Primary Stage	Create assessment schedule for Year 1-6 based on the following:	Deputy Head of Primary	Assessment schedule template	End of academic year 2015-2016	Moderation of accuracy of assessment data	Completed year group moderation
	Research various reading assessments E.g. Rising Stars, Ross Wilson. Testing samples of assessment against a sample of a year group. Assessing how the assessment supports the Reading FLOs for the year group Reading and Literacy Learning Leaders with school Leadership Team to	Literacy and Reading Learning Leaders Leadership Team	Sample Reading assessments for Primary Assessment schedule	End of academic year 2015-2016	Accuracy of Numeracy assessment to support teacher assessment of student's ability in Numeracy Increased accuracy of assessment of students at the end of each term End of academic year 2015-2016 Student data	All teachers using the correct Numeracy assessment in the correct term across year groups Data Analysis



Standard 2: Educational Performance and Learning Environment

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
	review reading and assessments and choose assessment for 2016-2017 academic year					
	Create 3 Numeracy assessments based on the Abacus scheme of work, which support the assessment of students by class teachers, using the schools Numeracy FLOs	Numeracy Learning Leader Leadership Team	End of Term Numeracy Assessments Assessment schedule	End of academic year 2015-2016	Accuracy of Numeracy assessment to support teacher assessment of student's ability in Numeracy Increased accuracy of assessment of students at the end of each term Student data	All teachers using the correct Numeracy assessment in the correct term across year groups Data Analysis
	Create 3 end of term Science assessments for Year 1 based on the Cambridge Science Framework. Create 1 end of first term Science	Science Learning Leader Leadership Team	Cambridge Scheme of work Cambridge Checkpoint assessments End of term Science assessments Assessment schedule	End of academic year 2015-2016	Accuracy of Science assessment to support teacher assessment of student's ability in Science Increased accuracy of assessment of students at	All teachers using the correct Science assessment in the correct term across year groups Data Analysis



Standard 2: Educational Performance and Learning Environment

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
	assessment for Years 2-6 based on the Cambridge Science Framework				the end of each term Student data	
Improve EAL provision	Separate EAL support from SEN support and the ALN department	ALN/EAL Leader Head of Primary	Rooms, office, MAC2 assessments	Start Sept 2016	Student MAC2 data	Student data analysis
	Implement EAL immersion classes for students with little to no English 2hrs a day for 6 weeks. Topics taught based on support from EAL immersion policy from Compass Doha	ALN/EAL Leader Head of Primary	EAL policy Lesson resources	Start Sept 2016	Student MAC2 data	Student data analysis
	Students successfully achieving Level 4 in 3 of the 4 areas in MAC2 move into intervention groups	ALN/EAL Leader EAL teachers/LAs	Intervention materials Weekly plans	Start Sept 2016	Student data	Student data analysis



Standard 2: Educational Performance and Learning Environment

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
Accurately record and track data	Introduce new assessment model based on 4 point scale, which has been developed by Learning Leaders within school Ensure each statement students are assessed against has an exemplar to guide teacher judgment	Learning Leaders	Subject FLOs	Throughout the year	FLOs Student data Teacher evaluation	Completed FLOs for each area
	Have teacher's record new assessments on WWL system developed by John Adams	All teachers	FLOs WWL online system	Throughout the year	WWL data	Data analysis Policy
	Analyse data to inform future planning through student progress meetings once a term	All teachers Deputy Head of Primary	FLOs WWL online system Student's progress record template	Throughout the year	Student progress record completed and actions agreed	Data analysis/policy



Standard 2: Educational Performance and Learning Environment

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
	JK to analyse data of each class CT to do the same, before meeting to discuss strength and developments in each class					



Standard 3: Development and care for Learners

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
Information collected in the admission process needs to be shared with the teacher before their first meeting with a student takes place	Information collected during entry assessment to be shared with staff before they meet a new student	Admissions Co-ordinator Head of Stage	Photo-copied entry assessment	From June 2016	Teacher feedback about the process through discussion in MLP and phase meetings Feedback on questionnaire /staff survey	Monitoring through Admissions Coordinator- report if teachers are collecting information to Head of Stage
	Admissions team to copy entry assessments, one to be placed into the student's admission folder and one to be given to the class teacher once they know which class the student is entering	Admissions Coordinator Reception Staff	Photo-copied entry assessment	From June 2016	Teacher feedback about the process through discussion in MLP and phase meetings Feedback on questionnaire /staff survey	Teacher survey and feedback
	Entry assessment data used to inform the additional areas that the student may need support in- for example EAL/ALN/Social	Admissions Coordinator Head of Stage ALN/EAL Leader Class teachers	Regular discussions	From Sept 2016	Monitoring of the EAL/ALN intervention programme	Data tracking



