



CIS Accreditation

Team Evaluation Report Submission

GEMS Wellington School Qatar (Qatar)

Head of School Name: David Wilson

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Introduction

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School Context

The name of the school is GEMS Wellington School - Qatar (WSQ). This is part of the GEMS Education group. The age range of the students is from 3 years to 18 years.

The school opened in 2015 up to Year 7, and subsequently opened up extra year groups in the following years. We now have our first Year 13 cohort. During this time the school has gone through a period of change. The school now has its 3rd Principal, the previous 2 both being in post for 3 years. The current Principal joined in March 2021. This was during the COVID pandemic which obviously caused its own challenges, and followed the blockage of Qatar by surrounding countries which also had impacted on the predicted growth of the school at that time. The last 12 months has witnessed a transformation of the school, with increasing enrolments, improved student outcomes, external validation from both CIS and BSO, improved standards of teaching and learning, and increased parental satisfaction ratings to name just a few. The school has consistently received the support, in particularly financially from GEMS corporate office during this time and this has now been further strengthened by the Wellington Cluster working much more closely together. The current enrolment total is 1027. See Enrolment breakdown in documents section for more information.

The student demographic is varied with over 50 different nationalities within the school. Our biggest nationality is Indian, followed by Egyptian. The remaining students come from a wide variety of other nations. The multi-cultural aspect of the school is a key feature of school life and our community.


The school has now introduced a Local Advisory Board which acts as critical friend in terms of ensuring the continued development of the school and consists of a number of different stakeholders, including but not limited to the Principal, Vice President of Education (GEMS), Parent representation, staff representation and wider school services representation from other GEMS colleagues. The LAB meets once per term. Within the LAB there are also a number of sub-committees, again with a variety of stakeholders. These sub-committees feed into the LAB. The Principal is also held to account through a number of key performance indicators that focus on 5 key areas which are education, people, customer, finance and operations. These metrics are all measured through a dashboard and form ongoing dialogue between the Principal and Vice President of Education throughout the academic year.

The school is located south of Doha in Al Wakra. This is a lower economic area compared to the more affluent areas within Doha such as West Bay and The Pearl. As a higher fee, premium school this has posed challenges as most of our families do not come from the immediate area. However, with vastly improved road networks over recent months and the extensive coverage we now get from our school transport provider (STS) this has helped the school become much more accessible. There are also plans for significant further residential development in the area over the coming years. The school itself is purpose built, with an airy spacious feel. It is extremely well maintained and all of our classrooms and facilities are appropriate for the age of children who accommodate them. We have designated areas for different phases of the school, for example, our self-contained specialist area for early years. Other specialist facilities include art rooms, science labs, DT and Food labs, sports hall, libraries, computer labs etc. The school capacity is approximately 1800 students and we currently have 1027 on roll. The whole school building is complete so moving towards the capacity over the coming years is not a problem. We are currently drawing up plans for further site development to ensure we maintain a premium school facility in the coming years.

We follow the English curriculum starting at age 3 in the form of the Early Years Framework, and then the National Curriculum of England for Key Stages 1, 2 and 3. This is followed by a wide variety of GCSE options and then A Levels. We also offer some BTEC courses and ASDAN for students who require an alternative pathway. Our curriculum is broad and balanced ensuring both core and non-core subjects are given sufficient weighting. Our curriculum materials are a combination of in-house development and a number of external sources to support where needed. We fully believe in a personalised experience so do not use solely off-the-shelf curriculums.

A range of supporting materials we use include:
Timetable Rockstars
Talk for Writing
Read Write Ink





Atom Learning
GCSE and A Level support materials
No More Marking
Pearson Online

The above list is just an example of what we use, not an exhaustive list.

Language is an important part of our curriculum. All of our students are taught in English, but also receive instruction in French, Spanish and Arabic. They are able to follow these pathways throughout the school, but can also reduce the number of languages once in secondary school if this fits their requirements. Our language teachers devise engaging topics and lessons to ensure children are enthused about languages and that they understand their importance. We are also looking to further develop our language provision in our extra curricular programme.

As a school we are a member of BSME and currently mid-application process with COBIS. We are also an High Performance Learning School and recently accredited by PENTA as a British School Overseas (BSO) where we were judged to offer an excellent quality of education.

There have been some changes since the last CIS visit which was the preparatory visit in November 2021. We have made further changes to our leadership teams which have strengthened the capacity to further develop the school. We now also have a full cohort of students from FS1 to Year 13. We have added two senior leaders responsible for the development of Teaching and Learning and also introduced a Local Advisory Board. The new school vision is also far more embedded. The school has also recently completed the iFoundation year of the High Performance Learning philosophy and we are now about to embark on the World Class Schools Award.

Synchronised accreditation

No

School Overview

Student Admissions and Attrition

Student admissions

Data on admissions over the past 3 academic years show a relatively consistent trend, when looking just at the number of applications received and the number of offers made. This has remained relatively stable even considering the COVID pandemic, although there has been a small decline. The small reduction in applications received for 2022-23 when compared to the previous 2 years, has been counteracted however by a noticeable increase in the number of places accepted. Coupled with higher retention rates across the school, this has resulted with a growth of over 100 students on roll. 77% of offers made, resulted in a place being accepted for 2022-23 compared to 60% and 61% in the previous 2 years. At a time where very few new families have been able to enter Qatar this is a positive sign and a clear indication that the reputation of the school is growing in the local community. Many applications we receive also come in from overseas, which due to limitations placed on the issuing of visas etc. with the ongoing COVID restrictions, a lot of these do not come to fruition. This is reflected in the number of offer cancelled / rejected. Again however, the number of offers cancelled was over 50% fewer for 2022-23 AY compared to the previous 2 years.

There have been successive challenges in Qatar over the past few years starting with the blockade placed on Qatar by surrounding countries, followed almost immediately by COVID. The country is now focused entirely on preparations for the FIFA World Cup which although exciting, poses further questions and concerns as to what happens post tournament, in relation to the expat population. It is unsure at the moment to know how much of the workforce is related to the project either directly or indirectly and if we are likely to see a number of families leaving later this year. As a school, with a very strong reputation in Qatar for offering a high quality British education we believe we are in a strong position to adapt if needed as we did during COVID. The fact that the school numbers have continued to increase amid all of the challenges mentioned, is testament to this.

Student mobility and attrition

The attached document shows the number of students who have left the school over the past 3 years along with their reasons. This data has been impacted somewhat by the COVID Pandemic in the Academic Years 2019-2020 and 2020-2021. You will see during these years that we had over 200 students leave each year. There were two main reasons for this which were relocating outside of Qatar due to end of contract / loss of job etc. or moving to another school within Qatar. Deeper analysis of the group who left for other schools in Qatar demonstrated that the vast majority left for schools with significantly cheaper fees, again mostly as a result of the pandemic and many companies reducing education allowances or removing them entirely. The school was fortunate during this time, that through our rapid response and transition to high quality online T and L, this also attracted new families meaning the school overall was not significantly impacted. We do have a couple of points, mainly at end of Year 6 and Year 9 that we are really focusing on to ensure retention is as high as possible at these key transition points. One of the challenges historically for the school has been at these points, some of our Arabic families move to an Arabic school for the senior years once their children have developed their English language.

If you then compare our data to the academic year 2021-22, post pandemic, with the school under new leadership and with a renewed vision, our retention rate (90%) was much stronger with only 123 students leaving. Due to siblings, these 123 students were spread over 68 families. 5 students were supported in a move to our sister school at the end of year 11 due to their pathways and options being more suited for them. No students were not invited to re-enroll.

In contrast to the leavers, the school has enrolled over 240 new students meaning an increase of over 100 on the roll.

Faculty and Administration

Faculty composition

Overview:

Teaching Faculty = 82 (32 male / 50 female)

Teaching Assistants / LSAs = 34

Administration Staff = 21 (10 male / 11 female)

Senior Leadership Team = 5 (3 male / 2 female)

Please see attached document for breakdown of gender, ages taught and type of qualification.

The teaching team demographic has changed with over a 50% turnover over the past 3 years. This has been for the betterment of the school with a focus latterly on increasing the level of experience within the team and more robust and rigorous recruitment practices. The new leadership team have also since brought more stability with only an 11% leavers rate last year. All of our teachers are appropriately qualified both in terms of teaching the English curriculum and the requirements of the Ministry of Education.

Our admin and support staff have been extremely stable over the past few years. Our administration departments are well staffed with very clearly defined roles and responsibilities. The very few vacancies that have arisen have come from staff relocating overseas. We have been able to fill these roles from within as we always look inwards first for succession planning and to reward our own staff whenever possible.

Faculty mobility

As a school we have 81 teaching staff as of the Academic Year 2022-23.

For the last 3 years our attrition rate has significantly improved.

Attrition / Leaver rates:

2021/22 = 11% (9)

2020/21 = 20% (15)

2019/20 = 38% (23)

The vast majority of the staff leavers have been due to relocation / moving out of Qatar. 2 staff from the 2021-22 academic year were not retained due to other professional reasons. 1 staff left for personal reasons and all others left Qatar and secured work wither in the UAE or in their home country, some still within the GEMS community. A minority of leavers over the past few years have left for other schools in Qatar.

School-wide Students' Achievement Information


Academic achievement

Our external GCSE results of the last 3 years have demonstrated very strong performance, significantly above the UK averages. These have also been our first cohorts of students completing their GCSEs and we will get our first set of A Level results in the summer of 2023. The attached document shows the % of entries that achieved each grade. Here you can see that 88% of all of our entries for this year achieved a strong pass grade from 9-4. 22% of all grades were a grade 9 (highest grade) and 38% were grades 9-8. Over half of all grades, 54% were 9-7, the equivalent of A*/A grades in the previous system.

WSQ is an inclusive school and therefore each of our cohorts have a wide spread of ability and the vast majority are not native English speakers. We are therefore exceptionally proud of our results and not only do they stand well in terms of attainment, but the progress made by the students over time at the school is outstanding. of all students achieved at least one grade higher compared to their CAT4 predicted grade.

Moving forward, our focus is ensuring this positive trend continues into our A Level results.

On analysis of individual subjects, we will also continue to focus on increasing the number of students achieving the top grades in all subjects, as well increasing both uptake and achievement



in our languages provision, which has now expanded to include, as well as English, Arabic, Spanish and French. In order to further raise attainment generally, we continue to focus on reading across the whole school and ensuring each subject has an explicit focus on the development of literacy rich learning environments to support our non-native English speaking community.

Broader achievements

This has been quite challenging to measure over the past 2.5 years due to COVID. All sports and events stopped in Qatar for a prolonged time and are only just getting going again. We have had students however who have participated and won in debate competitions, online spelling bee's and Quran reading competitions. Students have also been involved in a number of environmental activities , such as beach clean-ups, plastic recycling and initiating a school garden. Our older students have also completed an online service learning programme through Orenda Learning and are now focussing on their change project.

The Local and Regulatory Environment

Regulatory environment

The school is regulated from an organisational and operation perspective by the Ministry of Education. There are no compulsory formal education inspections or QA processes in Qatar at the moment.

The majority of regulatory practice comes itself from GEMS in terms of safeguarding, HSE, Safer Recruitment, Finance, compliance with policy etc. The school undergoes regular audits in these areas and annual ratings given. GMES also operates in internal QA process to monitor overall school performance including standards of T and L, Assessment, Curriculum and student outcomes.

There are no special features to note.

Regulatory relationships

As a private school in Qatar we operate under the regulation of the Ministry of Education. We do not have any formal relationships with any embassies but we are accredited by BSO and part of the BSME group of school. The MoE provide regular, although not always timely information in relation to school operations and expectations through a number of circulars that school are expected to follow. This can at times prove challenging due to short timeframes and also lack of clarity of expectations, with limited opportunity for questions. There is also a fine balance to strike when looking at such areas like diversity and equality, in line with the rules and customs of the host country.

Aside from the MoE, we operate fully under the policies laid out clearly by GEMS Corporate Office. There are extremely rigorous and ethical procedures in place covering areas such as HR, Safeguarding, Safer Recruitment, financial management, budgeting and operational and CAPEX planning.


As well as regular meetings between the Principal and cluster lead, who is also a Vice-President of GEMS Education, the school also operates a Local Advisory Board in line with GEMS expectations. The LAB meets 3x per year.

School license

Our school license is renewed each year as per the Ministry of Educations requirements. The license allows us to operate fully as a British Curriculum School from the ages of 3-18. The successful renewal of the license each year depends equally on the renewal of a Civil Defense license, thereby ensuring the suitability of the premises from a health and safety perspective.

Regulatory compliances

All official compliance as per the Ministry requirements are fully met. As a company, GEMS actually operates more stringent requirements in most of the mentioned areas that the host country. We have extremely detailed HSE, Safeguarding, Safer Recruitment polices and procedures which are generally devised around international best practice.



We use third party providers for catering, maintenance, security and school transport, all of which have the necessary licenses as per the ministry and are also verified by GEMS as an approved provider. This also includes monitoring of their own safe recruitment processes, including police clearances, references etc. and they all complete internal GEMS online safeguarding training. Annual visits from the ministry and civil defence also occur to ensure the suitability of the premises and operations of the school.

As part of the GEMS quality assurance processes we also undertake annual HSE, Finance and HR internal audits that provide us with an overall grading against a set of rigorous criteria.

The CIS Community Survey

Analysis shows overall, across the different stakeholders, that there is a positive feeling regarding current functioning and improvements made within the school. Please note that Alumni survey was such a small number, it was statistically not reliable or usable data. We had only had 1 cohort of school leavers of 6 students at the time of the survey, and they had completed the majority of their senior years at the school undertaking online learning as a result of COVID. Therefore there is little reference made to that survey group.

Response rates varied across the different stakeholders with the parents having the lowest completion rate, although with sufficient response to make the results statistically reliable. A small proportion of faculty / support staff did not complete the entire survey. In general, very few significant differences were evident across the surveys, with the majority of responses demonstrating cohesion and shared vision for the development of WSQ. Equally the majority of responses were in agreement with each statement, generally either 'agreeing' or 'strongly agreeing'. The few that differ significantly across the groups are generally in areas that have already been highlighted in the school development plan or are in process of being addressed by leadership.

General Findings:

WSQ guiding statements are appropriate, directing decision-making and how school operates.

8. Domain A: Purpose and Direction

Indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable	Responses
A1. The school's guiding statements (mission, vision, values, & strategic intent) are appropriate for this school. Count Row %	1 1.3%	1 1.3%	21 27.3%	54 70.1%	0 0.0%	77
A1. The guiding statements (mission, vision, values, & strategic intent) guide the school in its decision-making. Count Row %	1 1.3%	2 2.6%	32 41.6%	42 54.5%	0 0.0%	77

There's a clear, aspirational vision, which tangibly enhances community and cohesion between all stakeholders.

8. Domain A: Purpose and Direction

Indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
A1. I understand my school's mission, vision, and values. Count Row %	6 1.5%	19 4.6%	242 58.6%	142 34.4%	4 1.0%
A3; D3. The school has helped me understand how to develop as a global citizen. Count Row %	16 3.9%	46 11.1%	222 53.8%	116 28.1%	13 3.1%
A3; C3. At school, I am learning how to behave/interact with people of different backgrounds and cultures. Count Row %	6 1.5%	22 5.3%	182 44.1%	196 47.5%	7 1.7%

High quality learning is evidenced throughout the school aided by commitment to fully embrace the HPL model.

Across all surveys, positive responses relating to interaction of students from different backgrounds were evident.

Governance and Leadership

Leadership and governance is strong at WSQ. Written job descriptions, along with communicated strategic planning regarding direction for school improvement, are well received by stakeholders, and align with the CIS Code of Ethics.



There is effective support from the governing body and owners via GEMS corporate office. The Principal is empowered to lead with clearly defined responsibilities and accountability for student learning, wellbeing, global citizenship and the overall culture of WSQ.

All personnel have the requisite expertise and intercultural skills to undertake sustainable further development. There is an effective partnership between the Principal and governors based on shared vision and clear understanding. Strategic, operational and financial planning ensures that the school's aspirational, high quality learning and teaching is based on the guiding statement.

9. Domain B: Governance, Ownership, and Leadership

Indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
B1. The roles and responsibilities of governance, ownership, leadership, and management are reflected in practice. Count Row %	1 1.3%	1 1.3%	46 60.5%	27 35.5%	1 1.3%
B1. The school's governing body/board and leadership act legally and ethically. Count Row %	1 1.3%	1 1.3%	35 46.1%	38 50.0%	1 1.3%
B1; B5. The governing body/board and the head of school work together in establishing and sustaining positive professional relationships among staff. Count Row %	1 1.3%	3 3.9%	39 51.3%	33 43.4%	0 0.0%
B2. The head of school, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being. Count Row %	0 0.0%	3 3.9%	29 38.2%	44 57.9%	0 0.0%
B3. The school's educational plans are effectively communicated to staff. Count Row %	0 0.0%	2 2.6%	39 51.3%	35 46.1%	0 0.0%

Curriculum

The curriculum provides opportunities to acquire knowledge and skills needed for success in life after school. Cultural and multi-lingual learning is enhanced by diversity of the school community.

Students are engaged, have a sense of ownership for their learning, are challenged in lessons, receive targeted support to meet their individual needs and broaden their appreciation of others. Curriculum development to extend learning potential has begun. Analysis shows opportunities relating to individual culture and mother-tongue language to encourage students to understand global citizenship as a priority. Combined requirements of the ENC, and MOE curriculum need to be adhered to but creative timetabling will provide significantly enhanced learning opportunities in this area.

C3; D3. The cultural diversity of the school community is used to enrich teaching and learning.	1	10	40	23	0
Count	1.4%	13.5%	54.1%	31.1%	0.0%
Row %					
C3; D3. The school's curriculum provides children with opportunities to learn about their own ethnic/cultural heritage.	2	14	35	20	3
Count	2.7%	18.9%	47.3%	27.0%	4.1%
Row %					

Teaching, Learning and Assessment

Student engagement and desire to succeed is evidenced, and is a key priority of WSQ. Individuals appreciate the opportunity to take control of their own learning and respond positively to high expectations. Extended opportunities for learning provide students with consistent challenge and ability to learn independently. There is strong individual support for students in their learning, and the use of data to inform progress is used effectively to raise standards of attainment.

As a response to the student survey evaluation, we will review our individual academic feedback strategy regarding progress to ensure that students know their personalised targets. The school continues to develop its' career-guidance/university programme in order to provide support specific for each individuals to ensure a successful outcome.

D7. I receive regular updates about my academic progress.	18	78	198	73
Count	4.7%	20.2%	51.3%	18.9%
Row %				
D7. I receive regular feedback from teachers on my work.	9	59	203	107
Count	2.3%	15.4%	52.9%	27.9%
Row %				

From faculty survey evaluations, we are ensuring that teachers are sufficiently informed with details of new students, particularly identified special learning needs, talents or high abilities.

D2. I am informed about the unique abilities and needs of newly enrolled students before admission to my classes.	4	21	31	17	1	74
Count	5.4%	28.4%	41.9%	23.0%	1.4%	
Row %						

Student behaviour, attitude towards learning and conduct at WSQ is excellent; most respondents indicate that they are aware of the high expectations in place. There is trust and mutual respect evident creating the calm, yet energetic, working environment required for productive learning, and high achievement.

E2. I understand how I am expected to behave in school.	1	14	164	186
Count	0.3%	3.8%	44.6%	50.5%
Row %				

Clearly documented policies enable constituents to feel individually supported and safe, as corroborated in the results of the parents' survey.

Students identified that digital citizenship and the overall use of technology is enhancing learning and attainment with parents concurring with this statement.

C3. I am learning about how to be a responsible digital citizen when using technology.					
Count	15	36	211	125	
Row %	3.7%	8.9%	52.0%	30.8%	
6; C3; D6; E3. I am confident in using information technology (IT) to improve my learning.					
Count	12	29	177	152	16
Row %	3.1%	7.5%	45.9%	39.4%	4.1%

Parents felt that cyber security and protection awareness is strong at WSQ, and they are confident about safety precautions applied.

C3; D6; E3. The school helps my child to use information technology (IT) and social media in a responsible way.					
Count	4	5	64	54	
Row %	2.9%	3.7%	47.1%	39.7%	

Child protection and safeguarding protocols are clearly documented, providing stakeholders with the correct procedures should the need arise.

E2. I understand and have received effective training on the school's child protection policies.					
Count	0	2	22	49	
Row %	0.0%	2.7%	30.1%	67.1%	
E2. I understand and am able to carry out my responsibilities related to the school's child protection policies.					
Count	0	1	21	51	
Row %	0.0%	1.4%	28.8%	69.9%	
E2. I am confident in my ability to recognise when a child is suffering from harm or abuse.					
Count	0	1	23	49	
Row %	0.0%	1.4%	31.5%	67.1%	
E2. I have received training on how to identify the signs of harm or abuse by adults working with children.					
Count	0	1	22	50	
Row %	0.0%	1.4%	30.1%	68.5%	
E2. If I am concerned that an adult in school may be harming or abusing a child, I know how to report my concern in school.					
Count	1	1	24	47	
Row %	1.4%	1.4%	32.9%	64.4%	

WSQ has qualified staff with expertise to undertake their responsibilities effectively in line with Qatar Law and the CIS Code of Ethics. There is a planned programme of professional development, inline with identified priorities.

The school needs to continue to develop wider engagement and communication concerning plans and development in WSQ.

The professional development process for support staff will be refined, and they receive regular feedback as part of their performance evaluation.

F3. There is a defined process for allocation of training for my role.					
Count	2	4	6	5	
Row %	11.1%	22.2%	33.3%	27.8%	
F4. I understand the school's written performance evaluation policy and procedures.					
Count	0	3	8	5	
Row %	0.0%	16.7%	44.4%	27.8%	
F4. I receive periodic feedback and supervision through the performance evaluation process.					
Count	2	4	6	3	
Row %	11.1%	22.2%	33.3%	16.7%	

Premises and Facilities

The school is well maintained, clean and fit for purpose, providing a secure environment where all community members feel welcome. Health, safety and security policies are written down and effectively applied.

13. Domain G: Premises, Facilities, Technology Systems, and Auxiliary Services

Indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
G1. The classroom and other teaching spaces at my child's school are suitable for learning.				
Count	3	2	52	71
Row %	2.3%	1.6%	40.6%	55.5%
G2. School premises are both clean and well maintained.				
Count	3	1	40	84
Row %	2.3%	0.8%	31.3%	65.6%
G2. The school provides a secure environment for all members of the school community.				
Count	3	1	46	78
Row %	2.3%	0.8%	35.9%	60.9%

Once Ministry approval to re-open catering facilities is received, attention will be given to the quality of food available on site.

Parent/home/school relationships are positive and effective, with a consistent drive to ensure the free flow of relevant information.

14. Domain H: Community and Home Partnerships

Indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
H1. The school effectively manages parent relationships.				
Count	3	7	58	59
Row %	2.3%	5.5%	45.3%	46.1%
H1. When necessary, the school includes me in decisions about my child's education.				
Count	6	6	63	44
Row %	4.7%	4.7%	49.2%	34.4%
H1. Communications between school and home help me to understand my child's education.				
Count	4	3	63	57
Row %	3.1%	2.3%	49.2%	44.5%
H1. I am involved in the life of the school in ways which benefit my child's learning.				
Count	4	10	61	44
Row %	3.1%	7.8%	47.7%	34.4%

Please see more detailed survey analysis attached.

Community survey actions

Describe how your school has acted or plans to act to produce institutional improvement in response to the main survey findings.

- The school has already begun the process to further develop the curriculum across all phases to provide additional opportunities to extend learning whilst meeting all set requirements of the ENC and Ministry of Qatar programmes of study. From the survey we are placing particular emphasis on developing identifiable opportunities for students to learn about their individual background, culture and mother-tongue language as part of our strategy to encourage them to understand what it is to be a global citizen and integral part of a diverse community.
- We will continue to develop our working definition of Global Citizenship as we delve more deeply in to this complex concept, ensuring students specifically, are more involved in this process
- The school has begun to enhance the existing pastoral system, throughout all phases, in order to further develop and improve the levels of individual social and emotional support for WSQ students. An example of this is evident in the secondary phase, where we are restructuring our staffing model to introduce a new tier of Heads of Year, whose role will specifically include providing pastoral support so that each student in their care feels secure and confident in their place within the WSQ community.
- To ensure the development of wellbeing of students and staff we will develop a Wellbeing Committee and also work with the wider Wellington group to implement GROWELL, our in-house wellbeing curriculum

E1. I am able to share my opinions on matters concerning my learning and well-being.				
Count	13	69	196	79
Row %	3.5%	18.8%	53.4%	21.5%
E2: G2. I feel safe at school.				
Count	11	33	176	142
Row %	3.0%	9.0%	48.0%	38.7%
E2. Harmful or bullying behaviours between students like hitting, spreading rumours, or making threats, are not tolerated in our school.				
Count	22	39	128	161
Row %	6.0%	10.6%	34.8%	43.8%

- As a practical response to the analysis of the student survey in particular, we intend to review our individual academic feedback strategy regarding attainment, progress and 'next steps' for improvement in order to ensure that students fully understand their own targets. This will enable them to progress with confidence as they learn to challenge themselves further and fully take ownership of their learning.
- The school will continue to develop its' career/university guidance programme across relevant year groups to provide more personalised support based on each individual's capabilities and strengths. This will be a process which naturally includes parents, students and faculty staff, and so is comprehensive in terms of enabling individuals to realise not only their potential but also achieve their dreams by raising their aspirations and self confidence.
- In response to faculty survey evaluation, we will review our admissions process to ensure that relevant staff members are sufficiently informed with the details of new students joining WSQ, particularly in respect of identified special learning needs, talents or high abilities.

D2. I am informed about the unique abilities and needs of newly enrolled students before admission to my classes.	4	21	31	17	1	74
Count	5.4%	28.4%	41.9%	23.0%	1.4%	
Row %						

- Specific response to an area of concern for the support staff of the school is to continue to enhance and improve engagement and communication concerning plans and developments in all areas within WSQ. As part of this integration, we are aiming to further refine the professional development processes for support staff so that their individual needs are met, and they receive regular feedback on their roles as part of their respective performance evaluation.
- Once the school receives Ministry approval to re-open the catering facilities, attention will be given to the quality of food of available on site in terms of produce and nutritional value. This includes a full appraisal of the Parents Café in the school's main reception area.
- The school will continue with its' quest to ensure that all stakeholders and visitors to school are environmentally mindful of their use of resources and are fully aware of both positive and negative impacts of their actions as a whole.

G5; D3. Students consider environmental impact when using resources.				
Count	29	73	178	59
Row %	8.0%	20.1%	49.0%	16.3%

Domain A – Purpose and direction

A1

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

School Response

Meets

The school has clearly defined guiding statements that provide clarity and alignment around the purpose and direction of the school. We continue to refine and revisit these statements as our work opens up new ways of thinking and opportunities arise. The school, through research understands that the top 2 factors that contribute to a highly successful school are high quality teaching and learning, and outstanding leadership. This has been reflected in our development and restructuring of the leadership teams, both at middle and senior level, to further empower a wider influence across the school and drive up standards. In turn, the appointment of senior teachers in primary and secondary to lead on the development of T and L, underpinned by our commitment to the High Performance Learning model, as brought about improvement in the overall standards of teaching across the school. This was evidenced in our recent BSO inspection and then when successfully completing the first year of our HPL journey (A1i and ii)

The community surveys were all very strong in the understanding and awareness of the guiding statements, which demonstrates to us that the increased communication we have had with our stakeholders and opportunities for them to contribute has been well received. The guiding statements may look different in the various phases of the school but the intentions remain the same.

All decisions and developments that have taken place in the school over the past 18 months are all fully aligned with our guiding statements and this can be clearly seen in practice. The bulk of our work has been based around improving teaching and learning, developing ethical and strong leadership, improving and developing the wellbeing of our students and celebrating our collective and individual make-up of our school community through our whole school theme of [#beyouWSQ](#). [BEYOUWSQ v2.mp4](#) (short video introducing #beyouWSQ)


All of this can be evidenced by our vision wheel (page 1) where the 3 core aspects of our Wellbeing Promise is: Outstanding Leadership, Academic Excellence (not possible without high quality T and L) and student wellbeing. Our new motto 'Achieving Excellence Together' also demonstrates the commitment of the school towards its community and the implementation of the HPL philosophy promotes our aspirational mindset. We believe all of our learners can achieve highly (A1iii). The year on year increase in student enrolment, high staff retention and the highest parent satisfaction rating in the history of the school are all signs that the different stakeholder groups are satisfied with the direction of the school

Evaluator Response

Meets

Both in the self-study report and throughout the visit, the evidence provided underscored the many ways the WSQ guiding statements are used to inform decisions operationally and strategically. The school has used its motto, "Achieving Excellence Together", to frame the mission and vision of the school. The vision wheel that has been used to brand the school and the guiding statements all drive into the overarching ideas of high-quality teaching and learning, intercultural learning, and global citizenship. High Performance Learning (HPL) supports the development of high-quality teaching and learning, and the GroWell curriculum, which will be applied as of the next academic year (2023-2024), supports well-being. The CIS Community Survey for faculty and staff demonstrates that more than 90% agree that the school's guiding statements guide the school in its decision-making. The leadership team and the extended leadership team, as well as the creation of new roles for the upcoming year (2023-2024), ensure that a wider influence across the school is achieved.

Over the past 18 months, the school has spent considerable time establishing a comprehensive set of guiding statements, which are being used as reference points for operational decisions and



practice. It is evident on all the school premises that the mission and vision are clearly visible to all stakeholders thus ensuring alignment and transparency. The CIS Community Survey responses demonstrate that the guiding statements are aspirational and well-understood by students, faculty, and parents. Across all levels, more than 90% of the students responded that they agree or strongly agree that they understand the school's mission, vision, and values. Faculty responses indicate that the school has ensured that the guiding statements have been communicated to all stakeholders and adapted respectfully to each age group. Moreover, 98% of parents either agree or strongly agree that they understand the school's mission, vision, and values.

Commendations

A1 (Major) - The school leadership team for publishing and rolling out the new vision, mission, and values to the full community thus ensuring alignment and transparency with its day-to-day and future goals.

Recommendations

A1 - The school leadership team and extended leadership maintain their commitment to purpose and direction to drive strategic planning and all decision-making.

A1 - The school leadership team maintains its commitment to involve all stakeholders in reviews of the guiding statements.

A2

The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)

School Response

Meets

WSQ has undergone significant changes initiated since the start of the 2021-22 academic year by the creation of a new Principles of Teaching Document which outlines key expectations and areas of exemplary practice that we aspire to. To support and enhance this experience further, WSQ has also adopted the High-Performance Learning (HPL) ethos, which has been wholeheartedly endorsed by teaching staff and created a genuine raise in the standards of teaching and learning. To develop the impact further, an HPL committee has been created with the purpose of providing staff training and sharing of ideas and practice, creating a culture of aspiration and lifelong learning within our school. It has been acknowledged by staff, pupils and parents that this has tangibly impacted the quality of teaching and learning at WSQ and going forward, our drive is to ensure this method of working is fully embedded at centre of our community. Further additional leadership posts have also been created with the introduction of 2 senior teachers leading specifically on teaching and learning. This is all supported by our own guiding statement on what high quality teaching and learning is. Our recent BSO inspection report confirmed that the 'standards of teaching and learning are excellent'. We are currently working with our student body and our HPL committee in further refining our definition and creating student friendly version accessible to all. The HPL framework is also attached for reference.

The community survey responses were all very similar in that large proportions of each stakeholder either agreed or strongly agreed that our guiding statements and overall vision demonstrated a clear commitment high quality teaching and learning. We will continue to refine our guiding statements over time and ensure they are clearly articulated to all.

Evaluator Response

Meets

The adoption of the Principles of Teaching and the High Performance Learning ethos demonstrates that the school is committed to high-quality learning and teaching. HPL is visible throughout the different grade levels and across all subjects, reflecting how the school has put into action its definition of high-quality learning. Moreover, the HPL ethos has been adapted to the different stages of the student's pathway. For example, the use of animals at the early years level indicates that HPL is student-friendly and accessible.

The HPL steering committee also ensures that all departments integrate, apply HPL, and reflect the attributes. Weekly newsletters on different subjects sent out to the community use the HPL

language and highlight learner attributes in connection with the subject concerned. Also, at different levels, students are celebrated for exhibiting attributes whether in class or even at general assemblies.

Commendations

A2 - The senior leadership team for having student-friendly and accessible versions of high-quality learning to ensure alignment and continuity within the school adapting it for all stages of a student's pathway.

Recommendations

None at this time.

A3

The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)

School Response

Meets

As a British International School, WSQ has strived to achieve a sense of community and embraced intercultural learning with the multiple nationalities that encompass our student population. The evidence of this philosophy is within our curriculum policy, planned and delivered by Heads of Faculty and overseen by SLT, to enable students to achieve links wherever possible to intercultural learning. Moreover, as an international school we have staff and students from multiple nationalities, which creates a truly international community. By default, this automatically creates an environment where intercultural learning takes place on a daily basis, thus enshrining global citizenship and intercultural learning. There are increasing numbers of opportunities for students to develop their global citizenship across the school at age appropriate levels, something we have incorporated more explicitly in response to the community survey. Our recent BSO inspection report comments that "WSQ is by its nature an international and a richly diverse, multicultural, global community" (p.23 of report). Increasing focus in our curriculum on enterprise, innovation and sustainability also emphasises the different challenges our young learners are faced within the modern world and the part they can play in creating a better global future. This is also explicit in our vision and mission. Increasing involvement of student leaders and student voice is assisting us further in the continued refinement of our guiding statements. The new branding in school of our values, vision and mission also clearly demonstrate the school communities commitment to these areas. Our behaviour and rewards policy is now also adapted around our core values and behaviours so they are continually referenced and lived by day to day.

It is important for us that within our developing guiding statement on global citizenship, our actions speak louder than our words. In our younger years we want our students to firstly become confident in themselves and understand who they are and develop their own sense of identity. Building on that, it is about understanding that we are all different in many ways and that is OK, developing the skills to build positive relationships with people of various cultures and beliefs, but learning that we all have far more in common that we do differences. As the students move through school this awareness expands into understanding more about local and global contexts and the responsibility we all have to contribute to creating a harmonious society, an aspect that is part of WSQs mission and very important to us. Throughout the journey we focus very much on community and a sense of togetherness, that being part of something bigger than ourselves is a good thing for our own wellbeing, while at the same time recognising each and every student as an individual, as seen in our #beyouWSQ approach.

Evaluator Response

Meets

The WSQ guiding statements endorse intercultural learning, explicitly through the reference to "global responsibility" in the school's mission. Evidence submitted by the school in the self-study report demonstrates that global citizenship has been embraced as a general overarching idea throughout the whole school. Classroom observations also support this through the different displays throughout the school and on classroom doors that celebrate global citizenship.

The school's #beyou theme demonstrates a clear commitment to intercultural learning as each department has adopted it in a different way. The school has established visibility of this theme on campus and even online through social media presence.

