



TEAM EVALUATION REPORT

Oryx International School

Doha | Qatar

Derek Laidlaw | Executive Principal

Team Evaluation Visit Dates | 21 – 27 October 2022



Introduction

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School Context

School Context

List of abbreviations

AfL	Assessment for Learning
ARE	Age Related Expectations
ASA	After School Activities
BSME	British Schools in the Middle East (organisation)
BTEC	Business and Technology Education Council (qualification)
BYOD	Bring Your Own Device
CAD	Computer Aided Design
CAGs	Centre Assessed Grades
CAMHS	Child and Adolescent Mental Health Service (Hamad Hospital, Qatar)
CAT	Cognitive Ability Test
CCTV	Close Circuit Television (cameras)
CDC	(Qatar) Civil Defence Commission
CEO	Chief Executive Officer (Orbital Education)
CFO	Chief Financial Officer (Orbital Education)
CIS	Council of International Schools
CLEAPPS	Consortium of Local Education Authority of Science
COBIS	Council of British International Schools
COP26	Conference of the Parties (Environmental Conference)
CPD	Continuous Professional Development
CPOMS	Child Protection Online Management System
CRO (ICPC)	Criminal Records Office (International Child Protection Certificate)
DOA	Delegation of Authority
DfE	Department for Education
DofE	Duke of Edinburgh Award for Young People
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
EBI	Even Better If
ESG	Environmental Social Governance
EYFS	Early Years Foundation Stage (3 - 4 years)
FCO	Foreign and Commonwealth Office
FS	Foundation Stage (3 - 5 years)
GAPS	Grammar and Punctuation and Spelling Assessment
GL	Assessment brand (GL Assessments)
HoY	Head of Year (Secondary)
HR	Human Resources (Department)
HSBC	Hong Kong and Shanghai Bank
HSSC	Health, Safety and Security Committee
IAL	International A level
I/GCSE	International / General Certificate of Education
INSET	In-Service Training
iPGCE	International Post Graduate Certificate in Education
iSAMS	Schools Information Management System
iSENDCo	International Special Educational Needs and Disabilities Co-ordinator
ISP	Individual Support Plan
IT	Informational Technology
KPI	Key Performance Indicator
KS1	Key Stage 1 (Years 1 -2)
KS2	Key Stage 2 (Years 3 - 6)
KS3	Key Stage 3 (Years 7 - 9)
KS4	Key Stage 4 (Years 10 and 11)
KS5	Key Stage 5 (Years 12 and 13)
KSCIE	Keeping Children Safe in Education (2022, etc.)

LMS	Learning Management System (CANVAS)
LP	Lead Practitioner
MFL	Modern Foreign Languages
MIND	Qatar Special Needs Clinic (Children and Adult)
MoEHE	(Qatar) Ministry of Education and Higher Education
MoFA	(Qatar) Ministry of Foreign Affairs
MoI	(Qatar) Ministry of the Interior
MoL	(Qatar) Ministry of Labour
MoPH	(Qatar) Ministry of Public Health
NCSL	National College of School Leadership
NGRT	New Group Reading Test
NPQH	National Professional Qualification for Headship
NPQLD	National Professional Qualification for Leading Teacher
OIS	Oryx International School
PASS	Pupil attitude to self and school
PE	Physical Education
PGCE	Post Graduate Certificate in Education
PIRA	Progress in Reading Assessment
PIRLS	Progress in International Reading and Literacy Study
PSG	Paris Saint Germain (football club)
PSHE	Personal, Social and Health Education
PTE	Pearson Test English
PTM	Pearson Test Mathematics
PTSA	Parent, Teacher and Student Association
PUMA	Pupils Understanding Mathematics
QFT	Quality First Teaching
QID	Qatar Identification Card (Residence Permit)
QNSA	Qatar National Schools Accreditation
QR	Qatar Airways
QTS	Qualified Teacher Status
RHoS	Regional Head of Schools (Orbital Education)
S-CAP	Child Safety and Advocacy Service (Sidra Hospital, Qatar)
SCR	Single Central Register
SDP	School Development Plan
SEN	Special Education Needs
SEND	Special Educational Needs and Disability
SENDco	Special Educational Needs and Disability Co-ordinator
SENDIA	Special Educational Needs and Disability Inclusion Award
SER	Self Evaluation Review
SLT	Senior Leadership Team
TEMC	Teaching in English in Multi-lingual Classrooms
TES	Times Educational Supplement
UN	United Nations
VLE	Virtual Learning Environment (Canvas) (platform)
WWW	What Went Well
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Oryx International School was established by Qatar Airways, under the management of Orbital Education, in 2017 to serve the children of Qatar Airways employees. Only the progeny of authorized Qatar Airways personnel attend the school. It has grown from 17 students, based in a building adjacent to Doha Airport to 1703 students in a purpose built campus within 5 years. Students range from 4 to 18 years.

During the Covid outbreak the school was in a unique position insofar as every student had a parent who worked in the airline industry and the immediate downturn affected Qatar Airways, and the school, as retrenchment was required. However, in spite of a series of redundancies the school roll continued to grow as Qatar Airways parents transferred from other schools in Qatar and overall numbers increased. The upshot was that the school was able to maintain all staff during the period

of Covid.

Qatar has established a strictly enforced series of measures to combat the pandemic and these are, by and large, still in force. The net result, from the perspective of the CIS team is that the school and students are, and have been operating under mandatory conditions including, but notwithstanding, social distancing, seating in rows, bubbles, mask wearing, one-way systems, LFT testing and rigorous enforcement of contact tracing. The school is keen that the visiting team appreciate the parameters it has been, and continues to work under. The visit has been deferred in the hope that a return to normality is imminent, and whilst things have improved it is still a challenge to maintain protocols and provide a full range of activities and experiences. For instance, extra-curricular activities continue to be proscribed, subjects where bubbles are established (such as MFL, Arabic, Islamic Studies and PE) have had to make significant adaptations to delivery, students are not allowed out at break and lunchtimes unless on a strictly supervised and limited rota.

In spite of the above the school has achieved much during the pandemic. Not least, is the establishment of a complete set of year groups (up to Year 13), the first graduating class (2022), excellent external examination results, a burgeoning school roll, increased staff numbers, low staff turnover, Beacon School status from COBIS and other achievements mentioned in the Self Study.

Horizontal Divisions of the school

Primary School		
EYFS (Early Years Foundation stage)	EYFS 1 EYFS 2	3 – 4 years
KS1 (Key Stage 1)	Year 1 Year 2	5 – 6 years
KS2 (Key Stage 2)	Year 3 Year 4 Year 5 Year 6	7 – 10 years
Secondary School		
KS3 (Key Stage 3)	Year 7 Year 8 Year 9	11 – 14 years
KS4 (Key Stage 4)	Year 10 Year 11	15 – 16 years
KS5 (Key Stage 5)	Year 12 Year 13 (also known as 'the 6 th form')	17 – 18 years

Enrolment figures for each division over 3 years			
2019	Primary	925	1,213
	Secondary	288	
2020	Primary	974	1,379
	Secondary	405	

2021	Primary	1,019	1,513
	Secondary	494	
2022	Primary	1,096	1,704
	Secondary	608	

The upward trend belies several critical factors:

In the academic years 2020 / 2021 and 2021 / 2022 the school lost a significant number of students due to redundancies affecting the airline business.

In the academic years 2020 / 2021 and 2021 / 2022 the school roll made up these departures and increased the roll.

In the academic years 2021 / 2022 and 2022 / 2023 the airline industry experienced an upswing and Qatar Airways were able to rehire staff. This was reflected in the return of several families to the school community

Returning students have been accommodated but it is not a straightforward process, particularly when they may be part way through a GCSE or A level (2 year) course.

The demographic of the school is considered to be a particular strength. Although specific numbers fluctuate, there are usually between 90 and 100 nationalities present in the school. There is no dominant nationality. The largest constituent group are from India and make up between 15% and 20% of the student body.

The wide variety of student nationalities is also reflective of the wide range of proficiencies in English.

The numbers of Muslim students has grown and the MoEHE establishment of mandatory Islamic Studies classes, in English (Islamic Studies 2) has meant a significant increase in provision to meet this requirement. Further rooms and teachers, able to teach Islamic Studies in English to non-Arab Muslims has presented a challenge.

There is great pride within the school with regard to the diversity of the student body.

There have been significant steps taken to widen the number of nationalities, faiths, and heritage of the teaching staff, specifically to reflect the diversity of the students. Recruitment has increased as the school roll has increased and the teachers now reflect a wide range of backgrounds, beliefs, nationalities and identities.


Governance of the school is unique insofar as the management of the school lies with Orbital Education and there is a Board which comprises key members of Qatar Airways and Orbital Education.

The school benefits from its ties to Qatar Airways. The campus is superb. The families of children attending the school are fiercely loyal and protective of the school. The school has enjoyed an upward trajectory of growth, even in the face of being particularly exposed to the downturn in the aviation industry during the pandemic. This cannot be stated strongly enough. The school rode out a huge challenge. It prospered and the education of students and the livelihood of staff were protected. The school is particularly keen that the visiting CIS team are aware of the particular circumstances of the school. Whilst it is understood that all schools across the world had to deal with the pandemic, OIS was unique insofar as it had one source of students and they were limited to airline employees resident in Qatar at a time of previously unheard of challenges in the aviation industry. Further, because so many employees are expatriate and redundancy usually meant leaving the country. Therefore, dislocation was absolute in many cases.

The school follows an adapted version of the National Curriculum of England and Wales. In Year 11 students are presented for I/GCSE examinations (Pearson Edexcel). In Years 12 and 13 students are presented for A level examinations and BTEC examinations (Pearson Edexcel).

English is the language of instruction. Spanish and French are taught to students in KS2 and KS3.

In Year 8 students decide whether to focus on either Spanish or French. Participation in receiving instruction in French or Spanish in Y10 and above (I/GCSE) is optional. Provision of home language I/GCSE entry has been explored and options now exist for Italian, Urdu and Sinhala. Arabic students (of the 26 Arab nations) receive tuition in Arabic. The curriculum is set by the MoEHE and is mandatory, through to Year 12. Arab students who wish to remain in Qatar for tertiary education are required to pass the MoEHE examination in Y12. Arabic is offered as an



I/GCSE option (in English) both for native speakers, who find it relatively straightforward and for non-native speakers. Uptake among Arabic students is not high since they tend to focus on their mandatory MoEHE Arabic requirements.

The school has been accredited by COBIS and received Beacon School status (for Pastoral provision) in February 2022.

The list of significant changes since the previous CIS Team visit could be long, given the peculiar circumstances of the pandemic. In short, the roll has continued to rise, the school has reached 13 year entry, the first Graduate class has been concluded, recruitment has increased, Covid measures are still in place, albeit with minor relaxations but still significantly more robust than most countries, the curriculum has been expanded, after school activities are still proscribed.

The most significant action taken since the previous Team visit has been centred around the embedding of the values and guiding statements. This was identified by the school prior to the previous visit and work has been ongoing since that time to adopt the '5 stars' model and related statements. The embedding of Internationalism / Interculturalism has been a priority since the last visit. A bespoke definition has been adopted. Time tabled lessons are now conducted at KS3 under the aegis of Global Citizenship. The unifying definition of high quality learning is ongoing. The previous Team report spoke about 'more traditional / less modern' approaches but it was felt that this (remote) visit had not sufficiently appreciated the mandatory restrictions imposed, and still effective, due to the pandemic. The school hopes that a wider appreciation of imposed restrictions is understood and accommodated.

Synchronised accreditation

No

School Overview

Student Admissions and Attrition

Student admissions

The exponential growth for the school, from 17 children in January 2016 to 1,584 children in January 2022 overlooks the enormous impact of building and opening a brand new campus; establishing a viable Secondary School; expanding to 13 Year entry; accommodating huge numbers of newly arrived and diverse families; dealing with hundreds of redundancies and families leaving the school in the first 18 months of the pandemic; the increasing school roll, even in the face of adverse local and global conditions during the pandemic; limited returning families due to the re-expansion within the airline industry and the normal day-to-day business of student admissions and attrition.

Demand for places in primary continues to be healthy, to the point that FS2 and Years 1-4 are already over-subscribed. Planning for an expanded school roll in Years 5,6, 7 and 8 assumes that these year groups will be full, or nearly full by mid-2022. At this point the school will be close to realising the projections made when the current campus was designed. It should not be underestimated that this is a significant achievement bearing in mind the unique turmoil of an airline school between 2020 – 2022.

The natural growth of transition from Primary to Secondary has been supplemented by additional students joining the school, particularly in Year 7, Year 8, Year 9, Year 10 and Year 12. Admissions into Year 11 are extremely rare due to the 2-year cycle of I/GCSE courses. Admissions into Y13 are not encouraged.

The establishment of the 6th form in 2020 was a major milestone for the school. Local norms in Qatar consider Grade 12 as the final year of Secondary education whereas the school operates to a similar age group labelled as Year 13. Retention from Year 12 to Year 13 has been good despite a small, but emerging cohort who intend to pursue tertiary education in Qatar. For these students, it is not always necessary to complete two years of A-Level / BTEC studies and the attraction, for families in receipt of contractual educational support from Qatar Airways is to utilise the financial benefit by attending University at the earliest opportunity. It remains to be seen if this will manifest itself going forward. The majority of Year 12 students choose to remain at the school until they conclude Year 13 and gain A-Level awards, even if their eventual destination is a University in Qatar.

There is no significant level of attrition. Some students exercise a preference for a local (Arabic) education, some transfer to the American or Indian system or pursue an International Baccalaureate qualification; however, none of the above can be described as a trend.

Although the school only admits children of Qatar Airways and subsidiaries employees, not all employees receive an educational allowance as part of their remuneration. Several pay the entire school fee themselves. It is also pertinent to note that Qatar Airways employees are free to choose any school in Qatar and are not obliged to send their children to our school.

The school roll as of August 2022 is 1,703 students.

Student mobility and attrition

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Faculty and Administration

Faculty composition

The increased school roll has meant an oxymoronic set of circumstances insofar as the general and factual perception of redundancies effected by Qatar Airways in 2020 and 2021 has not been

replicated by any subsequent reduction in staffing levels; the opposite is true. In 2020 the mantra of the school leadership and Orbital Education was to protect staff whilst mitigating the worst effects of the pandemic and allied economic impacts. The net result was no teacher, administrative or auxiliary staff redundancies. Significant financial review and pragmatic leadership considerations and re-deployment of staff cushioned against redundancies. Conversely, in the meantime, the rising school roll and subsequent stabilisation meant that the number of teachers and support staff had to be increased, both in 2020 and in 2021. There will be a further increase in 2022.

The recent establishment of 6th form and an attractive series of A-Level and BTEC options has supported retainment from Y11 students and an increased faculty in the Secondary School. In addition, the introduction of I/GCSE and A-level Economics, I/GCSE and A-level Psychology, I/GCSE Islamic Studies, I/GCSE Double Science, BTEC Engineering and the mandatory establishment of Islamic Studies 2, increases to EAL and pastoral staff have meant that the number of employees has risen from 173 to 183 since 2020.

The employment of a University and Careers Counsellor has been completed and the current process of university applications has manifestly benefitted with offers currently being received. A second full-time Science Technician has been appointed to support the re-establishment of science practical lessons as Covid restrictions have been relaxed and to provide further coverage for I/GCSE and A-level Physics, Chemistry and Biology. Student demand for Further Mathematics and Psychology has resulted in the recruitment of an additional Teacher of Mathematics and a new Teacher of Psychology.

The SLT has been re-constituted to further strengthen whole school leadership and to support development of senior academic staff, including a bespoke leadership manual and adopting common nomenclature. In administrative/support roles, we have added a new purchase ledger, facilities manager assistant, IT technician, examinations officer and HR Manager. In addition, we have appointed a replacement Head of Operations who is responsible for the line management appraisal and professional development of non-academic staff. He is also responsible for policy reviews and risk assessment as chair of the school community Health and Safety and Security committee.

New Image Building Services supply all sub-contracted staff. Our DSL trains all third-party sub-contract employees, e.g. bus monitors, on safeguarding and child protection procedures providing information in Arabic, Urdu and Hindi. We deal exclusively with one external contractor supplier, New Image Business Services, whose senior manager is based in school. They provide cleaners, security, facilities technicians, buses, drivers, and monitors. Orbital Education Regional Head of School oversees leadership, safeguarding elements and general quality assurance on a weekly basis as a member of the governing Operating Committee in the UK. Orbital CFO liaises weekly with Qatar Airways on financial matters. Qatar Airways lead wellbeing manager attends our monthly wellbeing committee meetings.

Faculty mobility

14 Leavers being 1 retired; 8 returned to home country; 1 manage own business; 1 leave teaching; 1 terminated; 1 relocated to another overseas school; 1 personal reasons.

School-wide Students' Achievement Information

Academic achievement

The first cohort of external examination candidates was entered in May / June 2020. They were obliged to rely on Centre Assessed Grades (CAGs) due the rapid spread of Covid-19 and the sudden closure of all schools in Qatar. They achieved commendable results.

2020	9	8	7	6	5	4	3	2	1
I/GCSE	12%	11%	20%	15%	18%	14%	7%	3%	0
2020	9 – 7 (A*/A)		6-5 (B)		4 (C)		3 (D)		2-1 (E)
I/GCSE	43%		33%		14%		7%		3%

The school was partially re-opened in September 2020 and the A-level and I/GCSE cohorts were taught in person until December 2020 when school was closed again. In January 2021 A-level students were allowed to sit Modular examinations and achieved the following outcomes;



2021 (January)	A	B	C	D	E	U
A-level	25%	17%	16%	5%	13%	13%

Hybrid and in-person teaching continued until the summer examination session in 2021. However, examinations were impacted, and CAGs were utilised again. Outcomes were as follows.

2021	9	8	7	6	5	4	3	2	1
I/GCSE	14%	21%	14%	12%	19%	12%	5%	2%	1%

2021	9 – 7 (A*/A)	6-5 (B)	4 (C)	3 (D)	2-1 (E)
I/GCSE	49%	31%	12%	5%	3%

2021	A	B	C	D	E	U
A-level	39%	20%	12%	10%	6%	13%

2021	Distinction	Merit	Pass	Ungraded
BTEC	1	6	8	1

A-level Modular examinations were staged in January 2022, albeit with a number of candidates affected by Covid / Omicron infection and thus missing their examinations. The following table summarises examination outcomes for the 2022 A level and BTEC sittings.

2022	A*	A	B	C	D	E	U
A-Level	11.10	19.89	29.36	20.26	9.62	9.77	0.00

2022	A*	A	B	C	D	E	U
A-Level	11.10	19.89	29.36	20.26	9.62	9.77	0.00

2022	Distinction	Merit	Pass	Ungraded
BTEC Subsidiary Diploma	0	2	2	0
2022	Distinction	Merit	Pass	Ungraded
BTEC Certificate	0	1	2	0

The school's Secondary Choir won the Qatar Schools Choir of the Year competition, and the Secondary Badminton Team won the Qatar Badminton trophy. The inaugural Secondary Production of 'Tales of the Brothers Grimm' was due to be produced in March 2020 but the school was closed due to the pandemic two weeks prior to production. The school is a registered centre recognised by the Duke of Edinburgh Award and staff have been trained and licensed. The first Bronze cohort was underway and practice expeditions were completed before the pandemic closure caused the Award to be curtailed. Every year we have a sizeable number of students succeed in obtaining top certificates for Quran reading and in local and international Maths challenges. Our 2019 cohort (Y5 and Y9) were commended in the PISA Maths and Science international tests. In 2019 and 2020, our sports teams in the BSME Qatar games were awarded the Fair Play Award by the other schools.

Since March 2020, school competitions, and events have been, are still suspended in Qatar. Allowance to re-establish local school trips has been relaxed and trips out of school have been re-instigated. The second annual Secondary School Prize Giving for academic achievement was held in June 2022. The first Graduation ceremony was held in June 2022.