Standard 3: Development and care for Learners

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
	Generate spread sheet for new students entering the school where concerns are logged centrally and shared	Admissions Coordinator Stage leaders	Excel document/ ISAMS	From Sept 2016	Monitoring process- Head of Stage	Data tracking
Review policies with parents in the admissions process, setting clear parent expectations, putting emphasis on their role in supporting their child at home- home-school link	Giving the parents on entry a guide which clearly outlines their role in their child's education and their expectations based on their stage	Admissions Coordinator Stage Leader	Information packs- electronic or paper copy	From May 2016	Parent admission feedback Parent survey	Monitored by the Heads of Stage Discuss any impact this has on home school links
	Ensure transition between phases are developed- making parents clear of the changes in expectations and assessment and how students are supported through this. Develop this through parent	Stage Leader Year leaders Admissions Coordinator	Information packs	Throughout the year	Parent survey Teacher feedback	Data collected



Standard 3: Development and care for Learners

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
	workshops/ Transition Day information events					
Clearly monitor factors that affect achievement, development and progression, looking at ways to positively impact on the major barriers that affect learning	Collecting data that specifically looks at students' social and emotional well-being using data systems	ALN/EAL Leader Teachers	Data tracking system	Throughout the year	Data collection-monitoring students' progress against intervention strategies	Data reports Monitor conversations with parents and the impact this is having on students' academic achievement
	Intervention and talk time for students who are seen to need emotional, and emotional support	ALN/EAL Leader	Support/talking area Notes on key discussion areas- referral may be needed	Throughout the year	Teacher observation of overall student's wellbeing	Students data scores - CAT4 Teacher's observation of BfL
	Parent discussions and meetings with clear targets and expectations	Teachers ALN/EAL Leader	Targets Workshops Individual support plans if needed	Throughout the year	Parent support monitored for specific students	Parent survey Developed links and evidence
Separation of the EAL and ALN	Key roles are given in separate departments.	Principipl/ SLT ALN/EAL	Specific support document	From Sept 2016	The impact on the students-	Data-specificall y to



Standard 3: Development and care for Learners

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
departments to ensure that specific needs are met for students from the admissions interview	An EAL and ALN leader with specific goals	Leader EAL Teacher	List of 'highest' need students entering the school/ already at school		highest needs given priority	students' progress while working with the department
	Policies and documentation are separate. Key roles and support is given based on the needs of the student	Principi/ SLT ALN/EAL Leader EAL Teacher	Policies for ALN and EAL Separation of time and resources	From Sept 2016	Monitoring the progress of the students	Monitoring the progress of the students
	Meetings between the ALN/EAL Leader take place during admissions interview and key notes are added to the application folder, which is also shared with teachers	Head of Stage Admissions Coordinator ALN/EAL Leader	Guidelines added to the policy Assessment tools	From May 2016	Parent feedback Students highlighted as having a need	EAL/ALN specific support and intervention
Gifted and Talented students to be given more specific support in smaller group settings,	Student tracking and identification of students who need challenge-linked to new assessment model, which	Heads of Stage ALN Leader	G&T lists with area focus	From OCT 2016	Student data comparisons Student evaluation	Student data comparisons



Standard 3: Development and care for Learners

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
allowing them to access higher levels and more specific areas of the curriculum based on the additional challenge needed	highlight students who are about to be or have reached mastering and need extra challenge					
	SLT/LT/YL to offer specific support groups for students who need additional challenge/support	Senior Leadership Team Extended Leadership Team	Timetables Plans from teachers highlighting specific needs	From Oct 2016	Progress data Student engagement	Data and tracking sheets Lesson Plans
	ECA's specifically tailored to support needs/challenge	ECA Coordinator Subject specialists	As appropriate to subject area	From Sept 2016	Staff evaluation Student evaluation Data tracking against FLOs	In class data tracking by teacher
To ensure that school stakeholders understand the 'Mission and Vision' of the school	Ensure that all staff are aware of the mission and values of the school and how their role links to the schools strategic plan	Senior Leadership Team Extended Leadership Team	Inset discussion Copies of the strategic plan	From Sept 2016 Throughout the year	Discussion-are staff clear of their role? Are staff aware of the mission, and vision?	Staff survey