Lead teachers, department heads, and teachers meet regularly to ensure that content is linked to intercultural learning in their plans. Student works displayed around the school demonstrate that students have made links to their home culture and their individual identities are valued. Intercultural learning and global citizenship could be further integrated through co-curricular programmes and explicit links that could enhance student agency and promote diversity. This in turn would reiterate the school's vision of empowering learners to be independent and have a strong sense of responsibility.

Commendations

A3 - The leadership team and staff for embracing global citizenship and intercultural learning as key elements of the school's identity.

Recommendations

A3 - The leadership team continues to embed the school's global citizenship framework so that teachers can further integrate global citizenship and interculturalism into ongoing curriculum and programme development, and empower learners to be more independent.

A4

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)

School Response

Meets

At WSQ our own code of ethics and standards are very similar to those promoted by CIS. For example, at WSQ our ethos of 'Achieving Excellence Together' is similar to the CIS ethos of 'Strive For Excellence' which highlights our commitment to ethical behaviour and practice that is core to our mission as a school. Moreover, WSQ is part of the GEMS Family of schools which in itself is a multinational company, located in multiple continents and composed of numerous staff and students from a global community. GEMS fully believes in a values led education, underpinned by core values - <https://www.gemseducation.com/Our-Promise/Values-led-Education>. As part of our on-going improvement as a school, we are consistently reviewing how to enhance the concept of global citizenship within our school and how to further improve our teaching and learning of it. Work is currently ongoing ensuring the alignment of the CIS code of Ethics to our school is more explicit. We also adhere to the Code of Ethics shared by the [Ministry of Education](#). (p.26 of report)

Wellbeing of staff and students at WSQ is of upmost importance, especially in recent times given the global crisis caused the Covid Pandemic. Wellbeing is interwoven through all aspects of school life. At WSQ, we have statements in place (which are reviewed and updated when necessary) as quality assurance indicators to check our decision making and allow us to ensure we adhere to these fundamental expectations. To cement these guiding statements, we have a very clear pastoral structure led by Key Stage leaders, who form part of the Culture and Ethos team which arranges assemblies, well-being talks, events, support and counsellor sessions for small groups or individual students, plus praise and reward systems and celebration assemblies [Assemblies](#). Our welfare and pastoral systems are well embedded in the school and have recently been rated as Outstanding by BSO. Going forward, a recent addition to our extended leadership team has seen the introduction of a senior teacher for wellbeing at WSQ. As part of the Wellington Cluster of schools, we have also appointed a Director of Wellbeing to oversee and support the whole Wellington network in the introduction and implementation of our [GroWell wellbeing curriculum](#) across primary and secondary. Our student leadership team also have wellbeing on their agenda. (p.26 of report)

At WSQ we have a strong and robust policy on child safeguarding, which as a GEMS school is a central part of the GEMS Education philosophy and practice. At the start of the school year, all staff must complete Level One [Safeguarding Training](#) to refresh and update their skillset on this essential knowledge. Once this training is concluded, WSQ has a team of staff made of SLT and

Key Stage leaders (Safeguarding Team) who are readily available to take action and support staff and students in the event of Safeguarding issues arising. We use an online reporting tool to log any safeguarding concerns or allegations, whereby Designated Safeguarding Leads are notified immediately. The policies and training CPD strongly connect to the UN Convention of Child Rights (UNICEF) where 54 statements clearly explain what rights children have and all staff are trained to know that each and every child has the right to learn in a safe, caring environment. All staff sign and acknowledge each year to say they have received training in safeguarding and have read both the safeguarding policy and are aware of the details in the UN Convention of Child Rights. Our own staff code of conduct further reinforces this in conjunction with the Qatari Ministry of Education code of ethics. The recent BSO report commented that "The provision for the welfare, health and safety of students is outstanding".

For more detailed information, please refer to the following two articles:

UN Convention of Child Rights (UNICEF)
[convention-rights-child-text-child-friendly-version.pdf](#)
(p.29 of report)

Evaluator Response

Meets

The school has shown evidence that the guiding statements are aligned with the *CIS Code of Ethics*. Consequently, the school bases its professional practice on the principles underpinning this code of ethics. WSQ's promotional materials including the school's approach to well-being and care for students are reflected in the school's vision wheel and have been displayed all around the school premises. The school administration ensures that it adheres to local laws and regulations.

The school uses a number of different ways for students to alert staff to well-being concerns such as the PULSE platform and the GUARD platform ensuring that students' well-being is supported and their rights are protected. The safeguarding team's pictures are visible all around campus, creating a safe environment. The safeguarding team has access to the well-being concerns reported through the Guard platform which enables them, in turn, to take action and resolve matters.

Moreover, the adoption of the GroWell well-being curriculum as of the next academic year (2023-2024) will ensure the school's commitment to its mission of establishing a community of "happy" learners. The GroWell well-being curriculum will be part of the schedule for all students at all levels from next year.

Commendations

A4 (Major) - The whole school for its ongoing commitment to the well-being of all members of the school community.

Recommendations

None at this time.

A5

Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

School Response

Meets

At WSQ, we have a clearly defined vision that we aspire to, which is supported by a set of core values that we believe are essential to ensure a community that is cohesive, tolerant and high achieving. At regular intervals, these are then reviewed and updated, with a focus on high quality learning and teaching which is supported by our newly devised 'Principles of Teaching and Learning' standards and the adoption of the High Performance Learning (HPL) philosophy. Moreover, as part of the GEMS family of schools, we closely adhere to the mission of GEMS as laid out by our founder and President, Mr. Sunny Varkey:

"Throughout our more than six decades in education, we have been led by one purpose: to put a quality education within the reach of every learner" (Source <https://www.gemseducation.com/We->

[Are-GEMS/Vision-Mission-and-Values](#)).

Our guiding statements, mission, vision and values are clearly aligned to the CIS code of ethics and the UN Conventions on the Rights of the Child which is also referenced in our recently updated Safeguarding Policy. Through discussions, surveys, evaluation of practice and data, we constantly review the effectiveness of our guiding statements. This process can take many different forms and involves a variety of stakeholders. Our key policies have also been reviewed to ensure they all continue to be aligned to our values, vision and guiding statements.

For evidence, please click on this hyperlink:
(p.29 of report)

WSQ has a clearly defined aspirational vision, supported by guiding statements that ensure a cohesive, tolerant and high achieving community. Our focus on high quality teaching and learning are extremely well supported by our newly created, Principles of Teaching and Learning standards and our reviewed by our guiding statements. Our guiding statements, mission, vision and values are clearly aligned to the CIS code of ethics. Moreover, qualitative and quantitative data is created, distributed and used to inform the review of guiding statements by way of staff, parent and pupil surveys, staff CPD and staff committees. We also use external feedback from the likes of the CIS Prep report, our recent BSO Inspection and quantitative data from a variety of sources such as PASS surveys, GL Progress Tests, examination results etc. Our increased focus on student voice is also taking shape providing more student agency. We also use a number of metrics that are included in the 2x per year GEMS parent survey that identifies specific areas for development, which are then incorporated in our action / development plans.

For evidence, please click on the hyperlink:
(p.29 of report)

Evaluator Response

Meets

The leadership team explained how it has been involved in the process of reviewing its guiding statements, and how the different stakeholders were involved in the process. The staff reviewed and revised the school's guiding statements throughout professional development sessions, and flip charts were placed in staff rooms allowing for free expressions and reflections regarding the guiding statements. The CIS Community Survey responses demonstrate that more than 90% of the staff agree that they have been involved in establishing the school's new guiding statements. In addition, parents have also been involved through a survey that was sent out asking them about what they look for in a WSQ education. Although students in the CIS Community Survey agreed that they understood the school's mission and vision, it was evident that the students' voice was not considered during the process of reviewing and revising the school's guiding statements.

Given that the guiding statements have been recently reviewed, the leadership team explained that there is no clear plan to review or revise the guiding statement before at least another year. Data collection is not very comprehensive given that the guiding statements are relatively new.

Commendations

None at this time.

Recommendations

A5 - The school leadership team formalise a review process to systematically review the school's mission and vision, which includes stakeholder consultation and is based on global trends and up-to-date research.

A5 - The school leadership team and teachers collect and use quantitative and qualitative data to evaluate the effectiveness of the guiding statements.

A6

The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.

School Response

Meets

Over the past school year, WSQ has worked hard to create a mission statement that translates across all areas of the school including guiding statements, culture and ethos and subject terminology that provides clear targets for students to aim at and work towards and achieve success. This is evident in our use of HPL language, HPL learning environments and in our success as a school. Our admissions policy is clearly articulated and shared with all relevant stakeholders and is regularly reviewed at school level but also at GEMS Corporate level. Our Registrar and admissions staff, strictly follow this policy from the initial point of contact with a prospective enquiry through to admission. As an inclusive school, our % admissions compared to enquiry is extremely high. Our student population demographic, our cohort data range, our inclusion register and student progress data all point to an inclusive, supportive and effective admissions procedure. For detailed evidence, please click on this hyperlink:
(p.30 of report)

Evaluator Response

Meets

The school has an admissions policy that complies with its operating requirements and supports the school in approaching admissions with an inclusive mindset. The policy explains steps and considerations in the admissions process, and those involved in admissions at WSQ were able to explain how the policy guided their decision-making processes. Head of inclusion and learning support teachers offered specific examples of how the school worked with families through the admissions process to align a child's needs, especially during the primary years with the support services available through WSQ.

It was also indicated by the extended school leadership that during the admission process and interviews with parents, there is a collection of background information from parents regarding their talents and backgrounds in order to later highlight these in certain school activities, thus ensuring inclusion.

The parent relation executive who works closely with the admission and registrar office ensures that the school's visibility is increased in order to attract an even more versatile student body.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

Overall the school has made progress in all areas of Domain A in line with the recommendations made. The new vision and direction of the school is clearly understood and supported by all stakeholders and this is becoming embedded into day to day practice. The new leadership team that was recently in place at the time of the Preparatory visit are now far more informed in all aspects of school and the direction it is heading. We don't see the guiding statements as fixed definitions as we believe there to be so much within in each one. We therefore reflect and amend them, but more importantly look to see how these guiding statements look in practice. This has been and still is a learning process for all stakeholders. Following the global pandemic and the amount of time Qatar schools were effected by this, it is felt that this process was slowed down somewhat, however there is still very clear evidence the school has moved forward significantly. We feel there is a very much an aspirational mindset that has been cultivated across the school and all stakeholders can clearly articulate their understanding and interpretations of the guiding statements. A harmonious and generally tolerant culture exists within the community which is conducive to high quality learning.

Strengths:

- The commitment from all stakeholders to support the guiding statements and the vision, direction of the school. The new vision is represented across the school in new branding and tells our story of what we are about
- Our practices are all aligned to the CIS Code of Ethics

- Policy documents such as T and L, Assessment and Curriculum all align and use consistent language in the pursuit of high quality teaching and learning. They all set out an aspirational vision for the school
- The extended and distributed leadership model that now exists ensuring greater impact and development within T and L and the curriculum, in support of the guiding statements
- The implementation of HPL which is tailored and appropriate for all stages of the students pathway throughout school, building on their learning skills, values, attitudes and attributes which all align and are relevant to the CIS guiding statements
- The safeguarding of students and subsequent relationships between them and adults
- Increasing opportunities within the curriculum to further develop global and digital citizenship

Areas for Development / Planned Actions:

- To continue to refine and add to our definition of global citizenship, at the same time ensuring the values associated with it are shared fully across all groups in the school
- Look to involve a wider representation and diversity of perspectives in the further improvement of the guiding statements
- Continue to develop both qualitative and quantitative data tools to monitor impact and effectiveness of the guiding statements
- Further enhance our ability to be a truly inclusive school in line with our mission and vision, with a particular focus on admission procedures.

[Qatar - GEMS Wellington School - 2021 Prep Rep.pdf](#)

Domain Summary – Evaluator Response

All in all, GEMS WSQ is aligned with the Domain A Purpose and Direction standards.

The leadership team has revised and reviewed the school’s guiding statements. The evidence confirms that all stakeholders understand and embrace these guiding statements that reflect global citizenship, intercultural learning, and well-being.

In the domain summary, the school has identified general actions that will aid it in further developing its guiding statements. The school should consider how it can evaluate the effectiveness of its guiding statements in order to reevaluate them systematically and use them to inform both strategic and operational decisions. In addition, ensure that all stakeholders take part in the reflections concerning the current guiding statements.

Domain B – Governance, ownership and leadership

B1

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)

School Response

Meets

The school has recently amended its approach to Governance which was previously overseen in its entirety by the GEMS Corporate Team and designated Senior Vice President of Education (SVP). We have introduced a far wider model of Governance called a Local Advisory Board consisting of a number of different stakeholders. This follows a lot of research and time spent on developing our LAB structure and working guidance. The Principal is still ultimately accountable to the SVP and GEMS Education Board on all matters relating to education, compliance and finance, however the LAB is there to provide additional support and an extra layer of accountability and scrutiny to ensure the school is being led effectively in line with the vision and mission of the school and the CIS code of ethics which are referred to in the LAB handbook. The handbook and guidance attached below, clearly identifies and outlines the roles and responsibilities to ensure utmost transparency (B1i)

As mentioned, all decision and policy making is done by the Principal and owners (GEMS Education) within the ethical working practices clearly established across the company. The values, aims and objectives of GEMS themselves are tightly aligned to the CIS Code of Ethics. This consistency is evident in the alignment with GEMS own guiding statements. Within GEMS and our school, the health and safety of all of our stakeholders is the number one priority alongside the education provision and overall welfare of our students. Our aspirational approach and investment in high quality leaders and teachers support this, along with the extremely robust Safeguarding procedures, overseen by our Corporate Safeguarding team. Regulatory compliance with the local laws and regulations are always adhered to and in many cases, our practice often exceeds these expectations. This commitment is demonstrated through the vast number of internal audits and standards we at GEMS, hold ourselves accountable to. Moreover, as a truly international organisation in respect to the vast range of nationality, religion and cultures within our employees and students who attend our schools, the commitment to global citizenship is fundamental to who we are. As a school, our motto of Achieving Excellence Together, sums this up perfectly (B1ii)

[LAB Documents - Handbooks, Guidance and Templates](#)

Evaluator Response

Meets

The roles and responsibilities of governance and ownership are articulated, with the intended introduction of a local advisory board (LAB) to provide additional support and scrutiny for the school. The LAB handbook and guidance provide clear direction on the expectations for transparency and accountability. The principal remains ultimately accountable to the senior vice president and GEMS Education board, ensuring that decision-making, policymaking, and operational practices are aligned with the school's vision, mission, and *CIS Code of Ethics*. Introducing the LAB structure will improve the school's quality and sustainability. A LAB/steering committee was created for the academic year 2022/2023. The official LAB will be implemented in the academic year 2023/2024.

The decision-making, policymaking, and practices of GEMS Education are fully aligned with the *CIS Code of Ethics*. The commitment to health and safety, education provision, and the welfare of students is evident, and the school's investment in high-quality leaders, teachers, and robust safeguarding procedures supports this. Regulatory compliance with local laws and regulations is adhered to and often exceeded. Additionally, the commitment to global citizenship is fundamental to GEMS as an international organisation, as demonstrated by the diverse range of employees and students who attend their schools.

Commendations

B1 – The senior vice president and principal for introducing a local advisory board/steering committee to provide additional support and scrutiny for the school, improving transparency and accountability.

B1 (Major) - The senior vice president and the principal for collaborating to create an advisory board policy manual that indicates governance roles, responsibilities, systems, regularity of meetings, substructures, and prioritising of agenda items to ensure smooth and comprehensive advisory governance.

Recommendations

None at this time.

B2

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)

School Response

Meets

The Principal / CEO has full empowerment and discretion as the leader of the school. The roles and responsibilities are clearly outlined in the Principal job description. Regular meetings with the SVP of Education ensures support and accountability are a constant feature, in line with the aims and objectives of the school improvement targets agreed in advance. Each year the school completes a full self evaluation document and subsequent school improvement plan which is then quality assured and approved by the SVP. Budgets, both CAPEX and OPEX, are then confirmed through an open process allowing the Principal the autonomy to lead the school, working within the agreed parameters. Discussions throughout the year both at corporate level and that of the LAB will centre on how successful the school is doing in relation to the agreed objectives. This working relationship is professional, transparent, challenging and supportive. The support the Principal receives from the SVP is valued and highly beneficial (B2i)

To ensure transparency, rigour and consistency in the monitoring of the overall success of the leadership of the school, there is a clearly defined appraisal process both for the Principal and SVP. The 'Principal Dashboard' is a live document that tracks metrics across 5 key areas which are: Education, Customer, People, Finance and Operations. Termly reviews focus on each of these five areas to look at progress made towards each. The simplicity of this model, is what makes it effective. Goals are clearly defined and understood by all relevant stakeholders. At the end of each year there is then a full Principal review where detailed evidence has to be submitted to demonstrate performance and school improvement against a number of criteria. The SVP conducts the review and then makes recommendations to the Executive Education Committee in relation to the extent targets and objectives have been achieved (B2ii).


In relation to the LAB itself, an annual self-review will be conducted to assess its own impact and success, on completing its duties in line with the published aims and objectives.

Evaluator Response

Meets

The relationship between the principal, senior vice president, and GEMS is one of mutual support and shared vision. As the school's leader, the principal has full empowerment and discretion, and the roles and responsibilities are clearly outlined in the job description. The senior vice president and GEMS have confidence in the principal's ability to lead the school towards its goals and trust in his judgement and decision-making.

Regular meetings with the senior vice president ensure that support and accountability are consistent and that school improvement targets are agreed upon in advance. The principal works in collaboration and is supported by the senior vice president in his efforts to improve the school's performance. GEMS is actively engaged in the school's improvement process. The principal and senior vice president meet other stakeholders regularly.



The self-evaluation document and subsequent improvement plan that the school completes provide transparency and rigour in monitoring the school's success. The school actively gathers data such as the twice-yearly parent survey to inform its decision-making. The fact that the senior vice president approves the improvement plan suggests that the owners/governors are again actively engaged in the school's improvement process.

The principal's appraisal process, reviewed by the senior vice president and then by the executive education committee, provides an additional layer of accountability and transparency. The main tool used in the principal's appraisal process is the *Principal Dashboard*. This live document tracks metrics across five key areas: education, customer, people, finance, and operations.

The relationship between the principal, the senior vice president, and GEMS is one of collaboration, transparency, and accountability. GEMS provides the support and resources necessary for the principal to lead the school toward its goals. In return, the principal is accountable for his performance and the school's success.

Commendations

B2 - The GEMS board and the senior vice president for their effective implementation of an appraisal process for the principal, demonstrating a commitment to ongoing improvement and a willingness to hold leadership accountable for their performance.

Recommendations

None at this time.

B3

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)

School Response

Meets

The owners and educational leadership team, including the Principal / CEO ensure that the educational and financial planning is undertaken in a manner to support the ongoing development of the school and its guiding statements. A clear structure is followed each year, set out by Corporate Office in relation to budgets / timeframes etc. The Principal has the overriding priority to ensure all plans are approved and feasible in line with agreed budgets and resources. A three year CAPEX plan is formulated, although annual reviews take place to ensure the priorities remain the same. Therefore structures are in place to react organically to changing situations if needed. A separate IT CAPEX / OPEX budget is also used. Clear metrics are used for staffing ratios and educational resources which allows the Principal the flexibility to staff the school accordingly. The school is currently in discussions with the Corporate team to secure significant facility investment over the next 2-4 years to ensure the school can continue to provide the quality of education in line with its guiding statements (B3i)

All plans once finalised are communicated clearly to the relevant stakeholders. This is in line with the regular and transparent communication from the Principal. Through this communication, the Principal / Vice Principal will often refer back to the school aims, objectives and vision in order to explain and provide context as to the direction the school is heading and the rationale. Clear links to guiding statements can be made (B3ii).

Evaluator Response

Meets

The owners and educational leadership team, including the principal, ensure that educational and financial planning is undertaken to support the school's ongoing development of its guiding statements. A clear structure is followed each year, set out by GEMS corporate office concerning budgets/timeframes, and a three-year CAPEX plan is formulated. The school also conducts annual reviews to ensure priorities remain the same and structures are in place to react organically to changing situations. There is a separate IT CAPEX/OPEX budget; clear metrics are used for staffing ratios and educational resources. All plans are approved and feasible in line with agreed budgets

and resources. The school has appropriate timeframes with clear financial underpinning to provide sound direction for educational improvement.

All plans, once finalised, are communicated clearly to the relevant stakeholders. The principal regularly shares transparently, referring to the school's aims, objectives, and vision to explain and provide context for the school's direction and rationale. Clear links to the guiding statements can be made, and the plans are aligned with the guiding statements. This alignment enhances accountability and the transparency of school operations, governance, and ownership.

Commendations

B3 - GEMS and the school leadership team, including the principal, for a clear and well-structured approach to educational and financial planning, which supports the ongoing development of the school and its guiding statements.

B3 - The principal and senior vice president for creating appropriate timeframes with clear financial underpinning, such as the three-year CAPEX plan to provide sound direction for educational improvement.

B3 (Major) - The principal for regularly communicating transparently, and referring to the school's aims, objectives, and vision to explain and provide context as to the direction in which the school is heading and the rationale.

B3 - The school leadership team for implementing plans aligned with the guiding statements enhancing accountability and the transparency of school operations, governance, and ownership.

Recommendations

None at this time.

B4

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

School Response

Meets

Governance is set up to ensure the school retains a clear sense of purpose and continuity. As an organisation, GEMS has highly effective structures in place ensuring compliance and continual improvement. This can take many forms through various audits, reviews and reports. Specialist teams at the School Support Centre (SSC) cover areas such as HSE, Safeguarding, HR, Ministry Compliance and Government Relations. Annual audits and reports occur and each school given a compliance rating based on detailed criteria. The MSO of the school also ensures compliance with local laws and regulations, evidenced in the approved licences to operate etc. All reports/ Audits can be shown upon request.

The governance structure and associated policy / procedures are outlined here: [LAB Documents - Handbooks, Guidance and Templates](#)

Due to the effective leadership and other structures in place, the school is well placed to manage continuity in the event of any internal or external factors affecting the normal operating environment. This was evidenced during COVID when as a school, we were able to move to full online, live learning over a weekend. All students were able to access learning and lessons through Phoenix (GEMS Learning Portal) and MS Teams. The level of technology investment and resources enabled this to happen quickly and smoothly. In regards to any internal factors such as facilities being out of action, we would work closely with our sister school next door to enable continued provision. In terms of staffing continuity, GEMS are totally committed to a robust succession planning model, so any sudden changes in leadership at senior level would be able to be managed effectively and relatively quickly. The current VP at WSQ for example works extremely closely with the Principal and has good insight in to the role, therefore being able to deputise if needed.

Any planned developments to facilities are always scheduled out of term time to ensure learning is not effected.

Evaluator Response

Meets

A legally compliant governance structure is embedded in practice and subject to systematic review to ensure continued compliance with legal requirements. The school has established policies and procedures consistent with local laws and regulations, which are being followed in practice. The school regularly reviews these policies to ensure that they are up to date and continue to meet legal requirements. Specialist teams at the GEMS School Support Centre (SSC) cover areas such as HSE, safeguarding, HR, ministry compliance, and government relations. These teams are responsible for ensuring compliance with various legal requirements and have expertise in their respective areas. Annual audits and reports occur, and each school is given a compliance rating based on detailed criteria. The school is actively monitoring its compliance with legal requirements and taking steps to address any areas where it may need to be revised.

The school can manage continuity during internal and external changes to the operating environment. For example, the school was able to move to complete online, live learning over a weekend during the COVID-19 pandemic, thanks to effective leadership and the level of technology investment and resources. The school has contingency plans for unexpected events that could disrupt normal operations. In the event of any internal factors, such as facilities being out of action, the school would work closely with its sister school next door to enable continued provision. The school has established relationships with other institutions in the area and has contingency plans for collaborating with them if needed.

The school is committed to a succession planning model to manage any sudden changes in senior-level leadership effectively and relatively quickly. The school is actively planning for potential changes to its leadership team and is taking steps to ensure that it can continue to operate smoothly regardless of who is in charge.

Commendations

B4 - GEMS for establishing a governance structure that is legally compliant and embedded in practice, indicating a solid commitment to following local laws and regulations.

B4 - The school and GEMS for creating contingency plans for unexpected events that could disrupt normal operations, demonstrating a proactive and prepared approach to managing potential risks.

B4 – GEMS and the principal for committing to a robust succession planning model, indicating a focus on long-term planning and sustainability.

Recommendations

None at this time.

B5


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

School Response

Meets

The leaders across the organisation of GEMS and within WSQ all contribute to actively enhancing school culture through their actions and behaviours. Within WSQ we have very experienced senior leaders who have all got significant experience in international, multi-cultural settings. The senior leaders are sensitive to differing needs and cultural norms of the various nationalities and work hard to both promote and integrate in equal measure. All have evidence of continued professional development whether it be in the form of NPQ or Masters qualifications. As an HPL school we have devised a set of standards for high performing senior leaders to follow, and these standards include the necessary skills and attributes required to develop intercultural understanding.

The main evidence of this, is the tangible feeling within the positive and professional culture that exists across the school. High staff retention rates and healthy competition from internal candidates for leadership roles all point to positive and cohesive environment. The support the leaders give to whole school events such as International Day and Ramadan celebrations further reinforces this notion in practice.



The entire leadership team operates an open door approach as much as is possible. Any staff member can speak to a leader at any time and are encouraged to have open, professional conversations. There are no barriers. Even within the leadership there are various intercultural differences and this is something we are proud of and celebrate. Most recently we felt that we need a more constant voice representing Arabic and Islamic Education in the school and have brought our Head of Arabic on the extended senior leadership team. Not only does this expand and add value to the senior team but also shows the community this is something that is important to us.

Evaluator Response

Meets

The school leaders at all levels within GEMS and WSQ enhance school culture through their actions and behaviours. The senior leaders have significant experience in international, multicultural settings and are sensitive to different needs and cultural norms.

The positive and professional culture within the school is evidence of the school leadership team's efforts to promote intercultural understanding. High staff retention rates and healthy competition for leadership roles further support the idea of a positive and cohesive environment. The support given to whole school events, such as International Day and Ramadan celebrations, reinforces the notion of intercultural understanding. Items in newsletters, topic units such as refugees, and poetry writing with intercultural prompts are more evidence of intercultural awareness.

The open-door approach of the leadership team encourages staff members to have open and professional conversations with no barriers between them. The recognition of intercultural differences within the leadership team is celebrated. Adding a head of Arabic to the extended senior leadership team is evidence of the school's commitment to representing Arabic and Islamic education.

Commendations

None at this time.

Recommendations

None at this time.

B6

There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

School Response

Meets

The school and its constituent parts have developed an extensive set of policies surrounding all areas of operations. These policies are accessible to all relevant stakeholders through the staff sharepoint site. This area is maintained frequently so only current policies are visible. Any updates to policies are communicated and the updated version shared via email as well as being uploaded on the shared site. All staff know and how to access these policies and who to go if they require further depending if the policy is relating to HR, Operations or Educational matters. Access to all policies can be shared upon request (B6i).

GEMS have a very clear and detailed Safeguarding policy for all of their schools. At WSQ we have a team of Level 3 trained safeguarding staff, led by our Designated Safeguarding Lead. The team meet regularly to discuss safeguarding matters and are also responsible for ensuring all staff, board members and visiting corporate team members are aware of the responsibilities and roles in the safeguarding of our students. As owners, GEMS employs a safeguarding team led by the Corporate Head of Safeguarding. This appointment is responsible for providing the training, support and assistance required for each GEMS school, alongside undertaking the annual Safeguarding audits. They also ensure our practice and policy is continually updated in line with international best practice. Each GEMS school uses the same secure online system for all reporting ensuring consistency and the ability to track trends and individual cases in real time. The quality of information, guidance and support that is cascaded down to schools from the corporate team to

our DSLs is of an excellent standard. In case of any incident at school level where further guidance is required, every GEMS school also has liaison contact from the corporate safeguarding team who is on hand to assist (B6ii).

The GEMS Corporate IT team have established very robust policy and practice around the storage of data ensuring practices are secure and compliant. All users whether it be staff or students have their own GEMS ID and email accounts. As the company uses the full Microsoft suite, all information, documents and email correspondence is done through this and is cloud based. We no longer use physical servers to store data. Staff have to register any device they work from on to MDM software and can only log upon receipt of multi-factor authentication via secure codes sent to your registered mobile device. The use of USB / Removal media is heavily restricted across the organisation and risk assessments have to be carried out for special cases. GEMS also follows GDPR policy to ensure the highest standards of data protection and privacy. Within schools, IT managers continually review and block websites if deemed to be a risk or inappropriate and have all appropriate firewalls in operation. Expectations of the use of IT, systems etc. is also clearly articulated in the GEMS Acceptable Use policy (B6iii)

At the beginning of each school year during the induction week, a number of key areas are covered, including child protection, safeguarding and the acceptable use policy. This is delivered to all staff but in more detail to new joiners. Any staff member who joins throughout the year are also taken through these training sessions. As another layer to reinforce these in person training sessions, all staff complete online safeguarding courses as part of the GEMS U catalogue of courses. Before the beginning of each year the Corporate Head of Safeguarding shares updated information and the training slides and information to be delivered. All staff then sign to say they have received and understood the relevant training and they are aware of the policies and their content (B6iv)

Evaluator Response

Meets

The school and its owners have developed and maintained an extensive set of policies covering all areas of school operations, which are accessible to staff. The policies are updated regularly and communicated effectively, and the staff knows how to access these policies and whom to go to if they require further information. The school has a comprehensive policy manual that is well understood by staff, and appropriate delegation and clarity have been achieved.

GEMS WSQ has a dedicated team of trained staff responsible for ensuring that all staff, board members, and visiting corporate team members know their responsibilities and roles in safeguarding students. The school also employs a corporate safeguarding team that provides training, support, and assistance to all GEMS schools. This team is responsible for ensuring the school's safeguarding policies and practices are current and aligned with international best practices. The school also has a secure online system for reporting safeguarding concerns, which ensures consistency and real-time tracking. The school has effective governance and leadership of child safeguarding policies and procedures.

The school has implemented policies and practices related to the storage and use of data that ensure compliance with legal requirements and security, and in many cases exceed requirements. The use of physical servers to store data has been eliminated, and staff must register any device they work from on to MDM software. The school follows the GDPR policy to ensure the highest data protection and privacy standards. IT managers continually review, and block websites deemed a risk or inappropriate, and appropriate firewalls are in operation. The use of USB/removal media is heavily restricted. The school's *Acceptable Use Policy* articulates expectations of the use of IT systems. The school has taken appropriate measures to ensure the security and legality of data storage and use.

GEMS WSQ has a systematic process for the induction and training of new board members, school leaders, and staff, which includes policies related to data protection, safeguarding, and acceptable use. The training sessions are delivered in person and reinforced by online courses.

Before the beginning of each year, the corporate head of safeguarding shares updated information and training slides with all staff. All staff sign to say they have received and understood the relevant training and policies. The school has a comprehensive and systematic approach to the induction and training of new staff, including data protection policies.

Commendations

B6 (Major) - The school and GEMS for developing a comprehensive set of policies covering various areas of operations, which are accessible to all relevant stakeholders and regularly updated to ensure currency.

B6 - The school safeguarding team for ensuring all staff knows their roles and responsibilities and protect all students.

B6 - The GEMS corporate IT team for establishing robust policies and practices to protect data storage and security.

B6 - The school leaders for a systematic process for the induction and training of new staff, including data protection and safeguarding policies.

Recommendations

None at this time.

Domain Summary – School Response

Overall we believe that WSQ meets the standards for this Domain. Corporate governance is strong and ensures the school is compliant with required laws and regulations. Through effective systems and astute financial management the school is well resourced, well staffed and financially secure. Appraisal systems effectively hold the Principal and school leaders to account, while also providing significant support via the School Support Centre (SSC). The Principal is given autonomy, within the agreed parameters to lead the school. The newly updated Local Advisory Board adds another level and extra rigour and dimension to governance. The widening of stakeholder representation is in line with international best practice and demonstrates the school's commitment to further improvement. The school invests strongly in its staff and the senior leaders all model the competencies required to support and live our guiding statements around global citizenship and intercultural learning. The school operates effectively as a result of clearly communicated and developed policies, ensuring all staff have appropriate access and training.

Strengths:

- The effectiveness of Corporate Governance
- The appraisal and systems to support the Principal lead the school effectively, ensuring financial security and ongoing investment into resources, technology and facilities
- The developments to the Local Advisory Board and subsequent documentation, providing clarity on its purpose, aims and accountability
- Strong IT security around data and its usage
- Excellent safeguarding systems, supported by a detailed policy and high quality training. This is enhanced by a highly effective reporting tool and dedicated support from the SSC
- Effective operations of the school due to appropriate staffing, policies and procedures

Areas for Development / Planned Actions

- Embed the role of LAB and continue to develop its impact and effectiveness alongside the GEMS Corporate governance (This is already ongoing and will develop naturally over time)
- Ensure all LAB members are fully supported in their roles to enable them to have maximum impact (Utilise support of SVP and the practice of other Wellington schools LABs. Link up LAB members across the cluster)
- Look at how the leaders and governors could work together more effectively to support further development of student wellbeing, learning and global citizenship (Review practice as the LAB becomes more deeply embedded)
- Investigate how we could further improve the intercultural competencies and perspectives across all members of the school community (Increase use of staff, parent and student survey / voice. Look to create an intercultural competency guide / framework)
- Develop a more systematic way in which to review policies with input from staff and other relevant stakeholders (Establish a Policy Review Committee open to relevant stakeholders, when key policies are up for review. Provide an overview of all policies and their review dates).

Domain Summary – Evaluator Response

Overall, GEMS WSQ is aligned with the standards of Domain B Governance. The planned implementation of the local advisory board will further support effective governance. The school has a positive culture of relationships between the GEMS board, senior vice president, principal, and school leadership. This alignment is evident in the effective implementation of an appraisal process for the principal and senior vice president, and in the clear and well-structured approach to educational and financial planning. The GEMS board and school leaders align practices with the *CIS Code of Ethics*. GEMS and the school leadership have developed comprehensive policies covering various areas of operations. The safeguarding and IT teams are to be praised for their efforts to protect students and data.

The school has worked hard to address the recommendations from the preparatory evaluation. It is now much more aligned with the expectations related to the roles and responsibilities of governance and/or ownership, leadership, and management. The school will benefit from implementing the LAB initiative. The school has developed robust and varied policies and procedures regarding various areas within the school although there is still room for growth in implementing policies and procedures. The school should continue embedding global citizenship's importance amongst all stakeholders. This would ensure an even deeper understanding of intercultural competencies, perspectives, and appreciation of the school's cultural context, reflecting the school's purpose and direction.

Domain C – Early Years - The curriculum

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Meets

We aim to provide a broad, balanced, purposeful curriculum, which is in line with our school Mission and Vision, in order that all children flourish and succeed. We strongly believe a child centred approach is key to enabling each individual child realises his/her full potential. It is the child's individual needs, preferred learning styles and interests that enable us to plan a relevant, stimulating and exciting curriculum (C1i).