Broader achievements

The Secondary Choir won the Qatar School Choir of the Year competition immediately prior to the Covid lockdown. The Duke of Edinburgh Award was established, but went into quarantine when Covid struck, and has not been re-established due to current restrictions in Qatar. The school's first Production 'Tales of the Brothers Grimm' was due to be performed in late March 2019 but was cancelled due to Covid.

The Local and Regulatory Environment

Regulatory environment

The school is owned by Qatar Airways, the state run airline of Qatar and as such is a semi-government establishment. The school is operated on Qatar Airways' behalf by Orbital Education (UK). As such the school operates according to the regulations of the Qatar Education Ministry Private Schools' department. It also operates within the guidance and structures of the wider Orbital Education Group under the aegis of the Regional Head of Schools and the school Operating Committee (in effect, the school Operational Board).

The school exists to provide education for the children of staff of Qatar Airways and their subsidiaries – of which the school is one. All matters of significance requiring co-ordination between the school and Qatar Airways are expedited via Orbital Education and are referred to in the Delegation of Authority Manual adhered to by the Executive Principal. The Health & Safety & Security Committee meets termly to discuss school matters and consists of representatives from the school community, owners and Operating Committee. There are termly Board meetings involving senior executives from Qatar Airways and Orbital Education. The Executive Principal reports to this Board via the Regional Head of Schools and to the Operating Committee of Orbital Education monthly.

The school's licence to operate is for the sole use of the children of Qatar Airways staff and is regulated by the Private Schools' Department of the Education Ministry.

The nature of the school, with a huge number of nationalities and resultant expectations, based on parental experience in *their* country means that it is both a blessing and a complexity to forge a single, cohesive mind-set within the school whilst also meeting the expectations of the MoEHE.

However, there is a very strong community feel within the school.


The expectation that requirements imposed by the MoEHE should take priority are not universally welcomed by the parental body but the school is obliged to meet the prerequisites laid down by the MoEHE. These include mandatory lessons in Arabic for all students holding a passport from one of the 26 Arab nations, regardless of proficiency or parental / student enthusiasm, and mandatory Islamic Studies lessons (in Arabic) for all Muslim students (as above).

Further, the provision of Islamic Studies has been increased with effect from August 2021 to include all Muslim students regardless of nationality. Thus, non-Arab Muslim students (Malaysian, British, Pakistani, Indonesian, etc.) must now receive instruction in Islamic Studies in English. The net result is that non-Arab and non-Muslim students receive an alternative selection of non-examined subjects whilst their Arab and Muslim colleagues complete their mandatory lessons. Further, Muslim students who are not Arabs receive a slightly different provision whilst their Muslim / Arab colleagues are taught their mandatory lessons. This is an example of how the school has to adapt and accommodate local conditions whilst maintaining an international perspective and a single, shared vision.

Regular inspections are undertaken by various departments and staff employed by, or allied to, the MoEHE. These include announced and unannounced visits, detailed oversight and on-site visits aimed at monitoring and evaluating provision and delivery in the three mandatory subjects (Arabic, Islamic Studies and Qatar History), general school tours and visits, announced and unannounced, including open door access to lessons, meetings with senior leaders, book looks, lesson observations and general inspector type walk-throughs. Further, a series of evolving inspections (announced and unannounced) of Covid protocols has been in place since March 2020. The net result is that between the regular MoEHE visit process, Covid inspections, MoEHE mandatory subject visits and oversight, Qatar Airways support, COBIS compliance, CIS accreditation and forthcoming QNSA involvement the school is party to regular and frequent visits and perspectives.

The school is involved in the initial stages of the QNSA (Qatar National Schools Accreditation) promoting Qatar National Identity process. This is a mandatory requirement for all schools in Qatar. Although aimed at promoting and supporting Qatari identity, culture and values, the QNSA process also allows for QNSA staff to expand their oversight into areas of the school not immediately allied to Qatari identity, including academic provision. This process is ongoing and may, eventually, run in parallel to the current CIS Accreditation process.

The school is obliged to follow all regulations from the MoEHE and the Labour Ministry in Qatar and to conform with the Health & Safety regulations of the MoPH and the Civil Defence Commission. This includes the challenging attestation process of academic qualifications, entry and work visas and marriage status via the FCO, Qatari Embassies around the world and the Ministry



of the Interior in Qatar. For teachers the age limit for initial employment is 50 years with some exceptions and a constantly changing set of visa rules and nationality permissions. Additionally, all new books and resources must be checked by the school for non-compliance with sensitivities within Qatar, then approved by the Ministry of Islamic Affairs. All this impacts on our curriculum content delivery. The school uses ACRO (ICPC) , COBIS, CIS , BSME, UN, CLEAPPS, Safer Recruitment, KCSIE 2022 and Educare for our adherence to best practice internationally. In January 2022, we successfully completed COBIS Compliance accreditation and have been awarded Beacon School Award status for one of the standards.

The campus is state-of-the-art with excellent facilities. Staff, students and parents are rightly proud of it, and protective of it. It should be noted that for the past two years access to specialist teaching rooms has been severely restricted and a 'bubble' system of home rooms has been in effect. The facilities have not been exploited due to mandatory isolation of all classes.

Regulatory relationships

The most impactful and beneficial relationships are with Qatar Airways and Orbital Education. The school is exclusively for the use of Qatar Airways employees' children. The school operates under the aegis of the Ministry of Education and Higher Education (MoEHE).

School license

The school's licence to operate is updated annually. The licence is issued by the MoEHE. The school is restricted to accepting the children of Qatar Airways employees.

Regulatory compliances

The school is compliant with the Qatar Ministry of the Interior (MoI) through Civil Defence in respect of security, fire safety and other mandatory national requirements. The school maintains significant adherence, and policies, to support Health, safety, safeguarding, child protection and allied requirements. These are overseen by Orbital Education staff, principally the Regional Head of Schools through regular meeting and document checks.

The CIS Community Survey

Analysis of community survey data

Analysis to Community Survey Data

The school requested that, in view of long-term, mandatory restrictions in place in Qatar since March 2020, that Survey question relating to provision of activities and facilities be withdrawn from the Survey. In particular, the 30 month preclusion of After School Activities, the long term closure of the Canteen facilities and other related restrictions which have been, and continue to be, implemented. This was declined. Several 'extra' questions referring to provision during the pandemic were included at the school's request. Comments on both outcomes are included below. In 8 A5 there has been a significant involvement in the procedure of establishing the school's Guiding Statements and the Team may observe this during their visit. It was noted that 12 student responders (10. C3) Disagreed that their culture and background were not fostered in lessons. This could be a reflection of the diversity of the school insofar as each class can contain multiple nationalities, and the 12 responders are part of a huge, diverse cohort. However, this is not to say that their identity is overlooked and can be offset to a similar number who Strongly Agree and a further, larger group who responded to 10 C3 / D3 to indicate a Strongly Agree to learning about various peers' cultures in school.

10 C6 is an area the school identified as being irrelevant under the current regime. After school activities are proscribed, and have been since March 2020. Whilst it re-assuring to note that 51% of student responders strongly agree it is probably more pertinent to presume that the 19% who feel this is not applicable are more reflective of the current situation.

It is noticeable that the dominant trajectory among students in Domain D is Agree / Strongly Agree.

The issue of newly arrived students, and their unique abilities was noted among staff responders in 11 D2. As mentioned elsewhere in this document, the school has experienced significant growth, during periods of closure and hybrid learning. Admissions Department have had to deal with a huge number of applicants and leavers due to the unique position of the school as a provider for children whose parents work in a single, highly impacted (by the pandemic) industry. It is expected that a period of consolidation will allow for this to be considered and addressed.

14 G2 has been addressed with Lockdown drills as a marginal relaxation of mandatory restrictions was effected in May 2022.

The student responses in 12 E4 concerning school trips are moot. The school wishes to inform the Team that there have been no school trips allowed between March 2020 and June 2022 (after submission of the Community Survey). The same has to be said of 14 G4 and 15 H2. They are proscribed, and this has not been rescinded at the time of submission of the Self Study.

It was apparent, with very high and positive response rates, that the school's efforts to manage the effects of the pandemic and the restrictions imposed by the MoEHE, MoPH and MoI were appreciated by the school community. The extra questions agreed for insertion, between the school and CIS in the Community Survey reflected an overwhelming satisfaction in this respect and also mirror the Commendation received in the previous visit. The school feels that this should be given due credence ahead of Survey inclusions about matters like After School Activities and food provision which are, and have been disallowed for over two years.

The school is grateful for the Team's awareness and understanding with regard to the reality of the present and recent situation in Qatar in this respect.


Community survey actions

Community Survey Actions

The school recommended that inclusions which were not pertinent to the school's current, recent and longer term situation (food provision, After School Activities, etc.) be withdrawn from the Survey. This was not agreed.

The school requested that supplementary questions pertaining to provision, safety, protocols and other pertinent matters allied to the school's post-2020 situation be included. This was agreed. Work is ongoing and widespread in advising the school community, mainly staff and students, with regard to the Guiding Statements and the '5 Star' model.

The school has not been able to restart After School Activities. Lockdown drills have been staged.



School trips, within Qatar were allowed from May 2022, after the completion of the Community Survey and trips have been staged in the interim. The establishment of the school's unique definition of Global Citizenship has been effected and this includes curricular lessons in KS3.

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

Domain A (Standard A1)

The school has considered the original Guiding Statements and the fact that they were written prior to the school's establishment and evolution. The conclusion was that the original statements were educationally sound, worthy and robust; however, they had two inherent weaknesses – no-one teaching, working or studying in the school played any role in considering the statements; the statements required revisiting in order to reflect the diverse evolution of the school, its rapid expansion and its unique character.

For these reasons a process of review was instigated including Values. The process in school involved working groups from each constituency and a series of reviews culminating in the 'Five Star School for a Five Star Airline' model, commonly referred to in the school as the 'Five Star' model. This has been a long process and it is still in progress. The revised Guiding Statements, the Vision and Mission, the adoption of the new Values has been comprehensive. The school is now in the embedding phase with various aspects underway, including adapted versions for very young children, exposure to the student body, displays and staff delivery. It is expected that this process will take several months, including reaching into the parental community in order to fully embed.

Evaluator Response

Meets

Oryx International School (OIS) has developed its own set of guiding statements that incorporate a school mission, vision, and core values. These are supported by an agreed definition of high-quality learning as well as a 'Global Citizenship, Internationalism, and Interculturalism policy'. Furthermore, the school adheres to Orbital Education's own mission, vision, and values.

Since the preparatory evaluation, the OIS team has completed the collaborative review process that was recommended, with a view to finalising the guiding statements in order to ensure a true reflection of the beliefs and aspirations of the diverse community. The process of developing these principles has been successful and has resulted in a shared understanding across stakeholders. There is a particularly clear understanding of what they mean for student learning. Going further, staff were easily able to identify ways in which the guiding statements offer a scaffold in all aspects of their work.

Strategically, the school development plan explicitly references the guiding statements as a preamble. There are clear implicit links between these statements and the defined strategic objectives, which benefit from the fact that the former are suitably aspirational. The school is successful in ensuring that even the very youngest in the community have meaningful engagement with the guiding statements.

Commendations

None at this time.

Recommendations

None at this time.

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

Domain A (Standard A2)

Adoption of the values laid out in the new 'Five Star' model is already underway. Notwithstanding the fact that learning has been significantly impacted and that closure, on-line, hybrid and in-person learning have all been employed the process of establishing the new values and the guiding statements has been well received. The roll out has happened across the full age range of the school. The majority of the work will happen between submission of this initial report and the team visit. However, the planning started over a year ago and the target has been for this process to be completed and embedded by the end of the current academic year.

The new Values adopted from Orbital Education in 2021 will align us with other Orbital schools across the globe and strengthen our sense of 'belonging to a group of schools' as well as opening up future possibilities to enhance our development of global citizenship and internationalism. The Mission, Vision and Values will in turn provide the backbone for our school community towards our goal of becoming a 5-star school, including teaching & learning, pastoral and wellbeing and community engagement.

Evaluator Response

Meets

OIS' definition of high-quality learning and teaching ('Our shared understanding of what highly effective teaching and learning looks like at Oryx International School') is the youngest of the school's guiding documents. While new, the collaborative manner in which it was established means that it has quickly gained traction and has relevance from FS1 to Year 13. Middle leaders were able to articulate clearly the ways in which their teams interpret and apply the expectations in the relevant key stages, and this was corroborated by what was observed in lessons across the school.

The school community at Oryx is particularly diverse, offering a rich range of individual experiences upon which learning and teaching can and do draw. In this first formal iteration of high-quality learning and teaching, there is no obvious reference to this strength of the school, nor to internationalism.

The school's commitment to high-quality learning and teaching also informs appraisal processes, collaborative planning, as well as the sharing of best practice (e.g. through learning walks and book looks).

Commendations

Domain A Standard 2 - The Assistant Principal (Teaching Learning Primary) for leading the whole-school collaborative and effective approach to defining high-quality learning and teaching.

Recommendations

Domain A Standard 2 - Middle leaders propose ways in which agreed principles of high-quality learning and teaching could better reflect and support the diverse and international community at OIS.

A3

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

School Response

Exceeds

Domain A (Standard A3)

A bespoke definition of Global Citizenship has been developed and adopted by the school. This evolved out of a series of Whole Staff meetings where discussion of the meaning and context of 'Internationalism' and 'Global Citizenship' were debated alongside a consideration of what these mean in Oryx International School. A recognition that the school is truly deserving of the label 'International' is fundamental both to defining the context of Global Citizenship pertaining to the school and to its impact within the school. Oryx is an extremely diverse community of world-savvy students, some of whom have had very little experience of *their* country but who all have significant experience of other countries. Defining the context of Global Citizenship within our school became imperative whilst the establishment of curricular content was being promoted and encouraged. Schemes of work contain reference and content related to Global Citizenship. Global Citizenship is a standing item in every Middle Leaders meeting. A programme of bespoke lesson content has been developed and is being refined to promote and address Global Citizenship. Further promotion and adoption of Global Citizenship is acknowledged but, at present, impossible, other than on-line. The aspiration is to embrace Global Citizenship in due course.

Evaluator Response

Exceeds

It is evident that the 'Global Citizenship, Internationalism, and Interculturalism Policy' is the fruit of a thorough process and is now well established. It is a document that keenly reflects the particularities of the school, and informs in a meaningful fashion the effective development of a learning community committed to global citizenship.

School leaders at all levels were able to share ways in which the curriculum had evolved in line with the policy. Students were observed sharing artefacts from their home cultures in meaningful ways that linked to other learning – showcasing the school's philosophy that global citizenship and intercultural learning must not be constrained within a disciplinary silo.

Familiarity across the community with the concepts outlined in the policy point to the extent to which the school has succeeded in promoting these core values. Tabling global citizenship as a standing item at middle leadership meetings has provided a clear forum in which the school successfully established creative and relatable ways to develop the students' capacities in this regard – such as exploring connections between GDP and sport in the context of the pending World Cup.

The school is mindful of the local context and the challenges that exist in reconciling different, international perspectives on inclusion, diversity, equity and anti-racism. Conversations with senior leaders demonstrate that OIS remains aware of its obligations to ensure students are well prepared for life beyond school, wherever in the world that may be.

Commendations

Domain A Standard 3 - The Assistant Principal (Teaching & Learning Secondary) for leading the development and articulation of the school-specific commitment to global citizenship and intercultural learning.

Domain A Standard 3 - (Major) The academic staff for the recent and significant advances made in intentionally planning for global citizenship and intercultural learning.

Recommendations

None at this time.

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

Domain A (Standard A4)

Student and staff welfare, well-being, child protection and safeguarding are considered to be major strengths of the school. Well-being, safeguarding and adherence to the UN Convention on the Rights of the Child (1990) and the CIS Code of Ethics formed a significant part of the debate and consideration during the formulation of the school's new bespoke Values and Guiding Statements. The involvement of parents, but also faculty and support staff ensured that there was alignment with views expressed by students on the working parties.

Our Wellbeing Committee provides bespoke support for staff, parents and students, for example, through a monthly magazine often involving activities and curriculum-based topics. Our virtual summer school support our extended and enrichment curriculum for all year groups.

Throughout this process, we unpicked the most pertinent statements such as "... (a) value rich, broad and balanced ...programme ..." and "...developed effective behaviours ..." in order to align the Mission and Vision with practical measures to promote and embed these within the school community. This resulted in the adoption of the Orbital school values and led to our '5-stars' (Values, Community, Support, Engagement, Achievement) as pillars in a method of establishing and reflecting upon our holistic provision.

Evaluator Response

Exceeds

OIS' philosophy on global citizenship, internationalism, and interculturalism displays a clear commitment to the well-being of the school community through the emphasis on 'provision which ensures a well-rounded education and a strong moral compass'. It makes explicit reference to the UN Convention of the Rights of the Child, and was informed by the CIS Code of Ethics – to which senior leaders made unprompted reference in conversations on the topic.

At the time of the visit, the school continued to labour under comparatively strict pandemic restrictions. It is all the more impressive, then, that the community presented as content, confident, and positively engaged in purposeful learning. Conversations with a wide range of stakeholders indicated that the responsibility for this collective frame of mind was perceived to be shared, rather than just the preserve of senior leaders. There are many initiatives that may have contributed to this, from staff quizzes during lockdown through newsletters and magazines with activities, recipes, puzzles and games. What was clear was that in spite of the virtual nature of the visit, this optimistic spirit shone through.

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

Commendations

Domain A Standard 4 - (Major) The OIS community for a collective commitment to proactive and effective approaches to well-being.

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

Domain A (Standard A5)

The process of review and evaluation preceded the Accreditation process. It was recognised that the previous Guiding Statements did not accurately reflect the growing school and how it had evolved. Thus, Standard 5 is an ongoing process, in real time. It continues at present with the roll-out and the embedding to form our revised new Mission, Vision and Values.

The current process has involved students, faculty, leadership, governance, parents, and support staff. A similar model will be employed in due course. However, for the time being the formulation, adoption, establishment and ownership of the new Values and Statements is the on-going process. Qualitative analysis is part of the current narrative.

The School Development Plan has been adapted to include references to the Orbital Values and the Key Performance Indicators, further strengthening the Mission, Vision and Values at Governance level. Several of these KPIs are common to all the Orbital schools as the group drives best practice and procedure. Surveys and Questionnaires from the school, Orbital and the MoEHE in Qatar inform us of the progress of embedding the Mission, Vision and Values, both explicitly and implicitly.

Evaluator Response

Meets

The journey to review and evaluate the school's mission and vision was successful in engaging with the community and agreeing on core shared values. These were observed to inform learning as well as the wider purpose of all those in the community.

That said, it is unfortunate that the CIS Community Survey did not contribute to the monitoring and evaluation of the school's progress in terms of purpose and direction. It is fair to acknowledge the mitigating circumstances in play: namely that the survey was undertaken while schooling was online. Engagement was therefore harder to promote, and parents in particular may have been suffering from survey fatigue.

The school is well placed now to address future aspirations by ensuring that students, staff, parents and board are consistently and meaningfully involved in the revision of the relevant guiding statements.

Commendations

None at this time.

Recommendations

None at this time.

A6

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

School Response

Meets

Domain A (Standard A6)

The school operates an inclusive approach to enrolment of students within the parameters clearly set out in the following documents: memorandum of agreement between Qatar Airways and Orbital Education, the Delegation of Authority Manual between Orbital Education and the school, and the school's Admissions Policy. Qatar Airways, as the owner of the school, has an agreement with the Ministry of Education and Higher Education in Qatar to admit only the children of employees of Qatar Airways and its recognised subsidiary companies. Employees are not bound to send their children to our school.

All admissions to the school are based upon a general interview, school reports, where applicable, and either a taster session (Early Years) or an appropriate assessment eg CAT 4. The purpose of this is to ensure that the child will be able to access our curriculum and to benefit from it as well as the other opportunities afforded at the school; there is no 'entry exam' *per se*.