Standard 3: Development and care for Learners

Growth Area	Strategies	Personnel responsible	Resources	Timeline	Means to assess improvement	Means to report
	Display the schools mission and vision statements around the school, in the student's Communication Book and the Parent Handbook	SLT/LT make cosmetic changes to the schools appearance/ books	Required display materials Statements in Communication Books	Throughout the year	Discussion with parents and students. Are they aware of the mission and vision of the school? How are they supporting this?	Discussion with students
	Encourage dialogue between staff, students and parents about the mission and vision and how students can help to achieve this- particularly in upper Primary and Secondary	Responsibility of senior leaders to set expectations MLT and class teacher to instill values in students Student Council	Staff discussions/ meetings	Throughout the year	Discussion with parents and students. Are they aware of the missions and aims of the school? How are they supporting this?	Discussions with students and parents Report from Student Council



Standard 4: Resource Management

Growth Area	Strategies	Personnel Responsible	Resources	Timeline	Means to assess improvement	Means to report
To ensure there is a promotion and motivation policy in place.	Policy to be written to support 1.3 indicator from Self-Study	Principal HR	Pay scale information Policy	From Sept 2016	Increase in number of teachers applying for vacancies at school level Increased awareness/ understanding amongst staff	Written report to school teaching staff
	Explain the school organisation structure to all teaching staff	Principal	Pay scale information Policy	From Sept 2016	Increased awareness of structure. Ability to discuss organisation structure confidently with others	School INSET
To ensure there is a clearly policy in place for Professional Development	Policy to be written on Professional Development	Head of Primary PD Leader	Policy	From Sept 2016	Staff follow correct procedures regarding PD training	Written report to school teaching staff
	Create folder in shared area with relevant documentation to be completed	Head of Primary PD Leader	Policy	From Sept 2016	Documentation file complete with clear flow of expectations	School INSET
	Staff members who receive PD training from an external	Member of staff who has received training	PowerPoint Evaluation form	Throughout the year	Feedback from staff Impact of training on individual/team	Dissemination of information through academic team



Standard 4: Resource Management

Growth Area	Strategies	Personnel Responsible	Resources	Timeline	Means to assess improvement	Means to report
	provider outside of the school to disseminate information back to academic teams					meetings
To extend student learning opportunities through the use of Technology	To timetable ICT as a discrete subject (1 Term)	Class Teachers	Timetables iPads Laptops Desktops	From Sept 2016 Throughout the year	Improved confidence and IT skills of students	Timetables Lesson Plans Samples of work
	To plan effectively for students to develop ICT skills through the curriculum	Class Teachers	iPads Laptops Desktops	From Sept 2016 Throughout the year	Improved confidence and IT skills of students	Lesson Plans Samples of work
	To implement the use of learning ladders across Primary classes	Leader for ICT Class Teachers	Learning Ladders	Sept 2016	Progress against skills being taught	Student Learning Journals Evaluation from teachers
To improve onsite facilities for Physical Education	Proposed designs for new facilities submitted to Nord Anglia Education	Principal Director of Sport and Community	Plans	June 2016	New facilities built on site Engagement from all school stakeholders	Teacher/student evaluation Parent Satisfaction Survey



Standard 5: Parental and Community Partnership

Growth Area	Strategies	Personnel Responsible	Resources	Timeline	Means to assess improvement	Means to report
Expand the community offer available to families living in Al Khor and strengthen provision already in place	Banner outside the school displaying what is on offer and when	Principal DAM Director of Sport and Community	Budget to pay for a banner	From Sept 2016	Increased enquiries about provision	Director and Reception staff to keep a log of enquires
	Engage PTFA in market research within the compounds they live in	Director of Sport and Community PTFA	Market research – questionnaire for parents and families living in surrounding compounds	From Sept 2016	Number of questionnaires returned	Leadership meetings
	Engage current providers to help increase numbers and offer additional opportunities. Invite providers to whole school events such as the BBQ to offer taster sessions	Director of Sport and Community Head of Music School staff	Time within the curriculum for taster sessions Flyers and letters to be sent to parents, for local mall and compounds	From Sept 2016	Increase in numbers Satisfaction level in students, parents and members of the community	Attendance reports



Standard 5: Parental and Community Partnership

Growth Area	Strategies	Personnel Responsible	Resources	Timeline	Means to assess improvement	Means to report
	Offer holiday programmes as well as out of school provision	Director of Sport and Community Stage Leaders Year leaders	Space within school to offer opportunities Flyers to advertise Housekeeping staff to maintain the building during programmes Site staff to be a point of contact for coaches/providers	From Sept 2016	Uptake to programme on offer	Attendance reports
Streamline communication that goes to parents	Reduce the number of eNewsletters from once per week to once per half term and to include more contributions from students Students to fully produce one eNewsletter per year	DAM Head of Primary Stage Leaders Director of Sport and Community Year Leaders Class teachers	Pictures Student and parent reflections	From Sept 2016	Feedback from parents Monitoring who reads the eNewsletter	Leadership meeting Staff meetings PTFA meeting
	Create a parents page	IT Support Assistant	Website	From Sept 2016	Feedback from parents	Leadership meetings