Our curriculum overview meets the needs of all our learners as our children learn most effectively through active participation within a familiar context; in a safe secure stimulating environment, where they are motivated and interested and where they feel confident in themselves and their own abilities. The environment and learning tools we provide, both indoors and out, enables our children to learn, flourish, grow and so fulfil their potential. Exploration gives children the opportunity to learn about themselves and the world they live in. Children learn by doing, rather than being told. Active learning is a fundamental principle that underpins the curriculum throughout our EYFS department.

We recognise that each child is an individual learner and that children develop in their own ways and at varying rates. We encourage children to become capable, resilient, confident and self-assured by ensuring every individual is valued for their unique character, abilities, interests and cultural heritage. We use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning (C1ii).

Evaluator Response

Exceeds

The early years (EYFS) at WSQ has a very clear and well-understood vision for high-quality and consistent learning within the department. It is clear from the evidence, and corroborated by in-class observations, that the department has a well-embedded British written curriculum - EYFS Framework and Development Matters, as well the Characteristics of Effective Learning. This is all supplemented by the WSQ Principles of Teaching and the whole school learning philosophy for high performance learning (HPL). This has equally been confirmed by 100% agreement from the staff body in the CIS faculty survey at WSQ into how their curricular programmes are aligned with the school's guiding statements.

The curriculum, by design, empowers all its teaching teams in EYFS to create engaging and suitably challenging learning for all of its learners. This was well evidenced during department walk rounds and observations, both inside and outside the classroom setting throughout the day, and at both structured and unstructured times of the day. The outdoor settings reflect provision and exploration, as per their design, and daily rotation of set-ups for the children to access independently and through adult guidance. Every child within the early years has a planned curriculum to ensure their intellectual, physical, social, and emotional needs are met and, in some cases, exceeded by expectations and outcomes.

Through evidence and conversation, it is clear that all stakeholders within the EYFS are clear and well-informed about the curriculum offered for 3-5 years. The evidence suggests an improved rating from that indicated by the school.

Commendations

C1 Early Years (Major) - The leadership team for ensuring over the past 18 months that the EYFS has a clearly articulated vision of high-quality learning and its engagement with the parental community.

Recommendations

None at this time.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Meets

At WSQ, the EYFS curriculum sets the standards that all early years providers must meet to ensure that children learn and develop well as it ensures all children are kept healthy and safe and that every child has the knowledge and skills they need to progress in relation to their starting point. The EYFS curriculum identifies the essential role of play in child's development. It is through both child-led play and play guided by an adult that children will develop confidence and relationships with others. Through play, teachers' extend children's vocabulary and develop their communication skills (C2i).

We place great value on the development of children as individuals and offer numerous opportunities within the curriculum to develop personal well being and celebrate their cultural identity. The curriculum provides them with the skills, knowledge and understanding they need to succeed in their next stage of education. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that we can develop pupils who are happy, curious and independent learners (C2ii)

Our curriculum therefore provides the cultural capital and strong foundation we know our pupils need so they become independent, resilient high performing learners. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. This is all supported by our curriculum intent and WSQ Principles of Teaching policy (C2iii)

Evaluator Response

Exceeds

For every child across the EYFS, it is clear and evident that the teaching team works collaboratively to ensure that daily access, challenge, and differentiation supports the seven areas of learning, as well as building on the *Characteristics of Effective Learning* with the use of the HPL animals across the setting.

The whole child approach is well fostered within the EYFS department and its whole philosophy is intentionally planned for and delivered daily to the children. This in turn ensures that the children's well-being is very high. In addition, the EYFS staff ensures that a sense of community is fostered through its diversity and range of cultural values, supporting the development of intercultural competencies for all learners.

It is clear from observations and visits that the children are encouraged to be both responsible and independent within their learning. This is planned for within the setting and provision, but also a part of the general environment and philosophy for an EYFS education at WSQ. The evidence suggests an improved rating from that indicated by the school.

Commendations

C2 Early Years (Major) - The EYFS teaching team for daily ensuring intentional planning that provides every child with significant access, challenge, and differentiation for all their learning.

Recommendations

None at this time.

C3

Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response

Meets

We have an inclusive approach when planning our curriculum and provide a variety of opportunities to enhance pupils' learning in respect of developing their knowledge and understanding of different cultures. This is reflected in:

- Events such as International Day and Ramadan
- Our Display Boards
- Celebrating Eid, Qatar National Day, Arabic week
- Organising field trips within Doha
- Traditional Qatari artefacts to decorate our classroom (Majlis, coffee sets etc.)
- Traditional Qatari costumes for role play in the classrooms etc. Arabic language and Islamic knowledge are taught separately
- The rich variety of diverse cultures within each classroom (C3i)

We actively encourage our children to use and develop their vocabulary in English and Arabic (in support of our host country) whilst ensuring they feel comfortable and have opportunities to use their first language where necessary. As our curriculum includes planned lessons in Arabic Language, Islamic Studies and Qatari Culture, as additions to EYFS and the diverse nature of our cohort, we celebrate both the language and culture of all our children to create a truly inclusive and respectful learning environment.

Teachers and Teaching Assistants respectfully acknowledge and support children's learning, needs and feelings, and those of their family. Through the formation of these secure, warm and trusting relationships, children learn to be confident, strong and independent individuals. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them (C3ii).

Our Computing scheme for the EYFS is centred around play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

Technology in the Early Years is delivered through various methods including:

- Taking a photograph – creating a video with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- using a Beebot
- watching a video clip
- listening to music
- Using a variety of age-appropriate apps.


Allowing our children the opportunity to explore technology in this safe, monitored, yet child-led way, means that not only will they develop a familiarity with equipment and vocabulary but also a strong foundation in how to use it appropriately (C3iii)

Evaluator Response

Meets

Throughout the early years, opportunities and experiences are created for all learners within a school year to be exposed to and learn from/about local and global perspectives leading to intercultural learning. This is built into both the EYFS curriculum and "special days" during each term, in addition to being tailored to the education of young children to foster a sense of global citizenship. It is clear from the arrival to each classroom of the diverse background of each class community and the range of mother tongue languages spoken, due to the 'In this classroom we speak...' signage written in English.

From evidence and discussion, it is clear that the school recognises it serves a diverse community of children whose mother tongue is other than English and Arabic. This is evidenced through the whole school theme of #beyouWSQ. Evidence has been seen in how the multilingual community is a resource to enrich learning. Equally, as part of the admissions process,



identified staff members are used to support families and children as required. This is particularly true for Indian families, for example, Hindi, Urdu, and Punjabi. Evidence and observation show that there is a developing knowledge of the types and systematic approaches toward teaching a multilingual learning climate. The CIS faculty survey further supplements this that 21.6% of the team feel that more needs to be done around WSQ's curriculum to provide children with opportunities to learn about their ethnic/cultural heritage.

The EYFS has adopted age-appropriate learning strategies for the delivery of the use of tech in the curriculum through its use of an iPad trolley, Bee-Bots for learning, music stations, etc. and examples of its delivery were evident during the visits.

Commendations

None at this time.

Recommendations

C3 Early Years - For leadership to systematically align Understanding The World (UTW) with local (Qatari) and global perspectives to measure and identify intercultural competences from 3-5 years, and how this transitions into the primary age phase.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Meets

Using the Statutory Framework and Development Matters documents, alongside data analysis and knowledge of our children, we have carefully planned a sequenced curriculum. We have carefully considered how skills and knowledge are developed from the earliest stage towards a depth of understanding. The curriculum is designed to be aspirational and demonstrates our high expectations for all learners. It is also carefully sequenced to ensure children are enabled to succeed. This process is overseen by our team of curriculum experts both within EYFS and across the school and reviewed on a regular basis (C4i).

The quality of teaching and learning at WSQ is a core priority ensuring that children understand, retain and apply what they have learnt. It is understood by all staff that our learners are at the heart of the curriculum. As such curriculum sequencing in EYFS is flexible allowing us to adapt to the changing needs of our students but also being mindful of expected attainment requirements as the children progress further up the school.

We aim to develop lively enquiring minds by encouraging children to ask questions and helping them find ways to answer. This is achieved through high quality provision and meaningful interactions with learners. Our staff regularly undertake peer-to-peer observations and invite each other into their classes to observe what they are teaching and how, then reflect and meet to discuss ways to enhance teaching and learning. This is further reinforced by our DDI and Deep Dive processes that continually monitor the overall standards of teaching and learning (C4ii)

Evaluator Response

Exceeds

From meeting the team and discussing with members of the leadership team, the coordination of an effective curriculum is paramount to the success and delivery of the EYFS curriculum. Annual reviews and discussions ensure that the curriculum's horizontal and vertical alignment is fostered as part of the review cycle and an integral part of building the WSQ EYFS curriculum.

Evidence suggests that the needs of all students are met to ensure a high percentage of children aspiring to achieve the early learning goals at the end of FS2. Examples were provided of students who exceeded this. How the team utilises the Year 1 curriculum to extend learning further, for example, the consistent streaming of phonics, shared writing moderations, and standardised approach to teaching mathematics.

The evidence suggests an improved rating from that indicated by the school.

Commendations

C4 Early Years (Major) - The EYFS leadership team for its strategic coordination of curriculum, for all groups of children, which has led to careful horizontal and vertical alignment, as well as alignment to the primary school when deemed appropriate.

Recommendations

None at this time.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

Weekly curriculum meetings in EYFS and PD provide time for review and reflection of the efficacy of the curriculum.

The Long-Term Plan, which is based around the aims and objectives of the EYFS Curriculum, is used by the teachers as a guide for their weekly lessons. The teachers modify these plans (in real time) as a response to the progress and specific needs of the children. More formally, the team regularly evaluates the content of planning, teaching and assessment based on the analysis of data. Assessment for Learning (AFL) and Assessment of Learning (AOL) is at the heart of all we do in early years and is continuous. Our assessment processes are supported by a software called 'Tapestry' which enables the team to record observations of children's learning and consistently check on their skills, knowledge and understanding (C5i).

To ensure our curriculum remains relevant, we continually explore a variety of innovative resources and programmes to support our teachers and foster a creative learning experience for our children. In this process, we work closely with the other EYFS teams across the wider GEMS Cluster, ensuring Outstanding practice is shared. Equally, the HPL Framework and associated professional development sessions ensure teachers continuously develop their own pedagogy. By exploring a range of teaching strategies and regularly reflecting on the quality of delivery, we can monitor the effectiveness of the children's learning in relation to their individual attainment targets.

Reading, phonics and writing are taught using a clear teaching sequence, based on the 'Read, Write Inc' Sounds' Programme. Story books are used daily for the children to learn and rehearse orally in order to build their own confidence in storytelling, structure and adaptations or extensions. This is supported by the 'Talk for Writing' programme. Through engaging children in key texts, they learn key phrases and develop the ability to retell the stories using actions or their own words. Eventually, they will be able to adapt the stories they know to retell or write their own (C5ii)

Evaluator Response

Meets

The leadership across the EYFS works collaboratively to ensure that curriculum development is informed by systematic monitoring using quantitative and qualitative measures for academic and personal development. This is supplemented by the evidence submitted as part of the review cycle demonstrating analysis and curriculum enhancements; for example, a dinosaurs topic was created based on boys' lower writing development towards their Good Levels of Development (GLD).

By its intent and implementation, the EYFS curriculum at WSQ enables innovations and explorations for all seven areas of prescribed learning, as well as the *Characteristics of Effective Learning* and HPL. These are monitored by leadership to ensure appropriate reflections and assessments as required. It is advisable that the EYFS leadership now consider global emerging trends and contemporary educational innovations that continue to fulfill the needs and requirements of a global student body at WSQ.

Commendations

C5 Early Years (Major) - The EYFS leadership team for the way in which curriculum development is informed by systematic monitoring of quantitative and qualitative measures of all students' learning across the department, thus improving student outcomes for all against English curriculum standards.

Recommendations

C5 Early Years - The EYFS leadership team to consider emerging trends and contemporary educational innovations in the wider world to ensure their global student body can meet these challenges.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response

Meets

Our afterschool ECA programme (Wonders Of Wellington) forms an essential part of students' holistic education and, although optional, all FS2 children are encouraged to participate. Once enrolled, to learn and understand the importance of commitment, reliability and responsibility, they are expected to attend regularly and to be punctual to each class.

The ECA's provided are a great way to enrich our children's learning experience by helping them to learn key life skills and boost their confidence, personal development and well being. In addition, participation gets them active, helps them to have better discipline, develop effective time management and feel part of a team.

Extended learning opportunities, as an integral part of our wider curriculum, provides children with the ability to develop skills, knowledge and understanding beyond the classroom and school environment. Examples of this are offsite educational visits such as: Beach trip, visit to the park, local heritage sites, which supports our formal curriculum, linking well with our high-performance learning philosophy.

Evaluator Response

Meets

Throughout the visit and supplemented by uploaded evidence, it is highly evident that the EYFS years at WSQ ensure complimentary programmes, teaching, and resources that foster lifelong learning and well-being on a daily basis. This in turn enables its learners to have all their needs met and their learning to be extended. Children within EYFS have access to a prescribed range of available extracurricular activities. Equally, this is supplemented by the trips and experiences given to the students, for example, an offsite visit focused on the development of children's physical development at a gymnastics centre.

Examples of student agency, community development, and environmental stewardship were seen across the EYFS. This stems from how the children are taught to be responsible as a child and learner at WSQ, planned beach clean-ups, and a number of recycling projects. This is embraced and continues to be embraced by the EYFS teaching team with examples evidenced in their under the sea topic. A further enhancement would be how the EYFS leadership team with the student body looks into age-appropriate ways to capture authentic student voice.

Commendations

C6 Early Years - The EYFS teaching team for how they have included complementary activities to enhance the high performance learning culture in the school.

Recommendations

C6 Early Years - The EYFS leadership to continue to find ways to capture student voice in the breadth of programmes and activities that complement the formal curriculum set.

Domain Summary – School Response

Overall we offer a comprehensive and engaging early years curriculum, recently rated as outstanding by BSO. The early years curriculum is clearly set out in the documentation attached. The school applies the Early Years Foundation Stage framework of England and makes modifications effectively to match the needs of our students and the requirements of the host country. The curriculum is play centred to ensure the enjoyment and wellbeing of our youngest learners is a primary aim. The curriculum provides the children with daily experiences inside the classroom and outside the classroom (in our indoor and outdoor continuous play areas). This is based on international best practice for early years learning, where the children can develop their own independence and learn through exploration. This approach is underpinned by our focus on the High Performance Learning philosophy.

Our strengths are:

- The annual review process to ensure the curriculum remains fit for purpose and is appropriate to match the needs of all students
- The ongoing review cycle within the year, using data analysis to identify potential adaptations when required
- The curriculum is clearly and appropriately mapped and provides a variety of opportunities for children to develop their understanding of themselves and their peers at an age appropriate level
- The holistic development of the whole child, with a focus on play based activities, ensuring the physical, emotional, social and intellectual needs are all appropriately catered for
- The commitment to developing and promoting the Arabic and English language with our youngest learners
- The integration of digital technologies within the early years curriculum in a safe and responsible manner
- The level of child independence the curriculum promotes and allows

Areas for Development are:


- Further improve the continuous provision aspect of the curriculum to allow students to have further independence and agency over their learning
- Develop further opportunities for students to experience greater authentic learning experiences and audiences
- Continue to embed the HPL characteristics of learning
- Continue to promote and support the development of mother-tongues of students with other languages
- Develop ways in which we can more effectively measure and identify which intercultural competencies are effectively developed or less developed within the EYFS curriculum

Domain Summary – Evaluator Response

Overall, the EYFS department at WSQ is well aligned and in part exceeds the standards of Domain C: Curriculum.

The EYFS leadership has worked hard with the teaching team over the past 18 months to ensure an appropriate standard of British curriculum has been implemented for both FS1 and FS2 and supplemented by its consistent learning philosophies. This ensures that academic progress and personal development are driven for every child daily, and their needs are met. For children requiring additional modifications to their learning and development, a specialist team of staff in the inclusion department provides regular short-term and long-term interventions to children predominantly linked to either SEND or EAL. This is a careful collaboration between departments with regular reviews and parental engagements.

The EYFS team has worked hard to address the recommendations from the preparatory evaluation and how these areas can now be seen as a strength within the school community. This is because there has been clear leadership with systematic and planned intent to implement. The embedding of documentation with the rigorous and consistent training of all EYFS staff has greatly aided this process.



EYFS is continuing to grow and develop. There are further opportunities to investigate how a multilingual setting can be authentically embraced with the extension of mother tongue whilst not moving strictly away from a written British curriculum and pedagogical approaches. In addition, researching pedagogy to harness student agency in creating voice, choice, and ownership in all aspects of their schooling and school life for young children will further aid the development of the department.

Domain C – Primary - The curriculum

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Meets

We follow the English National Curriculum. Our primary curriculum is underpinned and supported by our whole school vision and guiding statements on high quality teaching and learning. This is reflected within the classroom via our adoption of the HPL philosophy and consistent use of aspirational language (HPL posters). This provides clarity for curriculum leaders, teachers and students. Our robust and globally minded primary curriculum delivers high quality learning for all students. The curriculum is mapped out in a sequential format ensuring that key areas are revisited to stretch and challenge each learner. Big picture planning is also utilised to ensure teachers strategically plan for each student with opportunities of misconceptions and consolidation factored in, enabling engaging and challenging work to take place. Personalised pathways have also been a focal point this year to ensure an environment that is engaging and challenging for all learners. (C1i).

Curriculum maps are shared on a termly basis to ensure that stakeholders are fully informed with a comprehensive overview of the learning that will take place. To meet the intellectual, physical, social and emotional needs of students our PSHE curriculum is delivered via a programme called Jigsaw, wherein their work is recorded in a floor book as a whole class. The social and emotional well-being of our students are supported in weekly assemblies that address current and relevant matters. Stakeholders are involved with this process on an annual basis when their child has their class assembly. Termly student showcases are held, inviting parents to interact with their children to gain a deeper understanding of their learning that term.

[Anti Bullying Week 2022](#) - Some activities from Anti Bullying Week in Primary Parental engagement functions are also scheduled throughout the year to offer various opportunities for stakeholders to meet with teaching staff, such as core subject workshops, student showcases and celebratory events resulting in increased parental satisfaction as highlighted in parents survey (C1ii).

Evaluator Response

Meets

Across the primary years, it is highly evident that the teaching team has a well-understood and clearly articulated vision for high-quality learning, aligned to the National Curriculum for England (NCFE) and their own learning principles against the *WSQ Principles of Teaching* and High Performance Learning (HPL). Throughout the visit, evidence that the teaching team worked collaboratively to ensure the creation and delivery of engaging and suitably challenging learning were seen in all subject areas, particularly the core curriculum (English and mathematics). Learning created for the students enables access and differentiation for the children, for example, the use of adult support, choice in activity (chilli challenges), and differentiated success criteria. HPL was highly visible, regularly referred to by all, and well-understood by the large majority of staff and learners in every learning context. The teaching team works hard to ensure the pitch and pace of learning is of adequate nature and should now consider how the ownership of the learning is given back to the students.

The team writes the curriculum across the primary school to ensure that the children's intellectual, physical, social, and emotional needs are met, for example, the current Jigsaw programme for PSHE that is planned to be further enhanced with the WSQ's investment towards GroWell. The inclusion team is well utilised by their skill sets to ensure all learners across both Key Stages 1 and 2 have their academic and personal needs met. Additionally, the primary teaching team ensures children's needs are met daily through staff support and interventions, as well as appropriate support and provision at recreational times, and during after-school activities. Progress towards this standard has been made in addressing the previous recommendation set in the preparatory evaluation and now enables a standardised student experience across years 1-6.

Through evidence and conversation, it is clear that all stakeholders within the primary school are clear and well-informed about the curriculum offered from 5-11 years.

Commendations

C1 Primary - The primary teaching team for their commitment, investment, and focus on developing English across the school and curriculum, increasing every child's proficiency in oracy, reading, and writing.

C1 Primary - The primary leadership team for their work on planning well-articulated and well-utilised methodologies for high performance learning in every classroom, and across all subject areas ensuring learning is seamless and progressive daily.

Recommendations

C1 Primary - The primary leadership team to continue to develop knowledge and pedagogy in fostering greater active participation for all children, in the implementation of suitably challenging learning across the whole curriculum, placing the ownership of the learning back on the learner.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Meets

The curriculum is planned for the ages, strengths and needs of all pupils. Children are assessed frequently at the beginning (cold tasks), duration and end of topics (hot tasks) to ensure that the needs of all learners are being met through bespoke teaching. Planning is supportive of our method of achieving excellence for all where teachers plan with mastery as the end goal for all learners. Where needs are identified, this is supported through scaffolded physical resources and lesson specific support from specialised inclusion teachers (C2i).

[Curriculum Overviews](#) - Primary Science Examples

[Curriculum Overviews](#) - Key Stage 1 Examples with parents friendly overviews

[Year 3 Planning & Resources](#) - Example of lesson resources and plans

[Year 4 Planning & Resources](#) - Example of lesson resources and plans

The primary curriculum fosters the community and cultural values of our host country, in addition to the international school community by embracing both the Islamic and non-Islamic cultures. The curriculum allows children to promote individual liberty as well as mutual respect and tolerance, whilst at the same time fulfilling the requirements and respecting the values, laws and beliefs of Qatar.

The school hosts weekly PSHE sessions where children are taught about respect and tolerance. Alongside this, a number of other events contribute to the development of the inter-cultural competencies of students, such as: National Day, International Day, Mother-tongue Day, and World Languages Day. In addition to planned annual events, we respond to relevant current events that are happening to provide real world experiences. This year, an excellent example was our cross-curricular programme relating to the FIFA World Cup, where groups of students were allocated to different participating countries, which facilitated extended learning opportunities (C2ii).

[Jigsaw Teaching Materials- Primary](#) (Primary PSHE Curriculum and teaching materials)

[Weekly PowerPoints NW and FD Only](#) - Examples of weekly Assembly slides containing celebrations, reinforcement of the values of the week, upcoming events, house points etc. All focused around the an inclusive culture

Independent learning is a fundamental aspect of our learning philosophy, explicitly demonstrated through the HPL characteristics. It is also a key feature of our Principles of Exemplary Teaching document, and as such is clearly identified in curriculum planning. Students are provided with opportunities for independent learning in their lessons, and also in challenging extended tasks, such as project and research work, outside the classroom (C2iii).

Evaluator Response

Meets

Across WSQ's primary school classroom visits and conversations with multiple primary teachers and leaders, the written curriculum is designed and planned to ensure every child is able to access the mainstream setting and ensures differentiation and challenge across the whole curriculum. The application and differentiation of learning is varied in design and effectiveness across the curriculum. The 1-1 device programme in Years 5 and 6, at times, equally aids the access and challenge available to children. Again, the inclusion team works hard to ensure all learners are suitably supported to access the mainstream classroom setting.

The current Jigsaw curriculum within the primary years ensures well-being is delivered to all children, and the use of weekly assemblies supplements this. The current PSHE curriculum is planned to be further enhanced going into the new school year with their new scheme: GroWell. Assemblies are equally an opportunity for the students to increase their awareness of environmental issues, and different cultures and perspectives. Throughout the primary years, several events contribute to the development of the intercultural competencies of students, for example, National Day, International Day, Mother-tongue Day, and World Languages Day. In addition, the primary teaching team modified elements of its curriculum to be a more international focus, for example, topics entitled Refugees, Secret Garden, Legacy, etc. The primary team also responds to relevant and current events that are happening to provide real-world experiences for the children: this year was an excellent example with their cross-curricular programme relating to the FIFA World Cup.

Through the use of HPL characteristics, as well as the *WSQ Principles of Teaching*, the students are provided with some opportunities to be independent with their own learning, which is evident across the curriculum. However, it is advisable that the team continues to develop knowledge and pedagogy for the development of independent learning and ensure a rich shared understanding of the approach to differentiation and challenge among staff.

Commendations

None at this time.

Recommendations

C2 Primary - The primary leadership team ensures a clear definition and approach to both differentiation and challenge across the curriculum is embedded.

C2 Primary - The primary leadership team to continue developing knowledge and pedagogy to strengthen independent learning across the curriculum.

C3

Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response

Meets

In primary, we provide many intercultural opportunities to enrich pupil's learning experiences. This is formally achieved through a combination of the ENC and aspects of the Qatar Ministry mandatory subjects, such as Qatar History, Islamic Education (Muslim pupils only) and the Qatar National Identity project. However, pupils are provided with additional holistic learning experiences to further foster their understanding of local and global perspectives. For example, pupils have had many opportunities to participate on school trips, providing them with an insight into Qatari history and heritage. We also place a great importance on students being able to identify who they are as individuals and we actively celebrate our differences through our #beyuoWSQ theme (C3i).

[Qatar History](#) - (Examples of Qatar History lessons adapted by our Digital Transformation Lead to include use of technology. The Qatar History curriculum is provided by the MoE and it is not always the most inspiring)

[#BeyouWSQ](#) - Examples of celebrating our individuality in KS1
[#BEYOUWSQ](#) - Examples of celebrating individuality in KS2

The school supports multi-lingual learning in a variety of ways. All pupils are taught Arabic, including non-native speakers, which exceeds Ministry requirements. In addition to this and the fact that English is the main mode of instruction pupils have access to both French and Spanish in specialist lessons. Throughout the wider curriculum the school also celebrates World Language Day and Mother-tongue Day, where pupils are actively encouraged to celebrate the rich diversity of language within our community. Multilingual learning is also intertwined within the curriculum, such as in IC where children have been learning about houses and homes around the world and students are encouraged to take part in language competitions (see email attached). We are also currently developing our library language provision with the support of our parent community to improve resources so that pupils can access literature in their first language (C3ii).

[International Mother Language Day 2023.MOV](#) - (Video of students celebrating Mother Languages Day)

Pupils regularly use various forms of technology as an integrated part of their learning process, which is overseen by our Digital Transformation leaders. An IT/Computing curriculum across all primary is delivered to support the development of digital citizenship and the associated age-appropriate skills. This is reinforced through wider school events such as National Online Safety subscription and online Safety Weeks. In upper primary the introduction of a BYOD system has enabled pupils to demonstrate further independence within this area in a safe and secure way. Our pupils can talk confidently as to how the use of technology enriches and supports their learning (C3iii).

[Safer Internet Week](#) - Some examples of Resources

[Digital Citizenship](#) - Primary curriculum used for Digital Citizenship (Some themes are adapted in line with the regulations of the host country)


Evaluator Response

Meets

Across the primary school, evidence for local perspectives is fostered by its planned learning from the Qatar Ministry of Education with the teaching of Qatar history, Islamic education (Muslim students only), and the Qatar National Identity Project. Equally, this is also true of the schools NCfE work on developing global perspectives for every child, and this was evidenced through the #beyouWSQ theme that the students speak passionately about. Intercultural learning is also supported and further developed in the design and execution of offsite visits for every year group on an annual basis.

WSQ's primary school is a diverse and multilingual community. This was evident on all classroom doors as everyone is welcomed in. The language of inclusion across the community is English, with every child learning Arabic and beginning from Year 3 students being taught Modern Foreign Languages (MFL): French and Spanish on rotation. The pedagogy of Arabic and Islamic is aligned to the curriculum approaches across WSQ, including those linked to HPL. Planned opportunities and events throughout the year actively encourage children to celebrate the rich diversity of language within the WSQ community. As a next step in development, the primary team should now consider supporting and embracing a multilingual community through its promotion around the school. This is further reinforced in the CIS parent survey, where 25.7% would appreciate a greater focus on WSQ's curriculum in providing children with greater opportunities to learn about their own background and culture, and echoed further by the student body, as 38.2% of the student body in the CIS student survey disagree or strongly disagree that in class, children are encouraged to learn about my own background and culture.

Since the preparatory evaluation, work has been completed for students to have access to various forms of tech regularly. This is further enhanced with the upper Key Stage 2 (Years 5 and 6) commitment to 1-1 devices: Bring Your Own Device (BYOD). A consistent IT/computer science curriculum is delivered across all primary to support the development of digital citizenship and the associated age-appropriate skills. Students in the primary talk confidently about the use of technology and how it enriches/supports their learning. This is all overseen by the leadership of the primary's digital transformation lead. WSQ has also recently commenced its membership with National Online Safety (NOS) and taking part in specific annual online safety days, for example,



Safer Internet Day. This is now seen as a strength with 87.9% of the staff team stating in the CIS faculty survey that the formal curriculum effectively promotes the development of digital citizenship. In addition, the parents stating in the CIS parent survey that 93.4% help children to use information technology and social media in a responsible way.

Commendations

None at this time.

Recommendations

C3 Primary (Major) - The primary leadership team continue refining and reflecting on its methodologies for supporting and embracing a multilingual community through its promotion in classrooms, in the written curriculum, around the school, and in the shared reading areas.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Meets

Curriculum co-ordination and design are informed by supporting ENC documents and research-based learning programmes ensuring we deliver a bespoke and relevant curriculum for our community. In Primary, a rotational yearly A and B curriculum have been mapped out to provide a connective and cohesive curriculum within the phases. Adjoining year groups (e.g. Y3&4), work on unified topics together with differentiated planning and objectives. A horizontal approach to this topic-based learning supports greater in-depth curriculum knowledge. Overseen by our Curriculum Leaders, an annual review is undertaken to ensure mapping, sequencing and progression appropriately caters for all our learners. In support of this whole process Learning Ladders is used (assessment) to document the progression of the curriculum and the real-time progress of the pupils. This tool is fluid across year groups supporting staff to make informed judgements on attainment and progress (C4i).

As well as the annual curriculum review mentioned above, each half term our curriculum plan is modified and adapted as required to support the overall year group and individual pupil's needs. This is pre-empted through a series of progress meetings held between our subject leaders and individual teachers where the previous term's curriculum coverage, pupil's outcomes are analysed, and next-steps agreed. A calendar is generated on a termly basis with key dates mapped out as a live document. External and predetermined events are included in the document for consideration when planning giving teachers ownership and the ability to plan cross curricular events and deliver a curriculum that is thoroughly sequenced and rich in immersive learning experiences (C4ii).


All curriculum plans can be shared during the evaluation from our online platform.

Evaluator Response

Exceeds

From meeting the team and discussing with various leadership members within WSQs primary school, the coordination of an effective curriculum is paramount to the success and delivery of the primary School curriculum. Annual reviews and discussions ensure that both the horizontal and vertical alignment of the curriculum is fostered as part of the review cycle, and an integral part of building the curriculum. A triangulated approach with leadership, curriculum leads, and teaching staff ensures the successful implementation of the curriculum, as supported by the CIS faculty survey, where 96% of staff agree/strongly agree that WSQ systematically reviews the school's curriculum for appropriate continuity and progression. From conversations, this is planned to be enhanced further going into the new school year with the appointment of additional personnel and refinement to approach.

Evidence suggests that the needs of all students are met to ensure a high percentage of children are aspiring to achieve age-related expectations throughout and by the end of Key Stage 2. Examples provided of students who exceed this and how the team further extends learning, for example, the consistent streaming of phonics/reading (RWI), Talk 4 Writing (T4W), White Rose



Maths Hub (WRMH) and standardised approach to science and Integrated Curriculum (IC). The team does not extend beyond age-related expectations but focuses more on the enrichment within a given year group age-related expectation.

The evidence suggests an improved rating from that indicated by the school.

Commendations

C4 Primary (Major) - The primary leadership team for their strategic coordination for curriculum, for all groups of children, which has led to careful horizontal and vertical alignment, as well as alignment to both EYFS and secondary when deemed appropriate.

Recommendations

None at this time.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

Prior to the start of the academic year, Primary Middle Leaders generate a strategic curriculum map, which is reviewed and developed throughout the year to support the connectivity of teaching. During each term, data is collated from pupil's assessments following, which the Subject leaders meet with teachers to analyse class data and review the curriculum based on individual needs. Quantitative assessments at the beginning and end of a topic are used in addition to qualitative KWWL grids and pupil verbal feedback. In weekly planning meetings, this data is analysed in depth to ensure that the curriculum is delivered in a systematic way reflective of student learning. We are currently undertaking a full school curriculum review to make sure that it remains fit for purpose and continues to provide aspirational and authentic learning experiences aligned to our local and global context (C5i).

The school actively encourages curriculum innovation in a variety of ways and all faculty members are invited to research and collaborate on new ideas and ways to deliver the curriculum. This is enhanced with the sharing of good practice across our Wellington cluster, the support of our Wellington Directors of Learning, and the development of high quality external partnerships, such as HPL, 8billionideas and West End Stage. Recent innovations include: BYOD, development of flexible learning spaces, introduction of the Big Ideas competition (entrepreneurship), introduction of HPL and the further development of our digital transformation (5Cii).

Evaluator Response

Meets

The monitoring of both quantitative and qualitative measures for student learning is well documented and supplemented by leadership conversations during the visit. WSQ knows its students, their academic progress, and their potential for success very well. Analysis of leadership, both overall and curriculum, is effective in how it guides the curriculum and ensures that the learning of its students is extended by the planning created.

Across the primary school, opportunities to be innovative through exploration are explained, as well as how research-informed practices and collaboration opportunities are available to staff and students alike. This is enhanced with the sharing of good practices across the GEMS' Wellington cluster group led by Wellington Directors of Learning, and the development of high-quality external partnerships, such as HPL, 8billionideas, and West End Stage. Recent innovations include, but are not exclusive to, the development of flexible learning spaces in each department-shared area, the introduction of the Big Ideas competition (entrepreneurship), and the further development of the school's commitment to digital transformation. However, the primary school should now also consider exploring other curriculum innovations for new learning methodologies, particularly those centred around student agency within the whole curriculum.

Commendations

C5 Primary - The extended primary leadership team for its work on the purposeful data points available and how it is used to great impact in informing practice at all levels.

Recommendations

C5 Primary - The primary leadership to further explore curriculum innovations for new learning methodologies, particularly those centred around student agency within the whole curriculum.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response

Meets

WSQ has established a planned, wide ranging internally and externally provided ECA programme (Wonders of Wellington attached), which is delivered and accessible to all students across the school. Overseen by the ECA Coordinator, all staff members contribute on a termly basis and are invited to share new ideas and ways to deliver these wider learning experiences effectively. Activities on offer can both complement the school curriculum whilst also providing completely new opportunities for learning and the development of transferrable skills. Student voice is a key element to this to ensure that we address the needs and interest of the participants. Additionally, the Primary PSHE scheme, Jigsaw (attached earlier), enhances the formal curriculum so that children learn strategies to further support their wellbeing. The strategies learned are applicable in the classroom and beyond. Below you will also see examples of how celebrate the individual under our theme of #beyouWSQ. (C6i).

[#BeyouWSQ](#) - Examples of celebrating our individuality in KS1

[#BEYOUWSQ](#) - Examples of celebrating individuality in KS2

Complementary programmes are designed to provide additional opportunities for pupils to develop in areas of interest to them. The range of activities on offer allow pupils to demonstrate independence, leadership, collaboration and team-building skills, whether that be through sport, performing arts, science, technology, eco-club or language clubs. At age-appropriate levels pupils are also encouraged to actively contribute to wider community initiatives, such as our recent charity campaign in support of the relief efforts following the devastating Turkish/Syrian earthquake. (C6ii).