Evaluator Response

Meets

The school's admissions policy is thorough, detailed, and informs effective decision-making throughout the process. It is revised annually and explicitly refers to the school mission statement. Systems are in place to ensure that all students who are admitted are able to access the school's programmes – up to and including the coordination of 1:1 shadow teachers in cases where close learning support is required. While the financial cost is borne by parents, the school provides support in sourcing, vetting, and developing these staff.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

Domain A

Domain Summary

The school's guiding statements have been reviewed and a consultation process involving parents, support staff, students, faculty and Operational Board has resulted in the establishment 'A Five Star School for A Five Star Airline' strapline. This has been rolled out to staff and students and is now being reinforced through lessons, PSHE, Assembly, curriculum and special weeks and in headed emails and our website.

The students and parents were particularly receptive to the new model insofar as they are heavily invested in Qatar Airways and place great store by the '5 star airline' strapline. The process of supplementing the headline statements with actual 'on the ground' impact is now the job in hand. The school's recent (third) closure has impacted the timeline, but this is perceived as a minor delay insofar as we have met and overcome far more serious realities over the past two years and we are confident that the revised Guiding Statements will be known and impactful by the following academic year.

Younger children are receiving adapted versions of the Values in language they can accommodate. PSHE lessons involving the new Vision and Mission have been very well received by students. At present, no Assemblies are allowed but in due course these will be utilised to supplement the work already underway. Uniform versions of the Guiding statements and allied Values are prominently displayed in all teaching areas, to a standard format in order that consistency of message can be maintained.

The school has produced its own bespoke definition of Global Citizenship. This process has involved significant debate about the nature of Internationalism and Global Citizenship, and this has resulted in a gradual move towards the latter. The wide ethnic and national diversity of the student body lends itself towards an alignment with Global Citizenship and this has become the predominant mantra in the established Vision. Whole staff meetings have been dedicated to refining and clarifying what this means – starting with a move away from the commonly held perception that flags, food, fashion and festivals signify a global perspective and towards embedding internationally minded concepts and issues within schemes of work. Global Citizenship is now a standing item in Middle Leaders and Year Team Meetings and the focus and direction is to see global values, issues and initiatives reflected in actual learning. The school is also acutely aware that local conditions within Qatar do not always lend themselves to consideration of some issues. Therefore, a modicum of observance and accommodation is essential when considering local norms. It is a delicate balancing act, but it reflects the pragmatic reality of a highly diverse international student body, whose parents all work for the world’s best airline, living in Qatar and accommodating local culture, sensitivities and traditions.

The relationship between Orbital Education, Qatar Airways and the school remains very strong and we have successfully weathered the pandemic. The school is well supported in terms of individual relationships, pragmatic and financial awareness, school culture and the shared vision to establish and maintain a school of excellence.

The school has made it a priority to implement and utilise training to support EAL, SEND and wellbeing. A bespoke leadership manual for middle and senior leaders has been implemented and both of these initiatives are directly linked to the schools Mission, Vision and Values. Continued sharing of best practice in teaching is an ongoing task and is supported by staff led workshops which were re-instigated in Spring 2022 (post-Covid).

Whole school assignments which are current include implementing a portfolio of SLT responsibilities (some of) which encompass whole school missions. In addition, the mapping of a whole school curriculum will be a direct result of this initiative. The use of academic and personal data will be expanded to increase effectiveness. In addition, further development of assessment, tracking and reporting is envisaged, albeit whilst complying with the requirements of the Ministry of Education and Higher Education.

As the school matures and reaches 13 year entry the establishment of University and end-user pathways is established.

A programme of sustainability and raised eco-awareness will be implemented along with the re-establishment of activities, trips and visits whilst established restrictions are gradually eased. The school plans to build on its recently awarded Beacon School status to establish links with other schools engaged in similar processes.

Domain Summary – Evaluator Response

Overall, Oryx International School is well aligned with the standards for Domain A.

The school has collaboratively developed its own full set of guiding statements that influence short-, medium-, and long-term planning. OIS’ definition of high-quality learning and teaching has quickly gained traction and is integrated effectively from FS1 through Year 13. A thorough process has resulted in a robust and embedded 'Global Citizenship, Internationalism, and Interculturalism Policy', whose effect can be seen in a content, confident, and purposeful learning community. Admission to this community is in line with the school’s philosophy as articulated in the guiding statements.

OIS did not capitalise on the community survey to review performance against the guiding statements, although it is fair to note that there were mitigating circumstances. The school’s definition of high-quality learning and teaching does not yet cater to the diversity or internationalism of the school.

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

Domain B (Standard B1)

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

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


The expectations and respective roles and responsibilities of the Executive Principal and the leadership team of the Orbital group of schools are clearly defined in the Delegation of Authority Manual and Job Descriptions. They encourage professional relationships through clearly defined chains of command and through the appropriate allocation of roles and responsibilities and a shared Code of Conduct.

The respective responsibilities of the Executive Principal, the Regional Head of Schools, UK Finance, Business Managers, CEO, CFO, Chairman and the Orbital Board (Operating Committee) are set out in the Delegation of Authority Manual (DOA). The roles of each person are specified in job descriptions. All senior colleagues, including the Executive Principal have annual performance management job plans.

The RHOS liaises with, guides and supports the Executive Principal as the interface between the school, the Operating Committee and Head Office in the UK. Should the Executive Principal require or need anything according to the DOA manual, a submission is made by the Executive Principal to the RHOS who then assesses it, provides recommendations and if satisfied, endorses the proposal for Operating Committee approval. The Executive Principal works closely with the Head of Operations on all budget matters meeting at least weekly. There is a monthly budget review following the monthly report with the UK Finance team. This ensures financial probity and best use of resources within the organisation. The Head of Operations has a direct link with CFO/ UK Finance through a dedicated member of the team. The same system exists for the Marketing and Admissions team. They also have a fortnightly Teams/ Zoom meeting with their UK link. These external leads based in the UK, provide guidance on the business aspect of a fee-paying school but also allow the Executive Principal greater scope to focus on the core focus of the school, the students.

The Executive Principal has oversight, ownership and responsibility for all educational matters. This area of the school is overseen by the RHOS, but the Executive Principal is trusted (although held accountable also) to be the expert in their field of training. This is designed to encourage the sustainable development of the school as both as a high-quality provider of Education and a sustainable business. The school owners, Qatar Airways, have five representatives who attend meetings three times a year, held in school, with the Operating Committee. These meetings are used to review and agree strategic direction and finances, discuss the progress and efficiency of the school and plan future developments. The Executive Principal submits a comprehensive written report and receives action points from the meeting but does not attend. Orbital Education provides guidance, support and strategic direction to the school via the Executive Principal and Head of Operations. Frequent and regular online calls and emails between key school SLT and other Orbital Head Office staff (e.g., marketing, HR and assessment) on operational matters helped to secure the KPIs and facilitate the SDP.

The school leadership team have expanded to meet the substantial increase in student numbers and curriculum enhancements such as A-levels and BTEC. Internal promotions are featured at SLT and middle leader posts as part of our investment in staff development and combined school requirements with individual strengths and career aspirations. The Executive Principal has a regular set of meetings to lead and coordinate the school leadership and management personnel including a weekly online call with the Regional Head of Schools (RHoS).



Members of the Operating Committee undergo systematic and regular training. The Operating Committee are provided with annual safeguarding training; this is supplemented with monthly updates. More recently, members have attended training/ presentations on quality assurance and Environmental, Social and Governance (ESG). The Operating Committee has recently reviewed and updated core policies and practices in equal opportunities, policy development, orientation, training, and self-evaluation. In 2021 a member of the Operating Committee attended a five-week course for international school board members; course content included 'good governance', appraisal and evaluation, ESG, EDI and Well-being.

Evaluator Response

Meets

The governance structures at OIS are well defined and clear. They comprise:

- the Qatar Airways School Board, representing the school's owners
- the Orbital Education Operating Committee (OEOC), representing the school's operator.

Relationships between the owner, the operator, and the Executive Principal are positive, and all parties are alert to their respective governing, operational, and management responsibilities. Structures are established such that all stakeholders understand these responsibilities.

A particular strength of the school is the depth of operational, educational experience in the OEOC. Orbital Education and the school have successfully leveraged this experience to underpin effectively the quality of the educational offering. This is manifested in the interactions between the Executive Principal and the Regional Head of Schools. The subsequent visit reports evidence the ways in which this work impacts on student learning.

The values embodied in the Orbital Education Mission and Vision are compatible with those of the CIS Code of Ethics. There is particularly close alignment as far as excellence, well-being, and global citizenship are concerned. Work has also been done at both governance and school level to evaluate the integration of these shared values, resulting in a 5-star learning environment. There is clearly an effective and close connection between Orbital Education and OIS that sustains common values, evidenced in the minutes of a visit by the Regional Head of Schools.

Commendations

None at this time.

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

Exceeds

DOMAIN B (Standard B2)

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

The Executive Principal has responsibility for leading the educational side of the school and for ensuring effective and efficient management of the operational elements and other 'non - academic' matters. All employees of Oryx International School (OIS) are ultimately accountable to the Executive Principal. In order to manage this effectively, the Executive Principal has put in place a whole staff structure of line management teams including an Executive Leadership, Senior

Leaders, Middle Leaders and Administrative Heads of Section. In agreement with the RHoS, Group HR Director and the CFO, the staffing of the school has been agreed in principle over four years of operation to accommodate the anticipated and actual significant growth in student numbers.

The Executive Principal's role in terms of lines of reporting is outlined in the DoA and Governance Policy (reviewed on an annual basis), the job description, clear responsibilities and the group strategic plan which is reviewed and revised each year in the UK at the annual Orbital Leadership conference. This conference enables all Principals and Board members plus invited guests to share leadership practices and realign goals and responsibilities. The relationship between the Executive Principal and the Operating Committee is very much a partnership based on a shared vision, trust and common understandings about roles and responsibilities. This empowers the Executive Principal to provide leadership for all aspects of the school's daily operations.

The Executive Principal reports to the Regional Head of Schools (RHoS)/ Operating Committee on a monthly basis via a monthly report (available to see on request to the RHoS). The monthly report is a comprehensive review of progress against the financial targets, safeguarding as well as attendance, safeguarding, marketing, admissions, finance, HR, maintenance and premises.

Regular dialogue and feedback between specialist Head Office personnel and Executive Principal continue following submission of the report. The RHoS support the Executive Principal to ensure the continuing development of the school and its progression towards achieving targets set in the SDP. The Executive Principal develops the SDP with the SLT team annually. This is then approved by the Operating Committee.

The Executive Principal has direct support on IT/HR/Marketing and Finance from specialist Group Leads in these areas. The Executive Principal receives direct support on all matters and is subject to appropriate QA measures from the Regional Head of Schools. The CEO has oversight of all performance matters. Regular contact through the monthly Executive Principal's reports ensures that the balance between the Operating Committee and school leadership is clear, appropriate and maintained. In addition, weekly Team/ Zoom meetings between the Regional Head of Schools (RHOS) and the Executive Principal ensure that information flows freely and support, guidance and updates in both directions are effective. In addition, there are fortnightly and monthly meetings between the Executive Principal and the Admissions team at Orbital and the Finance team at Orbital. Regular and prompt email support is in place.

The Executive Principal has shared his '5-star' road map with the shareholders of the school in order to bring the school community into harmony and agreement regarding the ethos and purpose of the school. The journey is at a relatively early stage, although we have already achieved significant levels of satisfaction and co-operation towards our goal of becoming a complete 5-star school. [Parent and Staff survey summaries 2020.doc]. We invest heavily in CPD for all staff including Wellbeing, Safeguarding and specific training courses [CPD.doc]. We are still a 'work in progress' and we are actively engaging in reflection and consultation. We recognise that as a rapidly growing new school, pro-active decisions and adaptations to our procedures are inevitable and we mitigate these by constantly improving our communications.


Whilst the school has made significant progress in a relatively short space of time, we also recognise the next steps we need to take to ensure that all procedures, policies and development plans are fully understood and embedded by all the school community. The CIS process will assist greatly. The school has involved the wider school community in accreditation stage through working parties starting in March 2021.

Evaluator Response

Exceeds

The structure of governance and leadership at OIS provides a robust framework for the mutually supportive partnership that defines the relationship between the Executive Principal and the OEOP, with the function of Regional Head of Schools being key in this arrangement.

The systems to ensure continuous improvement in terms of the school's core purpose are effective and proven. Accountability is transparent and systems ensure the evaluation of the work of all involved. Senior leaders, the Executive Principal, and the Regional Head of Schools all have job plans that are underpinned by objective appraisal processes with agreed key performance indicators. The outcomes of all these processes are intertwined with strategic planning at OIS.



Orbital Education has already leveraged the group's scale and experience to allow OIS to explore ways in which the working relationships between leaders and governors can have a greater impact on student learning, well-being, and global citizenship. For example, by enhancing access to group professional development opportunities.

Commendations

Domain B Standard 2 - The Regional Head of Schools for ensuring that support to OIS via the Executive Principal is effective, impactful, and reflects best practice.

Domain B Standard 2 - The Executive Principal for working effectively with the governance representatives for visible impact on the performance and culture of the school as a whole.

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

Exceeds

DOMAIN B (Standard B3)

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

Orbital Education Operating Board (Operating Committee) has an agreement with the owners of the school, Qatar Airways (QR), to operate and manage the school on their behalf. The school is in officially a subsidiary company of Qatar Airways and is therefore designated Semi-Government, Semi- Private. Orbital Education is responsible for obtaining and maintaining the operational licenses for the school. The school comes under the aegis of the Director of Private Schools at the Ministry of Education.


The educational road map for the new campus school, 'A 5-star school for a 5-star airline', as devised by the Executive Principal underpins the mission, vision and guiding principles and was accepted by the Orbital Operating Board and Qatar Airways Board in 2018. It and has become a central focus point for our review of these guiding principles at this time.

The Operating Committee would like to feel that the close relationship the experts in various fields at Head Office have with Oryx International School (OIS), without wishing to micro-manage, are a strong support feature to assist the school in achieving its aims. The Strategic Intent document/ Orbital Strategic Plan sets high standards. The challenge is to deliver OIS's determined approach to its ambitions.

Aspects of care, support and attention to individual needs are highly appropriate to a heterogenous and part transient community for whom 'one size fits all' would not be appropriate.

Internationalism, respect for difference, enhancement of the curriculum, which is both British focussed and internationally minded, are all highly appropriate features relevant to the OIS community. They are also features which reflect Orbital's guidance to group schools.

Implementation of the school's guiding statements is monitored through a variety of approaches including the annual SDP which is submitted to the Regional Head of School and the Operating Committee, Executive Principal's Monthly Reports, Executive Principal's Termly Reports, KPIs, regular visits to the school and monitoring of compliance to Group standards by appropriate experts at Head Office and as such is embedded into the management and governance structure. The Operating Committee is committed to developing inspirational leaders and developing centres of excellence though its rigorous approach to CPD involving, for example, the Orbital Leadership Development Programme, developing use of a VLE (Canvas) to support staff Learning Groups



across the schools and also involving all staff in aspects of welfare and safety in schools using the distance learning TES Develop/ EduCare programmes. In addition, the annual Leadership Conference in the UK is a key element by which Orbital support and guide its schools and principals to work together in pursuit of the group direction and vision.

During the academic year academic data and other evaluations of performance through questionnaires from stakeholders is collected and analysed. This analysis leads to a diagnosis of the gaps against annual targets and against the high-level Mission and Vision and statements. These gaps will suggest actions and resources required for improvement going forward. These provide the inputs to the School Development Plan, CPD Plan, Quality Assurance Framework, Annual Budget, and Marketing Plan for the following academic year.

The Operating Committee works closely with the school on this planning process and monitors implementation, closely aligned to the plans. The CEO, with input from other key stakeholders including the Regional Head of Schools, is responsible for the Performance Management of the Executive Principal, based on the achievement of planned objectives.

The Operating Committee has long been committed to the health, safety and welfare of stakeholders and has robust procedures in place for the school to implement in many related areas such as developing Safeguarding in all its aspects, Safer Recruitment practices, appropriate Code of Conduct policies for staff and students including the Anti Bullying Policy, Cyberbullying, Online Safety Policy and Social Media Policy.

The financial plans are agreed and reviewed between the Operating Committee and the QR Board and are substantial enough to support the future growth of the school. The visiting CIS team will be given access to the statutes on site by the Orbital RHoS representing the Operating Committee. These documents will include Articles of Association, Legal Documents, Board Policies, Financial Plans, and Strategic Plans. Further documentation to support Core 3 are uploaded in Core 1 and Core 2 including the Group Strategic Plan, SDP and KPIs. Other key areas such as Admissions, Marketing and fee projections are proposed by the Executive Principal and approved each year by Orbital Education Operating Board and Qatar Airways Board. Orbital Education Financial Statement and Strategic Reports are published and available via Companies House. Qatar Airways annual financial report is freely available and easily accessible on the internet.


The annual Orbital Education conference in the UK serves to strengthen and develop the relationships across the group. The Operating Committee is committed to improving CPD and is supporting a second cycle of the Best Practice Network Leadership Programme for Senior and Middle leaders. The Operating Committee has clear guidelines and protocols for child protection and safeguarding, appropriate learning environments and great emphasis is placed on safeguarding, safer recruitment and health and safety on the school site, alongside a programme of teaching and learning that supports high standards of teaching and learning with appropriate regard for student well-being through the PSHE programme.

Sustainable development of the school is assured through the agreement between Qatar Airways and Orbital Education in terms of financial support, infrastructure and educational expertise and development. The role of the Regional Head of Schools (RHoS) is vital in providing the conduit between the Operating Committee with the Executive Principal, Head of Operations and the wider SLT. The relationships between the school SLT and Orbital Education and in particular between the Executive Principal and the RHoS is effectively supporting the rapid growth of the school in terms of enrolment, staff increases, safeguarding, safer recruitment and embedding best practice and policy.

Evaluator Response

Meets

The leadership team at OIS in close cooperation with the OEOC generates robust strategic plans that are carefully designed to respond to the needs of the learning community. The school operates in an unusual context in that it enjoys the reliable financial backing of Qatar Airways, which perceives the school primarily as a benefit to its employees. OIS therefore experiences no urgent need to link explicitly strategic planning to projected income. In the course of the visit, the OIS leadership team were able to provide a three-year financial forecast, but this remained discrete from the strategic objectives identified at group and school level. That said, the Executive Principal and OEOC demonstrated very clearly that both managers and governors are committed to prudential financial management.



Evidence such as the Delegation of Authority Manual, board policies, the school development plan, and the group strategy all reflect alignment with the purpose of the school as made clear in the guiding statements. In particular, the work done in developing a group strategy concept will in future provide a strong framework against which OIS leaders and governors will be able to monitor and evaluate progress in support of continuous improvement.

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the standard and should address the recommendation.

Commendations

None at this time.

Recommendations

Domain B Standard 3 - The Executive Principal ensure systematic and closer alignment of strategic aspirations with financial forecasts in order to ensure more sustainable long-term financial and management planning.

B4

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

School Response

Exceeds

Domain B (Standard B4)

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

The Operating Committee provides clear and structured governance for the school. The Chairman of the Operating Committee is Kevin McNeany. Kevin has been working in International Education for 30 years. He sits on the Operating Committee with several other key personnel: CFO, CEO, CTO and the RHoS. These long-standing relationships combined with the schools' robust finances provide a clear sense of continuity and direction for the school.

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

Over the last couple of years, there has been extensive review and development of existing and new policies for a full range of school operations and curriculum areas to provide clarity and consistency across Oryx in practice and procedures. A range of policies are attached, but there are many more stored on the school drives.

There is a greater focus on accountability and monitoring procedures with drills, staff feedback, book looks, learning walks, planning reviews and discussions. Regular leadership team meetings address each action in the SDP and identify specific and allocated actions to move development forward. Policies are regularly updated and reviewed by the leadership team and shared with staff via the school drives. When updates are added these are shared with staff and included in staff briefings so that school operations are clear and consistently applied.