Standard 5: Parental and Community Partnership

Growth Area	Strategies	Personnel Responsible	Resources	Timeline	Means to assess improvement	Means to report
	on the school website containing letters, reply slips, notification, homework tasks	Director of Sport and Community PE Department Class teachers			Attendance rates Hits on the website	Staff meetings
	Set up whole school text messaging service for notices	Principal	Budget	From Sept 2016	Number of enquiries Response rates to messages and notifications	Parent survey
Increase awareness and benefit of participating in the parent survey (school and NAU)	Survey available online in parent section on the school website WWW/EBI (What Worked Well/Even Better If) reflection available in Reception	IT Support Assistant	Link to the survey Hard copies of WWW/EBI	From Sept 2016	Increased numbers taking part in the survey	Leadership meetings Staff meetings PTFA meetings
	Link sent in a text message to all parents	IT Support Assistant	Software to enable on mass texting	From Sept 2016	Increased numbers taking part in the survey Number of replies and enquiries	Report produced on number of texts sent and number of surveys completed Leadership meetings



Standard 5: Parental and Community Partnership

Growth Area	Strategies	Personnel Responsible	Resources	Timeline	Means to assess improvement	Means to report
						Staff meetings
	Elect a PTFA ambassador to talk to parents about completing the survey	Staff PTFA lead	Website links	From Dec 2016	Feedback from ambassador Increase in numbers completing the survey	PTFA meetings Leadership meeting
	Allocate time slots where computers in school are available for parents complete the survey	Head of Secondary Head of Primary IT Support Assistant	Computer rooms	From Dec 2016	Computers usage monitored Parents making use of the time slots	Log in sheet Leadership meetings
	Workshop to share findings and strategies for improvements based on results	Principal Leadership team School staff PTFA	Information – data, analysis of results, suggested ways to improve Refreshments	From Dec 2016	Number attending workshop Implementation of actions suggested	Feedback forms Leadership meetings Staff meetings



Chapter 5: Visiting Team Commendations & Recommendations

Based on evidence provided through analyzing the school self-study before the school visit, and by meetings with all involved stakeholders, reviewing of school documents, classroom observations, and the team's overall observations during the school visit which took place from May 18th to May 24th of 2016, the visiting team highlights the following commendations and recommendations.

Standard 1: Educational Leadership

Commendations:

1. The school's vision, mission and learning objectives are reflected in the school's programs and the performance of both staff and students.
2. The school's vision, mission and learning objectives are appropriate to the school's human and financial resources.
3. The quality of teaching and learning reflect positively the school's vision, mission, and learning objectives.
4. The effective communication and cooperation amongst staff create a sense of ownership and belonging and has a positive impact on the school climate.
5. The school's internal quality assurance system impacts positively on the performance of staff and the students.

Recommendations:

1. The school organizational structure lacks some positions that are necessary to be in line with the school's vision, mission and learning objectives.



Standard 2: Educational Performance and Learning Environment:

Commendations:

1. Varied and modern teaching strategies are used across classes in nearly all subjects. .
2. Students' works and achievements are displayed across the classes to promote and celebrate students' successes.
3. Classrooms, labs and the library are provided with supportive resources which are effectively used to enhance teaching. A positive and strong rapport between students and teachers permeates across the school.

Recommendations:

1. Low achievers in different subjects need to be involved in a more effective way.

Standard 3: Development and Care for Learners

Commendations:

1. Using varied assessment methods to identify students' knowledge and higher order thinking skills.
2. Preparing clear reports on students' performance and behavior for parents.
3. Motivating students by honoring them through various means for their different accomplishments.
4. Implementing different programs and activities that have a positive impact on student behavior.

Recommendations:

1. Track the progress of ALN, EAL and gifted and talented students in a more effective way.

Standard 4: Resource Management



Commendations:

1. The school has a clear and effective employment policy and recruitment process.
2. Providing the school with required resources that have had a positive impact on teaching and learning.

Recommendations:

1. Provide sports facilities to address the students' needs.
2. Set up and apply an effective promotional policy for staff.
3. Provide more internet safety measures in the school.

Standard 5: Parental and Community Partnerships

Commendations:

1. The school communicates effectively with parents in several ways.
2. Providing parents with opportunities to follow up on their children's academic progress through a variety of ways.

Recommendations:

1. Exchange visits with other schools.