Evaluator Response

Meets

Throughout the visit and supplemented by uploaded evidence, it is highly evident that the primary years at WSQ ensure complimentary programmes, teaching, and resources foster lifelong learning and well-being. Students have access to prescribed weekly extracurricular activities. This in turn enables its learners to have all their needs met and their learning to be extended. However, as evidenced in the CIS student survey, 24.7% of learners feel that activities offered outside of their classes do not match their interests, and ways to capture their voice as part of the process would be beneficial. The primary school at WSQ also ensures its trips and experiences for the students complement learning, for example, offsite visits focused on local and global perspective development and their planned Year 6 residential for this year.

Examples of student agency, community development, and environmental stewardship are seen across the primary, particularly within the student leadership like EcoClub and student council. Examples of their impact were discussed around the upcycling of bottle caps, donations of old board games, and the school bin designs. Evidence has also been available into how some curriculum modifications are steered in this direction, for example, Profit or People...Which would you choose? This was designed for Year 3 and 4 children focusing on the impact of fair trade and what benefits it has. The school is now at a stage of development where a definition of student agency in learning can be created to enhance the learning experience for every child further.

Commendations

C6 Primary - The primary teaching team for how it has mapped, included, and been driven by the high performance learning culture across the curriculum and school, in line with the school's outlined vision, mission, and guiding statements.

Recommendations

C6 Primary - The primary leadership to continue to find work with teachers and student leadership to further develop a system that enables all students across primary to demonstrate leadership towards their own agency in learning.

C6 Primary - The primary leadership to continue to find ways to capture student voice in the breadth of programmes and activities that complement the formal curriculum.

Domain Summary – School Response

The primary curriculum provides a rich learning experience for all students regardless of ability. Students requiring further support are well catered for through quality first teaching and our Inclusion team. The curriculum is broad and balanced with a combination of academic, practical, physical and creative subjects, providing considered attention to the overall intellectual, physical, social and emotional needs of the students. MER processes capture high levels of engagement from students within their learning process showing good levels of challenge and support where needed. The curriculum is well planned and clearly laid out at the beginning of the year. The intended outcomes are shared with parents through simplified curriculum maps. Many opportunities are provided for authentic learning experiences so students can relate and apply their learning to the real world. Increasing focus is placed on making connections to global citizenship more explicit. Through our focus on #beyouWSQ, we continually are building in further opportunities for students to celebrate their own story and their own identity, further enhancing our rich cultural diversity.

Strengths:

1. Effective subject leadership ensures the curriculum is fit for purpose and reviewed systematically to meet the needs of all students
2. Broad and Balanced Curriculum to develop the whole child
3. Authentic curriculum experiences and excellent use of shared learning zones brings learning to life
4. Rich learning opportunities, supported by our PSHE programme and Assembly schedule, ensure students are aware of environmental issues, different cultures and perspectives, the importance of values and global / digital citizenship at an age appropriate level
5. The improvements made recently in respect to developing digital citizenship


Areas for Development:

1. Continue to map out in more detail and measure the impact of the social and emotional aspects of the curriculum (currently in process as part of the whole school curriculum review)
2. Further develop wider opportunities for students to get exposure to their first and other languages
3. Create more explicit links to global citizenship (currently in process as part of whole school curriculum review)
4. Continue to enhance students competence in digital citizenship in order for them to transform the way they learn
5. Develop student agency to improve their access and engagement in complimentary activities and programmes.

Domain Summary – Evaluator Response

Overall, the primary school at WSQ is well aligned with Domain C: Curriculum standards.

The primary leadership has worked hard with the teaching team over the past 18 months to ensure an appropriate standard of British curriculum has been implemented for both Key Stage 1 and 2 and how this aligns well with its own philosophies for effective teaching and learning. This ensures that academic progress and personal development are driven for every child daily, and their needs are met, particularly within the core curriculum areas. For children requiring additional



modifications to their learning and development, a specialist team of dedicated staff in the inclusion department provides regular short-term and long-term intervention to children predominantly linked to either SEND or EAL. This is a careful collaboration between departments with regular reviews and parental engagements.

The primary team has worked hard to address the recommendations set out in the preparatory evaluation and how these are now a strength within the school community. This is because there has been clear leadership with systematic and planned intent to implement. The embedding of documentation with the training of all primary staff has aided the development of most curriculum areas.

The primary is continuing to grow and develop. There are significant opportunities to investigate now and build intent into how student agency can complement differentiation, challenge, and independence across the whole curriculum for every child.

Domain C – Secondary - The curriculum

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Meets

Our secondary curriculum is planned with clear reference to initiatives that drive quality teaching and learning. This has been reinforced with the adoption of the HPL model, which creates a common aspirational language and direction for quality teaching and learning. Moving through the phases of the school creates a ladder of learning for our students and unlocks potential in the classroom. HPL is supported by the Principles of Teaching document, and our Teaching, Learning and Curriculum policies, which clearly sets out what high quality teaching and learning looks like at WSQ. Effective curriculum planning additionally ensures that students in secondary learn a common set of values and approaches towards aspirational learning, and are able to sufficiently challenge themselves to work independently and effectively. The curriculum remains broad and balanced at KS3 allowing for students to get a wide range of experiences before choosing their GCSE options. Our vision for high quality learning (guiding statements) is also articulated through our curriculum intent statements for each department, our behaviour and rewards policy, HPL language used in class and culture across the school (C1i).

The Curriculum Intent and Curriculum Map documents are shared with students and parents at the start of each year, which provides a very clear overview of curriculum content, and the relevant skills, knowledge and understanding to be learned. These are tailored to fulfill student progress and attainment needs in each key stage and include not only academic requirements but also provide plenty of scope for students to develop their transferrable, personal skills. Students know that they are fully supported in order to reach their aspirational goals as they move forward (C1ii).

Evaluator Response

Meets

The adoption of the High Performance Learning (HPL) philosophy has created continuity in the curriculum and has supported teachers in planning and delivering lessons that are aligned with the school's mission, vision, and guiding statements. All subject curriculum plans include a link to the HPL learner attributes in every unit. The leadership team, along with the heads of subjects and the HPL steering committee, collaborate to sequence concepts and create coherence from one year group to the next. This philosophy has instilled a meta-language of learning in the school and student reflections posted around the school and communicated in class demonstrate student engagement in this matter. Moreover, curriculum plans and expectations are communicated to parents and students in addition to the curriculum nights that the school organises to inform parents of all the necessary information. According to the CIS Community Survey, almost 90% of parents agree or strongly agree that the curriculum meets their child's needs.

There have been many initiatives to ensure that the curriculum meets students' intellectual, physical, and emotional needs. The adoption of the GroWell curriculum next academic year (2023-2024) as part of the students' schedules indicates the school's commitment to meeting students' social and emotional needs, covering topics such as self-management, social skills, and relationship skills. The CIS Community Survey reflects that 90% of parents either agree or strongly agree that their child's curriculum supports them emotionally and socially.

Although the curriculum adequately prepares the students for numerous examinations, and school results concur that students are well equipped to meet these requirements, a more intentional or planned curriculum approach is needed to assist teachers in creating authentic and engaging learning experiences for students to take ownership of their own learning.

Commendations

C1 Secondary - The teachers for implementing the school's vision of high-quality learning to suitably challenge students in their learning journey.

Recommendations

C1 Secondary - The leadership and teachers to intentionally plan for more authentic learning experiences that enhance students' engagement.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Meets

The curriculum in secondary is broad, varied and provides an authentic experience that is both skills and knowledge based. The potential for learning is accessible for all students with resources and activities that are inclusive and cater for different learning styles and the differing needs of our students. They are presented with a range of opportunities that both challenge and stimulate them to reach their full potential. Delivery of the curriculum is effectively supported by our close work with our Pastoral, Inclusion and Counselling teams, who provide specific interventions as required. The inclusivity and challenge of our curriculum is reinforced and evidenced by the outstanding KS4 and KS5 external examination results (C2i).

The curriculum at WSQ, supports wellbeing in a number of ways both explicitly through the effective use of planned tutor times, assemblies and our PSHE programme and also interwoven within day-to-day culture, relationships and sense of belonging that exists within the school community. Content taught within specific subjects covers a range of aspects relating to intercultural awareness and values, which are also celebrated through wider school events. Our comprehensive ECA programme further enhances these aspects.

[3D PSHE KS3 PROGRAMME](#) - Examples of our PSHE programme covering aspects of wellbeing, culture, attitudes, intercultural competencies etc.

As we progress through the full curriculum review currently being undertaken, aspects of wellbeing and intercultural competencies will be more explicitly demonstrated, although in practice these are already prevalent (C2ii).

Through collaborative planning, we have created Curriculum Intent statements for all subject areas across every phase of the school. This is supplemented by planned curriculum maps, which are designed to add further detail to learning strategies so that students can see how areas effectively link together. Independent learning opportunities are woven into the curriculum and are key features in our Principles of Teaching document, identified as an area of exemplary practice. Our internal MER data as well as the recent BSO Inspection feedback identify the levels of independent learning as a strength of WSQ. Additionally there are planned cross-curricular learning opportunities to extend this, such as House activities and environmental project initiatives (C2iii).

Examples of Curriculum Documents

[Secondary English](#) - KS3 English Resources

[MATHEMATICS](#) - Secondary Maths Curriculum Overviews

[Long term plan](#) - Science Documentation

[Year 7](#) - Example Geography Curriculum including evidence of global citizenship

[Year 8](#) - Example Geography Curriculum including evidence of global citizenship

[Curriculum documents](#) - Physical Education

Evaluator Response

Meets

The documented unit plans and classroom observations revealed a well-structured, teacher-centred, and content-driven approach. Content delivered by the teachers enhances students' knowledge, linking knowledge to previously acquired content. During lesson observations, students were observed to be engaged in their learning. Given the school's diverse community and adequate facilities and spaces, the school is well positioned to introduce increased student-centred approaches in which students may demonstrate skill transfer and enhance their development as more independent learners and active participants in their learning.

Furthermore, in reviewing lesson plans and classroom observations, it was noted that differentiation is not fully implemented in secondary school across all subject areas. In some contexts, students are assigned tasks based on ability. Arabic, modern languages, and some English classes are distributed into smaller groups according to student levels. Moreover, it was observed that the inclusion department has specialised personnel and resources to provide support to students who have identified learning needs whether in class or pullout. However, class observations showed that most students were required to respond to the same questions and were rarely assigned different tasks based on their level of attainment.

The leadership team, middle leaders, and counselling department work very closely to ensure students' well-being is supported as they transition from primary to secondary and into universities later on. Year 6 students go through taster sessions in classes in the secondary school. In addition, orientation sessions for parents of Year 6 are carried out, and parents are invited to attend some of the classes, so they are better prepared for secondary school. The student mentorship programme and the student council work closely with younger students to guide them and prepare them for all transitions. Finally, Year 13 students are offered internships and one-on-one guidance sessions to ease their transition into universities.

Commendations

C2 Secondary - The inclusion department for providing students access and support to the curriculum to ensure students meet the required level.

C2 Secondary - The extended leadership team and counselling department for ensuring student transitions programmes are offered to support student well-being.

Recommendations

C2 Secondary - Curriculum leaders and teachers expand instructional approaches so that they can further enhance the development of independent learners and promote student voice.

C2 Secondary - The leadership team ensures that curriculum reviews include differentiated and challenging activities devised by teachers to encompass all student learning abilities.

C3

Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response

Partially Meets

In the Secondary phase we provide a range of opportunities to develop knowledge and awareness relating to intercultural learning and global citizenship. We celebrate the diverse cohort we have at WSQ and include experiences within the curriculum where students are encouraged to compare their own cultural perspectives through extended discussion and independent learning activities. These comparative tasks give students firsthand knowledge and this helps them to understand global impacts in relation to a range of subject specific topics (C3i).

At WSQ we place great emphasis on the development of language learning and our commitment to that is evident as MFL provision in secondary exceeds ENC and MOE, Qatar requirements. In addition to English as the main language of instruction, all students study Arabic and Spanish and/or French. Around school students have the freedom to converse in their native language, should they choose. Events such as World Languages Day, Mother-tongue Day, and International Day further supplements this and opens the student's minds to learning about the culture and geography of languages that exist around the World. Our teachers and students also skillfully use online translation tools to support EAL students develop their English comprehension by first understanding the content in their first language. Additionally 99% of our students are multilingual, which automatically creates a foundation for students to work with in respect of appreciating different languages and global citizenship (C3ii).

ICT is taught as a curriculum subject at WSQ from Primary to Secondary phases, which ensures all students are taught to develop this life long skill from a young age. In tandem with this skill set, all secondary students follow the school's BYOD policy and will regularly use their chosen technology across all areas of the curriculum to conduct their learning. The development of digital

citizenship is further reinforced through wider school events such as Online Safety weeks and use of the National Online Safety platform. (C3iii).

Examples of Enterprise / Environmental Awareness / Global Citizenship Below:

[Beach and desert clean ups](#) - Global Citizenship and Environmental Awareness Examples

[CAP THAT - videos](#) -Eco and Enterprise Initiative - Whole School

[Organic garden](#) - Gardening - Growing Produce

Evaluator Response

Meets

WSQ has developed its global citizenship programme by seeking to understand the cultural backgrounds of the community and planning for intentional connections to the school's guiding statements and intercultural learning. The curriculum and student projects displayed around the secondary school demonstrate an understanding of interculturalism. Both teachers and students can give numerous examples of how they deliver and learn intercultural learning and being active global citizens; for example, UN Sustainability Goals are integrated as topics in many subjects such as geography and English. It is evident that WSQ has adopted the curriculum to its guiding statements embedded in global citizenship and intercultural learning. Students commented on how they understand the environment around them and protect it; an example they gave was plastic planting pots designed for the community in design technology class and art lessons to create items for reuse. The CIS Community Survey also indicated that 100% of parents agree that the cultural diversity at the school has enriched learning for their children.

The school offers French, Spanish, and Arabic to students. Arab students take Arabic and Islamic studies, and even non-arab students can take Arabic. Students learn French and Spanish on rotation. However, offering optional languages in students' mother tongue would enhance the students' knowledge and understanding of their home backgrounds.

During observations, students were using laptops or iPads in their learning. Teachers also use the interactive board, Phoenix, and Microsoft Suite in addition to other platforms to share their learning resources. The computing curriculum includes digital literacy, digital citizenship, and online responsibility. The CIS Community Survey indicates that students are learning how to be responsible digital citizens; however, the percentage of students who agree with this statement decreases the higher the grade level. For example, almost 90% of students in Year 8 agree or strongly agree that they have been learning how to be responsible citizens. Alternatively, in Year 12 almost 35% of the students either disagree or strongly disagree with the statement. This discrepancy indicates that more intentional planning to support the development of digital citizens is needed across all subjects.

The school has recently become a member of National Online Safety, which indicates a commitment to move towards a more planned approach to developing students' digital citizenship. Moreover, the leadership team explained that a more planned approach to the development of students' digital citizenship skills is being worked on so that it becomes an integrated part of each subject's curriculum. The leadership team is also exploring different technological tools and platforms that will also enhance student collaboration, learning, and engagement.

Commendations

C3 Secondary - The secondary school staff for the recent and significant advances made in intentionally planning for global citizenship and intercultural learning.

Recommendations

C3 Secondary - The secondary leadership team and curriculum heads continue in their effort to plan for intentional links in the curriculum across all subjects to develop digital citizenship to prepare students for life beyond school.

C3 Secondary - The secondary leadership team further develops ways in which students can receive support in their mother tongue and home culture as part of their overall educational environment and measure the impact to further support the curriculum.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Meets

Through the CPD programme and rigorous curriculum planning by subject leads and teachers, there is a clear and coordinated curriculum sequencing in place in secondary. We have started the process of a whole school curriculum review so that planning is not only comprehensive and cohesion but meets the needs of all students from year 13 and our EYFS. This ensures that learning is effective and students move through each phase of the school with knowledge and skills that prepare them for their next transition. This is particularly important as students move from KS4 to KS5 to undertake more specialised programmes of study. Our secondary Heads of Department now work much more closely with the primary subject coordinators to ensure that the curriculum planning and mapping is far more robust and takes account of the needs of all of our learners. Our current, full curriculum review, has seen the creation of intent statements written by each department across the school, forming the basis of our new curriculum to be implemented in the AY23-24. This is also underpinned by our curriculum policy and outlined in the curriculum launch document(C4i).

Subject leaders and teachers are required to review curriculum content annually, and adjust in real-time where appropriate. The reviews take into account many factors such as data analysis, student outcomes, teacher and student feedback plus external aspects like changes in the syllabus and real world events, ensuring that the curriculum remains relevant and engaging. This process is underpinned by the information provided in the Curriculum Review Guidance and the objectives of our Curriculum policy (C4ii).

Evaluator Response

Meets

WSQ provides the National Curriculum for England (NCfE) and all subject plans include a clear scope and sequence with a clear vertical progression of learning objectives and outcomes. It was evident that during meetings, teachers discuss with their respective heads, data about student performances collected from different types of summative and standardized assessments to review the vertical articulation of the curriculum and their teaching strategies. Moreover, class observations indicated that teachers of all subjects are using recall strategies to remind students of prerequisite skills and knowledge.

The school has devised strategies and plans to ensure that effective curriculum coordination is taking place. Heads of subjects meet regularly with their team to check in on the progression of the curriculum and ensure that gaps are filled. There is also a designated day when subject heads meet with teachers in their departments to maintain a close follow-up on the curriculum. Development Drop-Ins (DDI) are carried out almost every three weeks to ensure that teachers are adhering to the curriculum requirements and action is taken to make amendments when needed. Also, curriculum deep dive enables teachers leads and subject heads to ensure vertical alignment and curriculum progression. The *Curriculum Deep Dive Handbook* is a very comprehensive guide for all those involved. The process also takes into consideration students' input and uses it to make amends and fill gaps in the curriculum when needed. The leadership team has also explained that heads of schools are in close coordination with each other to ensure vertical alignment across all subjects and all levels.

In the samples of unit plans provided in the self-study and during the visit, horizontal cross-curricular links were not very evident among all subjects. Some subjects revealed curricular links, such as food tech with history or STEAM with physical education. Conversations with numerous heads of subject revealed that some horizontal links are made between subjects, but making more intentional connections that are planned for within the curriculum would allow students to enhance cross-disciplinary connections and support students' skill transfer.

Commendations

C4 Secondary - The leadership team and heads of subjects for launching curriculum review initiatives within the secondary school and the whole school to ensure progression in the curriculum.

C4 Secondary - The subject coordinators for allocating planning time and meeting time so that teachers can effectively impact vertical and horizontal articulation and alignment of the curriculum to enhance student learning.

Recommendations

C4 Secondary - The leadership team considers the strategic allocation of planning time and resources so that teachers can effectively impact horizontal articulation and cross-disciplinary connections to enhance student learning and consider changes from external sources.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

Prior to the start of the academic year subject leaders generate a strategic curriculum map, which as well as being reviewed annually, is continually monitored and adapted throughout the year to respond to the students' needs. Quantitative data relating to student progress and attainment in Secondary is used in conjunction with intermediary on-going assessment profiles, and teacher mark-books to identify needs as they arise in relation to both groups and individual students. Our curriculum 'deep-dive' process also provides a qualitative measure from the perspective of the students, identifying potential strengths and areas for development. We are currently undertaking a full school curriculum review to make sure that it remains fit for purpose and continues to provide aspirational and authentic learning experiences aligned to our local and global context (C5i).

The school actively encourages curriculum innovation in a variety of ways and all faculty members are invited to research and collaborate on new ideas and ways to deliver the curriculum. This is enhanced with the sharing of good practice across our Wellington cluster, the support of our Wellington Directors of Learning, and the development of high quality external partnerships, such as HPL, 8billionideas and West End Stage. In support of innovation we have a number of committees that are responsible for driving specific areas for school development including our HPL steering group, the Wellbeing committee, and digital transformation team. Suggestions and recommendations arising from these working parties are fed back to the SLT for approval and support. Evaluation of the impact and success of any innovations is incorporated into our MER processes. All of our secondary students follow our BYOD policy and use technologies effectively to enhance their learning (C5ii).

Evaluator Response

Meets

The school has articulated many strategies to guide it in its curriculum review. The use of qualitative and quantitative data to measure student learning is evident and allows for curriculum analysis, development, and review. The leadership team explained the use of a shared Excel sheet that includes student results in all subjects which allows teachers to know what gaps need to be filled. In addition, standardised testing is carried out three times a year, and CAT and GL are used to classify students and devise action plans to review the curriculum and ensure student learning. The *Curriculum Deep Dive Handbook* is a comprehensive guide allowing heads and teachers to reflect on the curriculum requirements and monitor student outcomes. Although it is evident that students reflect on their learning journey in almost all subjects in connection with the HPL attributes, it would be beneficial to devise a strategy to allow students to have more agency and thus make more authentic connections to their learning.

Conversations with teachers confirmed that teachers are given the freedom to explore new learning methods. Still, they must always keep in mind the time constraints connected with examination schedules and dates. The leadership team explained that training on new technological tools is followed up by meetings the week after to ensure teachers are given the time to share how they have used these tools in their classes. However, given the curriculum constraints, teachers are not always given the time to explore innovations or major curriculum changes fully.

Commendations

C5 Secondary - The leadership team and teachers for ensuring that the curriculum reviews are informed by student achievement results with the goal of enhancing student performance.

Recommendations

C5 Secondary - The leadership team organises professional development sessions to equip teachers with tools to enable curriculum innovation and explore learning methods to enhance independent student learning, engagement, and agency.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response

Meets

WSQ has established a planned, wide ranging internally and externally provided ECA programme (Wonders of Wellington), which is delivered and accessible to all students across the school. Overseen by the ECA Coordinator, all staff members contribute on a termly basis and are invited to share new ideas and ways to deliver these wider learning experiences effectively. Activities on offer can both complement the school curriculum and provide completely new opportunities for learning and the development of transferrable skills. Student voice is a key element to this to ensure that we address the needs and interest of all participants. Through our GEMS 4 Life team our KS5 students also benefit from opportunities in relation to internships and access to pre-university courses and seminars (C6i).

Complementary learning opportunities are provided in secondary to enable students to further develop their leadership and community enhancement skills. An example of this is our secondary Sports Leaders programme that enables students to organise, coach and lead younger students in learning different sports activities. Model United Nations (MUN) enables students to speak in public and engage in debates about selected research topics, whilst competing with fellow students from other schools around the World, and the World Scholars Cup provides additional opportunities for public speaking to develop both self-esteem and confidence. Environmental impact awareness and protection also has a high profile through initiatives like our GEMS Global Ambassador programme, CAP THAT Campaign and student garden (C6ii).

[PE Bulletin 2022-2023](#) - Examples of PE Bulletins advertising sports / wellbeing opportunities

Evaluator Response

Meets

WSQ's programmes are developed in alignment with the school's well-being and global citizenship frameworks. The school enriches learning through a wide range of activities and opportunities for students to choose from throughout the school year. These activities include sports events, Model United Nations, service learning opportunities, fine art and performing arts performances, and many others. Students also can choose to participate in cross-school sports competitions. Activities connected to local culture include Ramadan festivals, beach cleanups, and visits to other locations in Qatar. The school has a library where students have access to a wide range of books, magazines, journals, and other printed resources that support them in extending their learning outside class time. The school has done significant outreach to organisations within and beyond the country that allows students to attend internships and participate in competitions. The secondary school has already planned international trips also for the next academic year (2023-2024) to connect with students from around the world to extend their sense of responsibility, leadership, and global citizenship.

In line with the school's mission and vision, environmental stewardship and community service opportunities continue to be offered to students; however, it is worth noting that in the CIS Community Survey, almost 33% of students either disagreed or strongly disagreed that school activities offered outside class match their needs. Students are given opportunities to exercise leadership and environmental stewardship within the school. Still, more intentional planning should allow students to express their own interests, thus empowering student agency and promoting leadership skills.

Commendations

C6 Secondary - The secondary staff for providing a wide array of extracurricular activities that complement the formal curriculum, foster student well-being, and develop global citizenship.

Recommendations

C6 Secondary - The secondary staff reflect on ways to provide students with more opportunities that allow them to have voice and choice, and empower them to be global leaders.

Domain Summary – School Response

The secondary school curriculum is well planned, engaging and accessible to all students. It follows a broad and balanced approach at KS3 and provides students with the opportunities to develop their academic, physical, emotional and social skills. Supporting the formal, academic curriculum we have a very strong and effective pastoral / PSHE programme. Students who require additional support are catered for through quality first teaching in the first instance, with a few requiring inclusion intervention. We expect all students to aspire to the set curriculum standards, which is an integral part of our aspirational approach. Through opportunities provided in the ENC curriculum, the students receive increasing experiences to develop their global citizenship and understanding of local and global perspectives. Our students can articulate these clearly and have a strong sense of belonging both in the school and their place in the world. At KS4 and 5, our generous GCSE and A Level offerings all different for pathways to allow all our students to further develop their skills, knowledge, attitudes and attributes along with their ongoing personal development. Careers guidance is strong and our Year 13 students go on to access universities across the world.

Strengths:

- Broad and balanced curriculum overseen by experienced and highly effective curriculum leaders, providing access to all students
- Wide choice of GCSE and A Level options taking into consideration the relatively small size of the cohorts
- Outstanding GCSE and A Level outcomes (considerably above UK averages)
- Significant opportunities for students to conduct research and independent learning
- Wider curriculum opportunities based around developing the whole student including wellbeing, global and digital citizenship
- Access and opportunities for students to develop their use of technology as part of their learning process
- The language provision spanning English, Arabic, French and Spanish (all subjects accessible if students wish to pursue that pathway)


Areas for Development / Planned Actions:

- Ensure we continue to develop our GCSE and A Level options in line with the growth of the school- Introduction of Economics for example at GCSE based on student demand
- Create more opportunities for authentic experiences and audiences to ensure the curriculum is brought to life and stays relevant for our cohort (This is a significant piece of work that is already ongoing)
- Create and refine ways in which the development of intercultural learning and global citizenship can be measured in a meaningful way (part of curriculum review)
- Create more opportunities for student agency to improve provision and engagement in complementary programmes (complete revision of student leadership model for AY23-24)
- More explicitly document the learning outcomes for wellbeing and global citizenship within the curriculum (Second phase of curriculum review)

Domain Summary – Evaluator Response

Overall, GEMS WSQ is aligned with the standards of Domain C; Curriculum.

The curriculum has been designed and implemented both vertically and horizontally under the overarching HPL philosophy. It provides opportunities through the curriculum for global citizenship and Intercultural learning to be supported. Global citizenship and intercultural learning are at the heart of the documented curriculum, which outlines the topics and learning expectations across all grades and subjects. The documented curriculum has scope and sequence, which is articulated



horizontally and vertically. There is also an obvious commitment to reflection and review of the curriculum. Moreover, there is an appropriate level of challenge for students, and the school's chosen learning objectives are relevant to the school's mission and vision.

In the domain summary, the school has identified general actions that will aid it in further developing its guiding statements. The school should consider creating more authentic learning experiences for students in order to enhance engagement. In addition, and in order to ensure that students are better prepared for life beyond school, the school should ensure that both teachers and students are engaged with technology thus enhancing learning opportunities for students and valuing all students' abilities. Teachers also need to be empowered to become facilitators in class in order to shift learning from a more teacher-centred approach to a more learner-centred one.

Domain D – Early Years - Teaching and assessing for learning

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Meets

Creating high expectations and an effective learning environment is at the core of our vision relating to High-Performance Learning in EYFS, as the experiences that our children have in their earliest years shape their future development. Our children become highly motivated and excited about their learning, they can challenge themselves and discuss with others their achievements (D1i).

Our teachers have the requisite skills, expertise and experience to meet the needs of the children by using responsive language, engaging all children in classroom activities, fostering independence, and creating a language-rich environment. Using a variety of strategies, teachers proactively prevent and redirect challenging behaviour and respond to children's needs with respect, warmth and empathy. The experiences that our children have with their teachers in their earliest years set the tone for their interactions throughout their learning journey (D1ii).

In the planning, teaching and assessment for EYFS children, our teachers design material that is differentiated to address the needs of all learners, thus ensuring no child is left behind. We provide a range of interactive, practically oriented learning experiences, delivering activities that are inclusive but provide significant challenge and scaffolding for all levels of learners (D1iii & iv)

We have considered the logistics of our learning environments carefully to provide stimulating areas where children can play, explore, and learn safely. These include the regular use of engaging and developmentally appropriate materials that are arranged to promote independence, exploration and active learning based on different stages of learning to ensure that each child stays engaged with their tasks (D1v).

The integrated use of resources and age-appropriate technologies enable the EYFS teachers to extend learning capabilities and challenge children to fully understand how to supplement learning from more traditional methods effectively. This helps to raise the children's personal expectations of what they can achieve and gives them confidence to challenge themselves further (D1vi).

Evaluator Response

Meets

Conversations with students about their learning showed that they were able to clearly articulate their learning and the reason for learning at an age-appropriate level. Children were observed during class visits and were engaged deeply in their learning and were appropriately challenged by teachers as well as by classroom assistants. High Performance Learning (HPL) has been embedded deeply into every aspect of the classroom; the terminology is widely used and displayed and is a key facet of school life and identity. Students are set by ability or progress in areas such as phonics, and this enables students to be effectively challenged at the higher end. The excellent use of the inclusion staff ensures that students who are struggling or who have gaps in their learning are well supported. Interactive whiteboards are used in classrooms although there was limited evidence of technology use by students.

The outdoor learning spaces are used to provide both structured and unstructured play and learning. Similarly, the indoor shared space was seen to be effectively used for continuous provision as well as small group or individual support interventions.

Commendations

D1 Early Years (Major) - The school leadership for embedding high performance learning, and the teaching staff for driving this forward, ensuring a common meta-language of learning that is a common thread that drives and guides learning and pedagogy.

D1 Early Years - The inclusion team for engaging in the classroom to ensure that students are supported in their classroom environment which helps with well-being.

Recommendations

D1 Early Years - The EYFS team considers how technology can be used more effectively by students to support their learning further and develop digital skills.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Meets

In EYFS we assess our new children on PSED, C&L, writing and maths to identify individual learning needs and capabilities. The initial focus is on the child's baseline starting point and results enable us to strategically set goals that inform future teaching and learning. In line with our commitment to HPL, we review our admissions assessments to ensure that they remain relevant and are sufficiently comprehensive to provide us with an accurate overview of the child's stage of development (D2i).

The EYFS teaching and support team conducts regular, detailed observations of children's learning to ensure their personalised next steps are met. These are recorded in real time in each child's online or paper Learning Journey. Using information from the 'Development Matters' assessment tool to inform planning, adult interaction and learning environment, we can react positively and directly to the children's learning needs; whether that be in the form of additional support or intervention, or the provision of greater challenge so that all children can achieve their next steps, and ultimately reach the National Expectation level by the end of FS2 (D2ii).

Evaluator Response

Exceeds

The school has an inclusive admissions policy; admissions data supports this fact and teachers and the inclusion department are fully involved in the admissions process. The inclusion department has clear policies and strategies for assessing student needs and providing appropriate levels of support; support is moving from a pull-out to a push-in model. Discussions with teachers confirmed that there was direct support for them in helping special needs students in their classes; this was complemented by the support and guidance offered to families. The inclusion team has a strategy for moving students into and out of support programmes and continues to monitor such students as they move through the school. Parents praised the support given by the inclusion programme. The school has a clear philosophy of offering education to all, enhancing the feelings of respect and tolerance that can be seen through the relationships at all levels of the community. Data is used very effectively across the school and is part of every student progress discussion. Data on extension and high-performance programmes is available but less visible.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D2 Early Years (Major) - The school leadership for ensuring the inclusive admissions policy is a reality and offers education to all through provision of appropriate staffing.

D2 Early Years - The wide range of staff involved in data analysis that is used to guide discussions and decisions about inclusion to ensure that all students get the best possible educational outcomes.

Recommendations

D2 Early Years - The school leadership team considers how data on extension programmes can be made more visible to more effectively celebrate these achievements and create even higher levels of aspiration within the community.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response

Meets

D3) We are fortunate at WSQ to have a diverse demographic of children within the school. In EYFS it is essential that we foster productive relationships with our families in order to create a cohesive community.

We focus regularly on our cultural perspectives in relation to global citizenship and sustainability in education, with the purpose of allowing parents to become engaged directly with their child's learning. This is complemented by parents guiding their children around home-based activities to explore complex global and social cultural issues (D3i)

In EYFS we actively encourage children to engage with their parents in discussing how their individual actions can have a positive impact on environmental sustainability. For example, by putting simple lifestyle changes into action, children understand the ideals of responsible behaviours. After all, it is often these curious children who will question parents about the use of energy saving fluorescent lamps or ask about paper recycling (D3ii).

By including in lessons environmental, cultural and artistic projects that promote global citizenship our children learn the value of being an integral part of our whole school community. This enables effective progress towards intercultural learning and the wider world. We invite our parents to engage in regular workshops as opportunities to interact with each other. This successfully provides activities that empower [global competence](#) in our children by encouraging them to be unafraid to voice their viewpoints, develop arguments, appreciate each other's perspectives and engage in open interactions to act for a collective well-being (D3iii).

Evaluator Response

Meets

Students showed kindness and respect within their classroom as well as towards the wider school community. The range of planned projects within the curriculum demonstrates an effective approach to global citizenship and intercultural learning. Some use is made of the range of cultures and languages, and the school may wish to consider how this can be further developed. Parental workshops are used to educate the community on school values and inform parents about activities and projects to develop a deeper understanding within families. After the disruption of COVID-19, the school has worked hard to encourage more participation and shows evidence of increasing parent attendance at workshops.

Commendations

None at this time.

Recommendations

None at this time.


D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

D4) Our commitment to inclusive education means that we strive to provide effective learning opportunities and suitable challenges for all students, including vulnerable learners, whilst meeting their individual needs. The EYFS teachers work in collaboration with our Inclusion Department to ensure support mechanisms are in place for individual children where needed. This support can range from modified resources and learning environment through to small group interventions and



when required 1:1 learning support. Additional training for the EYFS team in effectively delivering for differentiated learning is provided by our Inclusion specialists and external providers (D4i).

Our designated, purpose-built early years learning environment ensures that this phase of the school appropriately caters for the needs of the children. This is evident through our classrooms, shared indoor and outdoor learning spaces, which are accessible to all children of all levels within the phase. The department is well resourced to ensure learning is engaging, stimulating and age group appropriate (D4ii).

Appropriate training in the use of specialised resources and equipment is provided (as required) and good practice shared within the EYFS team as part of the planned programme of professional development. This is overseen and monitored by the Head of Inclusion and the early years intervention team. Other support mechanisms include, but are not limited to, the use of IEP's, individual learning support assistants, teaching assistants, adapted timetables, and relevant learning technologies (D4iii).