The Operating Committee have developed, formally approved and implemented a Governance Policy, Delegation of Authority Manual and additional policies that are reviewed on a regular cycle. The Operating Committee takes pride in its commitment to the most up to date policies, procedures and practices regarding safer recruitment, safeguarding and child protection, and has a delegated representative to ensure best practice is adhered to across the group and regular quality assurance is undertaken with monthly reports received from the Executive Principal. Annual training is undertaken by identified Operating Committee members and key policies are reviewed on an annual basis. Members of the Operating Committee undergo systematic and regular training. The Operating Committee are provided with annual safeguarding training; this is supplemented with monthly updates. More recently, members have attended training/ presentations on quality

assurance and Environmental, Social and Governance (ESG). The Operating Committee has recently reviewed and updated core policies and practices in equal opportunities, policy development, orientation, training, and self-evaluation. In 2021 a member of the Operating Committee attended a five-week course for international school board members; course content included 'good governance', appraisal and evaluation, ESG, EDI and Well-being. All responsibilities in directing operations are clearly established in the DOA manual and Management and Operating Services Agreement, 'The Owner hereby appoints the Manager to be the sole and exclusive manager and operator of the School(s) and to supervise, direct and control the management and operation of the School(s) upon the terms and subject to the conditions of this Agreement and the Manager hereby accepts such engagement and appointment upon such terms and conditions.' Together, these set out the Operating Committee's legal responsibilities and ensures compliance with local and international laws.

The COVID 19 situation has tested the school's ability to manage both internal and external changes to the school's operational environment. The calm and smooth management of the change to online learning and working from home demonstrated the school leaderships capacity to manage change successfully. This is evidenced in parent and staff surveys as well as regular reporting updates from the Executive Principal to the Operating Committee.

The Executive Principal has been at the school for over four years and has direct and frequent communication with the RHoS / Operating Committee (weekly), giving a shared sense of direction and continuity of purpose.

All Orbital Education Executive Principals are updated on best practice at regular intervals. All schools can access a suite of exemplar policies to be contextualised by each individual school. The Operating Committee also carry out a regular self-appraisal, as well as reviewing the annual parent and staff surveys. In addition, there is a clear and structured appraisal of the Executive Principal which is systematically reviewed on a regular basis. Policy related to the appraisal of the Executive Principal is clearly shared with the incumbent and the process ensures that goals align, and this process is regularly reviewed to ensure best practice. The Group CEO is responsible for the Performance Management System for the Executive Principal.

Evaluator Response

Exceeds

The governance structure at OIS is legally compliant, well established, and subject to review through systematic processes articulated in the relevant policy and procedures, such as the Delegation of Authorities Manual, which outlines the mechanisms and responsibilities for change management.

The school has recently demonstrated that it is robust enough to cope with a severe external shock to the operating environment of the school. Serving exclusively the children of employees of Qatar Airways – whose fleet was grounded at the onset of the pandemic – resulted in an acute period of uncertainty followed by a sustained period of challenge (defined by arduous compliance with onerous and long-term health and safety requirements), but also recovery as the school's numbers grew rapidly. Serving the community so reliably under such challenging circumstances would not have been possible without committed, effective, and resilient leadership and governance – particularly in such a young school.

Commendations

Domain B Standard 4 - The School Leadership Team (SLT) and the OEOC for successfully governing and nurturing the school through the varied and major challenges presented by the pandemic.

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

Domain B (Standard B5)

The Guiding Statements drive strategic planning and the school's strategic decision-making. The school's mission, 'To deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK curriculum teachers underpins every decision made within the school. Each year, the School Development Plan (SDP) and the termly Key Performance Indicators (KPIs) are underpinned by this desire to ensure students receive the absolute best quality of teaching and learning experiences they can. These are then evaluated to see whether we have achieved our goals. The school's goals are also linked to the Orbital group goals meaning we have a shared sense of purpose and direction.

We want our students to share memorable experiences and develop the skills set out in our mission statement and vision, 'To ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century.' This drives our strategic decision making when looking at how to enhance the facilities, how to adapt and enrich the curriculum, how to develop staff and which staff need to be recruited.

Examples of direct strategic decisions linked to providing an engaging, value rich, broad and balanced 'British International Education Programme' involves the expansion of the Secondary curriculum in line with the expansion of the upper stages of the school and the embracing of the school's diversity and reflecting this by embedding Global Citizenship into the wider curriculum and as time tabled lessons. The establishment of single award GCSE and A-levels in Science alongside Double Award at GCSE; expanded subject choices at KS4 and KS5 (including Psychology, Economics and Islamic Studies); fast-track Mathematics provision at GCSE and A level and the adoption of Qatar History and Islamic Studies 2 (in English) reflect an awareness of local expectations and ambition for students being presented for external qualifications.

The success of this strategy can be seen through the growth in student numbers in secondary. Students have the opportunity to develop their talents in a wider variety of areas, the quality control measures implemented have led to a much higher standard of teaching and learning than before and impressive academic examination results.

Evaluator Response

Meets

While the educational foundations of OIS are rooted in the National Curriculum for England, and the school's operator is based in the UK, it is also true that the OIS team has made a concerted effort through the accreditation process to develop a robust philosophy of international mindedness. This has been done at all levels and under the clear guidance of the leadership team, with the awareness of the rich diversity inherent in a community that serves the children of employees of a global airline.

At a governance level, it is also the case that Orbital Education operates globally and is also committed through its core values to a philosophy of international mindedness that has supported the school in this progress. Conversations at this level made it very clear that among all, there is a keen understanding that diversity in the community reflects both an invaluable resource and an essential need to serve.

Leaders at all levels demonstrated themselves to be committed to meaningful appreciation of the opportunities to explore, celebrate, and learn from and with their diverse community – and this in ways that go deeper than visible community initiatives. This was evidenced not only in the way leaders have successfully embedded global citizenship within the taught curriculum, but also

observed in lessons – whether planned or celebrated on an incidental basis. This appreciation was emphatically repeated time and again in conversations with stakeholders across the community.

Commendations

Domain B Standard 5 - The OIS community for proactively celebrating their international and intercultural diversity.

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

Domain B (Standard B6)

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

The leadership team come from a wide range of backgrounds and have worked in international multi-cultural contexts for many years. The Executive Principal has been working outside of the mainland UK since 2001, in many different job roles and has vast experience with varied cultures and nationalities.

The Vice Principals, also British, have worked in the UK, Kuwait, Bahrain, Thailand and Hong Kong prior to joining OIS. The Head of Operations, worked in multi-national companies as well as an educational establishment in Thailand before taking on the role at Oryx. Together they have a depth of knowledge and experience to pass on to the school staff.

Since the arrival of the Executive Principal in 2018, the school has grown to have students from over 90 different nationalities and of a variety of faiths and educational backgrounds. There is no dominant nationality in the school. The staff are encouraged to celebrate and embrace the diversity of our students.

The Operating Committee have developed, formally approved and implemented a Governance Policy, Delegation of Authority Manual and additional policies that are reviewed on a regular cycle. The Operating Committee takes pride in its commitment to the most up to date policies, procedures and practices regarding safer recruitment, safeguarding and child protection, and has a delegated representative to ensure best practice is adhered to across the group and regular quality assurance is undertaken with monthly reports received from the Executive Principal. Annual training is undertaken by identified Operating Committee members and key policies are reviewed on an annual basis. Members of the Operating Committee undergo systematic and regular training. The Operating Committee are provided with annual safeguarding training; this is supplemented with monthly updates. More recently, members have attended training/ presentations on quality assurance and Environmental, Social and Governance (ESG). The Operating Committee has recently reviewed and updated core policies and practices in equal opportunities, policy development, orientation, training, and self-evaluation. In 2021 a member of the Operating Committee attended a five-week course for international school board members; course content included 'good governance', appraisal and evaluation, ESG, EDI and Well-being.

To embed cultural understanding across the school, the school has developed a thorough PSHE/ Global Citizenship programme that includes opportunities to discuss our connections and differences. Over the last four years, we have expanded the range of cultures and nationalities within the staff body. Previously, the school faculty was mainly British and Irish teachers but from 2020, there are also Indian, Canadian, American, Chilean, Portuguese, Filipino, South African, Malaysian, Sri Lankan, Nigerian, French, Spanish, Palestinian, Serbian, Jamaican, Syrian, Danish, and Dutch represented within the staff body. This is adding to all our staff's knowledge of each other's cultures and how they fit within a British International school system in a Qatari context. There is a clear roadmap for the storage, access and use of data to enhance learning.

Assessments are gathered at regular checkpoints throughout the year (set out by assessment calendar), moderated (in key stage meetings), analysed (whole staff), discussed and

targets/interventions are then created in conjunction with the SEND coordinators, Assistant Principals, Key Stage Coordinators and class teachers. Time is given in staff meetings for these discussions and analysis to take place. In-class and withdrawal interventions are then decided. The SENDCo and SEN Department analyse this data to evaluate the impact of interventions and share findings with colleagues.

The Orbital Group moved to a 5-1 system of reporting and grading linked to age related expectations/ assessment. All schemes of work and criteria across the group have been reviewed/ amended as a result.

Oryx's primary tool for storing information is iSAMS. Above the basic tools of storing and enabling access to student information the school has access and uses iSAMS to improve the outcomes of our students. Attendance is logged on iSAMS each morning and the date is shared with the MoEHE every morning. iSAMS is also utilised to log disciplinary incidents and outcomes as well as positive attitudes to educations, including House points

CPOMS is the main platform utilised for serious incidents involving safeguarding and child protection. Access is strictly controlled.

Baseline Assessment data is used to track tangible student progress. The importance of ensuring lesson enhancement and overall provision is recognised in terms of improving student performance. All students (including newly arrived students) undertake GL Assessment, Cat4, PTE and PTM tests which are stored in iSAMS and can be used to triangulate progress based on potential.

The school and the Orbital group are looking forward to building on the processes and protocols already established. At Operating Committee level, strategic planning and development needs are assessed and coordinated by the Chief Technology Officer - Orbital Education Group – ICT strategy and implementation. At the annual May group leadership meeting (UK) the group set Technology goals which are incorporated into the School Development Plan.

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Evaluator Response

Meets

The school demonstrated through the self-study that it has comprehensive policy documentation to support the day-to-day running of the school. It was not fully clear how these policies are compiled and the extent to which they are accessible to the relevant stakeholders.

Child safeguarding is a clear strength of the school, including at a governance level. Systems ensure that all staff and board members are alert to their responsibilities in this regard.

Practice at the school pertaining to data protection was observed to be acceptable – for example, in terms of access to HR documentation. At a policy level, data protection is addressed to a specific degree through the Bring Your Own Device Policy. While the school is increasingly using data in effective ways to support learning – including potentially sensitive personal data – it was not clear that there has been a recent audit of data handling and processing measures in light of recent changes to applicable legislation (e.g. Qatar's Personal Data Privacy Protection Law 2021), nor is it clear that this is planned for.

Commendations

None at this time.

Recommendations

Domain B Standard 6 - The Head of Operations review and ensure compliance with Qatar's Personal Data Privacy Protection Law.

Domain B Standard 6 - The Executive Principal review policy processing and publication procedures in order to ensure accessibility for all appropriate stakeholders.

Domain Summary – School Response

Domain B **Domain Summary**

The Governing body (Operating Committee) of Oryx International School (OIS) is Orbital Education, based in Manchester, UK. Operational Board members are experienced leaders with a deep knowledge and understanding of international education. The Orbital guiding principles are that we are all members of the international community, and we celebrate our diversity in an environment where everyone is challenged to achieve more and to develop. We strive to be transparent, honest and ethical in all of our dealings as a result of the guiding principles laid out by Orbital for all its schools. The roles are clearly laid out in the Governance Policy and the Delegation of Authority Manual for all members of the Board and the school leadership so that direction is agreed.

This direction is shared through the Governance Policy, Delegation of Authority Manual (DOA) and the strategic team roles. The School Development Plan (SDP) is formulated with the Orbital strategic intentions fully in mind and creates a strong sense of coherence between governance and school and school leadership. In this way the school can set its own direction with the full support and guidance from Orbital. Implementation of the school's guiding statements is supported and monitored through a variety of approaches including Board policy statements, the annual SDP which is reviewed and approved with / by the Regional Head of Schools (RHoS) and the Operating Committee, Principal Monthly Reports, weekly meetings between the Executive Principal and RHoS, regular visits to the school and monitoring of compliance to Group standards by appropriate experts at Orbital Head office and as such is embedded into the management and governance structure.

The CEO is responsible for the Performance Management System for the Executive Principal (Governance Policy and relevant Board Policies), based on the achievement of planned objectives which are closely aligned with the group goals. The Operating Committee is committed to developing inspirational leaders and developing centres of excellence through its rigorous approach to CPD, 'in-house' and external training, wellbeing and the VLE (Canvas).

Financial planning is such that the school has comprehensive insurance at many levels. The school budget is set by Orbital but managed by the school staff at administrative level through the head of Operations and the Finance Manager and at academic level by the Executive Principal. The Executive Principal and administrative team meet regularly to review and agree next steps. The monthly report includes an update on spending and there is a monthly Teams meeting between school leadership and the Orbital CFO and the Finance Team. External audits are regularly undertaken and successfully completed. Moving forward, outcomes are increasingly shared with school leadership in terms of advice and guidance. The Executive Principal has a Teams meeting every week with the RHoS to review school performance, and fortnightly with the CEO and Group Head of Marketing and Admissions.

The Operating Committee meets three times a year with representatives from the owners, Qatar Airways and there is ongoing and regular, open communication between various Qatar Airways departments and Orbital Head Office staff.

The Operating Committee has long been committed to the health, safety and welfare of stakeholders and has robust procedures in place for the school to implement in many related areas such as developing safeguarding in all its aspects, safer recruitment practices, appropriate Code of Conduct policies for staff and students including the Anti Bullying Policy, Online Safety Policy and Social Media Policy. The Operating Committee member for Safeguarding and Child Protection provides regular UK and international updates and training to policy and legislation in these key areas alongside the support in policy development. In addition, the RHoS meets monthly with the Designated Safeguarding Lead to review safeguarding matters.



Domain Summary – Evaluator Response

Overall, OIS is aligned with the standards for Domain B.

The governance structures at OIS are well-defined and clear, while relationships are strong. A particular strength of the school is the depth of operational educational experience at board level. The school recently demonstrated that it is robust enough to cope with the severe external shock to the operating environment of the school that has been the pandemic. Managers and governors are committed to prudential financial management. The school has comprehensive policy documentation to support the day-to-day running of the school.

OIS is generously supported by Qatar Airways, which perceives the school as a benefit to its employees. Financial planning exists and strategic planning is thorough, yet the two are not closely linked. It was not fully clear how policies are compiled and the extent to which they are accessible to relevant stakeholders. The concept of data protection is nascent.

Domain C - The curriculum (Secondary Curriculum – Y12 to Y17)

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

Domain C (Secondary) (Standard C1)

Oryx International School demonstrates a clear vision of high-quality teaching through its mission statement, vision and values. Effective performance management is supported by the use of the online Data Intelligence platform. The Secondary PSHE curriculum supports the emotional and social needs of students. CPOMS is utilised to monitor concerns and make confidential information accessible for staff involved in student safeguarding and well-being.

The Physical Education Department has made significant adaptations to the curriculum to accommodate pandemic protocols and restrictions whilst supporting students physical and mental health through online physical challenges. Inter-school challenges have been maintained through distance competitions during the pandemic. These include the Education Perfect Science Competition (where the school came second in the Middle East) and the BSME Short Story Competition.

Fast-track Mathematics, expanded provision to include English Literature I/GCSE in Year 11, home language consideration for future examination entry in Italian, Portuguese, Tamil Sinhala and / or Urdu, implementation of Double Award Science (in addition to maintaining single awards in Physics, Chemistry and Biology) at I/GCSE, increased provision at I/GCSE and A level are examples of wider challenge and increased academic pathways. In addition, students can choose to focus on either French or Spanish with effect from Year 8. Non-Arab students are able to study for Arabic (in English) at I/GCSE and Islamic Studies I/GCSE has been established as an option in Year 10 and Year 11. This is in addition to mandatory provision in Arabic and Islamic Studies under the aegis of the MoEHE.

Non-Arab students are able to select Arabic I/GCSE (in English) and I/GCSE Islamic Studies has been established. Both courses run in parallel with the mandatory Arabic and Islamic Studies provision as required by the MoEHE. English (Second Language) I/GCSE is provided for students who have joined the school relatively late in their educational journey and whose proficiency in English is limited.

The proposal to fast track I/GCSE Mathematics in Year 10 was offered to twenty two students, and twenty one accepted the opportunity. It is expected that the majority will proceed to early entry in A level Mathematics, and some will further proceed to seek an A level qualification in Further Mathematics. This curriculum initiative will be a fixture.

Evaluator Response

Meets

It is evident that SLT members responsible for the curriculum and well-being have collaborated with middle leaders and staff in designing the school curriculum as a whole, with the understanding of the needs of all students in the community to offer access, engagement, and challenge to support their intellectual, physical, social, and emotional needs. Since the preparatory visit, the curriculum has further developed, encompassing EAL, global citizenship, and inclusion as a whole school.

The collaborative planning amongst staff has been effective in designing and implementing a document called 'a shared understanding of high-quality learning' to support all staff in planning and delivering lessons aligned with the mission and vision. This is displayed and shared with teachers and students to support tailored learning. OIS has also introduced an enrichment programme starting from Year 7 to develop the well-being of students. The curriculum design is aligned with the mission and vision of the schools and the values and is understood by all stakeholders.

Commendations

None at the time.

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

Domain C (Secondary) (Standard C2)

Curriculum planning is led by the Assistant Principal (Curriculum) and the Assistant Principal (Teaching and Learning). Both roles are a whole school responsibility to assist with contiguous planning, teaching and learning. Mapping allows progression from KS3 through to KS5 to be monitored and assessed. Programme of work overviews identify topics to be taught, potential learner outcomes and assessments across each Year group. Short term planning identifies resources, differentiation and 'stretch and challenge.' Each is aligned with the school's key values to support well-being. Specific reference to Global Citizenship and incorporation within curriculum planning is established.

Opportunities have been developed within the curriculum to explore intercultural competencies. For example, themes of identity and belonging are taught within discreet subjects like English but are also part of wider pastoral provision. The PSHE curriculum has explicit opportunities for students to explore what it means to be a Global Citizen and to learn about internationalism and identity. This is underpinned by the school's own definition of Global Citizenship. National identity is also celebrated through student contributions to Assembly, the promotion of Qatar National Day and significant occasions within the year.

The appointment of a Careers Counsellor has allowed for a Careers programme to be instituted. This is being established throughout the school and whilst the main focus is inevitably on older children the discourse involving career opportunities and considerations involves younger students as well. The school's first cohort of graduates have benefitted from a programme of support to enable successful University applications. The first cohort of graduates have also, *de facto*, established the role of role model for their peers in this respect. Parental involvement in choices for tertiary education and potential careers includes workshops and information sessions.

Evaluator Response

Meets

Curriculum mapping is extensively documented and articulated amongst staff both vertically and horizontally, providing significant access, challenge, and differentiation for all enrolled students. As Year 6 students transition to secondary, a transition programme is in place to support their well-being. Subject specialists in secondary collaborate with primary staff to provide platforms that will be used in secondary to develop students' confidence and skills before they transition. One such example of this is introducing the online platform 'Dr Frost' for Maths to primary students to not only develop skills but to familiarise them with the content and knowledge to support their future learning when transitioning. Students in secondary school have commented on the significant level of support that is given by teachers in aiding them in areas they need extra support or provide challenging higher subject content.

EAL and inclusion staff meet regularly with teams throughout the school to provide support and training in providing tailored learning for identified students. Individual lessons are provided for EAL learners to support students with the inclusion language of the school.