Evaluator Response

Exceeds

The school has worked extremely hard to live up to its promise of offering education to all. The school's inclusion programme is excellent and is a key component in delivering the promises made in the guiding statements. There is a dedicated inclusion team who are visible across the EYFS supporting groups of students in and out of class, as well as working with individuals. Teachers reported confidence in raising issues around SEND or EAL and commented on the professional level of support and the reassurance they feel with this support. The level of collaboration is evident in discussions and in the use of data and planning that focuses on appropriate levels of intervention and skills development. The inclusion team is flexible and innovative in finding the best way to support every individual child. Links have been made with support agencies, and parents are directed toward external help in a culturally sensitive manner.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D4 Early Years (Major) - The school leadership team, the inclusion team, and the teachers for their collaboration around inclusion that enables appropriate support for every student.

Recommendations

None at this time.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

Upon entry to the school most children in EYFS have English as a second language, and in some cases as a third language. That being said, very few have no English language skills at all. The language development in early years is supported by a strong focus on phonics, the spoken word, and a literacy rich learning environment. As children progress through early years, phonics groups are streamed to ensure all individuals receive the required levels of instruction. Children who require additional support will work with the EAL department who will access a variety of specific teaching strategies to provide the learners with the tools necessary for language improvement (D5i).

All aspects of the school day and curriculum (except for the delivery of other languages) are taught in English. Children are encouraged to verbalise their learning constantly through a variety of experiences, which are reinforced by wider activities such as 'Show and Tell', singing and telling stories.

These are in line with the early learning goals for communication and language in EYFS:

- Listening and attention – including the ability to discriminate sounds and maintain and monitor attention in a shared context and being able to anticipate key events in stories.
- Understanding – first words in context, then phrases, and gradually more complex sentences, as well as questions like 'how' and 'why'.
- Speaking – being able to express their feelings, needs, wants, thoughts, ideas, past experiences, and pretend play events.(D5ii)

In early years we utilise a strong range of strategies and interventions to support the individual needs of our young language learners. This may be in the form of small group and/or individual support. Different approaches are used dependent upon the needs. Strategies include providing oral and written models and scaffolding speaking and writing through [speaking and writing frames](#).

We also support all learners so they are given opportunities to grow their English vocabulary range. This is done by taking advantage of their first language(s) through translation, the use of [flashcards](#) and images. It is important for our children to develop their academic language skills, for instance by focusing on the differences between formal and informal vocabulary (D5iii).

This whole process is delivered by appropriately qualified and experienced personnel who have significant expertise in EYFS language teaching (D5iv).

Evaluator Response

Meets

EAL support is delivered through the inclusion team, and teachers collaborate closely. They are supported by the team, to develop individual learning or support programme for EAL learners in their class. Teaching materials are effectively used or adapted to support learner needs. The phonics programme is streamed across EYFS and KS1, enabling individual students to be supported at the appropriate level. Specific EAL support is mainly delivered within the classroom by the inclusion team, or by the classroom assistants who were observed working with individuals or small groups of children. Induction training is given to new staff to help them deliver language support and resources were shared that are used by teaching assistants to support questioning and language development issues.

Commendations

None at this time.

Recommendations

None at this time.

D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

In EYFS we effectively use a range of technologies within our curriculum to support and enrich our children's learning. This includes the use of devices such as iPads, laptops, IWBs and Bee Bots, where the basics of coding are introduced. This ensures that the children develop and acquire sufficient age-appropriate skills in preparation for their transition into the primary phase. The use of these technologies at EYFS are seamlessly integrated into the day-to-day learning experiences of the children and fulfil the specific curriculum requirements (D6i).

Examples of ways in which this integration occurs include:

- Bee Bots - children learn to control the robot's movements following effective instructions, which is ideal for developing problem-solving skills.
- Access to a variety of Apps to support learning
- iPads – through this type of touchscreen technology children can utilise functions such as the camera and video facility to take pictures of their friends and record elements of their play and exploration of the environment. Recording features also encourage our children

to speak clearly and think about what they are saying, developing their communication and language skills, and boosting their confidence (D6ii).

As part of our formative assessment practices teachers constantly monitor and record children's progress against EYFS standards. This ensures that all children receive appropriate access and coverage to all aspects of their curriculum. By completing detailed individual learning journey documents as additional assessments on progress and attainment, teachers are able to see clearly when a child has reached an individual target (D6iii).

Evaluator Response

Meets

Students were observed using Bee-Bots and iPads in classrooms and the shared areas; teachers made effective use of interactive whiteboards in most lessons. Apps are used for assessment, recording, and reviewing data. Technology and media use within the EYFS appears to be strategic whilst limited in scope. The inclusion team makes good use of technology to support EAL students.

Commendations

None at this time.

Recommendations

D6 Early Years - The EYFS team considers the use of technology by students across the curriculum and whether it can be more effectively used to support learning.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

The EYFS assessment procedures fully align with the school's definition of high quality teaching and learning. A variety of methods are used to assess children's progress and ensure we capture the full picture of each child. This is evident within each classroom and in the children's learning journeys. As well as using formative assessment strategies, we also use summative assessment opportunities to validate and reinforce teacher judgements. By using more formal assessments throughout the year, we familiarise the children with the experience and gain a more accurate picture of individual progress and attainment (D7i).

Within EYFS assessment is low stakes as at this age children are largely unaware of the process, which avoids unnecessary stress and strain on the individual. Learning through play is a key concept of our early years practice, allowing children to make connections and develop their skills, knowledge and understanding in a real-world context appropriate to their age. Teachers skillfully develop and scaffold learning opportunities to ensure that children are able to confidently make the next steps to reach their targets (D7ii).

The nature of the day-to-day EYFS learning environment provides a full range of assessment opportunities by design. This ensures individual children's strengths and preferred learning style can be accounted for organically. Our teachers know their children very well and therefore adapt the learning environment / learning opportunities accordingly (D7iii).


As a result of the above processes, our teaching team are data rich allowing for detailed analysis to take place at regular intervals. These are formalised in pupil progress meetings whereby teachers identify trends, gaps and opportunities to extend learning to both develop the child's learning outcomes and inform teaching strategies. This ensures that all groups of children, including SEND, EAL and high achievers are catered for (D7iv & v).

[Domain D-EYFS](#) - Shows a range of types of assessment and how data is used to inform practice across Early Years.

Evaluator Response

Exceeds





The depth and breadth of assessment are consistently outstanding and fully in line with the HPL philosophy that is embedded within the school. A range of low-stakes assessment methods are used focusing on observation, including reviews and checks that are age appropriate. There is clarity about the need for assessment and how it informs the next steps in learning. Assessment is embedded in pedagogy and provides both immediate feedback for interventions and medium and long-term reviews that inform planning and differentiation. The range of analysis considers the individual child as well as the whole class. Data is used by the head of EYFS and team leaders to plan individual interventions in a highly structured manner that ensures individual needs are met; the inclusion team plays a key supporting role.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D7 Early Years (Major) - The EYFS team for its commitment to data driven pedagogy, supported by the inclusion team, that supports the learning needs of every student and ensures that they make good progress.

D7 Early Years - The head of EYFS who has driven and supported the assessment policy to create a data focused, team driven environment in the school.

Recommendations

None at this time.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Meets

In EYFS, we are data rich and can combine information from our range of assessments effectively to provide an accurate account of where each child is in relation to our age-appropriate expectations in relation to the whole school commitment to HPL and achievement. Teacher judgements and learning journey information is supplemented by external assessment profiles, such as Read Write Inc., which gives the team a comprehensive overview of individual progress and attainment.

Reports for parents are based on the seven areas of learning in the EYFS Framework. Written reports are sent home at the end of each term for all pupils and are based on the learning objectives from the EYFS Framework. An official parent meeting follows the distribution of each report to ensure parents get an opportunity to discuss the content in more detail. Parents are welcome to arrange a meeting with their child's teacher should they have any worries or questions at any time during the school year. We operate an open door policy where communication between home and school is paramount to enable parents to effectively support their child at home and reinforce learning that is taking place within the classroom. Feedback from these meetings is a key element of target setting.

The report includes the specific targets that have been covered during the term. Depending on the children's attainment, each objective will appear below one of two headings, as follows:

Emerging

Expected (D8i)

Data is collected and entered into our school management system at prescribed intervals. This is coordinated by our Data Manager, who then can generate a variety of data reports for further analysis. We also utilise a specialist early years curriculum data management tool that allows teachers to track the performance and progress of each child in line with age related expectations. Following the data entry points, pupil progress meetings are held with the individual EYFS teachers and Head of Early Years to determine the progress and attainment of the cohort, groups of children and each individual. Following this, intervention strategies are determined and implemented where necessary to ensure continual achievement (D8ii & iii).

[Domain D-EYFS](#) - Shows a range of types of assessment and how data is used to inform practice across Early Years.

Evaluator Response

Exceeds

A clear school assessment policy is shared and understood by the teaching staff. The policy ensures continuity throughout the school as well as developing horizontal articulation. The HPL philosophy and language help to guide the assessment policy and students and parents are well informed about assessment purposes and outcomes; information is promulgated through letters accompanying reports and parent workshops. There is a deep commitment to high-level assessment practice that is embedded within the school's pedagogical approach. Assessment is effectively used to inform learning and teaching.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D8 Early Years (Major) - The EYFS's commitment to an assessment focused pedagogy that informs and impacts teaching and improves learning outcomes for students.

Recommendations

None at this time.

Domain Summary – School Response

Overall we believe this Domain is met across all standards for Early Years. Teaching and assessment for learning has significantly developed under the direction of the Head of Early Years over the last 2 years. The curriculum is clearly mapped out and planned for to ensure we provide the best learning opportunities for the children, in line with our guiding statement on high-quality learning. This approach is seamlessly supported by our focus on HPL.. Through skillful planning and delivery, all students are engaged in the learning process and can increasingly articulate what they are doing / learning as they progress through the early years stage. The wide variety of learning activities, cater for all different types of learning style and the continuous provision, free flow element of our EYFS provision allows the children to employ agency over the learning at a young age. The children are well supported by their teachers and teaching assistants who create a safe, engaging and fun environment. For the children who require additional support either for a learning need or EAL requirement, they are identified early on and receive the required intervention by our specialist team. This is done as much as is possible within the EYFS environment to be as inclusive as we possibly can. Our rigorous focus on assessment means we now have secure and robust assessment procedures to be fully aware of the development of each child and their next steps. Through strong reporting and communication channels, parents are kept informed on their child's progress.

Strengths:

- Highly skilled and dedicated Early Years Teaching Team, following international best practice
- Strong assessment policy and practices, meaning we are data rich and can use this effectively to inform planning, curriculum development and students next steps
- The variety of learning activities available to the students to ensure different learning styles are catered for
- The overall early years environment - safe, innovative, creative, engaging and learning focused through play and exploration
- The range of resources and appropriate technology available to the children to enrich their learning and support the development of key skills
- The culture of celebration and aspiration to constantly reinforce the attributes, attitudes and values to develop strong global citizens.

Areas for Development / Planned Actions:

- Continue to develop provision of high-quality and relevant professional learning opportunities in order to further enhance the learning experiences and environment for the students (Ongoing development of PD practices, supported by the recent introduction of

newly appointed Assistant Head roles leading on Teaching, Learning and Assessment for the Academic Year 23-24).

- Look to improve ways in which we can measure and evaluate the effectiveness of our provision, in developing the aspects of global citizenship and intercultural understanding (Currently under process as part of our full curriculum review)
- Work more closely with our cluster Wellington schools to share best practice around early years assessment and how it is used (cluster working parties already established)
- Create more explicit ways to identify areas of global citizenship within the planned curriculum (Included as part of curriculum review for Sept. 23/24)
- Continue to stay abreast of developments in educational technology to ensure we are using this effectively to enhance students learning (New Head of Digital Transformation will oversee this. Roadmap already created)

Domain Summary – Evaluator Response

The school meets or exceeds every standard in this domain. The assessment practice and its use to inform pedagogy are outstanding. Assessment is clearly integrated into teachers' daily practice and critically reviewed by the head of EYFS to ensure that every child is given the best possible learning opportunities. A wide range of assessment data is collected and reviewed by the head of EYFS and class teachers; gaps in learning are systematically identified and addressed through different strategies. The school's inclusive admission policy is well supported by an effective inclusion department that directly supports students and teachers; the collaboration and mutual support ensure that teachers are enabled to seek support. Respectful relationships between all members of the community are evident and point to a positive school culture in this regard. Inclusion support is excellent for SEND and EAL students. The school induction programme ensures that new staff are quickly brought up to speed on school processes and then supported in their personal learning journeys.

The use of technology by teachers is prevalent and effectively supports whole class lessons and assessments. The use of technology by students is an area the school may wish to develop and embed, although it is used effectively in the shared space.

Domain D – Primary - Teaching and assessing for learning

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Meets

The implementation of HPL is an aspirational approach to learning with a clearly defined, specific language to raise standards and potential for student learning. Pupils are confident in articulating what they are learning and how it fits into the wider scheme of work. Clear learning objectives and success criteria, which are shared with pupils, ensure that they are aware of the sequence of learning and what they need to do to challenge themselves further (D1i).

Teachers understand the definition of high-quality teaching and learning through the research led WSQ Principles of Teaching, the HPL framework and our guiding statements. Regular development drop-ins and feedback to teachers focus on exemplary practice and an actionable step is shared with staff to implement into their teaching practice. All teaching staff attend high-quality professional development sessions that have a consistent focus on improving teaching and learning, assessment and curriculum development. Within lessons, a variety of approaches are used to improve learning whether that is through research tasks, projects, group work, independently work, using technology, flipped learning, problem solving and even using our open shared learning zones etc. This variety ensures that all students are catered to and develop a range of learning skills in an engaging environment (D1ii and iii).

Teachers in primary, create engaging learning opportunities for all learners. The aspirational HPL approach ensures this applies to all. Classes are mixed in ability and lessons are differentiated and personalised to meet individual needs accordingly. The Inclusion team works closely alongside teachers in planning to ensure that the needs of students who have identified barriers to learning are met appropriately, utilising a variety of strategies to access the curriculum. This can take many forms such as 1:1 support, small group intervention, pull out sessions, various use of technologies and modified learning spaces. IEPs are also created by class teachers and the inclusion department, who work in collaboration to create targets and strategies to support students who have additional needs (D1iii and V).

Subject and Phase Leaders work closely with teaching staff to ensure that learning is differentiated for the needs of each student. Furthermore, this becomes more personalised with the effective use of data derived from the CAT4 student profiles and internal formative and summative assessments. Students are also given the opportunity for students to present their work in a variety of forms to suit their preferred learning style and bias (D1iv).

Within Primary a range of media, resources and technology are used to enhance access depending upon need, age group and curriculum area. All students have access to iPads and laptops, with upper KS2 students adopting the BYOD policy. Dictation and translation tools are used for example for EAL students or students who find writing challenging. Students can also opt to present their work in different ways using a variety of media. Resources can be tailored / enhance learning through mechanisms such as writing frames, sentence starters and key vocabulary. These approaches are common place across primary and can be evidenced through learning walks, planning, lesson observations and through talking with students.(D1vi).

Evaluator Response

Meets

HPL philosophy is deeply embedded in the school's pedagogical approach and informs every aspect of learning and teaching; teachers fully support the approach and buy in to it. The inclusion department is closely involved in planning and supporting students with SEN. Challenging the more able students and considering individual needs may be an area that needs to be considered with the school's whole class approach to teaching and learning. Methodologies for supporting special needs were evident and strong, those for challenging higher achievers were more difficult to discern. A range of materials is used in classrooms to support and enhance learning, and this is seen, perhaps most effectively, when supporting SEN students.

Commendations

D1 Primary - The inclusion programme that effectively supports SEN students to access the curriculum.

Recommendations

D1 Primary - The primary school may wish to consider how to develop a practice that better supports variability and diversity in classrooms so that all learners are appropriately challenged.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Meets

Due to the fact that we have a fully inclusive admissions policy at WSQ, assessments on entry are used to understand the needs of each child and are carried out by the Admissions team and designated class teachers. CAT4 data is used from Year 2 onwards to give detailed insight into cognitive ability, along with other relevant data from previous schools and evaluations are shared appropriately. Dialogue between key staff, including the Registrar, ensures that any pupil who displays potential additional needs are highlighted to the Inclusion team for further screening. The purpose behind this is to fully understand as much as possible the needs of the child before they start, but also to ensure the school is able to provide for their specific requirements. We review our admissions procedures annually and have identified a need to look further into how we assess children who have limited English to allow them to still demonstrate their capabilities. This approach is aligned our vision, mission and guiding statements to be a inclusive school (D2i). Students are given a WSQ-S Score, which combines specific subject related cognitive domains from CAT4 with other nationally benchmarked assessments (GL Progress tests) and Accelerated Reader Standardised scores. This produces a rounded picture of a students' potential. A yearly assessment calendar is shared with staff, with termly Pupil Progress meetings as well as mid-term digital check-ins. Teachers and subject leaders meet one on one to discuss the progress of the students, including curriculum adaptations and interventions, which are needed for the next term. The subject leaders then meet with the Head of School to share findings and discuss next steps. As well as the above assessments, teachers are confident in using a variation of strategies to support progress in lessons, which are highlighted in the assessment policy (D2ii).

Evaluator Response

Exceeds

The inclusive admissions policy ensures that the school lives up to the commitments in its guiding statements; this is impressive. The school is willing to accept students with a wide range of needs, works with external agencies, and focuses on developing skills that will allow students to operate within the classroom. The identification and support of students with exceptional abilities may be something the school wishes to develop further. The school monitors the admissions process effectively and uses it to critically reflect on the guiding statements. Teachers and the inclusion team are fully involved in the assessment of new students.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D2 Primary (Major) - The primary school's commitment to an inclusive admissions policy that fulfills the promises made in the guiding statements of education for all.

Recommendations

D2 Primary - The primary school may wish to consider how more able students can be effectively challenged to meet their specific learning needs.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response

Meets

Across the curriculum many opportunities are provided for students to develop their skills and understanding of global citizens and inter-cultural learners. With over 50 nationalities attending WSQ, integration of diverse cultural perspectives and languages is organic. Students are respectful of each other, and understand and accept people with differing views and beliefs. In a more formal way teachers will often use specific topics within their planning to provide further opportunities for wider learning. Examples include; the teaching of Qatar history and the National Identity project, our PSHE and assembly programme, alongside a variety of global events such as World Book Day, Cancer Awareness Day, World Children's Day and International Women's Day. Students can increasingly articulate the importance of global citizenship and understand that they have an active role as future leaders to be active participants in shaping a better World (D3i & 3ii).

[Jigsaw](#) - PSHE Programme covering a significant number of topics relating to global citizenship / intercultural learning

[International Mother Language Day 2023.MOV](#)

[BEYOUWSQ v2.mp4](#) - beyouWSQ video promoting the importance of 'you'. We are a harmonious community full of individuals

Through the number of opportunities provided in the curriculum, wider learning experiences and the culture within in the school, it is clear that both the school and the students value the importance of global citizenship. Specific aspects are included in, and are recognised in our celebration, rewards and reporting processes. At this current time the majority of evaluations are more anecdotal and qualitative. As part of the on-going curriculum review, more sophisticated mechanisms will be explored to enable us to measure this in a more quantitative manner and look at how the multiple aspects of we already do can complement each other (D3iii).

Evaluator Response

Meets

Evidence was seen during class visits and from teacher materials of a systematic approach to global citizenship and intercultural learning. The positive relationships between all members of the community speaks to a kind and respectful culture that was mentioned by the student council members. The school fully supports the government initiatives around Qatari history and national identity and this was clearly evident in classrooms. Topics focusing on sustainability and refugees indicate that the school is focusing student learning on relevant global issues.

Commendations

None at this time.

Recommendations

None at this time.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

WSQ has a detailed calendar of CPD, in which staff receive high levels of guidance and training in areas identified as either individual or whole school priorities. Some of these sessions are lead by our specialist, fully qualified Inclusion practitioners to ensure that teachers develop a range of teaching strategies in support of creating a fully inclusive classroom and the school's priority to focus on quality first teaching. Specific sessions can range from how to support EAL students, those attaining significantly below the expected levels through to students with specific learning

needs such as dyslexia and autism. Many of these students will be identified as WAVE 1,2 or 3, dependent upon their level of need. For identified high performing students opportunities are provided within the relevant curriculum areas to extend and challenge their learning. As a school our approach is to focus on the development of deep learning and mastery rather than simply advancing the students through the curriculum syllabi (D4i).

Extensive time is invested in planning learning to ensure access for all students. Teachers are required to plan accordingly for classes with the necessary adaptations and scaffolding in place for each child. In cases where students are working significantly below their year group, the Inclusion Department utilise the Graduated Approach to provide targeted support. This is embedded with the support of personalised provisions, such as pupil profiles and Individual Educational Plans (IEPs), providing challenging targets linked to high performance learning. It also ensures class teachers are accountable for the progress of their students. Where necessary, the curriculum is modified to guarantee above expected progress from a students' starting point. The designated EAL teacher support also supports students who speak English as an additional language and is a barrier to their learning. Online platforms such as Learning Ladders, No More Marking, Accelerated Reader and CAT 4 are also used to accurately identify levels and support students learning, enabling teachers to stretch and challenge all students to reach their full potential (D4ii).

Appropriate training in the use of specialised resources and equipment is provided (as required) and good practice shared within the primary team as part of the planned programme of professional development. This is overseen and monitored by the Head of Inclusion and primary SENCO. Other support mechanisms include, but are not limited to, the use of IEP's, individual learning support assistants, teaching assistants, adapted timetables, and relevant learning technologies (D4iii).

[!Graduated approach documents](#) - Guidance for teachers on dealing with specific needs

Evaluator Response

Exceeds

There is a wide range of continuing professional development available for staff. The high quality of induction training was noted by teachers along with the excellent level of support from the inclusion team. The school's inclusion policy is effective and an exemplary area of practice. The level of collaboration between teachers, the inclusion team, and parents shows a deep commitment to the school's guiding statements. Individual education plans are drawn up for students as needed with the aim of integrating students into mainstream classes and supporting their learning. Teachers are able to discuss strategies with the inclusion team and request support which is given. External agencies are consulted and involved, and parents are included in the process in a culturally sensitive manner. Teachers made it clear that students who need additional challenge are supported in classes and given activities that extend them; this was not always easy to identify in classrooms with whole class teaching and no clear identification of extended learning tasks.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D4 Primary (Major) - The school's commitment to inclusion in support of its guiding statements that ensures SEN students are effectively supported in their individual learning needs.

Recommendations

D4 Primary - the school considers how to more explicitly develop programmes for high achievers to ensure that all students are appropriately challenged.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

The vast majority of students within the primary school have sufficient language acquisition to access the curriculum. Where further support is required, additional tuition is provided by our specialist EAL teacher. This is a mixture of in class support and personalised one on one / small group interventions. Activities are adapted for EAL learners to allow them to access the curriculum. The EAL teacher and class teacher work together to plan interventions and strategies which meet the students' needs such as Pec symbol cards in dual language.

All subjects apart from MFL, Arabic and Islamic for native speakers are taught in English. There is a large focus on speaking and listening in writing classes, where children learn texts using story maps through our 'Talk for Writing' programme. In KS1 Students attend set one phonic interventions to support language development. Linguascope is also used across the school to support students who are learning English as an additional language. All teachers however will utilise a range of strategies to support students whose language competencies need development. This could be through simplified resources, writing frames, sentence starters, modelled answers and use of appropriate technologies (D5i and ii).

As the majority of curriculum areas are taught in English, the development of literacy is a shared responsibility. This is highlighted through our language-rich learning environments and within lessons, where students are continually exposed to the skills of reading, writing, speaking and listening. Wider activities such as the Debate Club and Public Speaking competitions supplement this (D5ii).

Within WSQ, teaching pedagogy and use of data are closely aligned to ensure learning is inclusive of individual's language needs. A good example of this is the work overseen by our Librarians and reading leader, who monitors and tracks all students reading and comprehension levels through our successful online Accelerated Reader programme (D5iii).

As mentioned previously, tailored CPD (internally and externally) is provided to relevant staff, to ensure student specific needs area met. This is evident in our student outcomes, lesson observations and the progress out students make through the primary years (D5iv).

Evaluator Response

Meets

Teaching across the school is in English and led by first language English speakers, aside from language and culture lessons which are conducted in Arabic, French or Spanish as appropriate. The inclusion department supports EAL learners with individualised support programmes and includes good use of technology to support and enhance learning opportunities. Teachers and the inclusion team collaborate in the best approach to supporting language learning. Students and adults who speak languages other than English are used to help support English language learners. The school may wish to consider research around mother tongue learning and how this may effectively compliment English language fluency.

Commendations

None at this time.

Recommendations

D5 Primary - The school considers how mother tongue language opportunities can be more effectively used to develop intercultural awareness and language fluency.


D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

The school reviews its' provision of media resources and technologies annually. This is undertaken in conjunction with of Heads of Subject, IT Manager and Digital Transformation Leader to assess the validity of new developments. Across primary school all students have access to iPads / laptops from Year 1 to Year 4. In year 5 and 6 we have introduced a BYOD policy to support their



learning and begin that transition for secondary school. They are able to access resources through their secure personal GEMS login. A clear Acceptable Use policy for both staff and students also exists. All classrooms have interactive SMART boards, and teachers also have additional access to both laptops and iPads. As per the whole GEMS organisation, all technology infrastructure runs through Microsoft Suite, ensuring compatibility and high levels of functionality and security. The corporate IT development team is currently rolling out a new online platform with significant enhancements, including AI features (D6i).

Media resources and technologies are used throughout our curriculum, where it has the potential to enhance learning. This can and does look different depending upon the curriculum area, as evidenced in all planning and assessment, and through lesson observations. In primary, a number of online learning platforms are also used strategically to enhance learning in an engaging way (gamification), while at the same time providing additional, informative data for teachers (D6ii). As with all internal quality control measures, WSQ uses a variety of procedures to ensure the effectiveness of media and ICT implementation, which include, but are not limited to, the DDI process, Subject and Phase Leader monitoring and review of work carried out, plus the SLT use of evaluating and auditing staff work. The school is confident that through the way in which media and technologies are utilised, it is comprehensive and accessible to all (D6iii).

Evaluator Response

Meets

The school is well resourced and has invested in an effective technology infrastructure to support learning. Good use is made of technology by teachers for assessment and for analysis of assessment data. Some use of technology was observed in classrooms; the quality of technology use ranged from highly effective to the more basic substitution form of the SAMR model, where the computer was simply used as a textbook replacement. More training of teachers may be needed to help them understand how technology can enhance learning.

The school may wish to consider how it enhances access to high quality literature in classrooms. The provision of books and literacy materials in the classroom lacked consistent depth of provision. The library is reasonably well resourced with books, but consideration may need to be given to the layout to making it a more welcoming and inviting space, as well as considering a wider range of multi-media resources; in addition, consideration of mother tongue literature might be beneficial.

Commendations

None at this time.

Recommendations

D6 Primary - The school considers how technology can be more effectively utilised in the curriculum to ensure that students are equipped with digital citizenship skills.

D6 Primary - The school considers how teachers can be effectively trained to shift their technology practice through the SAMR model to enhance student learning opportunities.

D6 Primary - The school reviews the provision of books in classroom libraries to enhance opportunities for exposure to high-quality literature.

D6 Primary - The school considers how to make the library space more inviting and varied to foster greater access to books and multi-media resources to encourage connectivity, collaboration, investigation, research, and innovation.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

The WSQ Assessment policy fully aligns with our approach to high quality learning. It is aspirational in the sense that our assessment for learning approaches constantly provide direct

feedback to teachers, and students regarding what they can do but more importantly, what they need to do next. This low stakes style of assessment ensures that students are not overwhelmed and distracted by the assessment itself rather than what they have actually learned. It is completed in a variety of differentiated ways, for example verbal and written teacher feedback, questioning, quick-fire mini quizzes, oral presentations, projects and end of topic assessments (written and online) to ensure we develop an all round understanding of each student (D7i). Success criteria is used in lessons so students are clear on what they need to do next to succeed in their learning. Start and end of unit assessments in Science, Maths and Writing are used to identify what students know and informs curriculum adaptations. Teachers use a range of summative and formative assessment to differentiate learning for students. Weekly planning meetings allow for collaborative planning, where the needs of the students are met and catered for. Teachers regularly update an online assessment tracking system (Learning Ladders) where objectives are assessed for each child. Again these are discussed in meetings and planning adapted to the needs of the students.

All assessments conducted and their criteria are explicitly linked to current / recent learning to ensure openness, fairness and transparency for all involved. The more formal assessments and their content are overseen and quality assured by the Heads of Subjects. Students are therefore assured of the process and can make clear links between the assessment content and their learning. Feedback is given in a timely manner to enable students to understand their next steps (D7i, ii and iii)

Students also undertake age-appropriate formal internal, mid and end of year assessments as well as external GL progress tests to help triangulate all data collected through the academic year. Data from all forms of assessment are populated into online teacher markbooks ensuring transparency and accurate tracking of student progress. Each student is then awarded their own 'S' score which allows all relevant stakeholders to have a very clear picture of the progress each student is making.

Assessment data is regularly used, following each main data entry point to identify trends, strengths and gaps, both in groups of students and individuals to inform any required planning, curriculum modifications or teaching interventions. Mid term and termly pupil progress meetings use assessment data to identify where students need to be supported or challenged. Interventions are then put into place to support these needs. For transparency and to ensure personalised support is identified where necessary, assessment data is then shared across the primary teaching, pastoral and Inclusion teams (D7iv and v).

Evaluator Response

Exceeds

The school's assessment policy is fully aligned with the HPL philosophy and the school's guiding statements and focuses on excellence for all. Assessment in the primary is aligned vertically and horizontally and effectively connects with both EYFS and secondary school through the use of standardised testing and the "S" number for consistency. There is clarity of purpose from leadership, and support and challenge for teachers. There are clear assessment frameworks that are used to inform teaching practice. Regular meetings are held to discuss assessment data and have a focus on the progress of every individual in the class. The inclusion team is involved as needed in the assessment process and helps to support SEN students integrate into the classroom.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D7 Primary (Major) - The primary school's commitment to assessment that informs practice and focuses on the needs of the individual child.

Recommendations

None at this time.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Meets

In primary, termly attainment and progress reports are shared with parents, these are reviewed yearly. The school openly encourages feedback from parents and a recent change in Primary reports was a result of this. At the end of each term, there is a full data collection where teachers input their teacher judgements into marksheets. This is after triangulating all information available about a child including (hot and cold tasks, end of unit maths and science quizzes, accelerated reader scores, class work etc.) and in-depth moderation of work. Termly parent meetings and target setting ensures that students and parents are aware of attainment and progress expectations. Parents evening format has also been reviewed and we are now trialing the option for parents to either attend in person or online, to suit their schedules (D8i).

Our assessment policy clearly outlines the rationale and procedures involved, which have developed significantly over the past 18 months. All staff have access to SIMS marksheets where all relevant assessment data is inputted. This also includes their external Progress Tests and CAT4 SAS scores. From the CAT4 results, end of year assessments and progress tests scores, an overall 'S' score for each student is determined. Subsequent formal assessments, including internal tests are standardised and rigorously developed to they in turn produce cohort SAS scores in order to measure student by student progress against their own 'S' score. This approach ensures we are focusing on each and every student in a personalised manner. Data is reviewed in detail following each data entry point, which may vary depending on the year group, outlined in our assessment calendar. Analysis is overseen by our data manager and VP, who then share with the relevant teams for further analysis and next steps. This is in keeping with the whole school approach to high quality learning, ensuring we are continually supporting our students to make progress in line with their aspirational personal targets. This detailed and transparent process is shared with parents and students alike. Through termly data analysis, subject leaders identify strengths and needs in departments. Adaptions are then made for the for short term planning and longer term curriculum adaptions (D8ii and iii).

Evaluator Response

Meets

There is a clearly defined assessment calendar that is reviewed and discussed by teachers and the leadership team. Feedback is sought from different stakeholders, and there has been an effective dialogue with parents and additional support given through written materials and workshops to help parents understand the assessment process. There is a clear and systematic school-wide policy for data collection that gives alignment from EYFS through primary and into secondary to ensure continuity. Data is aggregated to look at class and school patterns as well as a focus on the achievements and needs of individual students. Data between classes is compared to establish and share areas of good practice.

Commendations

D8 Primary - The school's assessment policy that effectively collects and analyses data that is used to inform practice and improve student learning.


Recommendations

None at this time.

Domain Summary – School Response

We believe the primary school meets the standards for this Domain. As mentioned in our recent BSO inspection report, 'the quality of teaching and assessment is excellent.... in primary, children engage well in lessons and are extremely keen to learn". With the introduction of HPL and the renewed aspirational vision of the school, a lot of time and resources have been invested into the development across teaching, learning and assessment. Policies and practice ensure students of all abilities are catered for with appropriate support, specialist teaching and targeted interventions, from the moment they enter the school.

A wide number of opportunities exist for students to develop their intercultural understanding and global citizenship, ranging from curriculum topics in a wide array of subjects, to our PSHE and Assembly programme, the MoE Cultural Identity initiative and other wider school events. Our



students demonstrate these competencies each and every day in the way they interact with each other. This is an area however that we want to integrate more explicitly so we can more readily measure impact. Our assessment procedures are detailed, transparent and informative. Equally importantly, we believe the wide range of assessment methods and opportunities used to measure student progress reduce the reliance on formal testing at such a young age, therefore preserving student wellbeing and placing the focus on them being engaged learners. In primary we are data rich and use this effectively to enhance our teaching and the learning opportunities we provide to the students.

Strengths:

- The overall quality of teaching across the primary school, including well planned, engaging learning opportunities for all students and the outstanding teacher / student relationships - supported by our Principles of Teaching document
- Students learning skills and their ability to articulate what they are learning, and the different characteristics of HPL they are using
- The all round development of students global citizenships skills and their empathy and understanding of others situations, beliefs and cultures
- The expertise from within our Inclusion Team and the support they provide to students requiring additional support
- The range of opportunities for students to use media and technologies to enhance their engagement in learning
- The assessment procedures and use of data, ensuring teachers are responsive in their planning and delivery of the curriculum .

Areas for Development / Planned Actions

- Further develop the use of student voice and agency to contribute to the further development of engagement and challenge
- Devise more robust methods to measure and report the development of student progress towards global citizenship and intercultural learning, alongside creating more explicit learning outcomes for the same (Ongoing as part of the full school Curriculum review)
- Further utilise the skills and expertise across the wider Wellington cluster to maximise learning provision for all students (Develop working parties across the cluster in relation to specific, identified focus areas - Initiated by Principal)
- Continue to develop individual teachers use of assessment data in regards to how best support the needs of individuals and groups of students (Further planned CPD on assessment and data usage by VP)

Domain Summary – Evaluator Response

The school meets or exceeds every standard in this domain. The HPL philosophy is deeply embedded in the school and used as a meta-language for learning. The inclusion programme is highly effective and supports the school's guiding statements; support for students and teachers through the inclusion programme is outstanding. Support for students who need a greater level of challenge is something the school may wish to review to ensure that every child is effectively challenged. There is a systematic approach to global citizenship and intercultural learning, and the culture of kindness and respect between members of the community is wonderful to see.