The EAL department not only recognises the need to support learners in promoting the use of their mother tongue but also celebrates it to develop confidence. Evidence was seen of students celebrating International Mother Tongue Day in language classes. OIS is in the process of undergoing accreditation with the Bell Foundation for EAL and follows the research-based scheme they provide to enhance the learning of EAL students within the community.

Inclusion staff create an individual support plan (ISP) for students that need extra support, which is shared electronically with all staff and deliver training in-house to departments where needed.

PSHE programmes have been reviewed and implemented throughout the school to deliver global citizenship to build on intercultural competencies, and the enrichment programme is now underway for developing well-being and independent learning skills from Year 7 upwards.

Commendations

None at this time.

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


Exceeds

Domain C (Secondary) (Standard C3)

Oryx International School values and celebrates the diversity of our student body and is a place where the children can grow, whilst practising mutual respect. Cultural open-mindedness and empathy are pillars of our perspective and are fundamental to our school and everyone in it. The school follows a modified version of the National Curriculum of England and Wales which also incorporates the mandatory requirements of the Ministry of Education and Higher Education (MoEHE) of Qatar.

The school offers mandatory Arabic from Year 1 to Year 12 and the option for non-Arab students to take Arabic at I/GCSE. French and Spanish are taught through to Year 7, a choice of French or Spanish from Year 8 onwards and is exploring the potential of home language I/GCSE entry in Italian, Portuguese, Sinhala, Tamil and Urdu. Newly arrived parents are offered lessons in English and the school's PTSA has established various groups based around nationality and culture (i.e., Turkish, South American, etc.) to help newly arrived families assimilate to the school, and to Qatar in general. The MFL department have instigated a Pen Pal programme with a school in Santander, Spain, involving students in KS3.

All students are familiar with the school's eLearning platform, CANVAS and with the various online provisions and protocols obliged during the recent pandemic. The imposition of eLearning has resulted in a rapid adaptation and embracing of technology. All students in Secondary are obliged to supply their own device. The school's VLE provision also included loaning hardware and laptops to families with multiple children at the school or whose parents were obliged to work from home and thereby were struggling for access. A team of staff Canvas Champions assisted with online help, responded to queries and tutored students, particularly those newly arrived at the school, in how to access content during periods of distance learning. The net result has been a swift and steep learning curve both in terms of technical proficiency and the benefits, and drawbacks, of eLearning. Ultimately, this is a lifelong skill and an experience which is of benefit. A parallel system of eSafety instruction and published guidance (for parents and students) and instructions for teachers has supported the expansion of eLearning during the pandemic.



The school's established definition of Global Citizenship underpins the expansion of this into the curriculum. Global Citizenship is a standing item in schemes of work and curriculum meetings and is a taught lesson in Years 7, 8 and 9. This is a direct result of the school's diversity and the understanding that common issues unite us all.

Evaluator Response

Meets

OIS have developed their global citizenship programme by understanding the cultural backgrounds of the community and training staff in intercultural competencies to suit the needs of all stakeholders. They have demonstrated a deeper meaningful understanding of interculturalism as it is fully embedded in the curriculum. Both teachers and students can give numerous examples of how they deliver and learn intercultural learning and being active global citizens by adopting and implementing the UN Sustainability Goals. It is evident OIS have adopted the curriculum using their global citizenship policy. Students commented on how they understand their environment around them and to protect it; an example they gave was recycling plastics from the community in DT and art lessons to create items for reuse.

Digital citizenship is explicitly taught in several parts of the curriculum, including PSHE and IT lessons covering online responsibility, computer science, and cyber bullying. Students across the secondary school bring their own devices, and all students learn about Internet safety and using digital platforms such as CANVAS to inform their learning. Digital literacy is also promoted with, for example, the English department providing e-books for learning. OIS have appointed staff who are CANVAS champions to support students, staff, and parents in using the online platform to assist in transforming their learning.

The SLT team have implemented plans for offering optional languages in students' mother tongues such as Portuguese, Urdu, Italian, and Sinhala at GCSE. The SLT team plans to offer Swahili and Modern Greek language the following academic year. OIS also provides the language of the host country to non-Arab nationals from early years to secondary with the option of taking it as an additional language at GCSE. The language offerings are provided as an after-school activity (ASA), which is taught internally by teaching assistants that have a degree in the language and training provided by the head of MFL in exam specification and delivery as a programme.

The evidence indicates that a rating of Met is more appropriate at this time, and the school should address the recommendation.

Commendations

Domain C (Secondary) Standard 3 - (Major) The academic staff for the recent and significant advances made in intentionally planning for global citizenship and intercultural learning.

Recommendations

Domain C (Secondary) Standard 3 - The Secondary leadership team further develop 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

Domain C (Secondary) (Standard C4)

The school's curriculum is designed, sequenced, and builds on knowledge gained. Long-, medium-



and short-term planning are supplemented by curriculum maps which allow teachers to establish links in learning, and skill progression maps which provide an overview of the children's learning journey.

Continuity through transition is supported by Year 6 students utilising their Year 7 books to complete their Term 3 work in Mathematics and English prior to transitioning to Secondary. This ensures that their new English and Mathematics teachers are familiar with children's levels, and it also helps students to make that transition.

Long-term, Medium-term and Short-term planning and schemes of work are established in all subject areas. Year group curriculum maps are established and allow for teachers to maximise links in skill progression and learning. These ensure a vertical structure to support children's learning and supplement the horizontal planning already in place

Secondary parents receive a curriculum guide at the start of each academic year. Curriculum provision has been expanded to include an increased range of subjects, including a very broad range of externally examined subjects, subjects mandated by the MoEHE and others established by the school, including, but notwithstanding, Global Citizenship, GCSEs in Economics, Psychology, fast-track Mathematics, Islamic Studies, Arabic as a Foreign Language, Double Award (Science), Single Awards (in Science), English as a Second Language, BTEC Engineering, BTEC Travel and Tourism, A level Mathematics fast track, A level Further Mathematics, A level Psychology and A level Economics and the exploration of potential provision and entry in mother tongue study in several home languages.

Evaluator Response

Meets

The school's vertical and horizontal curriculum alignment and the use of the shared understanding of high-quality learning documents allow teachers across the schools to have the autonomy to adapt lessons to meet the needs of the students they serve. Subject specialists such as maths, English, and science work with primary teachers to develop skills in their subject area to allow students to access the subject and progress with confidence. Students in Year 6 also get the opportunity to take these lessons in secondary and undergo the transition programme to secondary. Transition checks are also made between key stages such as KS4 students moving to KS5, at which point they undergo a programme to prepare them for A Levels.

The inclusion department attends weekly meetings with subject departments and provides training for staff and ISPs for students. They also support students to access curriculum choices along with the careers guidance counsellor and parental involvement. It was evident in the documentation and discussions with specialist teachers that they aim for the transdisciplinary approach.

Commendations

None at this time.

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

Exceeds

Domain C (Secondary (Standard C5))

Rapid and extensive curriculum expansion has been the result of a variety of factors impacting the school. These include mandatory provision dictated by the MoEHE (specifically provision for all Muslim children to study Islamic Studies, all Arabic children to study Arabic and all students to study Qatar History) and initiatives launched to create wider opportunities, particularly at KS4 and

KS5. In addition, the establishment of the school's bespoke definition of Global Citizenship was a necessary and critical step in formalising the recognition of the diversity, and potential, within the school.

Student agency is reflected in the ongoing consideration of home language GCSE provision (specifically in Portuguese, Italian, Urdu, Tamil and / or Sinhala), in addition to MFL provision in French, Spanish, Arabic and Arabic as a Foreign Language. Further, the opportunity to study for an I/GCSE in English (Second Language) is in response to student agency in terms of ability to access English.

The recent establishment of new subjects (Psychology I/GCSE and A level, Economics I/GCSE and A level, Islamic Studies I/GCSE, Arabic (Foreign Language) I/GCSE, BTEC Engineering, English (2nd Language) I/GCSE, Global Citizenship and planning for A level Further Mathematics) reflect curriculum expansion, adaptation, ambition and the meeting of requirements.

Global Citizenship will be established as a fortnightly lesson with effect from August 2022. This is a direct consequence of the school's adoption of its own definition of Global Citizenship and in recognition of the diversity and potential within the school.

Science is presently taught as a single subject in KS3 and as discreet Chemistry, Biology and Physics options at KS4 and KS5. The establishment of Double Award Science is specifically to address the issue raised by Arab parents, particularly those from Egypt, whose children's transition to University is aided by having a further award at GCSE. This is an example of a flexible response to parental demand. In Mathematics, parents and students were canvassed to ascertain demand for fast-track GCSE and potential progression to early entry A level Mathematics and qualification for A level Further Mathematics. The outcome was universally positive. Both of these initiatives are now established with effect from August 2022.

At departmental level the curriculum is monitored through self-review Curriculum mapping is overseen by Assistant Principals and there are weekly meetings with Lead Teachers where standing agenda items include curriculum provision.

Students are obliged to supply individual devices, and this is well established. The school's VLE (CANVAS) is heavily used, even after the conditions of the pandemic have eased.

Evaluator Response

Exceeds

In addition to the Assistant Principal–Curriculum, middle leaders, and teachers oversee curriculum development, planning, implementation, and review. There is a clear understanding of their respective responsibilities. With some input from students, the curriculum is adapted to impact learning and keep the learners engaged and challenged.

In both curriculum design and implementation there is ample evidence of shared expected learning outcomes for students. What they should know, understand, and be able to do is clearly articulated in lesson planning and was evident during lesson observations. Staff have also clearly embraced innovation and adopted a number of new teaching methods and strategies linked to the expanding use of digital media and technology across the curriculum. In secondary, some teachers have stated they are undergoing training in NearPod, an interactive platform for learning, whilst other departments are choosing online platforms such as Dr Frost in maths. Staff embed wider world issues to challenge students during weekly curriculum planning meetings.

The shared Assistant Principal–Curriculum allows for continuity and alignment across the years and the different sections of the school. Discussions with the teachers evidenced that subject leaders and year leads meet on a weekly basis with the Assistant Principal–Curriculum to maintain progression of the outcomes.

Commendations

Domain C (Secondary) Standard 5 - The Assistant Principal–Curriculum for effectively reviewing and enhancing the curriculum with innovative strategies in alignment with the high-quality learning document.

Recommendations

None at this time.

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

Domain C (Secondary) (Standard C6)

The impact on extra-curricular provision during the pandemic has been severe. No school provided extra activities have been allowed since March 2020, and this restriction currently remains in force, with the exception of Academic ASA support sessions for external examination candidates and a small number of sporting activities run by external providers using school facilities.

The activities offered by external providers have been sanctioned, with effect from March 2022. However, these are limited and also obliged to adhere to current protocols surrounding distancing, testing and access. These include soccer coaching by Paris Saint Germain Football Academy and Hamilton Aquatics swim training.

Extra academic provision has been allowed, albeit whilst adhering to current and well-established restrictions regarding distancing and other pandemic protocols. These have been popular, not least because students preparing for external examinations appreciate the extra support, both in terms of readiness and to help make-up for the impact on their learning caused by the pandemic. These support, rather than complement the formal curriculum but, in the current climate, they represent the only outlet sanctioned by the MoEHE. They address high quality learning and benefit student outcomes. They are a result of student agency.

The school's facilities are excellent and are ready for exploitation when extra activities are sanctioned – a 500-seater auditorium, two swimming pools, a multi-use pitch with floodlights, tennis courts, dance studio, fitness room with state-of-the-art equipment, air-conditioned sports hall, a full time Technician. Prior to the pandemic the school was establishing itself as a new force in Qatar and in the weeks immediately prior to closure, won the Qatar Choir of the Year Competition and the Qatar open Badminton Competition. Activities previously established, but currently in hibernation include film making, school Production (*'Tales of the Brothers Grimm'* was due to be performed but was impacted by Covid lockdown), multiple sports teams, digital arts, robotics, yoga, Zumba and Choir.

The school participated in Model United Nations and several students were selected to be post holders in multi-school forums. Staff were trained and qualified to run the Duke of Edinburgh programme and the Bronze Award was established in the months prior to lockdown in March 2020. No further expeditions or activities have been sanctioned by the MoEHE since that time. However, the school remains committed to the programmes and has retained the responsibility allowance for staff to run them, both during the pandemic and in due course.

Global Citizenship has been embedded in the KS3 curriculum with effect from August 2022, as a stand-alone and regular lesson and as part of wider planning and delivery in individual subject areas.

Evaluator Response

Meets

It is evident from the discussion with staff that in secondary a breadth of programmes and activities are offered to students. An ASA programme was in place pre-COVID, which has been on hold due to the pandemic as well as other outdoor activities and academic activities such as PE, MUN, The International Awards, and ASA Timetable for Intervention. Plans are in place to have ASA programmes up and running in January 2023 after the FIFA World Cup.

OIS participates in many COBIS activities, such as the choir competition, which students felt proud to be part of and enjoy the success promoting well-being. ECO initiatives are being introduced.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

Domain C (Curriculum (Secondary))

The school has adapted the National Curriculum of England and Wales whilst considering Qatari cultural sensitivities and ensuring that delivery of the three Mandatory subjects (Arabic, Islamic Studies and Qatar History) meets the Ministry of Education and Higher Education (MoEHE) requirements. The curriculum is broad and balanced and benefits from specialist teaching in all areas, significant extra-curricular support for examination classes in KS4 (I/GCSE) and KS5 (A level and BTEC) and additional support for students with EAL and / or SEN requirements. Recent curriculum initiatives to establish an expanded range of subjects at KS4 and KS5 have resulted in the establishment of GCSE Double Science (in addition to single awards at I/GCSE in Physics, Chemistry and Biology); fast-track GCSE Mathematics; GCSE Psychology; GCSE Economics; GCSE Islamic Studies; GCSE Arabic (in English); BTEC Engineering; BTEC Travel and Tourism; A level Economics: A level Psychology: the opportunity to take I/GCSE English Literature (in addition to I/GCSE English Language); the establishment of Global Citizenship as a stand-alone subject in years 7, 8 and 9 and an agreed plan to establish A level Further Mathematics with effect from 2024. The fast-track entry for GCSE Mathematics will further allow for early presentation for A level Mathematics for candidates who wish to pursue Mathematics towards subsequent qualification in A level Further Mathematics in their final year at the school (Year 13). In addition, consideration to introduce provision and examination entry (I/GCSE) in several home languages is underway with delivery in Portuguese, Urdu, Tamil, Italian and Sinhala under deliberation.

The content, assessment and teaching of the three mandatory subjects (Arabic, Islamic Studies and Qatar History) are monitored closely by the MoEHE. Provision for Islamic Studies 2 (in English) has resulted in a significant expansion since the school's Muslim population has increased in line with overall growth.

Students are taught French and Spanish in Year 7. In Year 8 they choose to focus on one of these languages. Students who join the school at a later stage of their educational journey and whose proficiency in English is limited are able to take I/GCSE English (Second Language).

Planning within subjects and a dedicated regular lesson within the curriculum promotes Global Citizenship and harnesses the experience and diversity of the student body. The school has a bespoke definition of Global Citizenship, and this reinforces curriculum inclusions in individual subject areas. The impact on the curriculum is witnessed in embedded references in schemes of work and as a standing item in weekly Lead Teacher meetings. The promotion of Global Citizenship is further supported by a planned designation of a fortnightly timetabled lesson and bespoke content (in academic year 2022 / 2023). The acknowledgement of the school's diversity is reflected in various initiatives like Mother Tongue Day, International Day, Qatar National Day, Empathy Week and dedicated Assembly contributions from students.

Year group curriculum maps allow teachers and curriculum leaders to monitor provision. The initiative to highlight the progression of skills and allow for a clear overview of curriculum provision ensures that prior knowledge is expanded, as well as aiding a smooth transition between different phases of the school.

Lesson planning is maintained to ensure that prior learning is expanded through linked learning, recapping and consolidation. Weekly Lead Teacher meetings consider planning and school initiatives like the embedding of values, Global Citizenship, EAL provision, examination preparation and differentiation. Department meetings focus on subject specific content and the application of wider initiatives within curriculum areas.

Adaptive learning has been a critical and necessary focus over the past 3 years as a response to the pandemic and the mandatory restriction established in Qatar. Previously established

streaming, in English and Mathematics has not been possible and therefore differentiation has, by necessity, been a focus. Staff led workshops, specifically on sharing best practice with regard to differentiation, have been established. They involved several teachers leading colleagues through specific examples from their respective subject areas and encouraged the implementation of good, established practice across the school.

Informal observations, formal observations and Probationary observations are conducted both to monitor curriculum delivery and provide an overview of practice. Assistant Principal (Curriculum) and Assistant Principal (Teaching and Learning) are whole school roles which encompass provision and practice throughout the school, specifically to ensure that learning is contiguous. Short-, Medium- and Long-Term planning ensures that data obtained from internal and external assessments (MoEHE, PASS, CAT, GCSE, IAL modular examination) is used to inform planning, address any identified gaps in learning and ensure that opportunities for progress are exploited

Domain Summary – Evaluator Response

Overall, OIS is very well aligned with the standards for Domain C.

The curriculum has been designed and implemented with the diverse student body in mind in providing opportunity through the curriculum from PSHE and subject areas for Global Citizenship and Intercultural learning aligned vertically and horizontally. Global citizenship is at the heart of the documented curriculum, which outlines the topics and learning expectations across all grades and subjects. 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. OIS provides programmes that are in line with their values such as ASA, MUN, STEM, enrichment programmes, and the Duke of Edinburgh's International Award.

There is scope to further develop provisions for the mother tongues of students in this very diverse community.

Domain C - The curriculum (Primary Curriculum Y3 – Y12)

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

Domain C (Primary) (Standard C1)

A collaborative approach is employed when planning the Primary Curriculum to help ensure that the intellectual, physical, social and emotional needs of all students are met. An engaging 'hook' activity is prepared and incorporated for each new Topic and English unit. To ensure that each student is suitably challenged the Primary team use a differentiated approach where students are able to select the ability level, they feel is appropriate. This format of student ownership allows the children the option of challenging themselves in each subject.

An elevated level of importance is placed on offering a global perspective to students. The Primary school's adapted curriculum, based on the National Curriculum for England and Wales, allows for this and the planning template has a 'Global Thinkers' section embedded. Teachers are encouraged to consider pathways and content which challenge students to question the world around them and consider differences and commonalities between countries and cultures. Any lesson which has a connection to Global Citizenship is indicated by adding a Globe graphic next to the learning objective to reinforce the addressing of Global Thinking.

The school's values inform planning and are integrated into PSHE lessons. The students are aware of the values since they are on prominent display, are addressed through lesson planning and content and feature in Assemblies. Each classroom contains a Values Box where students are encouraged to consider their peers' support for and achievement in reflecting the school's values. These are subsequently shared and celebrated within the class.

Evaluator Response

Meets

It was evident in the self-study report and during the virtual visit that the OIS curriculum as a whole offers access, engagement, and challenge to support all students. OIS uses a combination of the National Curriculum of England from the Early Years Foundation Stage through the key stages of study, and the Arabic, Qatar History, and Islamic Studies curriculum given by the Ministry of Education and Higher Education.

The vision and mission of the school have been clearly articulated in the values, and it was evident in both documentation and conversations with leaders and teachers that the school uses this to plan and adapt the curriculum in conjunction with the five values of excellence, responsibility, compassion, integrity, and respect. In discussions with staff, there is evidence of a shared understanding of what highly effective teaching and learning entails and how it is implemented within day-to-day teaching. Professional development sessions and suggestions offer teachers the opportunity to solidify their pedagogical approaches, ensuring that all faculty understand the school's direction and teaching practices.

Commendations

None at this time.

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

Domain C (Primary) (Standard C2)

Differentiation and inclusion across the curriculum are a priority for the school. Schemes of work are regularly adapted and include differentiated tasks English lessons follow the 'Talk for Writing' which allows for inclusivity through the adoption of verbal and visual learning, regardless of ability or home language.