Excellent continuing professional development and induction programmes ensure that teachers are able to quickly come up to speed with school expectations around assessment and pedagogy. The English language provision is excellent; EAL support through the inclusion programme is excellent; the support and promotion of mother tongue is something the school may wish to review. Technology use is varied and the school may wish to critically reflect on teacher skills in this area to ensure that technology use in classrooms is more effective in promoting learning opportunities. Classroom libraries and the central library provision would benefit from a critical review. The assessment policy and practice is a model of excellence and is used effectively to guide pedagogy.

Domain D – Secondary - Teaching and assessing for learning

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Meets

In secondary, we place great emphasis on students developing the ability not only to gain factual knowledge but also to understand how to apply it effectively and subsequently evaluate their own progress in order to improve attainment. By using HPL as a common aspirational model, students are educated in using the language that unlocks high performance and fully engages them in learning that is robust, and challenging. We are developing a culture and ethos that encourages students to take responsibility for their learning, ensuring that they are fully cognisant of their next steps and targets for achievement. This approach is fully aligned with our guiding statements in which we are aspirational for all our learners. All surveys highlighted student engagement as a major strength of WSQ (D1i).

By undertaking planned CPD, teachers are well trained in HPL, and the WSQ 'Principles of Teaching' ensure consistent quality teaching and learning strategies are implemented effectively. Within this document clear guidance on what constitutes exemplary practice is provided. DDIs are regularly conducted by our leadership teams across school to monitor that T&L is of a high standard, where exemplary practice is shared and teachers are fully supported to develop their pedagogy. Our HPL steering committee led by Senior Teachers for T and L also contribute to the further development of teaching (D1ii).

Observation of lessons in secondary clearly demonstrates consistently delivered, well-differentiated and challenging learning opportunities that accessible are for all students. Through various forms of quality assurance, such as the preparatory visit by CIS, BSO Inspection, twice yearly reviews lead by the GEMS Senior Education team (Spotlights), alongside the school's own MER processes, all of which clearly indicate T&L is strong throughout WSQ, providing challenge for all students (D1iii).

Subject and Phase Leaders work closely with teaching staff to ensure that learning is differentiated for the needs of each student. Furthermore, this becomes more personalised with the effective use of data derived from the CAT4 student profiles and the opportunity for students to present their work in a variety of forms to suit their preferred learning style. (D1iv).


To ascertain the appropriate type of learning methodology, students are tested using the GL assessments including CAT4 and subject specific progress assessments. Combined evaluations of student results (formative and summative) assist teaching staff to make an informed decision regarding the levels of support, differentiation and challenge required. Liaison between teachers, in addition to working closely with the Inclusion and Pastoral teams, optimises our ability to provide what is best for each student. This can take many forms such as 1:1 support, small group intervention, the use of IEP's, use of technologies and access arrangements (D1v).

All classrooms at WSQ are equipped with interactive smart boards, plus teaching staff have access to iPads, laptops and educational subscription websites that provide a backbone of technology to assist in the classroom. All teachers and students have access to the GEMS online portal. We also apply a BYOD policy to further enhance this provision (D1vi).

Evaluator Response

Meets

Evidence from the secondary school demonstrates that teachers effectively deploy strategies and resources which enable most groups of students to be very successful learners. The leadership team fully supports the teachers using HPL, the *WSQ Principles of Teaching*, and continuing professional development to develop their pedagogy. Further evidence from lesson observation data highlights that a variety of pedagogical techniques are built into lesson planning, and these serve to address different learning needs; this includes a range of teaching strategies such as differentiated activities



and questioning, peer support, and visual stimuli to support SEN and EAL learners. Through reviewing data-driven instructions and classroom observations, the evaluation team acknowledges that teachers use a limited variety of teaching strategies and approaches to engage students in learning and to address different learning styles; this is particularly effective for SEN and middle-ability students although the whole class approach often used may not always stretch the higher achievers.

Learning walks indicate that most classroom environments are stimulating, supportive, and effectively resourced with technologies deployed across the school. The school has adequate resources to enhance students' learning: the classes are spacious and adequately equipped with supportive learning materials, all classes have interactive SMART boards, and staff has access to laptops, iPads, and education websites. Teachers work closely with the subject and phase leaders to help inform planning. The inclusion department leads one-to-one support and small group interventions to provide bespoke opportunities for identified students. The Cognitive Abilities Test (CAT4) and GL data have been used to help teachers understand the level of support the students need. The school may wish to consider using technology that supports teaching and learning, motivates the students, and offers more differentiated levels of challenge, particularly to the higher achievers.

Commendations

D1 Secondary - The faculty for actively engaging students in their learning by effectively implementing the school's approach to high performance learning.

Recommendations

D1 Secondary - The leadership team and teachers provide more differentiation for students to ensure that each student receives the most appropriate level of challenge.

D1 Secondary - The leadership team and teachers offer a more effective level of strategies and activities to extend students with higher abilities.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Meets


WSQ is an inclusive school and does not have an entrance exam, however all students must complete a CAT4 assessment in order to ascertain their overall abilities and identify any potential learning needs. Families are supported through this process in personalised interactions with our Admissions team. Reports and references from the student's previous school(s) are submitted and, where appropriate, a referral to the Inclusion team may be made. All relevant information regarding each student is passed on to faculty staff to ensure effective learning is maintained. Only if a particular students' needs are deemed to be greater than what the school can cater for would they not be offered a place (D2i).

In Secondary, students take the GL assessments and CAT4 at periodic intervals to inform the planning of teaching and learning, and measure the leverage of student progress. Differentiation in terms of additional support or enhanced challenge is reviewed following analysis and evaluation of data in order to meet the needs of each student by providing suitable learning programmes. If it is felt that a student warrants additional support outside of the normal quality first teaching, a referral to the Inclusion Department is made to facilitate further assessment. In addition, subject teachers also assess using a variety of practical, theoretical and ICT driven methodologies that create a classroom culture that is rooted high quality practice (D2ii).

Evaluator Response

Meets

WSQ Policy requires applicants to sit a Cognitive Abilities Test (CAT4), and the results are used to identify potential learning needs. All relevant information is shared with all the teachers, who have full access to the students' results. Teachers use this data to check students' progress frequently, and there is a tracking process to maximise the expectation for every student's academic



achievement and progress. This is clearly reflected in the assessment and reporting policy, which facilitates the close monitoring of attainment and progress through the year, therefore informing intervention strategies that help to maximise potential learning outcomes and provide appropriate learning programmes for each student. Appropriate support is offered by the inclusion team for SEN and EAL students.

The CIS Community Survey for faculty and staff demonstrates that 33% disagree that the school informed them about newly enrolled students' unique abilities and needs before admission to their classes.

Commendations

D2 Secondary - The inclusion team for the provision of support for SEN and EAL students through one-to-one support or small groups.

Recommendations

D2 Secondary - The leadership team further develops and implements assessment procedures that take account of feedback and are fully understood by students, staff, and parents.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response

Meets

Across the curriculum many opportunities are provided for students to develop their skills and understanding of global citizens and inter-cultural learners. With over 50 nationalities attending WSQ, integration of diverse cultural perspectives and languages is organic. Students are respectful of each other, and understand and accept people with differing views and beliefs. In a more formal way teachers will often use specific topics within their planning to provide further opportunities for wider learning. Examples include; the teaching of Qatar history and the associated local values, alongside a variety of global events such as World Book Day, Cancer Awareness Day, World Children's Day and International Women's Day. Students can increasingly articulate the importance of global citizenship and understand that they have an active role as future leaders to be active participants in shaping a better World (D3i & 3ii).

[BEYOUWSQ v2.mp4](#) - Launch of #beyouWSQ campaign, celebrating who we are and the fact we are an international community.

Through the number of opportunities provided in the curriculum and wider learning experiences, it is clear that both the school and the students value the importance of global citizenship. Specific aspects are included in, and are recognised in our celebration and rewards procedure. At this current time the majority of evaluations are more anecdotal and qualitative. As part of the on-going curriculum review more sophisticated mechanisms will be explored to enable us to measure this in a more quantitative manner (D3iii).

Evaluator Response

Meets

WSQ students and teachers represent over 50 nationalities, so the school has various opportunities to enrich students' learning with intercultural experiences.

The school facilitates intercultural learning in both curricular and co-curricular programmes, and through school events, lessons, and assemblies. The planning and delivery of the school curriculum are informed by the promotion of global citizenship through intercultural understanding. In addition, the school teaches Qatar's history and its associated local values. Nonetheless, more attention to this and the teaching of Arabic would be valuable. Still further, the assessment strategy for global citizenship and intercultural awareness in general is not systematic. The evaluation team witnessed examples such as world maps with subject-relevant information, and flags. Activities that enhance the curriculum include World Book Day, Cancer Awareness Day, World Children's Day, and International Women's Day. The team observed that students had opportunities in art, for example, to incorporate their own culture into their work.

The CIS Community Survey for students demonstrates that 28% disagree that they learn about local places, languages, and cultures in their classes.

Commendations

None at this time.

Recommendations

D3 Secondary (Major) - The leadership team considers how to enhance the visibility of the Arabic language to demonstrate intercultural awareness and develop a greater understanding of the host country's language and culture.

D3 Secondary (Major) - The leadership team seeks more systematic ways to assess students' development as global citizens and intercultural learners.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

WSQ has a detailed calendar of CPD, in which staff receive high levels of guidance and training in areas identified as either individual or whole school priorities. Some of these sessions are lead by our specialist, fully qualified Inclusion practitioners to ensure that teachers develop a range of teaching strategies in support of creating a fully inclusive classroom and the school's priority to focus on quality first teaching. Specific sessions can range from how to support EAL students, those attaining significantly below the expected levels through to students with specific learning needs such as dyslexia and autism. Many of these students will be identified as WAVE 1,2 or 3, dependent upon their level of need. For identified high performing students opportunities are provided within the relevant curriculum areas to extend and challenge their learning. As a school our approach is to focus on the development of deep learning and mastery rather than simply advancing the students through the curriculum syllabi (D4i).


In secondary, we are fortunate to have access to a variety of community resources that enhance the learning opportunities for our students. We ensure the use of these resources is planned, in line with HPL and the school's guiding statements, to not only provide individuals with opportunities for collaboration, exploration and independent learning but also to extend their levels of challenge. In-house community resources such as the school library and ICT suite are supplemented with off-site educational visits and liaison within the GEMS Wellington Cluster (D4ii). Appropriate training in the use of specialised resources and equipment is provided (as required) and good practice shared within the secondary team as part of the planned programme of professional development. This is overseen and monitored by the Head of Inclusion and secondary SENCO. Other support mechanisms include, but are not limited to, the use of IEP's, individual learning support assistants, teaching assistants, adapted timetables, relevant learning technologies and approved access arrangements (D4iii).

Evaluator Response

Meets

Staff at WSQ are provided with comprehensive training on how to effectively deploy resources relevant to the needs of the taught curriculum and individual students; this includes the adaptation of resources to support SEN and EAL students and subject-specific resources.

The school uses individualised educational plans (IEPs) and student profiles to provide targeted support in and out of the classroom for students with specific learning needs and those attaining significantly below expected levels. The school clearly identifies these students giving an appropriate level of support. In addition, one-to-one support, and small group interventions for identified students are offered, alongside regular communication and support for parents. There was little visibility of classroom strategies that support higher-achieving students.



The wider inclusion team annually reviews the admissions and inclusion policies to ensure that strategies for support remain responsive to the specific needs of students.

The evaluation team noted that all teachers receive ongoing guidance and support to equip them to work with students. In addition, access is available to community resources such as the school library and online training which can be used to enhance the learning opportunities for the students.

Commendations

D4 Secondary - The inclusion team in supporting the teachers and delivering on the guiding statements to ensure that SEN and EAL students are effectively supported in their individual learning needs.

Recommendations

D4 Secondary - The school considers further development for the highest achieving students through additional academic and broader lifelong learning skills development opportunities.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

The vast majority of students within the secondary school have sufficient language acquisition to access the curriculum. Where further support is required, additional tuition is provided by our specialist EAL teacher. All teachers however will utilise a range of strategies to support students whose language competencies need development. This could be through simplified resources, writing frames, sentence starters, modelled answers and use of appropriate technologies (D5i).

The school curriculum allocates a significant amount of time to English and the Arabic language demonstrating the commitment to this area of study. As all other curriculum areas are taught in English, the development of literacy is a shared responsibility. This is highlighted through our language-rich learning environments and within lessons, where students are continually exposed to the skills of reading, writing, speaking and listening. Wider activities such as the Debate Club and Public Speaking competitions supplement this (D5ii).

Within WSQ, teaching pedagogy and use of data are closely aligned to ensure learning is inclusive of individual's language needs. A good example of this is the work overseen by our Librarian, who monitors and tracks all students reading and comprehension levels through our successful online Accelerated Reader programme (D5iii).

As mentioned previously, tailored CPD is provided to relevant staff ensure student specific needs area met. This is evident in our student outcomes and through lesson observations (D5iv).

Evaluator Response

Meets

WSQ offers comprehensive training and support to enable teachers to meet the specific needs of English language learners effectively. The school's dedicated inclusion department offers bespoke opportunities for staff to develop teaching strategies to support learners. The students are identified as EAL through clear procedures, and the teachers in classrooms are informed about their students.

The evaluation team found that the EAL in-class support is provided on a needs basis. This includes simplified resources, writing frames, modelled answers, and the use of appropriate technologies, in addition to providing one-to-one support and small group interventions. Teachers and the inclusion team collaborate on the best approach to supporting language learning.

Commendations

None at this time.

Recommendations

None at this time.

D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

The school reviews its' provision of media resources and technologies annually. This is undertaken in conjunction with of Heads of Subject, IT Manager and Digital Transformation Leader to assess the validity of new developments. Across secondary school all students bring their own device(s) to support their learning. They are able to access resources through their secure personal GEMS login. A clear Acceptable Use policy for both staff and students also exists. All classrooms have interactive SMART boards, and teachers also have additional access to both laptops and iPads. As per the whole GEMS organisation, all technology infrastructure runs through Microsoft Suite, ensuring compatibility and high levels of functionality and security. The corporate IT development team is currently rolling out a new online platform with significant enhancements, including AI features (D6i).

Media resources and technologies are used throughout our curriculum, where it has the potential to enhance learning. This can and does look different depending upon the curriculum area, as evidenced in all planning and assessment, and through lesson observations. (D6ii).

As with all internal quality control measures, WSQ uses a variety of procedures to ensure the effectiveness of media and ICT implementation, which include, but are not limited to, the DDI process, Subject and Phase Leader monitoring and review of work carried out, plus the SLT use of evaluating and auditing staff work. The school is confident that through the way in which media and technologies are utilised, it is comprehensive and accessible to all (D6iii).

Evaluator Response

Meets

The school has sufficient IT and media resources to support high-quality learning. For example, each classroom has an interactive whiteboard, laptops, and iPads are available to teachers and students. GEMS corporate ensures that all technology has high levels of functionality and security, and access is enabled through a secure personal GEMS login.

The evaluation team noted that the school needs to consider how to more effectively develop and enhance the use of media and technology within the curriculum; this includes consideration of how to integrate innovative software that facilitates learning and empowers students, as well as applying learning technologies and media to enhance student learning experiences.

Commendations

None at this time.

Recommendations


D6 Secondary - The school considers how to integrate innovative software that facilitates teaching and learning, and empowers students to develop their learning.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets



The WSQ Assessment policy fully aligns with our approach to high quality learning. It is aspirational in the sense that our assessment for learning approaches constantly provide direct feedback to teachers, and students regarding what they can do but more importantly, what they need to do next. This low stakes style of assessment ensures that students are not overwhelmed and distracted by the assessment itself rather than what they have actually learned. It is completed in a variety of differentiated ways, for example verbal and written teacher feedback, questioning, quick-fire mini quizzes, oral presentations, projects and end of topic assessments (written and online) to ensure we develop an all round understanding of each student. Students also undertake formal internal, mid and end of year assessments as well as external GL progress tests to help triangulate all data collected through the academic year (D7i). Data from all forms of assessment are populated into online teacher markbooks ensuring transparency and accurate tracking of student progress. Each student is then awarded their own 'S' score which allows all relevant stakeholders to have a very clear picture of the progress each student is making.

All assessments conducted and their criteria are explicitly linked to current / recent learning to ensure openness, fairness and transparency for all involved. The more formal assessments and their content are overseen and quality assured by the Heads of Subjects. Students are therefore assured of the process and can make clear links between the assessment content and their learning. Feedback is given in a timely manner to enable students to understand their next steps (D7i, ii and iii)

Assessment data is then regularly used, following each main data entry point to identify trends, strengths and gaps, both in groups of students and individuals to inform any required planning, curriculum modifications or teaching interventions. For transparency and to ensure personalised support is identified where necessary, assessment data is then shared across the Secondary curriculum, pastoral and Inclusion teams (D7iv and v).

Evaluator Response

Meets

Students and parents are provided with clear information regarding assessment processes and outcomes. The assessment information is delivered through various mediums, including information displayed in the school assessment policy and face-to-face meetings. This ensures that both students and parents are confident in their understanding of assessment grades for formal internal mid and end-of-year assessments and external GL progress tests to help triangulate all data collected through the academic year.

All departments within the school provide students with assessment criteria and recent learning outcomes; this helps to ensure that the link between learning and assessment results is explicit and further supports ongoing development. The consistent application of the school's marking and assessment policies compliments this by ensuring a feedback loop, which enables students to remain aware of their current level of attainment in line with curriculum assessment guidelines.

Commendations

None at this time.

Recommendations

None at this time.


D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Meets

WSQ use feedback from parents and students to ensure that reporting is systematic and fit for purpose. This has resulted in the termly reports being reviewed across the school and an age appropriate format being introduced for each phase of the school. Alongside a review of staff workload and wellbeing, we have streamlined the process for term 1 and 2 reports. These consist of less written content, but the data is more informative. When reports are share with parents and



students, a parents evening follows immediately for the reports to be discussed in detail. Typically, the reports issued at the end of the school year are more detailed to include written comments. Parent evening format have also been reviewed and we are now trialing the option for parents to either attend in person or online, to suit their schedules (D8i).

Our assessment policy clearly outlines the rationale and procedures involved, which have developed significantly over the past 18 months. All staff have access to SIMS marksheets where all relevant assessment data is inputted. This also includes their external Progress Tests and CAT4 SAS scores. From the CAT4 results, end of year assessments and progress tests scores, an overall 'S' score for each student is determined. Subsequent formal assessments, including internal tests are standardised and rigorously developed to they in turn produce cohort SAS scores in order to measure student by student progress against their own 'S' score. This approach ensures we are focusing on each and every student in a personalised manner. Data is reviewed in detail following each data entry point, which may vary depending on the year group, outlined in our assessment calendar. Analysis is overseen by our data manager and VP, who then share with the relevant teams for further analysis and next steps. This is in keeping with the whole school approach to high quality learning, ensuring we are continually supporting our students to make progress in line with their aspirational personal targets. This detailed and transparent process is shared with parents and students alike. (D8ii and iii).

Evaluator Response

Meets

The school employs a systematic and rigorous process for collecting and analysing student achievement data. This is evidenced in the assessment, recording, and reporting policy which clearly outlines how the cycle of assessment should be deployed for the best impact by teachers and leaders across the school.

WSQ has internal and external assessment which includes CAT4 SAS scores and progress tests. Each student's overall 'S' score is based on the CAT4 results, end-of-year assessments, and progress tests.

Teachers use both formative and summative assessments and provide feedback in a timely manner. They complete termly data tracking on SIMS mark sheets and monitoring forms to identify accomplishments and gaps in learning. Analysis of current attainment is compared with expected targets to measure progress and help inform intervention strategies where required. Student achievement data is clearly presented to parents as part of this process on a termly basis. This includes a positive balance and alignment of both quantitative and qualitative data.

Commendations

D8 Secondary - The school's assessment policy is effective in collecting and analysing data, which has a significant impact on student achievement.

Recommendations

None at this time.

Domain Summary – School Response

We believe the secondary school meets the criteria in this Domain. We have a very clear approach and expectations towards high-quality learning, supported by our adoption of HPL and supporting T and L, Assessment and Curriculum policies. Our teaching and learning approach, ensures all students are able to access the curriculum / or modified curriculum pathways where necessary. Teachers are extremely aware of the strengths and areas for development of their students due to rigorous and clearly articulated assessment processes, which have significantly developed over the past 18 months. Our aspirational philosophy is to teach to the top and with that, the traditional method of differentiation is not always evident. We believe a far more personalised approach with effective scaffolding and explicit teaching is more effective in raising student outcomes. Our excellent GCSE data demonstrates this, with the vast majority of students reaching and even exceeding the CAT4 'if challenged' target. Students have access to, and use technology to enhance their learning across the curriculum, which is tightly monitored by our strong IT systems. Students get increasing opportunities to develop their global citizenship and intercultural learning both within the normal and wider curriculum, although this is area that will be more explicitly mapped during the whole school curriculum review that is currently in progress.

Strengths:

- The overall quality of teaching across the curriculum and student engagement
- The progress made by students throughout the secondary school, with the vast majority meeting and exceeding targets, resulting in excellent outcomes
- The assessment practices that result in rich, reliable data being used effectively to improve student learning
- The effective use of technology to support and enhance learning in different areas across the curriculum
- Students are able to clearly articulate their learning and apply their knowledge of HPL, linking it to the development of the characteristics, attitude and attributes that are required for high performers
- The developing opportunities for our students to develop their already strong grasp of global citizenship.

Areas for Development / Planned Actions

- Continue to develop the use of media and technologies to engage and enhance access to learning opportunities (New Digital Transformation leaders to review whole school practice and present new roadmap for implementation in AY23-24)
- Explore ways in which a greater diversity of student voice / agency can be employed to further improve the overall learning experience (Full review to be led by new Assistant Headteacher for Culture, Ethos and Wellbeing - Consultation with students - Sept 23)
- Consider how the school can emphasize the value placed on global citizenship by the way in which it measures and reports it to parents and students (Currently part of the whole school curriculum review)
- Explore how students, as high performing learners, can use assessment feedback more effectively to make further progress towards their goals (Develop as part of the HPL roadmap on the journey to World Class Award status - Led by our Assistant Head for Teaching, Learning and Assessment (Including HPL).

Domain Summary – Evaluator Response

The school meets every standard in this domain. The evaluation team found evidence that the teaching at WSQ enables all students to access the curriculum and have opportunities for success in their learning, relative to their abilities. There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes. More consideration needs to be given to developing students with higher levels of attainment.

The leadership team implements, monitors, and evaluates data from varied assessments of students' learning. Students' progress is tracked systematically, using a range of achievement data to support them in reaching their potential. Teachers use a variety of strategies to engage the students in their learning to ensure that planned learning outcomes are achieved. The assessment of students' learning and its reporting is based on clear, shared criteria. The school has formal processes in place for recording and communicating students' performance and achievement to parents. A comprehensive programme to support SEN and EAL students is in place and is provided by suitably qualified personnel.

Domain E - Well-being

E1

The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)

School Response

Meets

Student wellbeing is effectively monitored including but not limited to the school's pastoral system, House activities and student council. Students learn early on that they can openly discuss their worries and be assured that discussions will be confidential (unless there are safeguarding issues) and professionally managed. Our pastoral teams maintain lines of communication that focus on overall wellbeing and other capabilities such as compassion and leadership. A positive, open and trusting culture exists across the school, resulting in productive relationships as evidenced by the excellent behaviour and positive work ethos throughout WSQ.

Student committees, overseen by our student leadership teams, provide student voice in many aspects of school decision-making and work closely with the wider community to foster effective relationships. Students strive to be tolerant and resilient as they learn how to listen to different views, resulting in well-informed individuals who are capable of critically appraising situations and forming their own opinions. As they move through the school, they are able to offer more balanced and increasingly mature narratives (E1i).

In EYFS the development of good listening skills is a priority so that children can engage not only with each other but also can voice concerns to a significant adult. Our children gain a sense of place and as they develop greater understanding of other perspectives, they feel greater social attachment to their peers, teachers, school and the wider community. Improved self-esteem gives them necessary confidence to forge positive relationships, which ultimately leads to inherent trust and mutual respect. Pupil voice provides a more formal, confidential medium for children to feel that their opinions are valued, and as they share their thoughts they begin to develop compassion for others.


Throughout primary and secondary phases there is a planned programme of initiatives to effectively support the whole community and foster a positive, respectful culture where everyone is sufficiently confident to express their concerns and opinions openly. Student involvement is actively sought in decisions that directly impact on them, benefiting their emotional health and well being by making them feel have a significant role to play. This supports the distribution of agency and leadership for students in a productive way that positively impacts on the community, as evidenced in students' contributions during their school council meetings overseen by the Culture and Ethos Leads. Similarly, the re-designed student leadership structure headed by our primary and secondary Head Boys and Head Girls empowers students, giving further opportunities to improve leadership skills. In learning how to articulately express their viewpoints, they develop self-esteem and confidence to forge strong social networks. The introduction of peer mediators enables students to help and support each other. The House System reinforces working as a community regardless of age or experience, and encourages students to look beyond participating in activities within the school (E1ii).

Evaluator Response

Meets

The school strongly emphasises ensuring an environment that promotes trust and student well-being. Continuing to strengthen practice in this area is an ongoing focus for the school as they listen to stakeholder opinions, increase student voice/input, and then take appropriate action. Over the past 18 months, the school's leadership has supported and strengthened student voice throughout the school. The school's culture and ethos team is responsible for spearheading the various aspects of well-being within the school. From an early age, students are encouraged to be good listeners and have the confidence to voice concerns that influence school-wide decisions.

The preparatory report recommended that the leadership team develops and strengthens collaboration with student leaders to enhance opportunities for students to share concerns,



express their views, and influence decisions. While most students on the survey indicated that they were comfortable and felt supported by the school in this area, 18.8% reported that they did not, and 10.3% indicated that they were unsure what to do when they experienced bullying or harmful behaviour from other students. The January 2023 survey results on student well-being and student voice indicate an improvement in this area. From conversations with both the primary and secondary student council/ student leadership groups, they consistently reported that they felt very confident reporting to an adult if they felt bullied or unsafe. Student voice and restructured leadership capabilities headed by the primary and secondary head boys and head girls have empowered students through formal and informal systems, e.g., the house system, student council, peer mediators, and student leads at each year level articulately express their viewpoints.

Student leaders and peer support teams have been set up, where students are listening to students and learning/growing from these interactions and responsibilities. Student leaders meet with the principal and/or department leads several times a year and bring forward suggestions from their peers for school improvement. While the student council reported to the team that they had brought some suggestions to the school's administration, which were not implemented, others were. e.g., more bins around campus. Student voice within service learning and environmental stewardship is up and running again after the COVID-19 pandemic restrictions.

Commendations

E1 (Major) - The leadership team for its development and prioritisation of well-being as a core aspect of the Wellington Promise, which is at the centre of the school's vision wheel, in order to promote an environment of trust and collaboration within the school.

Recommendations

E1 - The leadership team continues to develop agency and leadership in students, through its community-related activities, strengthening student voice, and providing opportunities for student input to future proof the school.

E2

The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)


These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.

School Response

Meets

Clearly written, well-communicated GEMS-wide policies and procedures based on best international practice are shared to all relevant stakeholders. The documents are reviewed annually both by WSQ and the GEMS organisation, taking into consideration developing needs or specific risks faced by the students. Training for new and existing staff is delivered in detail during Induction week and additional PD sessions are provided throughout the year as necessary. All staff must sign to acknowledge they have received and understand the information. Our safeguarding process is further supported by the Staff Code of Conduct, Disciplinary and Whistleblowing procedures and Acceptable Use policies, with mandatory online training courses completed by all staff (E2i, ii & iv).

All safeguarding concerns are logged onto a central platform, GUARD. Within this system all members of our designated safeguarding team have secure access that allows them to monitor concerns logged and initiate appropriate action. This is done on both a case-by-case basis in real-time and also through regular safeguarding committee meetings. Once a concern is logged, relevant members of the team are alerted immediately. Subsequent actions are wide and varied governed by needs that can include, but not limited to: Parental engagement, student pastoral support, Counsellor intervention (social and emotional needs), monitoring, wider agency involvement and targeted support plans (E2iii).



Within the safeguarding policy there is clearly defined guidance on the steps to be taken in the event of an allegation against a member of staff or any other adult within the school. Incidents are logged on the GUARD platform and tagged as an allegation against an adult. In this instance the DSL, Principal and the GEMS Corporate Head of Safeguarding are immediately notified. Any allegation made directly against the Principal is automatically referred to the corporate team (E2v).

Within Qatar there are limited external support agencies of adequate expertise in dealing with certain safeguarding issues. That said the school works closely, when required, with local law enforcement, the Child Protection Unit and Ministry of Education. We also regularly utilise support and guidance available from our designated GEMS corporate safeguarding team contact. It is also from this team that we receive regular updates and updated PD materials (E2vi).

As described above any concern or suspicion of a potential safeguarding nature is logged through the central system immediately. Additional supplementary notes are added as the case/investigation progresses and remain on file regardless of the outcome. This ensures a historical reference in the event of subsequent incidences (E2vii).

Evaluator Response

Meets

The school's leadership clearly prioritises its commitment to safeguarding and well-being. Based on best international practice and GEMS-wide policies, documentation is thorough, clear, and shared with all relevant stakeholders. Both online and in-house training for new and returning staff takes place at the beginning of each year and throughout the year as necessary. All staff signs the *GEMS Employee Code of Conduct Policy* to ensure they have received and understood the information.

The preparatory report recommended an exploration of child protection training for external service providers to ensure a degree of consistency. Feedback from support staff who completed the survey indicated that 11.1% strongly disagreed with the statement "I understand and have received effective training on the school's child protection policies" and 11.1% also strongly disagreed with the statement "The school facilitates awareness and understanding of local health services, local health requirements, and potential health concerns". Since this survey took place, there has been a more systematic approach to ongoing training for support staff. The school liaises with the contract companies it uses to ensure that its training and documentation are understood and closely aligned with the school's high expectations. As is appropriate, the school works closely with local law enforcement, the Child Protection Unit, and the Ministry of Education. They also regularly utilise support and guidance available from the school's designated GEMS corporate safeguarding team contact. Posters indicating the identities of the safeguarding team are clearly posted around campus and are highly visible.

Through age-appropriate learning, student education on safeguarding is introduced at each grade level. The school will monitor any concerns and provide social and emotional support to students and their families. Feedback from students indicated that they were well informed about keeping safe in school and were confident that they knew who to approach if they felt unsafe or bullied. GUARD is the central platform where all safeguarding concerns and extensive documentation are logged. Access to this platform is limited to the school's safeguarding team, who follow up in the most appropriate way. Having the GUARD system allows a historical reference point.

Commendations

E2 - The leadership team and the faculty for their continuing commitment to updating and implementing policies and procedures to ensure child protection and safeguarding procedures at the school are thorough and take into consideration developing needs or risks faced by students and staff.

Recommendations

E2 - The leadership team continues to review safeguarding training for its support staff, external contractors, and volunteers to ensure there is consistency in practice throughout the school, so all staff understand their roles and responsibilities.

E3

The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)

School Response

Meets

The School Counsellor, Inclusion Department, HSE Committee, Leads of Culture and Ethos, pastoral leaders and School Nurses, all of whom have appropriate training and qualifications, provide a range of specialist services to support student's emotional, social and physical needs. The area of wellbeing is a core aspect of the 'Wellbeing promise' sitting in the heart of our vision wheel. Our Counsellor and Inclusion team also work with a number of external agencies to give more comprehensive support where necessary (E3i).

Specialist staff ensure that all our records are comprehensive and well maintained. Access is restricted to designated personnel on a need to know basis. HSE safeguarding and medical concerns are recorded through GUARD, pastoral teams use the WSQ MIS and the Counsellor utilises her own secure and confidential database. Our school nurses hold up to date, detailed medical records for all students, which are securely held within the Clinic. The school is also further embedding the use of PASS surveys and data to track student perceptions of school in relation to their wellbeing (E3ii).

The PSED and PSHE programmes are specifically designed to provide students with access to age-appropriate learning opportunities relating to all aspects of their personal wellbeing, and that of others in the school (Link for primary PSHE programme [Jigsaw](#)) and [KS3 PHSE](#)). There are beneficial and effective connections with external agencies, which provide student workshops and contribute to events such as Mental Health Week and Wellbeing Week. The school has also invested into the National Online Safety subscription, allowing us to refine our approach to online safety and provide high quality teaching support materials. Sexuality education is a sensitive topic to navigate within the Qatar Law. The school covers certain permitted elements of sex education.

[KS1](#) - (Example Resources from Children's Mental Health Week)

[KS2](#) - (Example Resources from Children's Mental Health Week)

[Anti Bullying Week 2022](#) (Some resources / activities used during anti-bullying week)

The school has also collaborated with one of our sister schools to create our own Wellbeing Curriculum that is being launched next academic year called **GROWELL** (example attached) and this will have designated teaching time within the curriculum. We have also established a Wellbeing committee that is now leading the school through an external accreditation ' Wellbeing for Schools' Award.

Inclusion IEP's are designed to focus student development on an incremental basis. The department liaises effectively a number of external agencies that complement provision in school.


Our PE Department is the central wellbeing hub and events such as sports week, World Cup festivals, sports leadership programmes and access to vocational courses provide students with a range of opportunities to maintain their wellbeing, mental and physical health. Students run events for others, which improves their leadership skills and evokes a sense of personal achievement (E3iii).

Throughout the year the school hosts a number of parent engagement sessions covering a variety of topics including general child welfare and wellbeing. Our Counsellor and pastoral teams undertake significant work with individual families and signpost them to relevant health care services, which have been vetted by our specialists. Our nursing team also regularly share health updates with the wider community (E3iv).

Evaluator Response

Meets

At the heart of the school's well-being is the well-being promise sitting in the centre of the school's vision wheel. The school is adequately resourced with a range of specialist services to support a student's emotional, social, and physical needs. Comprehensive records are kept securely, and the school nurse keeps updated medical records for all students. Currently, one counsellor serves the entire student body and also serves as the careers counsellor. There are plans to increase resources in this area. The leadership should continue to examine ways it can document and monitor the physical and mental health of students.



The preparatory report recommended that the school seek local partnerships to support physical and mental health services further. This has proved a challenge for the school, but it has partnered with one of its sister schools to implement a well-being curriculum, GroWell, in the coming school year. The school's well-being curriculum currently includes age-appropriate learning opportunities for young and older students. Each year the school holds Mental Health Week, and Well-being Week and offers online safety education through its National Line Safety (United Kingdom) subscription.

The PE department has become a hub for well-being and events such as sports week, and World Cup festivals. There is access to vocational courses so that students have a wide range of technical opportunities to enhance their well-being and mental health. The school hosts parent meetings throughout the year around student well-being. Parent feedback from the survey to the following statement "I know what to do if my child experiences harmful or bullying behaviours in school" indicated that in total 12.4% either disagreed or strongly disagreed that they would know what to do. This has significantly improved from the January 2023 parent survey, and the school continues to strengthen its communication with parents to ensure they are fully informed and understand safeguarding and student well-being. From conversations with parents, it was very evident that parents feel informed about the school's safeguarding and well-being guidelines and procedures. They reported that the open door policy at the school allows for a very approachable staff and administration, who are highly visible around the school.