Mathematics lessons follow the 'Power Maths' scheme and this supports student needs by providing teachers with schemes of work for lessons and ensures that the children can access the learning. Students are challenged appropriately during Mathematics lessons and as activities progress, the incremental challenge increases. Students are therefore able to take ownership of their learning in mathematics by deciding how far they feel able to continue. In Mathematics lesson students are encouraged to reflect display their mastery.

Student well-being is fostered continuously, and particularly during weekly PSHE lessons. Children are able to explore their feelings and emotions during these sessions and in a wider perspective through activities like Mental Health Awareness Week, where specific, and general, 'acts of kindness' are encouraged. This is further promoted and praised throughout the school through theme days such as World Mental Health Day and Odd Socks Day (in support of Anti-Bullying Week). Student welfare is monitored daily by class teachers and any potential issues are escalated using CPOMS and actioned by the school's Safeguarding Lead and relevant line managers to ensure each child's needs are being met. PASS survey data and the children's comments are referred to when considering the children's well-being and these have proved to be useful reference points for teachers to consider student self-esteem, any requirement for extra support and any issues which are not immediately obvious.

Evaluator Response

Meets

Curriculum mapping and planning evidence demonstrate that the curriculum is extensively documented and articulated both horizontally and vertically. Primary school curriculum maps provide an overview of what topics are covered in each subject. The teachers support the adapted National Curriculum of England with Pearson's Power Math programme as well as the Talk for Writing and Talk for Reading approaches.

Following the criteria of the Bell Foundation, the EAL team provides assessments to learners, leading to more targeted in-class support and improved outcomes for EAL learners. A dedicated learning support team, including the Head of Inclusion, teachers, and teaching assistants, allows for differentiation for identified students with needs. Students with more challenging needs will receive support from the SEND team, which may include some extraction from class, as and when appropriate.

In discussions with students, it was noted they had the opportunity to identify their targets and work toward them with the help of 'cold' and 'hot' tasks. Students also commented that the teachers were available to answer questions if they had any difficulties, and that learning support assistant were available for students who required extra help.

Parents shared in the survey that they were satisfied with the curriculum as it meets their child's learning needs. The virtual parent Zoom meetings at the beginning of the year and the weekly newsletters sent by year leaders are some of the many ways parents receive information from the school regarding the learning outcomes and curriculum expectations. Through discussions with teachers, it was noted that Year 4 learners have started reporting on their weeks via blogs, which demonstrates an innovative way to show engagement and share student perspectives.

Commendations

None at this time.

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

Exceeds

Domain C (Primary) (Standard C3)

Global Citizenship, intercultural learning and digital citizenship are embedded in schemes of work. Further opportunities are harnessed to exploit and expand on learning about world issues, wider contexts and intercultural and digital awareness. World Mental Health Day, Safer Internet Week and Empathy Week are utilised both for their own worth and for the common experience and connectivity they represent across the world. Anti-bullying week and related lessons focussing on identifying and reacting to instances of bullying have been included in the wider curriculum. Each year group has a Unit of work they focus on each term which helps them to understand diverse cultures and to be globally aware. These include 'What did ancient civilisations do for us?' and 'Shall we go on an adventure?' Each subject is connected with an aspect of Global Citizenship and an awareness of what could happen in a real-life context. The school has engaged speakers from various walks of life and brought them into school to engage with the children, most recently Torba Market to tie in with Science Week.

There are opportunities for students to develop cultural awareness, knowledge and sensitivity in



order to prevent cultural misunderstandings. These include dress-up days, National Day dress and International Week. During Topic sessions students learn about different countries and cultures, enabling them to respect and understand differences. Alongside this, there are discreet units of work which are taught throughout the year and focus on Global Citizenship and Digital Citizenship. These include lessons and mention of online etiquette, digital footprint, protecting creativity and privacy rights.

The curriculum in Computing embeds coding and programming thereby providing students with transferrable skills as they progress. The school's diversity provides opportunities to compare and contrast 'Host v. Home'. Students work and play well together and display great respect for each other. The school values are taught, discreetly and overtly. Students are provided with scenarios where they try to resolve differences through the medium of Drama, role play and understanding different perspectives.

During Cancer Awareness Week the school's PTSA were actively involved in promoting and raising awareness. A Values Box allows students to nominate a friend or classmate who displays actual behaviour aligned to the school's values. This is celebrated and displayed within each year group. During International Week students dress in national costume and celebrate the diversity of the school.

During the pandemic, online learning became a priority. At various periods all teaching was moved online, sometimes for extended periods. Protocols for students, parents and colleagues were produced and enforced in order to guarantee safe usage. Teachers were obliged to comply with a list of prescribed guidelines and to sign to acknowledge understanding; protocols to ensure non-invasion were adopted; standard behaviours were enforced (microphone mute, camera on, limitation of Zoom or Canvas chat functions, name displayed, set time to log-in, etc.). These ensured a smooth process and a safe framework.

Weekly learning newsletters are distributed to parents to inform them of forthcoming learning, and other information is disseminated as required.

Evaluator Response

Meets

OIS clearly supports the learning outcomes of global citizenship, intercultural learning, and digital citizenship throughout primary school. Catering to a diverse range of students from over 90 nationalities, the school plans cultural events throughout the year to respect the diversity of its community. Global citizenship is a focus in student assemblies and is intentionally planned in units of study in the curriculum, specifically in PSHE and Topic (geography and history).

It was evident in student interviews that they had a clear understanding of how they should respect one another, with one student stating, 'we are all responsible for each other's well-being'.

OIS's curriculum includes Arabic language learning, which is mandatory for all Arab passport holders and optional for non-Arab student as an ASA. The school recognises multilingual learners, offering English as the language of instruction, and additional language learning in Arabic, French, and Spanish.

Digital citizenship is explicitly taught through the curriculum using the ICT/computing outcomes, which covers digital citizenship, online responsibility, and computer science. Students across the primary school use iPads, and all students learned about Internet safety and using digital platforms such as ClassDojo and CANVAS to inform their learning.

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the standard and should address the recommendation.

Commendations

Domain C (Primary) Standard 3 - (Major) The academic staff for the recent and significant advances made in intentionally planning for global citizenship and intercultural learning.

Recommendations

Domain C (Primary) Standard 3 - The Primary leadership team further develop 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

Domain C (Primary) (Standard C4)

The curriculum is organised horizontally to ensure breadth of coverage against the National Curriculum of England and Wales descriptors. Key skills are mapped vertically to ensure progression of learning. Specialist lessons are provided in Music, MFL, PE and the three Mandatory subjects (Arabic, Islamic Studies and Qatar History). There have been limited opportunities for Drama in KS2 with some cross-phase teaching. Children in KS2 utilise some facilities in the Secondary school, particularly in Computing and Modern Foreign Languages. Vertical alignment is addressed in skills coverage maps which are prepared, by subject, for the whole school, in order to support transition from EYFS through to Y9 and beyond.

The curriculum is designed and mapped to reflect continuity and progression in learning. Curriculum provision also reflects the school's values, global citizenship teaching and the school's diversity through cross curricular links. The whole school values of Excellence, Responsibility, Integrity, Compassion and Respect are reflected in the links within the curriculum which can be seen in planning across the school. Whole school curriculum maps are designed, utilised and reviewed termly by each year group and department. It also includes assessment opportunities, including peer and self-assessment, which highlight student progression. This assessment information is used to drive pupil outcomes.

Cross-phase planning ensures that transitions are as seamless as possible. Cross-phase meetings are held between responsible staff from each phase in order to effect a smooth handover. Cross-phase teachers in subjects such as Music, PE and MFL confirm end of year outcomes and, going forward, the Secondary equivalence grade will be used to support transition through assessment. In Term 3, Year 6 students transition to using Secondary Maths books to aid their progression to the Secondary phase.

As part of the familiarisation process Year 6 students meet Secondary [pastoral staff and are given a tour of the Secondary facilities, some of which are already familiar due to specific subjects (MFL, PE, Arabic, Islamic Studies, Computing) utilising shared spaces.

Evaluator Response

Meets

The school's vertical and horizontal curriculum is articulated in alignment with the National Curriculum of England. Flexibility across the schools allows teachers to have the autonomy to adapt lessons to meet the needs of the students they serve. This scholastic year has seen a new format in Year 1. To ensure an easy transition from FS2, the learners are offered continuous provisions. Being able to use different resources and strategies to provoke learning through play and exploration, has made a huge impact on both the learners and their skills. Year 6 learners attend different classes in the secondary building, such as MFL guaranteeing a smooth transition.

Year level teachers have a dedicated weekly time to plan appropriate learning experiences. Specialist teachers try to attend these meetings or refer to the documentation housed in the school's SharePoint. It was evident in the documentation and discussions with specialist teachers that they aim for the transdisciplinary approach.

Commendations

Domain C (Primary) Standard 4 - The Assistant Principal–Curriculum and academic staff for structuring horizontal coordination of the curriculum, which has enhanced cross-disciplinary planning and supported students’ skills transfer.

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

Domain C (Primary) (Standard C5)

The school employs a clear and straightforward model of curriculum mapping which supports continuity and progression in learning. The curriculum is mapped with monitoring, evaluating and reviewing of academic attainment and progress used to drive pupil outcomes. In Early Years assessments are designed to reflect the seven areas of learning (Literacy, Mathematics, Understanding the world, Expressive Art and Design, Physical Development, Communication and Language and Personal, Social and Emotional Development). Across the Primary stage there are termly assessments in all subject areas which inform the next steps for students and appropriate curriculum planning. In English and Mathematics, cold and hot tasks help to measure progress in specific units of study. The school undertakes a similar approach to that of the UK with regard to testing. For example, Year 1 Phonics screening check and Year 4 Mental Maths assessments.

Weekly team meeting reflects on recent learning to ensure that all colleagues have a clear picture of student strengths and areas of weakness or challenge. This, in turn, is used to inform future learning and required support. Differentiation is incorporated to support high achievers and students who require reinforcement. Scaffolding is incorporated in lessons, for example, in Mathematics, where some students are provided with physical materials to scaffold learning whilst others have access to extension challenges to extend learning. In English, students may use a checklist or a word map to help them develop and extend their writing.


Summative assessments in core subjects are scheduled at the end of each term. The assessments also provide opportunity to identify areas for exploration or innovation such as adapting assessments where outcomes are identified as being pitched inappropriately or to include further content or extended terminology. End of term assessments also inform judgements surrounding age related expectations, potential interventions and other relevant actions. Additionally, beneficial cross phase discussions are held. Outcomes include the adaptation of Power Maths delivery and liaison between Year 6 and Secondary teachers. The mandatory provision and assessment of Arabic, Islamic Studies and Qatar History is incorporated within the curriculum.

In Topic and Science each student completes a ‘Show What You Know’ task and this informs discussion surrounding the content and shape of the curriculum going forward. It is a great example of student agency being the driver of the curriculum and has been particularly beneficial with regard to adopting content which reflects Global Citizenship.

Evaluator Response

Meets

In addition to the Assistant Principal–Curriculum, middle leaders, year group leaders, and teachers oversee curriculum development, planning, implementation, and review. There is a clear understanding of their respective responsibilities. With some input from students and parents, the curriculum is adapted to impact learning and keep the learners engaged and challenged.



In both curriculum design and implementation, there is ample evidence of shared expected learning outcomes for students. What they should know, understand, and be able to do is clearly articulated in lesson planning and was evident during lesson observations. Staff have also clearly embraced innovation and adopted a number of new teaching methods and strategies linked to the expanding use of digital media and technology across the curriculum.

The shared Assistant Principal–Curriculum allows for continuity and alignment among the grades and the different sections of the school. Discussions with the teachers evidenced that the subject leader and year leads meet on a weekly basis with the Assistant Principal–Curriculum to maintain the progression of the outcomes.

Commendations

Domain C (Primary) Standard 5 - The academic staff for their commitment to regular review and re-articulation of the curriculum in order to promote teaching and learning in line with the school's guiding statements.

Recommendations

None at this time.

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

Domain C (Primary) (Standard C6)

The impact of the pandemic on after school activities has been profound. The country wide, mandatory proscription of extra activities, by the MoEHE, has meant that no after school activities have been allowed since March 2020. Recent relaxation has only been applied to external providers.

Opportunities are taken to complement and enhance the curriculum through programmes such as Science Week to enrich the learning experience of the students. This allows students the opportunity to experience activities and provides chances to widen awareness and to supplement established routines. Curricular provision includes participation in globally supported events such as Anti-Bullying week and Safer Internet Day. These provide opportunities for students to develop their personal skills and behaviours and develop a growth mind set. The school also promotes student well-being through the Values Award, events such as the Monthly Fitness Challenge and inter-school events like Times Tables Rockstars and the BSME Primary Creative Writing Event. Due to the Pandemic, our wider school community is fostered through the school Newsletter, and social media platforms such as Twitter and Instagram. Through Class Dojo, parents are able to connect with pictures and videos that showcase the learning in the classrooms and celebrate achievements like 'Star Of The Week' award. Student work is displayed in corridors and classrooms and Year 6 recently held their 'Graduation Assembly' in the auditorium with parents in attendance.

Evaluator Response

Meets

Evidence and discussions with staff demonstrate that the school offered a wide range of programmes and activities to support the formal curriculum in line with its guiding statements before the pandemic and current COVID restrictions. The leadership team and teachers were highly complimentary of the programmes. The extracurricular offerings at the school were flexible, allowing teachers to design programmes that were suited to learners' choices, talents, and areas

of strength, such as coding, swimming, and even language sessions to support EAL learners and their parents.

While working online the teachers continued to provide virtual celebrations such as fitness and music challenges and Pink Day. In conversations with students, they expressed how fun it was to have these special days despite being at home.

The return to school has seen a few ASAs that promote the school's values such as choir, sports teams, and football competitions. More offerings will be presented to parents post the 2022 World Cup break.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

Domain C (Curriculum (Primary))

The school's Guiding Principles are used by Primary Staff to plan, review and deliver curriculum planning for the benefit of students. The National Curriculum of England and Wales is referenced and adapted to meet the needs of the diverse student body. Account is taken of local requirements, specifically the mandatory requirements of the Ministry of Education and Higher Education and a broad awareness of local cultural perspectives and sensitivities within Qatar. There is a clear explanation for what High-Quality Learning looks like. Students are encouraged to perceive and consider themselves as Global Citizens and this is embedded in Schemes of Work. Long- and Medium-term plans are delivered and reviewed throughout the year.

Practice is regularly monitored against Schemes of Work through review, moderations and evaluation processes to ensure that student outcomes are maximised. This allows for planning to be adapted and for opportunities to share values and incorporate an identity of global citizenship to be harnessed. The school values have been embedded through PSHE lessons, assemblies and established within the everyday classroom environment. The diversity of the student body is a driver in engaging with and informing global citizenship.

Established assessment procedures allow for tracking and monitoring of student progress. This, in turn, obliges teachers to reflect on teaching and learning and consider the outcomes in terms of the school's definition of high-quality teaching and learning.


Events such as Safer Internet Week, Empathy Week and others, allow the school to exploit opportunities for students to learn about digital citizenship, intercultural learning and global awareness. They also allow students to appreciate real and existing issues. The subject of 'host v home' is a very real example of an issue pertinent to the school, given its diversity and multi-cultural make-up and this is an example of how the school harnesses local resources to learn about wider issues.

Primary curriculum maps are organised horizontally, by year group. There are specialist lessons in Music, French, Spanish, Physical Education, Arabic, Islamic Studies and Qatar History. Skills coverage maps in Mathematics, English, Science, Geography, History, Art, Modern Foreign Languages, Physical Education, Music and Design Technology are utilised to support the vertical alignment of learning and, in particular, to support the various transition points in students' learning journeys.

The Primary Operational Handbook outlines the key priorities for the year and provides an overview of for each curriculum subject. There has been (and continues to be) investment and training in Talk for Writing and Power Maths, adapted for all students in Years 1 to Year 6. A bespoke scheme of work has been created for Science and Foundation subjects (Geography, History, Art and Design Technology) with global links embedded.

Students in Year 5 and Year 6 utilise Computing facilities in the Secondary school.

Formative and summative assessments in Primary are bespoke and allow for an overall perspective of student attainment and potential. Standardised testing is used, for example GL alongside bespoke assessments. Regular assessments inform teaching and learning. Data is compared against UK standards in KS1 and KS2, as well as the phonics assessment in Year 1 and



the Mental Maths test in Y4. Assessments are also conducted in all core subjects and in specialist subjects. EAL and SEND provision supports targeted students. EAL and SEND staff liaise with class, and specialist, teachers to adapt content and provide reinforcement. Data from PASS surveys is used to monitor social and emotional well-being. The school plans to introduce the Talk for Reading initiative, as a priority.

Domain Summary – Evaluator Response

Overall, Oryx International School is well aligned with the standards for Domain C.

The school offers a broad and balanced curriculum, which it has adapted to its mission and vision and the needs of its students, offering students both challenging and supporting programmes to meet individual needs. There is a clear alignment between teaching and learning and the school's guiding statements. The staff knows what high-quality learning looks like. There is scope and sequence in the documented curriculum, which is articulated both horizontally and vertically. There is also an obvious commitment to reflection and review of the curriculum. The staff, in their delivery of the curriculum, clearly communicates learning objectives and success criteria. Staff provides high levels of support for the academic, social, physical, and emotional needs of the students in their care.

The co-curricular programmes available and the ASAs that will be offered as the COVID restrictions are more relaxed complement the formal curriculum and reflect the school's holistic approach. In order to provide students with an overall educational experience, the primary leadership can develop ways to support the learners in their mother tongue and home culture.

Domain D - Teaching and assessing for learning (Secondary Y12 – Y17)

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

Domain D (Secondary) (Standard D1)

Teachers are regularly observed, through formal lesson observations and learning walks, delivering high quality lessons to support and beget engagement and high quality outcomes. Medium term and long term planning is carried out by teachers to ensure that the curriculum is covered and student progress includes building upon key skills and reference to previous knowledge and understanding. Curriculum mapping has been established and is continually under review. Cross phase planning and cross curricular learning have benefitted from this overview. Staff use a variety of approaches and opportunities to encourage student engagement such as focussed questioning, kahoot quizzes, use of film and images, case studies, analysis of texts, designs and artwork, experiments, practical tasks , discussions and pair and group work. Differentiation strategies are applied to support students with specific needs through scaffolding tasks, challenge exercises and Immersive Reader.

The use of different media resources and technologies (CANVAS, Wakelet, GCSE Bitesize, 3D CAD modelling and coding) are used to engage, challenge and enhance access to learning. Through the use of teacher feedback, including verbal, AfL, marking (WWW, EBI, etc.), parent consultation and one-on-one support students are able to articulate what, why and how they are learning and how they can improve.

There is a clear explanation for what High-Quality Learning looks like. Staff are encouraged to share best practice. CPD sessions have been delivered by Lead Practitioners and other colleagues to demonstrate strategies and various pedagogical approaches to teaching and learning, in their subject area. Middle Leaders and their departments have been encouraged to reflect through performance management, formal appraisals and completion of the schools Self Evaluation Review (SER). This has allowed academic departments to set targets and review current practice and to identify areas where there is excellence as well as areas where practical benefit can be gained. This can be related to teaching and learning, schemes of work, curriculum content, marking and feedback, differentiation and the inclusion of global citizenship and internationalism in lessons. Further specific examples which show alignment with the school's definition of high quality learning and student access to a challenging curriculum include fast track I/GCSE Mathematics in Y10, English Literature I/GCSE in Year 11, Double Award in I/GCSE Science as well as in three individual Science disciplines in Years 10 and 11 and the introduction of new courses and subjects like Islamic Studies (English), I/GCSE and A level Psychology, I/GCSE and A level Economics and a bespoke course in Global Citizenship in Years 7 – 9.

Evaluator Response

Meets

The definition of high-quality learning has evolved through a great deal of distributed collaboration. It serves and complements the teaching and learning policy within the school. The definition itself has been broken into five main areas that have been delivered to middle leaders and subsequently the entire teaching staff. Those being:

- learner engagement
- teaching strategies linked to student outcomes
- the planning and evaluating the sequence of lessons
- climate for learning
- feedback.

Using 'online data intelligence' and learning discussions through lesson observations, have further embedded the definition. Peer-to-peer coaching strategies have also been introduced, presenting the opportunity of further reinforcement and the consistency of practice. Departmental meetings ensure that teaching and learning is a standing item of discussion.

During observations, a wide range of teaching styles suiting a diverse set of different learning styles was evident. Students with specific learning needs are supported in class, and a variety of teaching strategies are used to scaffold and maximise their learning. All SEN teachers are appropriately and individually resourced to support identified students with learning barriers. All teachers also use Quality First Teaching strategies in class prior to student referrals being implemented.

The Head of EAL has launched and embedded the use of The Bell Foundation criteria to support and track the progress of EAL students on a band system, which links nicely with their 'starter', 'mover', and 'flyer' system already set up within the school. This in turn links to the number of lessons each student is supported per week.

A wide range of technologies is available to all students of the school, including CANVAS, the main online learning platform, Wakelet, GCSE Bitesize, 3D CAD modelling, and coding packages. Technologies are complemented with continual professional development to ensure that teachers are able to challenge and differentiate their delivery in class effectively.

Commendations

Domain D (Secondary) Standard 1 - The EAL department for driving and implementing the use of Bell Foundation criteria and linking them to their own starter, mover, flyer system.

Recommendations

None at this time.

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

Domain D (Secondary) (Standard D2)

The school periodically reviews all policies, including those referring to Admissions. All applicants undergo base line testing through CAT 4 assessment. Results are compared to the School's Referral policy in the event of significant gaps or areas of concern. In parallel, Admissions collates previous school reports and these are considered by the Head of Secondary in conjunction with CAT 4 outcomes. Any obvious or suspected anomaly is addressed. This includes, but not withstanding, referral to SEN colleagues, follow up interview (in person or distance if the applicant is out of Qatar), referral to EAL colleagues, possible bespoke assessment in the case of an applicant for GCSE, A level or BTEC courses where there is significant doubt about their ability to engage with course content and / or arranging an NGRT assessment in the case of doubt over an applicant's proficiency in English. Outcomes from these procedures allow further discussion, admission or referral to the Executive Principal and Regional Head of Schools in the event of significant, identified issues which require further consideration.

CANVAS Champions support newly arrived students to access the School's VLE platform, and their parents, in the event of hybrid learning being re-established. Newly arrived students are allocated a Buddy. Induction arrangements include opportunities for understanding the school timetable, school layout, checking of personal device for anti-virus software and password allocation. Well-being provision is supported by the School Counsellor, Form Tutor, SEN lead and Head of Year, along with the school's robust Safeguarding and Child Protection policies. More effective use of Student Planners has been identified as a priority and a series of measures have been instigated to

effect this.

CAT 4, PUMA, PIRA and GAPS assessments, along with termly reports, backed by data, are all used as part of the regular evaluation of the effectiveness of supportive programmes. CAT4 assessments as well as teacher judgements are used to set target grades for students, which teachers use to provide 'working towards' indications and can be used to track progress during reporting cycles. PUMA and PIRA data can be used to benchmark performance and track progress against national averages in Mathematics and Reading and can also identify students requiring further support or intervention. PASS data is utilised by Form Tutors and Heads of Year, and is made available to all staff, to support understanding of individual student well-being and to identify students who may benefit from a degree of intervention, determined by their perception of their own learning. Staff concerned about the progress or engagement with learning of a specific student are able to make a referral to the EAL / SEN departments using the school referral systems. EAL and SEN staff will carry out further assessments to identify strategies for teachers as well as arranging meetings involving parents.

Evaluator Response

Meets

There is a clear admissions policy that is approved at the board level. Only employee's children may enrol at the school. This policy is reviewed periodically, ensuring the definition of high-quality learning is satisfied.

There are procedures and guidelines in place for teachers to follow for students who are identified with learning barriers. If students are identified at entry to have a specific need, immediate communication will follow to the Head of Inclusion or EAL departments. All teachers are trained in Teach First strategies and are encouraged to use them to support any student with learning barriers. A referral policy exists to make the Head of Inclusion and EAL aware of the specific challenges in the classroom. Classroom visits and assessments then enable ISPs to be finalised and shared with parents.

The school has a detailed clear and concise special educational needs and disabilities policy stating purpose and policy aims in line with the school's guiding statement.

The school uses a range of data, including GL assessments (CAT4s) and English/Maths Progress Tests (PTEs, PTMs). This data is analysed by a school data manager who informs the staff of current trends and individual needs.

Commendations

None at this time.

Recommendations

None at this time.

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

Exceeds

Domain D (Secondary) (Standard D3)

The School's vision for students includes student empowerment in an international and inclusive based environment to prepare them as Global Citizens. This includes promoting host country awareness through subjects such as Qatar History and a provision for raising awareness of the environment and other globalist issues through Qatar National Vision. Global Citizenship is taught as a time tabled lesson in Years 7, 8 and 9. An international perspective is promoted in all subjects. For example, the global international effort in WW1 is reflected in

History Schemes of Work. The school has established its own definition of Global Citizenship. Within the PSHE programme, there are units explicitly addressing global citizenship and the inclusion of topics and references to global citizenship is a standing item at weekly Lead Practitioners meetings, and a requirement, for each subject.

The study of Qatar History is mandatory for all students up to Year 10. The Arabic and Islamic Studies Department promote Qatar awareness and wider cultural consciousness through recognising Qatar National Day, Ramadan, Gargaoun and other festivals and significant occasions. External trips have been re-established with effect from summer 2022, following mandatory MoEHE restrictions during the pandemic. The school and students welcome this restored programme and view it as an opportunity for host country awareness and cultural consciousness. School displays are designed to promote inclusivity and internationalism. The School's promotion and support of University applications have resulted in multiple offers from universities in several countries around the world. There is a recognition within the school that an overwhelming majority of the students are 'Third Culture Kids' and as such this is a blessing and a challenge. Whilst the diversity and rich cultural landscape it offers is celebrated it is also recognised that many students are not fully aware of their 'own' culture due to living away from their country of nationality for significant periods. PSHE topics have addressed this and students have been given the opportunity to explore and refer to their individual circumstances. Form classes will be involved in identifying with specific countries (not necessarily their own) through the school's engagement with the forthcoming World Cup. Form classes will 'adopt' a participant country and be involved in a tournament which mirrors the World Cup format.

Evaluator Response

Exceeds

It is evident that OIS has embedded elements of intercultural and global citizenship into many areas of the curriculum. A detailed policy exists with a range of aims that seek to:

- inform awareness of countries, cultures and languages
- develop curiosity, respect, and understanding of national, cultural, and linguistic diversity.

It also promotes the understanding of international interdependencies and the development of skills, knowledge, and understanding of and responsibility for the world they live in.

The school has presented opportunities to meet these aims within diversity, global issues, communication, service, and sustainable lifestyle topics. Examples observed in lessons included waste management, environmental issues, recycling, and inequality in technology among others. During lesson observations, students demonstrated articulated opinions on such topics recognising the relevance to their own lives.

Students in key stage 3 must follow the Qatari history syllabus, giving them a better understanding of the country they are living in. The holders of Arab passports must study Arabic. Muslims must also undertake Islamic Studies – either in English or Arabic (for the holders of Arab passports). Other students follow an enrichment programme packed with a varied blend of different teaching and learning styles, including STEM, food, global citizenship, robotics, and leadership skills. All the enrichment subjects are planned with learning objectives. It was stated that current initiatives for global citizenship are assessed formatively.

Parents have been included in the rapid school development and understand the important value of this curriculum delivery through newsletter communication and through their own children.

It was clear through conversations with staff that the transformation in attitudes towards global citizenship has been profound, significant, and sustained.

Commendations

Domain D (Secondary) Standard 3 - (Major) Academic staff for the explicit commitment to meaningful incorporation of global citizenship and intercultural learning into learning and teaching.

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

Domain D (Secondary) (Standard D4)

In the Secondary School, students have the ability to access the curriculum and demonstrate success in their learning comparative to their abilities. Within departments, teachers' plans (scheme of work and daily plans) are adapted to the specific needs of individuals within the class and set high expectations that extend and challenge students of all abilities. This is also achieved by the review of pertinent data such as CAT4, PTE and PTM in order to monitor progress, set targets and plan lessons and activities. Students are afforded opportunities in and beyond the classroom environment to access their course objectives, materials, assignments and assessments online via Canvas LMS (Learning Management System) and ActiveLearn. These digital classrooms support one-to-one, in-class and online teaching and learning for all students.

Through effective formative (self, peer, teacher-written/verbal) and summative feedback teachers are able to recognize student's attainment and set targets to improve their learning. The school uses a feedback system based on an every 4 to 8 lesson rotation (WWW- What Went Well and EBI - Even Better If) to give teachers and students the opportunity to reflect on teaching practices and learning.

During the course of the year, the SENDco will facilitate SEND CPD focusing on specific areas of learning such as Quality First Teaching (QFT), how to support students with dyslexia and cognition and learning challenges. SEND CPD for secondary teachers, focussed on differentiation strategies is provided and conducted on a peer-to-peer format. The SEND team provides support in classes across the school. The SEND department have a range of provisions in place to promote successful outcomes such as ISPs, interventions and referral processes which use a graduated approach. Learning styles are matched and expanded through the use of teaching strategies including differentiated small group work, one-to-one instruction, (carefully considered) peer-to-peer pairs and allocated seating allowing all students to learn and be successful.

The school provides English as an Additional Language(EAL) courses and additional support to include in-class, one-to-one and small groups for students to support student progress. Many students originate from countries where English is not the first language and others have proficiency regardless of their individual nationality.

The EAL team use the Bell Foundation Framework to help assess and support students. This has included using a new tracker which allows staff and parents to see the progress children have achieved as well as the targets they are working towards.

As part of the continual process of enhancing learning for all, the school offers a range of opportunities such as Academic Afterschool Activities (ASAs), fast track Mathematics for Y10, leading to early entry in A level Mathematics, fast track A level in Spanish, English Literature I/GCSE, Arabic and I/GCSE Arabic provision, Islamic Studies and I/GCSE provision, the exploration of the potential to provide and support home language I/GCSE entry in some languages and the Double Award (I/GCSE) Science as well as single award in Biology, Chemistry and Physics at I/GCSE for students to challenge themselves and improve their overall development. The school intends on participating in World Scholars Cup in order to provide further opportunity for students whose intellectual bias is towards problem solving and team participation. Other ASA activities are planned and await a relaxation of current restrictions.

Evaluator Response

Meets

OIS uses its admissions process to screen students as they are admitted to the school. If students are identified as requiring support immediately by documents presented from previous schools or disclosure from parents, they will receive class support almost immediately.

GL assessment CAT4 tests are used for admissions purposes and information. While information is being gathered, teachers are all equipped with Quality Teach First strategies to support and scaffold learning needs during a 4–6 week period. A referral system can be used by mainstream teachers to seek or recommend additional support from EAL and Inclusion departments. The heads of department will then visit the classroom to assess students concerned, leading eventually to an ISP. SEN and EAL trained teachers are strategically placed throughout the school, ensuring good communication and continuity. Teachers use a variety of teaching strategies with the aid of individualised resources and technologies to assist and encourage learners to achieve their potential.

Teach English in a Multi-Cultural Classroom has been accessed by several teachers as professional development. The Bell Foundation for EAL students previously referred to in Standard D1 has laid the foundation for accurate and measured recording of progress. The Head of EAL is now seeking full accreditation for the use of the learning platform.

Commendations

None at this time.

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

Domain D (Secondary) (Standard D5)

Students requiring support in the language of instruction, mainly English but also Arabic, French and Spanish, have access to different applications including Microsoft Immersive Reader, the Nessy platform and Linguascope, to support in the acquisition of the English language. Arabic support is mandatory and is provided by Arabic staff as part of their teaching load. Arabic speakers whose proficiency does not meet the minimum MoEHE expected standard receive support in small groups and one-to-one from an Arabic teacher. Identification of students who require support in Arabic includes categories such as those whose spoken language is not Arabic (i.e. Algerian Berber) and those students of Arabic heritage whose passport is not one of the 26 Arab nations. Students who are proficient in French and / or Spanish are able to access I/GCSE and A level courses in addition to their regular subject choices. Arabic I/GCSE is offered as an option to non-Arabic nationals.

The EAL department provides translation sheets and visual prompts for common vocabulary in Mathematics and Science subjects, which are used in each unit of work and in individual lessons. Further, Bell Foundation trackers are employed to track progress and set targets for EAL learners. Bell Foundation tracking data is shared with parents and teachers to update on progress and to set further targets, ensuring a unified approach to maintaining progress. Bespoke assessments are designed in tandem with the class teacher and EAL staff for EAL starters. These help to build confidence.

EAL students are identified upon application using CAT4. Subsequent assessment to ascertain



proficiency includes NGRT and bespoke tests if the applicant intends choosing a subject at I/GCSE or A level which requires significant levels of English (or the language concerned). This data is used to identify target grades and 'if challenged' grades as well as identifying the efficacy of pursuing, or avoiding any specific subject at I/GCSE and /or A level. Once students are established in the school the EAL team will provide a baseline assessment using the Bell foundation framework to identify the level of support required. Students are assessed as either Starters, Movers or Flyers, and this identifies how much support is required. Class teachers and EAL staff members meet to discuss effective strategies and to tailor the curriculum to fit individual EAL student's needs.

All EAL staff have specific qualifications in EAL teaching.

ASA activities in Modern Foreign Languages include a French Club and a Spanish Club, targeted at students who would benefit from remedial support in either language.

Evaluator Response

Meets

The EAL and Arabic departments have suitably qualified staff to support and challenge students who may need scaffolded support in order to build on their learning experiences.

OIS trains all teachers in Quality First Teaching, which enables them to use strategies in the mainstream classrooms to support all students. The EAL department has embedded The Bell Foundation into the curriculum, linking graded bands to their own starter, mover, flyer system. To date, 19 staff have sought and received Bell Foundation training linked to the Orbital Hub.

Different pedagogical approaches were observed in lessons, which were complemented with a variety of prepared resources and equipment. Open and closed question techniques are used to assist with critical thinking and the development of language skills. A wide variety of ICT applications is used to assist including a translation tool, the immersive reader tool, NESSY, and Linguascope. All of these tools were identified by staff as useful packages to assist those identified with EAL challenges.

It is expected that Arabic support is provided to Arabic speakers whose proficiency does not meet the minimum standards stipulated by the MoEHE. The Arabic department organises small groups and 1:1 teaching to support and raise standards.

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

Domain D (Secondary) (Standard D6)

The adoption of appropriate resources, media and technologies can be seen across all curriculum areas in the Secondary school in support of students becoming productive citizens of the global community. The following evidence is in support of these standards.

Each classroom benefits from state of the art technology. Interactive whiteboards



are in every classroom; a robotics suite is available including the use of 2D design packages (2D Design), 3D modelling Software (TinkerCAD and Onshape), Laser cutters, 3D Printers and Microbit. A recording studio is available for GCSE Music recordings and other school events. There are three MAC suites, a significant number of Goggle Chromebooks (on trolleys) and iPads. Secondary students have provided their own devices, under the BYOD scheme since 2019. Technical support is available from 2 full-time technicians. The school's on-line learning platform, CANVAS, is well established. There are 10 CANVAS Champions who support students and parents (particularly those new to the school) to engage with and navigate CANVAS.

CANVAS has been successfully adopted by all departments and has been invaluable during the pandemic when hybrid learning and mandatory quarantine were regular events. Subsequently, CANVAS continues to be useful as occasional quarantining requirements or situations where students are obliged to travel out of Qatar for compassionate reasons mean that distance learning is unavoidable. Further, the establishment of CANVAS has supported students in taking a greater degree of responsibility for their learning, and this, in turn, promotes autonomy and independence. This can be seen specifically in the Science department where a variety of differentiated resources have been made available on CANVAS, including activities targeting levelled outcomes, use of graphics to represent concepts, visual steps to complete scientific calculations and student led activities guided through levelled success criteria.

The SEND department uses a variety of support related technology such as Zoom calls to provide interventions and in-class breakout rooms, iPad communication boards, sound button voice recorders and sensory lights. Equally, the EAL department supports students through the use of a variety of language related technology like Linguascope, Microsoft Translator for live translating and handwriting, Immersive reader and Teachit Languages.

Evaluator Response

Meets

OIS has deployed a range of useful educational resources, media, and technologies to enhance learning for all students.

CANVAS is the main online learning platform for the school, and it is where teaching tasks and resources are posted for all subjects. To make sure the platform is fully embedded into the foundation of learning, 10 CANVAS champions have been appointed to ensure new students and parents are fully orientated.

There is a Bring Your Own Device (BYOD) policy in the school, complemented by an iMac suite, iPad availability, and Google Chromebooks. Students use them for open-ended research tasks and closed tasks both of which were observed in chemistry and computer science respectively. All classrooms are equipped with uniform interactive smart boards, aiding a consistent approach to classroom visual presentations. Robotics is offered to KS3 students, which also includes exposure to 2D design packages and 3D modelling software, laser cutters, and 3D printers. There is also a specified music recording studio allowing GCSE candidates to maximise their final performances for practical submissions.

Both the Head of Inclusion and EAL departments effectively use a range of technologies to assist students.

Commendations

None at this time.

Recommendations

None at this time.

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

Domain D (Secondary) (Standard D7)

The school uses assessment data such as CAT4, formal and termly assessments, Mock examinations in Years 11, 12 and 13, end of topic tests, language aural and oral, subjective assessment of Music and Drama performances and other assessments as required, to monitor pupil progress. Teachers track progress and utilise data to inform the school's SER (Self Evaluation Review) and Departmental provision. This process supports a system of audit and improvement.

NGRT assessments are employed to identify applicants to the school who would benefit from increased support in English. EAL support is provided in the form of technical vocabulary sheets and is based on clear criteria. Students also attempt bespoke assessments specifically for KS4/KS5 to determine their ability to study courses. SpeedGrader was used for online assessments during the pandemic and periods of closure.

Formative assessments are used in English and Mathematics to track student progress. Assessments are held termly and students preparing for A level entry sit two Mock examinations each year. Students preparing for I/GCSE entry sit one Mock examination each year. Subjective assessments in English, Modern Foreign Languages, Art, Design Technology, Physical Education, Drama and Music are supported by grade descriptors.

The modular model of assessment available at A level (IAL) allows students to re-sit modules at a later date if they wish to do so. During the pandemic extra support was provided in the immediate period prior to external assessment. However, this is not a fixture and was a reactive solution to facilitate students during a period of significant disruption. Further disruption, in the shape of a very extended winter holiday due to mandatory school closure during the forthcoming World Cup, has necessitated significant pre-planning in order to mitigate for reduced teaching time in the immediate period prior to IAL modular examinations (January 2023).

MoEHE set external assessments in Arabic, Islamic Studies and Qatar History three times a year. Online assessments were utilised during the pandemic and are occasionally used during the application process when applicants are overseas. Bespoke assessments, mainly aimed at applicants joining the school in Year 10 or Year 12 and whose ability to engage with any specific subject is in doubt, are used.

Teachers use assessment data to recognise student progress, identify areas of challenge, validate the efficacy of assessments and monitor progress. The quantity, reliability and validity of assessment and data gathering supported the 2019-2021 CAGs carried out by the school.