Commendations

E3 - The leadership and the specialist teams for their implementation of a structured and sequential learning programme related to the different aspects of physical and mental health, in order to ensure students are well prepared to deal with issues that may arise.

Recommendations

E3 - The leadership examines ways it can document and monitor the physical and mental health needs more effectively in order to inform and strengthen future practice.

E4

The health, safety, and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.

School Response

Meets


WSQ has robust systems and procedures that include detailed risk assessments to ensure any off-site activity is conducted appropriately with the health and safety of students and staff as the main priority. Recently revised off-site educational visits forms and required documentation are in place along with a clear protocol for all staff to follow. The school has a fully trained EVC leader to ensure consistency and compliance with the above process. All risks assessments are available during the evaluation visit - examples are attached. (E4i).

All off-site visits and subsequent documentation are approved by the MOE, providing an additional layer of scrutiny. Regular support and updated guidance is available from the corporate HSE team regarding the completion of risk assessments inline with changing conditions. The school also only works with external providers who have undertaken GEMS Corporate Compliance in respect of their own HSE policies and practices. Therefore, external activities undertaken in conjunction with additional partners results in relevant risk assessment and procedures being shared to ensure consistency of approach. These opportunities have been extremely limited since the COVID pandemic and lack of clarity provided by the MOE regarding certain types of off-site activity (E4ii & 4iii).

Evaluator Response

Meets

COVID-19 severely limited off-site activities for the school over the past two years and activities are still not back to pre-COVID times.



The GEMS organisation has stringent systems in place to ensure all off-site activities meet the GEMS Corporate compliance policies and practices. These measures have been recently updated and are now used by the school. The school also works with the local Ministry of Education in order to get clearance for a trip before it can plan the final details.

Part of the school's off-site activities includes overseas trips. These have been resumed this year with just one overseas trip, an inter-school dance trip to Turkey. Plans are being developed for additional trips next year as part of the external activities programme.

Before any trip, the school will do a risk assessment in light of changing conditions as the world recovers/opens up after the pandemic. The school will share its activity risk procedures with community partners e.g., regional athletic association etc. to ensure that safety procedures are consistent. Any incidents on a trip are recorded and followed up.

Commendations

E4 - The leadership team for the thorough system of preparation, including risk assessment, before a trip, and the sharing of its safety procedures with community partners to ensure trips, whether local, national, or international, are well planned and well executed.

Recommendations

None at this time.

E5

The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.

School Response

Meets


Transition processes, whether families are new to WSQ or students are moving from one phase of their educational journey to another, are well structured and effectively implemented. Support is also provided for leavers by collating relevant information to pass onto their next school, and by spending time with parents when necessary to alleviate any apprehension associated with their move.

For those joining WSQ our Admissions team organise an individual induction where they are provided with a detailed explanation of the entry assessment process. The Registrar familiarises the family with expectations of entry requirements and if there are immediate concerns, a meeting with the School Counsellor is arranged. A member of the SLT will always be available for school tours for prospective and new families. These tours can be booked via the school website. Reports from other schools are shared with relevant staff, and a Buddy System enhances integration for new starters.

For EYFS children starting school, there are a number of initiatives to minimise any anxiety or upset that may be caused as children attend school for the first time. These include but are not limited to: Stay and Play, Reduced hours, Staggered start and Parent/Child Inductions.

There is a planned comprehensive calendar for transition as students move into different phases. Parents are always encouraged to be an integral part of this process and are invited to a variety of engagement events such as Meeting My New Teacher for early years and lower primary, Moving On and Legacy in years 5 and 6, Year 6 Open Days, Year 7 Maharba Event, GCSE and A level Options Evenings, among others including Summer School and workshop opportunities. This level of transparency enables parents to feel confident in the school's provision academically, socially and emotionally for their children (E5i).

Our parent body is a fundamental component of our school community, working in close partnership with faculty and support staff members to provide a positive experience for students throughout their time at WSQ. WESPA is increasingly active since government restrictions have been lifted and contributes significantly to the overall wellbeing of the school community. They hold regular monthly meetings and the demographic is a full representation of the diverse nature of the school. They provide assistance in events such as student showcases, school trips and



workshops by offering practical support where needed. WESPA is also an asset when families join the school, as they offer advice and guidance to ease transition, especially by linking new parents to those of a similar culture and language. Other events such as International Day Celebrations help to further integrate and link cultures (E5ii).

Evaluator Response

Meets

Across all school divisions, there is a coordinated approach to ensuring well-planned transition activities. The school's goal is to ensure students and families have what they need to be successful, transitioning within or out of the school.

For the very young starting school, there are activities in place to minimise anxiety for both students and parents. A buddy system exists for new students, at all levels. The parent body (WESPA - Wellington School Parents' Association) plays an important part in helping to welcome new families and making them feel at ease.

Each year there are planned activities in the school calendar to prepare students/families moving onto the next class, whether that be to a new school or staying at WSQ. Transitions can be a very stressful time for families, and the school's counsellor is also on hand to assist and support them. For those finishing school and moving on, the school's high school counselling service works closely with individual students and their families. Speaking with some Year 6 students, they were well aware of the transition programme they will go through as they move to secondary school, for the next school year. They spoke confidently and excitedly about the various events that have been organised.

Feedback from parents via the survey results indicates that they are satisfied with and feel they understand the school's transition programme and feel supported socially and emotionally.

Commendations

E5 - The Wellington School Parents' Association (WESPA) body for its work with, and support of, the school, in particular, the role they play in helping new families transition effectively into their new community.

Recommendations

None at this time.

E6


The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

School Response

Meets

The school has a multi-faceted approach towards providing guidance on further/careers education dependent upon the phase of the school. In KS5, the school's careers counsellor provides support for students in a series of 1:1 meetings further enhanced by numerous education fairs, workshops and trips to universities. Relevant staff are on hand to discuss options and academic requirements for specific career pathways. Through the use of a variety of data and information sources, a comprehensive overview of each student is formed enabling personalised support and guidance to be provided. This ensures that the planned transition into life beyond school is suitable and achievable (E6i).

Our career's education programme ensures that students feel well supported and informed as they move through the school. This begins in year 7 where all students are given access to UNIFROG, an online careers platform that allows them build a personal portfolio and provides detailed information on a wide range of careers, university pathways and destinations. Our partnership with 8billionideas also provides students opportunities across the school to develop their entrepreneurial skills.



Guidance and practical support is given to students transitioning from KS3 into KS4 as they look to choose their GCSE and BTEC options. Alternative pathways (Horizons) have also been established to support students who need a more vocational curriculum (E6ii).

Transferrable life skills are developed from a very early stage at WSQ and evidence of this can be seen in PSHE, Student Council, our House System and ECA participation, amongst others. This is further reinforced through the characteristics, attitudes and attributes developed in the HPL programme. Care is taken not to make it onerous to individuals but provide them with extensive opportunities for leadership, independence, flexibility, and importantly being an effective part of a team. Personal responsibility and ownership for individual choices are promoted as integral to them growing up to become a responsible, empathetic and respectful young adults. All of these qualities are evident through daily interaction with the students (E6iii).

Evaluator Response

Meets

Conversations with both students and parents and the survey feedback indicate that the school does a thorough job of helping students (and their families) prepare for life after they finish school.

The school emphasises the personalised approach to enabling students to be successful for many individuals; 1:1 opportunities arise for meetings, conversations, questions, and clarifications, over many years. The career counsellor, who also serves as a counsellor for the whole school and relevant staff provide a multi-layered approach over time to ensure that academic requirements are in place to allow for specific career pathways. The school's careers programme begins in Year 7, and all students are given access to UNIFROG, an online careers platform that allows individuals to build a personal portfolio gradually. The school emphasises personal responsibility, as an integral part of this process, so students are enabled to become independent and respectful individuals. While the school has a set programme in place to assist students as they transition out of school, some students reported to the visiting team that they would like more help with subject selection and a guarantee that subjects offered would not be cancelled, due to low numbers. A small section of alumni also mentioned that they would like to have been more involved in helping out as students transition to 3rd level education.

The school also uses 8billionideas available across the school to help individuals develop their entrepreneurial skills. Numerous trips to universities, education fairs, and workshops take place. The use of alternative pathways, through Horizons, are established, and students who wish to follow a more vocational education are supported as they prepare to undertake a modified IGCSE course and later on BTec courses and exams.

Commendations

E6 - The leadership team and the school's career counsellor for the age-appropriate careers education programme in order to ensure that transferable life skills are integrally developed.

Recommendations

E6 - The leadership team develops ways to seek increased feedback from past pupils in order to continually strengthen its guidance and counselling programme.

Domain Summary – School Response

Overall the school has many strengths within this area. Wellbeing is taken extremely seriously both for students and staff. It is also seen as strength from the perspective of the parents as per the stakeholder survey. Much has been done to further develop and prioritise wellbeing and it now sits as a core aspect of our Wellington Promise at the centre of our vision. The school has established a wellbeing committee along with undertaking an external 'Wellbeing in Schools' award to make sure we continue to reflect and develop this aspect of school life. We have also worked closely with our Directors of Wellbeing for the Wellington cluster to develop, trial our own Wellbeing curriculum called GROWELL. This will be introduced next academic year in its entirety and will have its own designated time on the timetable. The health and safety of our community has always been our number one priority and we are extremely confident in the robustness of our safeguarding and child protection procedures. This has been acknowledged independently by BSO inspectors and through our corporate compliance team and Head of Safeguarding. The school has an extremely positive and harmonious climate where all stakeholders are aware of their

responsibilities in keeping our students safe.

Strengths:

- The strong relationships between staff and students and the increased opportunities and support mechanisms in place for students to share their concerns and influence decisions
- Excellent pastoral care provided by the Culture and Ethos Team resulting in outstanding behaviour and attitudes across the school
- Safeguarding procedures - including training, implementation, reporting and follow up. This is supported by regular meetings held by the Safeguarding team
- The range and number of leadership opportunities available for the students across the school
- The support provided to our senior students in relation to careers and university application process
- The specialist support we have in school from our Counselling, Inclusion, Medical and Pastoral teams who all work closely together to ensure the best all round support is provided to the students

Areas for Development:

- Embed the GROWELL Wellbeing Curriculum across the school
- Continue to establish further external partnerships to develop mental health provision (challenging in the context we live and work in)
- Further develop increased student voice opportunities to assess the effectiveness of what the school already does and what it could do better
- Continue to develop our existing transition programmes based on teacher feedback and student voice, to ensure high levels of wellbeing throughout
- Explore how the school can improve the monitoring of physical and mental health needs more effectively and use the information gathered to inform future practice

Domain Summary – Evaluator Response

Overall, the school is well aligned with the Domain E, Wellbeing standards.

From conversations and observations, the very positive working environment that exists within the school was evident. There is an atmosphere of trust, openness, and mutual respect among the different cohorts. In conversations with student leaders, it was reported that everyone gets along, and the teaching environment, sports, their peers, and increased student responsibility within the school, are some of the reasons they delight in, enjoy, and appreciate their school. Increased leadership opportunities for students and the strengthening of student voice has been welcomed and very positively received. From many conversations with staff, it was very clear that they echoed the same positive, collaborative atmosphere. The school has prioritised safeguarding and student well-being, and worked to ensure the highest standards are in place and practised by all.

Ensuring all stakeholders understand and have access to differentiated safeguarding training is an important area for the school's leadership to address, ensuring all stakeholders have a common understanding and expectation. Continuing to develop student voice and student leadership within the school is recognised to be a focus for the school's leadership team, where student leaders provide varied opportunities for peers to share their concerns/express their views.

Domain F - Staffing

F1

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications and competencies, and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)

School Response

Meets

F1i- The school is well staffed across the different phases both in terms of educational, administration and support staff (staff list). Our current ratio of students to teaching staff is 12:1. With maximum class sizes of 22 in Early Years and 25 in the rest of the school, this supports our vision of our high quality learning. All staff regardless of role, are suitably qualified and experienced. Our leadership team, at both middle and senior levels has developed and increased in line with student enrolments to further drive school improvement. Leaders also have a range of leadership qualifications ranging from Masters to NPQs. All external, third party services that the schools employ

F1ii - Through our re-designed professional development model, all staff have access to appropriate levels of training (see examples of CPD), to allow them to perform their roles effectively. Faculty staff have weekly access to PD in a variety of forms which is increasingly personalised and aligned to our innovative approach to performance development. We have also introduced a separate budget and programme for faculty support and admin staff allowing for development of the whole team.

F1iii - We operate rigorous and detailed procedures for staff recruitment, through the application of GEMS wide policies, including best practice for safer recruitment. Our standards exceed what is expected of the host country and our HR manager maintains a fully up to date Single Central Record. Vetting of CVs, 1:1 HR screening calls, panel interviews, reference checks etc. all contribute to this process and is fully aligned to the CIS Code of Ethics. Annual audits from our Corporate HR Team and recent BSO inspection consider this as outstanding practice.
[Main Accreditation](#) (Variety of other supporting documents if required)

Evaluator Response

Meets

WSQ has sufficient numbers of qualified and experienced faculty and support staff. Continuous professional growth and/or expansion of skills is an expectation for all those employed at the school. Teaching staff are supported by a performance management programme and extensive continuing professional development (CPD) programmes, to ensure students have high-quality learning experiences. Faculty have undertaken training specific to the curriculum and related pedagogical methods. Support staff have regular training sessions to ensure they are current and updated in their specific area. The CIS faculty survey states that more than 97% agree they have undertaken training specific to the curriculum and related pedagogical methods.

The school appoints staff who are collaborative in their approach to work and have a passion for education, teaching, and learning. All staff are screened and have their qualifications checked. The HR department follows the GEMS policies and staff recruitment procedures, which are fully aligned with Qatar law, the *CIS Code of Ethics*, and British Schools Overseas (BSO) inspection standards. Through conversations with faculty, the roles and responsibilities of all staff are clearly understood and documented.

Commendations

F1 - The school leadership and HR team for implementing their streamlined and detailed GEMS staff recruitment policy, which ensures that all staff have been screened and checked for the past five years, to ensure the highest standard of safety and security at the school.

Recommendations

None at this time.

F2

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)

School Response

Meets

F2i - A thorough and detailed single central record (SCR) is maintained by our HR Manager. Our policies ensure that all staff have to go through detailed and rigorous background checks, including criminal / police checks of current and previous countries. This is standard GEMS practice. This also applies to volunteers too, although none are ever in the company of children without the presence of a member of staff. Equally, each staff members HR file is fully up to date including CVs, references, interview notes, attested qualifications, police checks etc. The SCR is also audited annually by corporate HR as part of the GEMS compliance visits. Our most recent audit confirmed we were compliant in all areas.

For sub-contracted staff, our MSO works with HR and the management of the companies to ensure all staff on site all have completed criminal record checks. These companies have to be approved by GEMS in order to provide services, and part of the approval process consists of ensuring their safer recruitment practices are robust and in line with GEMS policies.

F2ii - No staff are currently connected to the school and not have the appropriate screening / clearance checks completed, In the instance that a situation may present itself where we need to employ someone while checks are being completed, then a risk assessment is completed and signed off by the Principal for a limited time period. Following that time period if the checks still are not complete, this is reviewed again.

Evaluator Response

Exceeds

The school's recruitment process is in line with and follows the GEMS safer recruitment policy. Background checks are undertaken for all employees and volunteers. As part of the recruitment and selection process, the school will obtain a minimum of two written references from existing and previous employment using the GEMS reference template. This asks the referee to declare any reason why the candidate (prospective employee and volunteer) should not work with children and seeks details of any disciplinary action. Making several phone calls to the existing employer as well as their referees is standard procedure to confirm that they will be the most appropriate match for GEMS employment.

As part of the recruitment and selection process, the HR department obtains police clearance for each candidate including criminal/police checks for current and previous countries. WSQ conducts background checks for all employees and those contracted to work at the school through third-party companies. All these companies have to be approved by GEMS. A single central record system (SCR) ensures that fully up-to-date records for each employee are on file. These records include CVs, references, interview notes, attested qualifications, etc. The SCR is also audited annually by GEMS compliance visits.

The CIS Community Survey for faculty and staff demonstrates that 100% agree that the school has carried out a rigorous vetting process for them, which included police checks and employment references.

The evidence suggests an improved rating from that indicated by the school.

Commendations

F2 (Major) - The school's leadership and HR team's meticulous implementation of the GEMS staff recruitment policy, to ensure all employees have updated safety and security documents on file, making the school a safe working environment for all.

Recommendations

None at this time.

F3

The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)

School Response

Meets

F3i - Professional development is seen as both the responsibility of the school and the individual. Following feedback from staff, work has been undertaken to ensure PD opportunities are more personalised, giving increased agency to individuals to choose their own development path, taking into consideration the aims and objectives of the school. This is also increasingly aligned to our MER processes and the feedback staff receive from the DDI process (lesson observations). At the beginning of each year the school's annual objectives are shared and referred to throughout the year along with the longer term, strategic development plan. PD opportunities range from whole staff sessions, drop-ins, being part of a of working parties, committees, online courses, self-study, cross cluster networks, carousel sessions to name a few. There is also a balance of internal and external provision, supported by a generous PD budget. Many of our leaders have also benefitted from school funded NPQ leadership courses. The whole school CPD calendar is shared at the beginning of each term. There has been a significant switch from majority, whole school CPD sessions to a flexible and more varied offering. It is also more widely accepted that PD can be undertaken in a variety of forms. The new cluster wide Director role for Growth and Performance will also play an increased role in supporting the Wellington schools further develop this area. F3ii - With the introduction of a PD budget for non-classroom support staff, this has enabled a number of individuals to access additional training in their specific fields, covering areas such as HR, Admissions, Marketing, School Operations and Finance. This process is being further developed and refined to ensure it covers all areas and that people are fully confident to explore opportunities themselves rather than waiting to be approached. When relevant, non-classroom support staff also attend school INSET and internal training. This is to ensure everyone is fully cognisant of the schools priorities and needs. As an organisation, GEMS also provides a number of online training opportunities through GEMSU portal. Some of these courses are mandatory such as HSE, Safeguarding and Fire Evacuation / Lockdown procedures. This is further supported by a vast catalogue of other training courses that are optional and staff can take at any time.

Evaluator Response

Meets

The staff engages in regular CPD opportunities at WSQ, mandated by the school to support school-wide goals and also to provide personal and professional development. Each term, the school shares the whole CPD calendar with staff. Specific performance management-related targets, relevant to student learning needs and the feedback from staff, guide this calendar. The CPD programme is designed to support the school's aims and objectives and is facilitated through a range of internal and external opportunities.

Faculty spoke positively of the professional development opportunities provided by GEMS. They mentioned the flexibility and the different ways of participating in workshops such as working parties, online courses, self-study, and cross-cluster networks. The CPD programme provides international professional development opportunities and local training and development opportunities for the staff, for example, the National Professional Qualification (NPQ) leadership courses. Support staff supervisors reported confidently that skills development both for their teams and themselves, as related to their responsibilities, was ongoing.

The school provides an opportunity for non-classroom support staff to participate in additional training to cover pertinent areas such as health and safety education (HSE), safeguarding, and fire evacuation/lockdown procedures. Some of these courses are accessed through the GEMS portal; additionally, there is a vast catalogue of online programmes which allows staff to take professional development at any time.

The CIS Community Survey for support staff demonstrates that 22% disagree that the school provides training that is relevant to their needs, and 33% disagree that the school defined the process for allocation of training for their role. In the past 18 months, the school has been more intentional about providing more training for this cohort, in line with their roles within the school.

Commendations

F3 - The GEMS group and leadership team for resourcing and supporting continuous staff professional development and mentoring, in a way that empowers the faculty to achieve the mission and vision of the school.

Recommendations

F3 - The leadership team reviews the different training systems to ensure effective and high-level training opportunities are provided for support and non-teaching staff, relevant to their needs.

F4

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

School Response

Meets

F4i - Our performance development process has evolved to become far more personalised and agile to suit the needs of not only the school, but the individuals as well. We have moved away from traditional targets that narrow thought and aspiration, and created a far wider and more holistic process for self-growth and development. Each faculty staff member has access to their own padlet which outlines some key areas of contribution, each closely linked to school's priorities and subsequently, our professional development calendar. The direction their individual development takes, is partly dependent on themselves but is supported by regular line management meetings, our DDI monitoring and feedback cycles, deep dives, data reviews, and evidence of commitment to professional development. This change in model followed feedback from staff members around the perceived level of impact on the previous system. It also fits with our vision around the importance of being responsible for our own self growth. Staff contribution to the whole school priorities identified at the beginning of the year and in the school's improvement plan are given expectation. How they can contribute is identified within their own phase / subject action plans.

Evaluator Response

Meets

The school's teaching staff spoke positively about the performance management system (PM). Conversations with teachers showed that they are comfortable giving and soliciting feedback from one another, and are comfortable when members of the school leadership team and heads of departments visit their classrooms during lessons.

The school's PM system for teaching staff is designed to support individual teachers' professional development and school priorities. It is linked to strengthening identified skills and competencies and improving practice. In conversations with teachers, it was evident that their heads of department organise relevant CPD for them based on their targets, identified from lesson observations. Teachers reported that they feel the school's performance management system pushes them to improve their teaching practice and achieve their own professional goals.

The school uses a Padlet system for documenting the professional development journey of individuals. Funding is available to support staff professional development and the investment in growth and development is a key feature of the school.

There is a more informal feedback system for support staff where issues are reviewed and dealt with as and when they arise. The school may wish to consider how to more formally recognise the excellent work of the support staff team.

Commendations

F4 - The leadership and HR team for implementing a performance management system for teachers that promotes a competent staff who ably supporting the school's mission and vision.

Recommendations

None at this time.

F5

Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)

School Response

Meets

F5i - There is a clear leadership structure in the school and everyone is aware of the code of conduct applicable to every member of staff. Expectations regarding acceptable ways of working are shared and understood, supported by clear line management and job descriptions. A culture of trust has been developed through actions and honest, yet professional conversations. Any staff member not adhering to the agreed tone and culture of the school are challenged appropriately. PD sessions have been held regarding the culture and expected ways of working. Feedback is sought through informal and formal methods including conversations, observations, meetings, surveys etc.

F5ii - Staff have access to all policies related to the expectations and codes of conduct of an employee and that of the school (available on internal portal). New staff receive further information in a separate induction handbook and programme. A clear policy for complaints and the raising of grievances is clearly articulated, also supported by the availability of a whistleblowing hotline and policy. Any whistleblowing cases would also be automatically reported to HR at GEMS Corporate Office. This function has not been utilised under the tenure of the current leadership team. More general expectations are clearly outlines in the staff handbook.

F5iii - Our HR and School Operations Manager ensure that all staff, contractors and volunteers have signed and acknowledged the school's code of conduct and read and understood the safeguarding policy and procedures. This information is kept within HR, Specific safeguarding training is given to each group of staff and this is tailored to ensure it is understood, particularly with some of our external contractors where English as a second language. This training is an annual feature on our induction programme and regular reminders are shared as and when necessary.

F5iv - Discrimination is clearly addressed in our code of conduct and is not tolerated in any form. Regardless of culture, the school clearly lays out what the expectations are of each individual and everyone is expected to adhere to this. All staff are able to communicate effectively in English, even if this is not their native language, and that is the expectation within the school. If there is any need for communication to be delivered in a particular language this is provided. Information booklets and induction programmes are also provided to cover any potential cultural sensitivities. This is a key feature of our induction for new staff.

Evaluator Response

Exceeds

Detailed policies and practices guide the school operations and expectations for staff; these ensure that the school operates effectively, working to support the school's mission and guiding statements. Students themselves provide feedback on school practices via school council meetings. Each member of staff is expected to attend annual child protection/safeguarding training, country culture, and safety training. The *Staff Handbook* contains essential information about school organisation, procedures, standards, and expectations. All members of staff are supported by clear line management and job descriptions and are fully aware of the school's code of conduct. They are expected to sign a form each academic year, to acknowledge that the school's code of conduct has been read and understood.

The school has a wide range of policies and procedures, in line with GEMS Corporate Office guidelines and expectations. These policies model good practice and are often benchmarked against other leading international schools and formulated with input from most stakeholders. The CIS Community Survey for faculty and staff demonstrates that all staff agree that they understand the school's code of conduct. In comparison, 96% agree that the school has a professional and trusting working environment.

The evidence suggests an improved rating from that indicated by the school.

Commendations

F5 (Major) - The school's leadership team for its commitment to ensuring a positive and organised working environment where expectations are clearly documented in the school's policies and procedures, and ensure alignment with the school's mission and guiding statements.

Recommendations

None at this time.

F6

All faculty and other staff are employed in accordance with the CIS Code of Ethics under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

School Response

Meets

F6i - All staff are employed following a clear, transparent and ethical process in line with the CIS Code of Ethics. Every staff member has both a GEMS and local Ministry of Labour contract (written in English and Arabic) that clearly outlines the terms and conditions of employment. It covers what documentation is required for onboarding, the requirements and expectations of the staff member and school during the employment term, along with requirements for termination of contract by either party. Both contracts are signed by every employee. Our HR Manager, supported by our Government Relations Executive and our PRO, is fully knowledgeable about both GEMS wide and Qatar based employment law. The HR manager is accessible by all for anyone who requires any support or clarification in understanding their contracts. Onboarding surveys and feedback from new staff joiners testify to the support and transparency they received during the recruitment process.

F6ii - Faculty staff, all are placed onto a transparent pay scale, depending upon years of experience, which is incremental annually. Movement from one step to the next is not dependent on performance. Any positions of responsibility and middle leadership roles are remunerated through the allocation of management points. Each additional point carries the same weighting for transparency and each role is given a management allowance of either 1, 2 or 3 points.

Other benefits such as medical insurance, tuition fees for dependents, accommodation etc. are dependent upon the seniority of the role and whether the employee is single, married and / or with children. Again, there is a clear and transparent scale to award any benefits and they are applied fairly and consistently, overseen by the HR Manager, Head of Finance and Principal. No staff member at WSQ receives additional benefits that are not in line with policy.

For non-education staff, each role within the GEMS structure has a minimum and maximum salary band. This ensures that people doing the same role receive like for like benefits. Any variation here is based on experience and what level within the band they employee starts their employment. This is decided at the discretion of the Principal.

Salary Bands can be shared and discussed with the HR Manager on request.

Evaluator Response

Meets

All staff are issued with a contract of employment which includes terms and conditions of service. All contracts and employment schedules are finalised in writing, and signed by all parties involved in the employment process. They include salary information, job titles, benefits, and working conditions (in Arabic and English) and every member of staff has both a GEMS and local Ministry of Labour contract.

Staff salaries are in line with a transparent pay scale based on years of experience and are applied fairly and consistently. In addition, other benefits such as accommodation (for overseas hires),

medical insurance, and tuition fees for dependents, are clearly understood by employees and detailed in the employment contract. Some staff receives a management allowance.

The CIS Community Survey for faculty and staff demonstrates that nearly all staff (95%) agree that they understand what is expected of them in their roles at the school. They also agree that they are satisfied with the clarity of their employment contract with the school.

Commendations

F6 - The school's HR team for its very efficient employment contract process from the time a person agrees to join the school, to the induction process upon arrival, which enables new employees to settle in quickly and ensure the highest quality learning for students.

Recommendations

None at this time.

Domain Summary – School Response

Overall, we feel the school meets this standard across all criteria. Strict vetting during the application / recruitment process ensures that we are confident all measures are reasonably taken to ensure appropriate checks are made on the suitability of staff. Our HR Manager maintains a robust Single Central Record for all faculty and support staff. Policies and procedures are clear regarding safeguarding, code of conduct, professional expectations etc. and everyone has detailed copies of their employment contracts. Staff are remunerated on time each month, and always receive everything they are due without delay. There is a transparent pay scale in operation across all areas of the staff, which is set by the Corporate Office. All staff are appropriately qualified for the roles they do and are held to account through the schools HR and PM systems. Staff get access to professional development in a variety of ways, which is now extended beyond the teaching faculty to the wider teams such as HR, MSO, Finance, Admissions and Marketing etc. The school functions well due to the trusting and professional working environment that exists, something that has been a key focus under the new leadership team over the past 20 months. Staff feedback has been positive in this regard.

Strengths:

- Extremely effective safer recruitment processes following international best practice / sufficient staffing levels for the current size of school, with a clear commitment to relevant growth areas in subsequent years
- Revised performance development practices to ensure personal development and growth, allowing for more individualised pathways and a more balanced emphasis on shared accountability between the school and the individual
- Tighter links to whole school priorities, performance development and professional training opportunities
- Excellent staff retention, particularly taking into account the transient nature of the region and the rate of change experienced at the school
- The safe and trusting culture that has been cultivated within the team
- Systems and processes to ensure all staff, contractors and volunteers are fully cognisant of appropriate behaviour in relation to both adults and children
- Clear and transparent salary and benefits outlined explicitly through offers of employment, fully supported by detailed local and GEMS specific terms of employment. Our highly effective HR Manager is available for all staff in case of support or queries understanding any of the information.

Planned Actions / Areas for Development:

- Ensure further development of professional development provision centred more explicitly around global citizenship and intercultural learning (F3)
- Further review systems to ensure effective and high level training opportunities are provided for support and non-teaching staff (F3)
- Further embed the use of student feedback through a variety of methods to add further insight in to school development and its priorities (F4)
- Continue to develop the staff handbook to ensure further clarity and consistency for all (F5)

- Develop the ongoing work of the Wellbeing Committee to review current policies and practices, and to make recommendations around improvements that could be made to strengthen staff effectiveness and wellbeing (F5)

Domain Summary – Evaluator Response

Overall, the school is well aligned with the standards of Domain F, and in some cases, the standard was exceeded.

The recruitment process is thorough, and vetting is meticulous to ensure that the school continues to be a safe learning environment for all. The school has an adequate number of qualified faculty and support staff to meet the needs of all students. Background checks are conducted for new employees. The school has an extensively planned continuing professional development programme directly responsive to the school's guiding statements, curriculum, and staff needs, all of which contribute to improved student learning. A policy has been created to ensure recruitment procedures are congruent with the *CIS Code of Ethics*.

The school has an effective performance management policy for teachers with a clear link between performance evaluation, school priorities, and the continuing professional development programme. The school has a range of written contracts detailing key information such as core responsibilities, salary, healthcare, retirement, and length of service. The *Staff Handbook* and performance management policy provide the framework for staff conditions of employment and professional growth expectations.

Domain G - Premises, facilities, technology systems and auxiliary services

G1

The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)

School Response

Meets

The school, supported by the Corporate team ensures the premises and facilities and its systems and service remain true to the schools purpose and vision. The facilities of the school are of good quality and allow for a broad and balanced curriculum to be offered across all phases of the school. This includes specialist facilities such as science labs, food and design technology rooms, IT labs, sports hall etc. The school has an agreed 3 year CAPEX budget to spend on identified areas of the school in line with the aims and objectives of the school development plan, which include new / upgrades to facilities. The CAPEX requirements are agreed upon by the Principal, School Operations Manager, Finance Manager and SLT. These are then submitted to the Senior Education and Finance Committee at Corporate Office for approval. During the 3 year cycle an annual review is undertaken to ensure the priorities remain the same. This approach allows us to adapt more readily to changing needs of the school.

The school is also currently going through the approval process for a separate significant facility upgrade in preparation for the next stage of the schools growth and development (2-5 year plan). This is at the final stage, awaiting approval from Head Office. This development would ensure the school remains competitive with other premium schools in the market and would see the development of a sixth form centre, new student cafeteria, upgrades to play areas and a newly constructed sports centre with swimming pool and fitness suites.

The school has a separate, generous ICT CAPEX budget to ensure IT services remain heavily invested in both from a security and operational level for staff, and also from an educational level to support the delivery of the curriculum. Newly created Digital Transformation leaders are now responsible for working very closely with the SLT to ensure more focused and strategic development of ICT in the future.

The different curriculum areas are well supported by a strong annual teaching aids budget, allowing for curriculum innovation and the enhancement of the learning environment. The overall management of the school is extremely well supported by an highly effective School Operations Team and support staff, with well established systems and processes.

In addition, support services such as school transport, catering, maintenance, and cleaning are all rigorously vetted and their work regularly QAd to ensure they meet the expectations and standards of the school. Numerous HSE checks and reporting measures are in place to assist with this process, including an annual GEMS HSE Audit.

Evaluator Response

Meets

Visits to the different sections of the school showed a wide range of facilities that are age-appropriate. A great deal of effort has been put into developing the learning environment, particularly in EYFS and primary. Good use is made of shared spaces, and these were well organised, well-resourced, and appropriate to the subject or topic area. The school shared its plans for further development of the current spaces as well as proposed plans for additional buildings for sports. A range of secondary facilities are available; some of these may struggle to meet the demands of Years 12 and 13. Sports facilities are adequate, although limited when the weather is hot. It is very clear within EYFS what has been done to develop and improve both indoor and outdoor learning spaces; the provision of outdoor play, both structured and unstructured, provides a positive experience to support well-being.

Commendations

G1 - The school leadership and the EYFS leaders for the development of the EYFS learning environment and outdoor learning spaces to provide a stimulating and engaging environment for younger students which supports both learning and well-being.

Recommendations

G1 - The school considers a detailed development/upgrade plan for secondary school specialist facilities to better meet student needs, particularly students in Years 12 and 13.

G2

The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)

School Response

Meets

The school is extremely well maintained in terms of cleanliness, health, safety and security. A team of cleaners and maintenance staff are present within the school each day and ensure all facilities including cafeteria's and bathrooms are regularly monitored. They are overseen by a supervisor who monitors rota's and schedules are followed consistently. The supervisor reports into our Assistant Manager of school operations who oversees overall standards are maintained. The MSO / Assistant MSO also do regular HSE checks around the school, supported by our security team who have 4 hourly walks around the whole site. A number of different policies are in place regarding the safe running of the school including weekly fire system / equipment checks. The school has an Health and Safety Committee which meets on a monthly basis or more in required. The committee is made of a number of different stakeholders including the Principal, and meetings are chaired by the School Operations Manager. The committee oversees relevant training needs (fire marshall training, safeguarding of third party providers, first aid etc.), reviews and make improvements to evacuation, lockdown and crisis management plans and also any repairs or enhancements that are required (G2i)

As a result of clear and effective policies and adequate training, all staff follow school requirements in ensuring the premises are used appropriately, particularly in response to child protection and safeguarding, Certain facilities such as bathrooms are clearly identified as either adult or students bathrooms for example. Staff also know there should be a clear line of sight into their classrooms and that they are not to be in a closed environment in a 1:1 situation with a student. Regular updates and training in this regard ensure that this remains at the forefront of everyone's thinking (G2ii)

In adherence to GEMS Corporate Office, the school has detailed emergency response and crisis management plans in place. For more standard protocols such as fire evacuation drills and lockdowns these are practiced on a termly basis. In the event of an incident that requires evacuation from the school premises entirely or in the case of a crisis management situation the Principal notifies our Corporate Team immediately who then activates the emergency response team. At that point, the focus of the school staff is solely to supervise and ensure the ongoing safety of the students, coordinated by the Vice- Principal and MSO. The Principal continues to liaise with the relevant authorities and Corporate Office. The team at Corporate Office control all communications to media, parents etc. These plans are reviewed annually. As a school, we work in conjunction with our nearby sister school to provide refuge for each other in case one has to fully evacuate the site. A planned, full evacuation of this type is scheduled to happen in the near future. All plans exceed local regulatory requirements (G2iii)

As a whole, all areas of the school are fully accessible by all stakeholders. The school building is split over 3 levels which are accessible by elevator if needed. On entrance to the school the main reception area is served by a wide ramp easily allowing for wheel chair access. There are no steps leading into classrooms or offices meaning that movement around each level is straightforward. Doors are also either sufficiently wide or are double doors. (G2iv)

Many supporting evidences are attached. Many more available if required during the evaluation visit.

Evaluator Response

Meets

A range of evidence was seen illustrating checking processes for health and safety across the premises. Building tours demonstrated an excellent standard of hygiene and security. All the issues raised in the preparatory evaluation had been effectively addressed and incorporated into practice. Detailed policies were made available that showed a depth of organisational development in health, safety, and environment; in many cases, policies and standards exceed local requirements. A tour of the school with the manager of school operations (MSO) helped to demonstrate that policies were used and understood by staff in medical, security, and science. Records of fire and other drills were seen, and a fire drill was observed. Students and staff were able to describe the action to take in case of a fire drill and a lockdown, and the fire command centre was shown to the team. The security team at the school knew many students by name, and their positive relationship with students was recognised and welcomed by both primary and secondary student council members. Students said that they feel safe in the building due to the support staff as well as their familiarity with emergency drills.

Commendations

G2 - The school's leadership team and GEMS for the range and quality of health and safety policies and documentation, which ensures the school is a safe learning environment for all.

G2 - The head of operations and his team for the organisation and efficiency of support services that ensure the smooth running of the school, and which exceed local requirements.

G2 - The security team members for their positive and caring relationships with students that makes the school a safer and more respectful place.

Recommendations

None at this time.

G3

The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place. (CORE)

School Response

Meets

The provision of technology effectively supports and integrates smoothly with all other platforms and media types across the school. The school operates fully using the Microsoft suite of products with every staff member and student having their own outlook, and onedrive accounts. The IT team ensure all devices purchased are of a particular standard and are aligned with the approved list of IT equipment from the Corporate IT team. All additional softwares such as MIS and learning platforms are all compatible and work effectively. The internet speed within the school allows the full school to work effectively at peak times with no reduction in speed and service. In the school there are two fully integrated IT labs and every classroom has an interactive whiteboard. There are now over 100 iPads for use in primary and every FS class has 5-6 iPads each. There are also banks of laptops for KS2 use as and when required. On top of this the school also has a variety of other technologies to support learning such Robotics kits, cameras, beebots etc. All secondary students bring their own devices that have to be logged on to the school network for security purposes G3i).

There is a 3 year CAPEX cycle and budget agreed for IT and an annual OPEX budget (attached). This ensures that as a school we are able to plan effectively for further technology developments and upgrades. The development of this provision from an educational perspective sits with the digital transformation team in agreement with the SLT. The Principal works with the IT Manager and MSO regarding technology / IT requirements for the non-education teams. Most of these services however are controlled from the central corporate team to ensure consistency and efficiency across the whole GEMS organisation (G3ii)

Over the past 2 years significant measures have been taken regarding security in relation to our technology systems. The school operates using the full Microsoft suite and is totally cloud based.

All staff have to have their devices enrolled through a Mobile Device Management system if they want to use it for school related purposes. Essentially, this ringfences any documents on Outlook email, OneDrive, SharePoint etc. so if any device is lost or stolen, those documents can be removed from the device from our IT corporate team. Equally, no GEMS IP can be copied onto USBs. We also use Multi-Factor Authentication to access our accounts. This means that once per week we are asked to re-sign in to our accounts which requires authentication of a code sent to our mobiles. Our IT manager works closely with the corporate IT team to ensure maximum security of our systems at all times. Firewalls, blocks on certain internet sites, email spam filters etc. are all other extra layers of security that are in place. The overall effective running of our IT systems allows for operational functions to be maintained appropriately (G3iii)

Evaluator Response

Meets

The school's security systems are excellent and well supported by policies and procedures that in many cases exceed local requirements; this is a testament to the high level of corporate support and investment in this area from GEMS. IT systems were observed in many classes throughout the school, providing safe and seamless access to the community. A generous CAPEX provision was shared with the team that allows for ongoing planning and development of both school systems and the BYOD programmes for students. Personalised learning programmes were observed in inclusion lessons where good use was made of a range of apps and software to support, for example, mother tongue learning.

Good use of technology was demonstrated for the management and operational functions of the school. For example, the principal uses a dashboard to keep track of metrics, and the head of EYFS and EYFS staff use assessment and tracking software to set targets and monitor progress. Back up and security systems are supervised directly by GEMS central. Evidence of security systems was clear in logins for teachers and reminder screensavers focusing on data security.

Commendations

G3 - The school's leadership and the support of GEMS head office for the quality of technology security to ensure that students are learning online in a safe and secure environment.

G3 - The GEMS head office for the generous financial support that enables strategic planning in technology.

Recommendations

None at this time.

G4

The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.

School Response

Meets

As part of the school's and GEMS normal practice, all services are reviewed at regular intervals. For example, our school transport provider is GEMS owned and therefore has its own compliance and audits, as well as being included in the annual HSE school audit. This also is the same for our food services provider, security and maintenance teams, all of which are checked for compliance at regular intervals. All staff that work within these services are bound by the same expectations of our school staff and have all undergone appropriate safeguarding training. All of these groups are effective in ensuring the services they provide of a high quality, in line with the expectations of the school and conducive to contributing effectively to the overall HSE and student wellbeing. Our own internal and GEMS Corporate audits are also supported by spot checks from the relevant Ministries here in Qatar, that undertake further compliance visits, looking at appropriate licences, training certificates etc.

Equally, through day to day observations of practice along with feedback from different stakeholders such as parents, students and staff, we monitor the effectiveness of the services being provided. Any feedback is provided directly from our School Operations Manager who

oversees the service providers. Any improvements suggested are then monitored over time. If for any reason a service is deemed to be underperforming and not responding sufficiently or quickly enough to feedback, alternative providers are sourced as a matter of course. Over the last 18 months that approach has resulted in a change of our cleaning contractor for example. We are also in the process of looking at alternative food providers, not due to the poor quality of food, but it is felt the range of healthy and varied options is lacking. This feedback has come directly from our students.

All of our service providers go through a strict QA process both here at school level and then have to be submitted to our Corporate Compliance / HSE teams for approval. This ensures the ethical and professional standards expected in all GEMS schools is maintained (G4i).

Evaluator Response

Meets

The school receives regular checks and reviews from both internal and external sources. The health and safety committee has a clear remit and meets monthly to review issues as evidenced through meeting minutes that show issues were generally tackled quickly. The GEMS annual audit raised a number of issues for the school which again were tackled with efficiency and then used to help shape future practice. The student council commented on positive relationships with support staff and saw them as key members of the school community who were well respected. Relationships and interactions observed during the visit were very positive. Faults were quickly rectified by an on-site team using WhatsApp messaging or email which the MSO then feeds into the help desk. Consideration needs to be given as to whether this is sustainable in its current form as the school grows.

Good evidence was seen of a range of training programmes that have been differentiated for staff. Records of such training are well maintained, and external staff such as contractors are locally trained in HSE and safeguarding. The MSO last undertook Institute of Occupational Safety and Health (IOSH) training four years ago and might benefit from more detailed training and support to maintain and develop his current high-level practice.

There was a level of dissatisfaction with the provision of food services expressed by students in the community survey and in the student council. The school acknowledged that facilities are limited and shared plans to enhance the spaces.

Commendations

G4 (Major) - The school leadership team for the commitment to operational excellence and ongoing training of support staff that ensures the school operates effectively to enhance student learning, safety, and well-being.

G4 - The school leadership team and GEMS for the quality and effectiveness of internal and external reviews and audits, and the positive response of the school to any issues raised.

G4 (Major) - The school leadership team and the wider community for promoting and ensuring excellent relationships between students and support staff to ensure there is a respectful environment.

Recommendations

G4 - The leadership team considers how senior members of the support staff can receive regular training so that it refreshes and updates their practice.


G4 - The school leadership team works with the student council to review the food services to improve the quality of the offering to enhance student and staff well-being.

G5

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

School Response

Partially Meets



The school is fully compliant with all local environment laws and has service contracts in place for waste water, sewage, rubbish collection, AC maintenance, chemical disposal etc. The school has to prove compliance in order to renew their licence to operate each year. On top of this, the school is on a journey to further improve and reduce its environmental impact particularly in obvious areas such as a reduction in paper usage etc. Certain measures are in place within the school in this regard although more closely monitoring of the overall impact of this needs to be undertaken. The school also promotes the use of the school bus transport system as much as possible in order to reduce the amount of cars coming to school each day. We have increased bus usage by over 10% in the last 18 months. Another simple measure the school implements is the switching off of lights in each classroom and office when no-one is using the room. This is a relatively recent initiative and will need more time to monitor any reduction in electricity usage. The school has now embarked on the 'Green Flag' award to further demonstrate our commitment to reducing our impact on the environment. Our student eco-lution group are also exploring ways in which we can further improve the impact we have (G5i).

Each year, for the last 2 years, even though the school is growing we have reduced our resource and printing costs and our reliance on physical text books particularly in the primary phases of the school where they have now been phased out. Our internal policy on reusing waste paper as appropriate has also contributed to the lowering of paper usage across the school, particularly in admin. As explained, we have now started to focus on energy use and begun to explore different options as to how the school could further reduce this along with biodiversity. We have recently made connections with one of our sister schools in Dubai who have completed a lot of work looking at responsible waste management, amongst a host of other measures to reduce the overall environmental impact. Our newly appointed Head of Enterprise and Environmental Sustainability for the new academic year will be leading on this project (G5ii).

One of the next steps on improving our environmental impact will be to further strengthen the expertise we have access to, in order to achieve our goals. We have already started to make connections through our parent community, other GEMS schools and local organisations and accreditation bodies such as 'Green Flag' award. A committee, led by our newly appointed Head of Enterprise and Environmental Sustainability will be established to advise and play an integral part of decision making in this regard (G5iii).

Evaluator Response

Partially Meets

The school is fully compliant with all local laws and requirements as part of its licence, and evidence was seen demonstrating sustainability impacts that go beyond local requirements. The student council felt that more could still be done to enhance the sustainability agenda and provide more opportunities for student-led projects. The school is actively working to develop greater awareness of sustainability through the curriculum. This was evident in a range of areas; there was no evidence of a systematic approach in this area. The school has demonstrated a commitment to improving through the appointment of new staff in this area as well as links with other schools within the cluster. It will be important to ensure that students continue to have a clear voice in these initiatives as a significant level of dissatisfaction was expressed by the student councils as well as through the student community survey. Sustainability and environmental issues were held back during the COVID-19 pandemic, and the student councils was able to articulate the renewed focus in this area. The development of an environmental steering group will be a key part of the newly appointed sustainability leadership post.

Commendations

G5 - The leadership team for the proposed appointment of the Head of Enterprise and Environmental Sustainability who will lead in the area of sustainability to develop a more systematic monitoring, evaluation, and review process.

Recommendations

G5 - The leadership team considers how it can systematically monitor and evaluate sustainability initiatives in order to plan the next steps in reducing the school's environmental impact and enhancing sustainability.

G5 - The leadership team develops an environmental steering group and ensures that student voice is evident in this group in order to increase student involvement in leading environmental decision-making.

Domain Summary – School Response

Overall, the school has made good progress in this area and further strengthened the systematic development of our facilities, technology systems and services, in order to ensure they support our stated purpose and enhance our overall provision. Our technology infrastructure has been enhanced both from an educational and administration perspective, ensuring all stakeholders have access to appropriate systems and technologies to do their roles effectively. This is supported by our CAPEX planning for IT which takes into account the future growth and development of the school. The overall technology systems are well managed by our IT Manager with support from the Corporate IT office.

The facility CAPEX planning has been effective helping the school to invest in the further development of facilities such as the early years outdoor learning area as well as approved future investment in the development of our sixth form centre and cafeteria provision, along with the resurfacing of our sports field. We are also in discussions with the GEMS Corporate team regarding a major facility build to include a swimming pool, multi-use hall and fitness suites, to ensure we are able to continue to provide the high quality education in the future.

Strengths:

- Overall quality of facilities and technology systems to ensure we can offer a high quality education to our students. IT systems are secure and reliable.
- Creation of our Digital Transformation Team to oversee the 3-5 year digital development plan across the school
- The level of service provided by our support / auxiliary teams in particular the security, school transport and cleaning, ensuring our communities wellbeing and able to operate in a safe and secure environment
- The level of training received by individuals to help them to their roles effectively, supported by the HSE committee
- Effective policies and plans for dealing with crisis management, supported by regular drills where relevant

Areas for Development:

- To secure further agreement for facility development over the next 3-5 years, particularly in relation to indoor sports provision
- Develop robust procedures and plans through an environmental steering group, to more explicitly focus on how, as a school, we can reduce our environmental impact particularly in the areas of bio-diversity and energy consumption
- Become more actively involved in research and development when planning for further investment in the use of technologies to enhance students learning

Domain Summary – Evaluator Response

Overall the school is well aligned with the standards of Domain G, premises, and facilities.

The school has an excellent range of facilities and has clearly focused strongly on EYFS and primary who have great indoor and outdoor learning environments. Areas of the secondary school are developing well although some areas may need some more attention to match expectations. There are some positive initiatives, supported by the board, to develop and improve existing facilities. Health and safety within the facilities is of an excellent standard and very well supported by outstanding documentation from GEMS corporate. The school should be proud of the relationships between support staff and students.

Technology infrastructure, security, and policies are another area of excellence, again supported by GEMS corporate and providing an excellent core service. Technology systems are well used and fit for purpose. Checks and audits on health and safety, maintenance, and security are thorough and well documented; actions arising are swiftly dealt with and built into practice.



Sustainability is an area for growth, and the school has developed a clear roadmap for this which should raise the profile of sustainability. It has the potential to offer opportunities for student voice and agency. A more systematic approach will be helpful in this area.

Domain H - Community and home partnerships

H1

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

School Response

Meets

H1i - Communication continues to be an aspect of the school that is constantly reviewed and adapted in line with the ambitions and developments of the school. Communication is evident in many different forms such as weekly year group newsletters, Principal / Vice Principal updates, social media channels, class dojo, parent engagement sessions, students reports, 'how to help at home' seminars, teacher – parent meetings etc. The focus of all forms of communication are clearly related to the guiding statements of the school, in particular covering aspects such as teaching and learning, student wellbeing, and the culture and ethos of the school. Through the increased use of parental engagement activities we have developed more two way communication so we also get to hear feedback and can adapt accordingly. The twice yearly Parental Satisfaction survey also indicates a significant upward trend in NPS score, with communication being regarded as a strength of the school.

H1ii - The GEMS survey provides a really comprehensive set of data and feedback on many different aspects of the school. As it is completed 2 times per year it is easy to monitor trends and fluctuations in parent's perceptions. The school has witnessed an increased satisfaction rating in the last 4 surveys spanning the 2 years since the new leadership team of the school were in post. After each survey is completed the school completes a full analysis and puts into action a development plan to address aspects of the school further. This is communicated clearly to the parent community.

The addition of PULSE, whereby secondary form tutors and primary class teachers contact each family once per month ensures an increasingly personalised engagement strategy. These conversations and interactions are recorded on our Phoenix platform and build up a picture of communication throughout the child's time at the school. Any feedback from parents can then be directed instantly to the relevant staff member for follow up if required.

Other less formal ways of collecting feedback include coffee mornings and through conversations at the beginning and end of each day, when SLT members are all present and accessible to parents. Equally, at each parent engagement session, 1 or 2 questions are always asked at the point of online registration to seek feedback on specific topics. The data we pull from this then informs the information delivered in the sessions themselves, ensuring we are focusing on the areas relevant to parents and not just what we believe to be important.

H1iii - As, previously mentioned, there are many ways in which parents are encouraged to be part of school life. We have an active parent association called WESPA, which works alongside the school in a number of areas such as organising events like International Day, Winter Fair, Ramadan Iftar events, fundraising activities etc. which link directly to the overall student experience and their wellbeing, alongside developing a deeper culture of global citizenship. Academically, some parents also volunteer to help with small group reading / intervention sessions and some present as guest speakers about their chosen careers to our older students. We also have introduced our termly 'Student Showcases' in Primary where parents spend a morning in school with their children and also our 'Growing Great Minds' workshops for secondary parents.

H1iv - New parents are welcomed into the school community in a variety of ways. Upon registration they receive their welcome email and information pack, alongside all of the required log-ins for online accounts etc. This is followed by a specific new parent information session held by the Principal at the beginning of the each year. The parent association are also present at this meeting to introduce themselves and encourage other parents to take an active role in WESPA. Class teachers and form tutors also then reach out to new families within their first week at the school to 'check-in' and see if there are any issues or queries. For any parent who may struggle with the English language, every effort is always made to try and pair them up with a native speaker of their own language. For starters who join mid-year, they receive similar information

and also meet the Heads of School before starting. They are also invited to a number of other events throughout the year.

[Samples of Principal Newsletters](#) - More samples of communication if required.

Evaluator Response

Exceeds

The school leadership has made a concerted effort to foster and strengthen communications between the school, parents, guardians, and other community members through formal and informal meetings, gatherings, and the written word. It is evident in the regular principal newsletters, twice yearly parental satisfaction survey, and various parent engagement sessions. Less formal ways of promoting communication are also documented such as coffee mornings and a presence at arrival and dismissal times. There are now more regular interactions between the teachers and the home to ensure parents are better informed about their child's learning and well-being.

Through the twice-yearly parental satisfaction survey, the school's leadership can monitor trends and implement a development plan, as needed, to continually strengthen communication between stakeholders. Results are shared with the parents. Conversations with the parent body show that the school has prioritised improving home-school communication in the past 18 months. Parents spoke of how this has strengthened the bonds between the students, home, and school. Parents stated that the school's open-door policy allows them to approach any staff or administration member with a concern or suggestion; they know they will be listened to.

The addition of PULSE, where secondary tutors and primary class teachers contact each family monthly, ensures a more personal contact. These communications are recorded over the child's time at school. Parents reported on the timely responses they receive from teachers and feel that the school gets to know their child as a person and learner.

The parent association, WESPA, is an important body that supports and actively promotes positive communication between parents and the school. They can also volunteer their time helping out in the classroom or as guest speakers, as part of the school's transition programme. There is a multifaceted approach to helping new families feel welcome. From the school staff to the Principal and the WESPA, each has a role to play to ensure a new family has all the information they need to integrate into the community quickly.

The evidence suggests an improved rating from that indicated by the school.

Commendations

H1(Major) - The school's leadership for strengthening communication between the stakeholders, for listening to the feedback and acting upon it, ensuring increased collaboration and partnership between school and home.

Recommendations

None at this time.


H2

The school establishes partnerships and networks with external organizations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships and the development of leadership capabilities.

School Response

Meets

H2i - This has been challenging in Qatar due to the pandemic and the constraints placed upon us by the Ministry of Education. That said we have developed some strong external international partnerships with the likes of High Performance Learning, 8billionideas (service and entrepreneurship), ArtsEd International and we are also in the process to re-launch the International Award Programme. More locally we have developed links with local animal welfare shelters, been involved with local beach clean-ups and a number of environmental campaigns. In



school we have created our ECOLution club that has also been instrumental in setting up our school garden, making planters from our recycled bottle cap campaign (CAP THAT) to growing and selling produce. Furthermore, our 6th Form Students have all taken part in a service orientated programme called 'Be The Change' where they have studied a number of different topics related to service and community projects, followed up by their change project.

This is one aspect of school that we will strive to further embed and develop in the coming years. Being part of GEMS also provides an excellent network of schools to work closely and collaborate with. We liaise regularly with the Wellington cluster of schools in Dubai across a number of areas. These areas include: school to school support, internal reviews, teacher networking, student competitions, leadership development and teach meets to name just a few. This sharing of expertise and professional support / development helps to improve what we do in school, therefore enriching the students learning opportunities. This work and the needs of each school set out in the 'Cluster Spotlight' document attached, and is coordinated by our cluster Director of Growth and Development.

We are also part of the BSME organisation that offers excellent range of CPD, school support and many student competitions and tournaments in which our students benefit from. Equally our GEMS For Life team also support the school from Corporate Office, in establishing links with companies and universities to establish internships, further online courses and preferential university placements.

H2ii - Each year we review the impact of the experiences we provide our students, taking into account student voice and also the outcomes achieved. Our current full curriculum review that is ongoing encapsulates all of the learning opportunities we provide, not just in the curriculum but the wider curriculum too. Through this process we are able to see any areas where we feel need further attention or amendments. Our curriculum intent statement clearly outlines our ambition and vision for what we committed to as a school.

H2iii - In terms of developing these partnerships and experiences further, we only work alongside proven providers who have a clear ethical approach in line with our own. We are very clear in terms of the intended audiences and what we expect our students to achieve from them.

Evaluator Response

Meets

The school realises the importance of external partnerships to enhance student learning. It has intentionally developed strong international partnerships with programmes such as High Performance Learning, 8billionideas, ArtsEd, and the International Award Programme.

As the country recovers from the COVID-19 pandemic, the school is rebuilding its local service learning and external partnerships programme. Links such as animal welfare shelters and beach cleanups have started this year. Sixth form students take part in a service-orientated programme called 'Be The Change'. Here they study a number of different topics related to service and community projects, then undertake a change project. There are a number of sixth-form initiated environmental campaigns within the school including a school garden, making planters from the recycled bottle cap campaign (CAP THAT) to growing and selling produce. Service learning in all other sections of the school is not programme driven but more project based and subject/teacher dependent.

All these opportunities promote the development of leadership capabilities among students and are encapsulated into the wider curriculum. The programme is reviewed annually. The school is aware this is an ongoing area that needs more focus. It is currently working to build further purposeful local and international partnerships, including with the school's alumni association. The school also works very closely with the Wellington cluster of schools to share ideas and expertise.

Commendations

None at this time.

Recommendations

H2 - The leadership team reviews its service learning, environmental stewardship, and sustainability programmes so that there is a scaffolded approach to students' skill development and leadership capacity.

Domain Summary – School Response

Strengths - Overall we believe the school is extremely strong in this area. Much work has been done to increase parent engagement within the school, hence the wide variety of options created. All parents are aware of the different communication channels and feel confident to approach the school with any concerns. The open door approach of the senior leadership team has contributed to an increased trust and reassurance that if parents do have any concerns, school will listen and take them seriously. Through the feedback from our parent surveys, parents have also seen action being taken, demonstrating that we are responsive to their needs. The increased number of engagement opportunities on offer for the parents is also having a positive impact. Parents coming from many different nationalities are far more aware for the nuances of the English National Curriculum and GCSE / A Level pathways and can better understand their children's journey through the school. The sense of community is excellent across the school and the access parents have to speak with teachers and leaders about their children has enhanced this further. This is not only from an academic side but also from pastoral, wellbeing perspective. Equally, the re-introduction of face to face events such as our international day, winter fair and Ramadan celebrations have been significant to the overall culture of the school. Parents are also fully informed on a regular basis on the progress their children are making.

Development - In order to develop, the school is currently doing more work on building further purposeful local and international partnerships, including our Alumni. We also want to better measure the impact of these partnerships and successfully navigate the challenges of living in the host country and its sensitivities around certain aspects of inclusion, diversity, equity and anti-racism.

Actions - Develop a clear plan across the school for further enhancement of international and local partnerships, at age appropriate levels. This is also part of our full curriculum review. Further refine the school communications plan / policy to ensure all relevant information is shared in a concise and manageable way for parents while ensuring cultural context is taken into consideration. Through the newly appointed Assistant Head of Culture, Ethos and Wellbeing, foster further inclusion, diversity, equity and anti-racism awareness in the community

Domain Summary – Evaluator Response

Overall the school is well aligned with the standards of Domain H, and in some cases, the standard was exceeded.

An atmosphere of trust, respect, and collaboration is clearly visible throughout the school. It is very evident that the open-door approach of senior leadership has permeated throughout the organisation. Communication with parents, guardians, and other community members is informative, timely, appropriate, and well-understood. Leadership team members are highly visible, and parents feel comfortable having formal or informal discussions regarding their child's learning. Parents reiterated that they felt the teachers knew their children and cared about them. Parents also commended the teachers for their timely response to them and their proactive actions regarding their child's development.

The school is aware that it needs to continue working on building local, national, and international partnerships in order to deepen student learning around service to others, environmental stewardship, inclusion, and tolerance of diversity; this review is part of a full curriculum review, and it is hoped that the new lead in this area will form a school-wide committee that includes student voice.

Conclusions

School Response

We approached the process by firstly establishing our core CIS self-review committee. As we were already working on our accreditation as a High Performance Learning (HPL) school we had other committees and steering groups in action. Not wanting to create too many, so work wasn't being duplicated or in conflict of each other, we reviewed the purpose of each group and ensured each one had a specific focus. In terms of writing the report, each working party, who had first of all used the guiding questions and community survey results to identify strengths and gaps in our provision, they then wrote as a group, a draft write-up of their domain focus. This was then reviewed by SLT and others from the core committee. Upon this feedback it then went back for edits and final submission to the Accreditation Coordinator and the Principal. Final reviews were then completed to ensure a consistency of report writing style and use of language.

I think one of the key things that has been learnt is that the guiding statements are such an integral part of this process. The deeper you go into the self review process, the more you unpick and the more scope opens up in front of you in terms of what is possible. These statements then guide everything else. The other key takeaway was that so much in relation to the guiding statements was already taking places across the school, but in a less formal way. We don't necessarily think that is a negative, but by going through the process and formalising things more clearly, we have been able to develop at a greater rate.

The process has been extremely valuable for the school in a number of ways. Firstly, the range of staff and stakeholders that have contributed to this process has definitely increased the sense of togetherness and responsibility we all have in driving the school forward. It also ensured we focused more deeply into areas that ordinarily we maybe would not have done, particularly the constant reviewing of the guiding statements. Coinciding with other key developments and changes in the school due to new leadership, the process although at times challenging due to sheer volume of work and what we were trying to achieve , ensured a clarity of focus and a strategic approach.

Overall, it did generally confirm issues and areas for development that as a school, we were mainly aware of, however it did also highlight a few things that maybe would not have been brought into focus without undertaking this process. As a framework, moving forward, we will continue to use this a great reflection tool on our practice, as we believe we have a strong sense of where our areas for development lie and how we can go about achieving them.

Evaluator Response

The evaluation team would like to thank GEMS Wellington School, Qatar (WSQ) for the very warm welcome, honesty, and openness that it received during the visit which was conducted using the CIS On-site Visit protocol. It was particularly impressed by the whole community for its candour, friendly smiles, and overt pride demonstrated by its school.

Seven CIS team members visited GEMS WSQ from 5th to 11th May 2023. During their time at the school, the evaluators met with:

- the school principal/CEO
- the senior vice president
- the school leadership team
- domain committee representatives
- student representatives
- faculty and other staff
- parent representatives.

During these meetings, the evaluators explained the accreditation process and answered questions arising from CIS documentation and processes. The school has been engaged in preparing for the evaluation team visit for 18 months, and it had sufficient support and knowledge to complete the accreditation process.

The evaluation team congratulates the steering committee and the sub-committees for the thorough approach adopted through the self-study process. The approach has been focused on a vision-led, mission-driven alignment to the CIS four main drivers of purpose and direction, student

learning, student well-being, and global citizenship, and similarities between the evaluation team's recommended planned actions and those of the school.

Some examples of the four main drivers evident in school:

Purpose & Direction/Mission & Vision

- evident in the weekly newsletter
- displayed on walls and common areas around the school
- it was created collaboratively with various stakeholders
- the whole school knows who they are and where they are going
- clarity of HPL 'DNA' embedded throughout the school.

Student Learning

- Learning and teaching are consistent
- HPL Theme Day up to Year 9
- digitised Qatar history curriculum in primary
- HPL is embedded horizontally and vertically
- definition of high-quality learning on the school website
- quality of assessment is high throughout the school
- monitoring using DDIs and curriculum leadership is significant
- EYFS and NCFE followed.

Student Well-Being

- PULSE system for contacting parents
- GroWell curriculum to be implemented AY 2023-2024
- Jigsaw PSHE
- Autism Awareness Day
- transition activities at all levels are well thought of
- strong relationships evident throughout the school.

Global Citizenship

- primary MFL World Languages Day
- poetry writing with intercultural prompts
- primary topic units such as refugees
- International Day
- Ramadan
- Qatar National Day
- Respect and Appreciation Week
- visiting poet's focus on sustainable goals
- secondary science curriculum units: sustainability, global warming, renewable energy
- respectful relationships, especially with support staff
- many teacher initiatives help develop students' global citizenship
- Primary Integrated Curriculum (IC) planning review.

GEMS Wellington School produced a thorough self-study report for this CIS International Accreditation Team Evaluation. A community survey was completed representing a comprehensive and beneficial stakeholder reflection of the four main drivers across the domains and standards. Input from multiple stakeholder groups was consistent, well-communicated, and inclusive. In the main, the inferences made from the survey results will be helpful for the school in designing and building on the operational scope and educational procedures for ensuring continual progress.

The school knows itself well. It knows its strengths and areas of development and is establishing protocols of revision and reflection tools to enable change. The evaluation team believes the school has a firm and thorough foundation for its future development. The self-study has been a successful reflection of the school's desire to develop further a learning community around the four drivers of the CIS International Accreditation protocol: students' learning, students' well-being, global citizenship, and the stated purpose and direction of the school. What the school has learned about itself during and after having completed the self-study process is proper validation of its intent to develop and improve further.

The school has demonstrated a genuine commitment to continuous improvement and embraced the CIS accreditation process to meet its mission. Throughout the visit, the visitors noted the commitment of all school community members to ensure positive student outcomes.

This commitment can be attributed mainly to established and recent developments that include but are not limited to:

Major Commendations:

A1 - The school leadership team for publishing and rolling out the new vision, mission, and values to the full community thus ensuring alignment and transparency with its day-to-day and future goals.

A4 - The whole school for its ongoing commitment to the well-being of all members of the school community.

B1 - The senior vice president and the principal for collaborating to create an advisory board policy manual that indicates governance roles, responsibilities, systems, regularity of meetings, substructures, and prioritising of agenda items to ensure smooth and comprehensive advisory governance.

B3 - The principal for regularly communicating transparency referring to the school's aims, objectives, and vision to explain and provide context as to the school's direction and rationale.

B6 - The school and GEMS for developing a comprehensive set of policies covering various areas of operations, which are accessible to all relevant stakeholders and regularly updated to ensure currency.

C1 - The EYFS leadership team for ensuring over the past 18 months the EYFS has a clearly articulated vision of high-quality learning and its engagement with the parental community.

C2 - Daily, the EYFS teaching team ensures intentional planning that provides every child with significant access, challenge, and differentiation for all their learning.

C4 - The EYFS leadership team for their strategic coordination of curriculum for all groups of children leading to careful horizontal and vertical alignment and aligning this to the primary school when deemed appropriate.

C4 - The primary leadership team for its strategic coordination of curriculum for all groups of children which has led to careful horizontal and vertical alignment, and alignment to both EYFS and secondary when deemed appropriate.

C3 - The secondary school staff for the recent and significant advances made in intentionally planning for global citizenship and intercultural learning.

D2 - The primary and EYFS school leadership for ensuring the inclusive admissions policy is a reality and offers education to all through the provision of appropriate staffing.

D4 - The primary school's commitment to inclusion in support of its guiding statements ensures SEN students are effectively supported in their individual learning needs.

D4 - The EYFS school leadership team, the inclusion team, and the teachers for their collaboration around inclusion that enables appropriate support for every student.

D7 - The primary and EYFS team for their commitment to data-driven pedagogy, supported by the inclusion team, that supports the learning needs of every student and ensures that they make good progress.

D8 - The primary and EYFS's commitment to an assessment-focused pedagogy that informs and impacts teaching and improves learning outcomes for students.

E1- The leadership team for its further development and prioritisation of well-being as a core aspect of the Wellington Promise, which is at the centre of the school's vision wheel, to promote an environment of trust and collaboration, within the school.

F2 - The school's leadership and HR team's meticulous implementation of the GEMS staff recruitment policy ensures all employees have updated safety and security documents on file, making the school a safe working environment for all.

F5 - The school's leadership team is committed to ensuring a positive and organised working environment where expectations are clearly documented in the school's policy and procedures, ensuring alignment with the school's mission and guiding documents.

G4 - The school leadership team for the commitment to operational excellence and ongoing training of support staff that ensures the school operates effectively to enhance student learning, safety, and well-being.

G4 - The school leadership team and the wider community for promoting and ensuring excellent relationships between students and support staff to ensure there is a respectful environment.

H1 - The school's leadership is to be commended for strengthening communication between the stakeholders, listening to and acting upon the feedback, and ensuring increased collaboration and partnership between the school and home.

We want to extend our best wishes to the school and its future development based on new knowledge and insights. In wishing to assist the school on its path of continuous improvement, the evaluators have made several recommendations that they think will be of value

to the school's planning, the most significant being:

Major Recommendations:

C2 - The leadership team continues developing knowledge and pedagogy to develop independent learning across the curriculum.

C3 - The leadership team continues to refine and reflect on its methodologies for supporting and embracing a multilingual community through its promotion in classrooms, in the written curriculum, around the school, and in the shared reading area.

D3 - The leadership team considers how to enhance the visibility of the Arabic language to demonstrate intercultural awareness and develop a greater understanding of the host country's language and culture.

C3 - The leadership team further develops ways in which students can receive support in their mother tongue and home culture as part of their overall educational environment, and measure the impact to support the curriculum further.

The evaluation team wishes to highlight the seriousness with which GEMS WSQ has engaged in the self-study process and thus thoroughly evaluate their strengths and areas for future development. The school has articulated a series of appropriate actions, which the evaluation team now suggests should form the basis of the next iteration of the school's development plan, alongside individual action plans. While there is little evidence of complacency, the school needs time to embed the outcomes of the self-reflection and evaluative processes into the fabric of the school, keeping the school's guiding statements, vision, and mission in mind.

In terms of moving forward, the evaluation team recommends that the school keep two main priorities in mind: the significance and importance of following planned actions and allowing time for both their implementation and the consolidation of any necessary change.

The evaluation team would like to thank:

- The school's support staff for the high level of support provided before and during the visit.
- The steering committee and the sub-committees for their commitment to school self-improvement and the accreditation process.
- The school's accreditation coordinator for crafting the whole process and setting up a highly effective schedule for the evaluation team during the visit.
- The staff for their engagement and positive input during meetings.
- The parents for their invaluable input to the evaluation team.
- The students for their ability to inspire the evaluators with their responses and impact the authentic evaluation of student learning and well-being.
- The senior vice president, the school leadership team, and a special acknowledgement to the principal, who took significant time to spend with the evaluation team, demonstrating a very high level of commitment to appropriate governance and leadership of the school.