Progress is measured against Age Related Expectations and Target Grades are set which are applicable to each individual subject and student. Targets are reviewed following each assessment cycle. These are shared with students and parents and are often aspirational, but realistic. They provide the scope to review progress which, in turn, informs teaching and, potential intervention. Students are encouraged to actively engage with assessment feedback and are familiar with the lexicography (i.e. WWW and EBI). Self and peer assessments are also utilised to identify areas for improvement. Students benefit from a range of differentiated assessments that links to their abilities and interests. In French, Science and Mathematics, students attempt assessment tasks reflective of their abilities. Students do performance-based activities in Drama and complete portfolio projects in Art and Computing.

Evaluator Response

Meets

The definition of high-quality learning is linked and complements the school's assessment criteria found in the school's teaching and learning policy. CANVAS is the main online learning platform, where short tests on recently completed learning topics can be marked. Forms of formative

assessment are used through concise Bloom's taxonomy questioning, group discussions, or peer-to-peer feedback.

CAT 4 assessments are used for the admissions process. These tests are also administered in Year 10 and 12 and are used to set targets for their IGCSE and A Level examinations. Progress tests (PTE and PTM) are used at the end of KS3 and act as a check on baseline assessment and performance and can be compared to global averages.

All students receive an end-of-term main summative test, and subject leaders are expected to track progress departmentally. Differentiated assessment strategies exist formatively in many lessons and were observed to be executed with careful questioning and detailed planning. Differentiated summative assessments exist in core and extended subject areas and within the EAL and SENco programmes. Further assessment differentiation within curriculum subjects is demonstrated through classroom and homework tasks.

Year 11 IGCSE candidates sit one mock exam prior to their final examination, whereas in Year 12 and 13 candidates sit two mock examinations as part of preparation.

Moderation of subjects is also applied and supported through the use of specific grade descriptors. Department trackers have been set up by the school data manager, who sends subject leaders their own data for consideration and analysis.

Feedback to students regarding their behaviour for learning is given through discussions with the students and parents, and evidenced in the end-of-term report.

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

Domain D (Secondary) (Standard D8)

The School's reporting processes are regularly reviewed and improved. This includes consultation with parents. An example is the adoption of target and achievement grades (A-E, as opposed to 9-1) at key stage 3 following consultation with parents and recognition of the diversity of educational experience within the school community. Teachers continue to consider student progress in readiness for their I/GCSE trajectory on a 9-1 scale but convert from a numerical to an A-E scale for parental dissemination. This is a direct result of parental agency.

In alignment with the school's definition of high quality teaching and learning, class tests, termly assessments and Mock examinations provide check-points for parents, students and teachers to appreciate progress and identify areas of challenge. The reporting timeline is designed to provide timely and meaningful information regarding student progress. Parents receive a written report each term. Term 1 and Term 2 reports are available through the school's ISAMS / Parent Portal platform. Term 3 reports are uploaded to and available from the MoEHE portal, in common with all schools in Qatar. Parent – Teacher consultations are scheduled each term.

A CAT4 assessment is completed by Year 7 students at the beginning of the academic year. The results from this test are used in conjunction with data from Year 6 PTM and PTE assessments to serve as an early indicator of students who may need additional support and to identify gifted and



talented students. CAT4 data, and, if applicable, NGRT and bespoke assessments are used to ascertain English proficiency and to identify student strength, weakness, learning preferences and appropriate subject choices at KS4 and KS5 at the point of application to the school. Teachers use this information to inform lesson planning to ensure lessons are differentiated effectively. For example, a student with a low verbal score may need support through the use of word banks, sentence starters and knowledge organisers. A student with a high spatial ability is likely to enjoy and learn best through active learning methods such as modelling, demonstrating and simulations. Intervention strategies are employed to improve student achievement such as academic support sessions, one-on-one support in Arabic and intensive EAL support sessions. EAL provision has been very successful. One example resulted in one of our EAL students, achieving an English (2nd Language) I/GCSE and many other EAL students have reverted to mainstream curriculum. Provision of English (2nd Language) I/GCSE remains an option for a small number of students.

Evaluator Response

Meets

OIS presents academic reports to parents termly with a final grade, a target grade, and a written comment in each subject, which informs parents of their progress and their attitude to learning. School leaders confirmed that parents are consulted in the process of reviewing reporting systems.

A specialist data manager is employed by the school, who collates all data, including:

- CAT4
- English and maths progress tests (PTE and PTM)
- Pupil Attitudes to Self and School (PASS) data, which is an emotional well-being assessment.

All parents in the school are aware of this data. Evidence submitted by the school, lesson observations, and conversations with middle leaders made it very clear that this collection of data allows for effective analysis that has a clear impact on learning outcomes.

In the secondary school, Year 10 and 12 students are CAT4-assessed. The results generate predicted grades for most-likely-achieved or if-challenged in each subject. The school has chosen to use the if-challenged target grade, and this data is used to create an added value understanding for each and every subject. This allows the subject leaders to complete their subject evaluation reviews and create action plans.

PASS assessments are administered in the middle of the first term for all students to check aspects of their emotional well-being. Specific students are flagged for a wide variety of reasons, and this data is forwarded to the Head of Inclusion, the school counsellor, and the well-being lead for specific interventions. There is a follow-up on these intervention strategies later in the academic year.

PTEs and PTMs are used primarily as a baseline academic health checks at the end of KS3 and can be compared to data globally.

All relevant data associated is presented to staff once per term to highlight trends or for general information.

Commendations

Domain D (Secondary) Standard 8 – The Assistant Principal (ARRT) and middle leaders for respectively preparing and analysing data with a clear impact on learning and well-being.

Recommendations

Domain D (Secondary) Standard 8 - The Secondary leadership team ensure that the new definition of high-quality learning informs improvements to reporting in the next phase of the review cycle.

Domain Summary – School Response

Domain D (Teaching and Learning (Secondary))

The school's aim is to provide a place for students to grow, to practise mutual respect and to be a place where they can develop into well rounded global citizens of the 21st century. The school's Values are Responsibility, Integrity, Compassion, Excellence and Respect. Instilling an international perspective is fundamental in achieving these goals, both for its own sake and in reflection of the huge diversity within the school body. Provision in PSHE is pivotal in this respect but embedding an understanding, and practice, with regard to global citizenship in the curriculum, and through cross-curricular links is pertinent.

The School's Teaching and Learning Handbook is reviewed annually. Marking and Feedback has been identified as a focus for the current academic year. The handbook reflects the expectation of high quality teaching. Observations of lessons, formal and impromptu, learning conversations, lesson visits, book looks and 'drop ins' take place throughout the year. Observations of teaching and learning are recorded on the Online Data Intelligence platform, thereby allowing team leaders to track and consider team members' performance. During the pandemic, when a significant amount of teaching was conducted remotely, unannounced 'drop ins' and scheduled observations were established to help ensure that provision and standards were maintained. The re-establishment of previous norms and a return to a modified version of in school teaching is presently underway and this also involves the restoration of formal teaching observations.


Students understand their individual educational journeys and are aware of the progress they are making. This is supported through continuous feedback from teachers, outlining where student's strengths and weaknesses are. Student progress is tracked through Teacher Action Plans and by utilising individual student tracking techniques overseen by an Assistant Principal (Teaching and Learning). The school's collective definition of high-quality teaching ensures that teachers are aware of the standards expected. Tracking results are shared with Middle Leaders / Subject Leads termly to facilitate student progress. The Transition from Primary (Year 6) to Secondary (Year 7) also involves the tracking of student performance.

The School's Reporting system has been refined to allow easier access and understanding of outcomes for parents and students, and staff. Examples include adapting sequential grading in Years 7, 8 and 9 following agency from parents; utilising drop menu grades for MoEHE mandatory subjects throughout the school and complying to MoEHE issuance of end of year reports in term 3.

EAL is tracked using Bell Foundation tracking sheets. This allows continuous updates to be made available to teachers. EAL and SEN students benefit from two methods of support – in class support and withdrawal for individual support. The general aim is to provide in class support as much as possible in order that EAL and SEN students maintain contact and pace with their peers. However, there is a recognition that the immediate benefits of withdrawal support sometimes necessitates adoption of this approach. Classification of SEN students employs the Wave system. Wave 2 suggests students who are working 2 years behind the expected level whereas Wave 3 indicates a requirement for intensive support and potentially impactful conditions. The School works with partner agencies such as Sidra Hospital and The Mind Institute to offer further support to Wave 3 students.

The School promotes a coaching environment where teachers share good practice, individually or through group CPD sessions and workshops. The majority of CPD has been online during the pandemic but peer-to-peer and other 'in house' training has been re-established. The school's Self Evaluation Review has allowed an opportunity for retrospective assessment and forward planning.

The Orbital Education VLE platform, CANVAS has been fully integrated into the school's practice and has been pivotal in helping to deal with the significant challenges afforded by the pandemic, hybrid learning, mandatory lockdowns and other, unexpected situations. The School designated 10 teacher CANVAS Champions whose initial role was to train colleagues in the structure and benefits of CANVAS. This role continued as new colleagues joined the school and required training during their Induction period. It further evolved into providing support for students, when the transition to CANVAS was effected and to new students joining the school subsequently. The CANVAS



Champions were crucial in ensuring that the school continued to operate successfully between 2020 and 2022. CANVAS has proved to be an invaluable resource, where forward lesson planning is stored and made available to students.

Domain Summary – Evaluator Response

Overall the school is well aligned with the standards of Domain D.

OIS has successfully embedded a definition for high-quality learning into school practice. The definition has created a greater consistency in the delivery and assessment of each and every subject, which leads to improved academic performances indicated in recent data collected. Strategies such as the use of the Bell Foundation criteria have inspired staff to become better practitioners and encouraged students to progress within their English language.

A great deal of thought and collaborative work has led to a quality-embedded understanding of intercultural learning and global citizenship. This leads students to think more deeply about the world in which they live.

Data is collected and distributed in an efficient and scheduled manner, creating set processes for subject leaders to create meaningful action plans.

Presently the school does not work with a meaningful EAL policy that is linked to the definition of high-quality learning.

Domain D - Teaching and assessing for learning (Primary Y3 – Y12)

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

Domain D (Primary) (Standard D1)

The School's Mission Statement ('To deliver an engaging, value rich, broad and balanced 'British International educational programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK curriculum teachers') aligns synonymously with teaching at Oryx International School.

High quality and interactive resources such as Spektron boards, iPads and laptops promote engagement with learning. Furthermore, pedagogical programmes such as Power Maths and Talk For Writing improve the engagement of students.

English language proficiency and provision are a priority for the school. The school's adoption of the Bell Foundation framework is a direct result of assessment of the diversity and the multitude of nationalities in the school. Staff have engaged in CPD with the Bell foundation and this has been cascaded to other colleagues. All staff who teach children with identified EAL needs have received training to direct them to the best use of Bell Foundation resources and methodologies.

Learning Walks to monitor Bell Foundation strategies and outcomes have taken place. Proactive advice has been given and received in order to maximise the best use of the Bell Foundation strategies. Students have progressed from 'Starter' to 'Movers' and from 'Movers' to 'Flyers' (and some students have exited the Bell Foundation programme to immerse themselves in regular learning without significant support).

The School provides continuous professional development both on the aforementioned programmes and in other areas of the curriculum like the Bell Foundation EAL course and bespoke, internal training on the use of distance learning platforms during the pandemic. Teachers use key performance indicators from the curriculum to assess student progress. Planning is monitored by Middle and Senior Leaders through frequent meetings to ensure alignment with the curriculum. The Primary school aims to consistently achieve 90% - 93% of teaching to be considered as good, if not better as evidenced on the School Development Plan.


Lesson observations, monitoring of planning and support from the School's SEN and EAL departments serve to facilitate effective differentiation to support and challenge students. The SEN and EAL teams work with class teachers on planning and strategies as well as supporting individual students in class, in small groups and individually. The School Development Plan states that the impact of SEN provision is that 90% of children benefitting from SEN support will have achieved their ISP targets and, further, that the SENDIA Award will be achieved by January 2023.

The Jigsaw PSHE curriculum is utilised alongside the School's values to ensure that student learning and social and emotional needs are consistently met. Through the School's values, the PSHE curriculum and designated days to celebrate diversity and commonality, the School ensures that diversity is recognised, catered for and celebrated.

Evaluator Response

Meets

The teaching is closely aligned to the school's definition of high-quality teaching and learning, as laid out in the document articulating the shared understanding of highly effective teaching and learning at OIS. Lesson observations and discussions with primary children indicated a high level of student engagement, as well as a full understanding of the mission and vision of the school and what each child's next steps are. A high degree of consistency in marking (green/pink/purple) means that the students are aware of their learning journey, which is backed up by student questionnaire responses.



A system of cold task entry into new topics allows teachers to gauge the children's levels and to plan and adapt accordingly. Teacher reflection and a sharing of good practice appears to be built into the planning process. Discussions with staff indicate that the school is willing to provide CPD and build on teachers' strengths and areas of interest.

Students facing difficulty accessing the curriculum are assisted by support staff who are well prepared and are fully involved in the planning process.

Student success is celebrated in different ways, including having teacher-nominated Stars of the Week and peer-nominated values awards. In assemblies children can be celebrated for being an Eco Warrior, winning sports awards, or writing competitions (the COBIS poetry competition was a recent example). Student voice and agency are enabled through the student council and Head Boy and Head Girl elections. Pleasure in other people's success amongst the student body is apparent, genuine, and sincere.

Commendations

Domain D (Primary) Standard 1- Primary middle leaders for their contribution to the development of high-quality learning and teaching and subsequent incorporation in planning.

Recommendations

None at the time.

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

Domain D (Primary) (Standard D2)


One of the aims of the Admissions Policy is to admit students who will develop in the academic environment provided by the school and take full advantage of available opportunities. Any parent employed within the Qatar Airways Group can apply for a place at the school for their child. There is an expectation that parents will be permanently living in Qatar and that they will take an active part in supporting their child's education at the School.

The School assesses all applicants through a process of assessment (baseline tests), evaluation of previous school Reports, conversations with children and parents, including exploration of any disclosure mentioned with regard to the child's development, academic progress and history. The School employs an inclusive approach, however, students may be required to take diagnostic assessments or an additional interview, possibly involving SEN or EAL staff to assess the extent or nature of any potential concern involving language proficiency or learning support which may be required. Thus, the Admissions process comprises of the following stages – Application, Assessment; Acceptance and Registration. In the event that during the Admissions process there is significant doubt about the School's ability to meet an applicant's needs, referral is made to the Executive Principal and the Regional Head of Schools for exceptional consideration.

The School's policy of inclusion is reflected in practice with the support provided for students with particular needs (SEND), provided they satisfy and conclude the Admissions process.

As part of the school's Admissions processes, all students from Year 3 (and above) sit a CAT4 Admissions test. This allows for the early identification and possible intervention to ensure that students who have barriers to their learning receive appropriate support. New applicants to Primary complete an 'All About Me' profile upon arrival, supported by their Class teacher, or Assistant, to identify the student's perceived strengths, weaknesses and interests. This helps the teacher to create a rapport with the newly arrived student.

During the pandemic and online and hybrid learning the school adapted to online teaching and staff showed adaptability, creativity and resilience to ensure that engagement remained high and



content was covered. CANVAS Champions played a pivotal role in supporting colleagues and students, and parents. The school has continued to benefit from the expertise and technology adopted during the pandemic. Professional development opportunities have been maintained in order for existing and new colleagues to be familiar with platforms and technologies. Staff are confident in using technology and the learning platforms subsequent to the pandemic. For example the monitoring of student progress through PIRA, PUMA, GAPS and end of unit checks continues even as the pandemic is accommodated and receding.

Evaluator Response

Meets

From admissions to enrolment, there are clearly defined procedures to screen students so that needs are identified from the onset. Admissions assessments include representatives from the staff to provide input regarding student applicant needs. Data-informed practices and ongoing assessment using specialised instruments and diagnostic tools are administered to monitor responses to instruction and interventions.

SEND and EAL teachers are present at planning meetings and are also able to share good practices with colleagues and shadow teachers so that all learners are supported. In speaking with EAL and year teachers, classroom learning is differentiated for learners with varying abilities. EAL and teaching assistants provide small group and individualised support based on goals identified through collected student data. This can be done 1:1 or in small groups – either within the classroom setting or in an extraction situation. The organisation and design of the primary teaching areas with teaching spaces outside classrooms lends itself to this. Progress monitoring happens regularly and informs instruction, with clear communication to parents.

Commendations

None at this time.

Recommendations

None at this time.

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

Domain D (Primary) (Standard D3)

Global Citizenship is a priority for development in Primary and, as such, teachers aim to create opportunities and make links whenever possible. During the first two weeks of the academic year, Primary students refer to themselves as Global Thinkers and teachers share and reflect on our school definitions for the five areas of Internationalism, Inter-culturalism, Global Citizenship and Sustainable Development. Students take part in activities that help them to have an improved understanding of the world in which they live; their home country (commonalities and difference); their designated class country; Qatar and the issues that different countries face whilst being mindful of culturally sensitive content.

As part of the termly topics, each year group plans activities to enable students to reflect as Global Thinkers. Questions are used to probe their understanding and deepen the thought process. In Year 3 students learn all about Chocolate and consider questions such as, what can be done to make sure cocoa farmers get paid a fair wage? Is this an issue that chocolate-eating countries should be responsible for?

Where possible, opportunities are taken to address global issues across all areas of the curriculum. As part of the PSHE lessons and assemblies, teachers plan activities from the Pearson Global Citizenship publications, support material from the Jigsaw programme and focus on relevant age-appropriate issues that are current and newsworthy. In English, consideration is given to text choices and written outcomes. For example, students in Year 6 wrote persuasive letters to the

United Nations delegates at COP26 advocating concrete responses to common challenges. In KS2 Student Councillors wrote Pen Pal letters to students at the Orbital Education Britannica International School in Shanghai .

Our Eco -Warriors are elected members from each class and act as role models to help care for the school environment. The school has fulfilled the criteria for the Eco School's Bronze Award and is currently working towards achieving the Silver Award.

Qatar History is a mandatory subject taught weekly to all students from Year 1. Each classroom has a display promoting Qatar's culture and traditions. The school celebrates Qatar National Day and other significant days and festivals. Recently, students in Primary have visited the Sheikh Faisal Museum and the Qatar Olympic Sports Museum.

Evaluator Response

Meets

The embedding of global citizenship into teaching and learning at the school has been a major focus since the preparatory report. The OIS students' place in the world is being woven into lessons wherever possible. Global citizenship is a standing point in weekly planning meetings. The school is in a unique situation with children from over 90 different countries. As a result, teachers have a wealth of different experiences to draw on. The multicultural nature of the school is not referenced in the high-quality teaching documentation.

Each classroom is named after a different country and in the first few weeks of school, students learn about their class country, comparing and contrasting it with their home countries and the host country of Qatar. Within the planning framework and the planned curriculum, teachers have the flexibility to listen to student voices to make texts and tasks authentic and relevant for children and their cultural backgrounds. Examples include:

- discussion texts being changed to include China's panda diplomacy with Qatar
- discussions about Diwali being used to start conversations about the environmental impacts of fireworks and lanterns in Delhi.

It is seen to be important that the learners see themselves reflected in texts. To that end, there is an effort to include, as an example, African tales as opposed to allowing texts from a white, western viewpoint to dominate. The characters used in Power Maths represent a range of ethnicities.

The school's values underpin what is taught and modelled in the school. As well as the concept of global citizenship being woven into the planned curriculum, PSHE lessons are used to specifically teach cultural sensitivity and mutual respect and understanding as well as other 'timely topics'. This was clearly evidenced in conversations with primary children.

In addition to this, the Qatari MoEHE checks monthly that Qatar Values displays and lessons have been updated.

The development of global citizenship in the planned and taught curriculum is recognised as an ongoing work-in-progress that will require constant innovation and reworking as the student body changes.

Commendations

Domain D (Primary) Standard 3 - (Major) Academic staff for the explicit commitment to meaningful incorporation of global citizenship and intercultural learning into learning and teaching.

Recommendations

Domain D (Primary) Standard 3 - Middle leaders propose ways in which agreed principles of high-quality learning and teaching could better reflect and support the diverse and international community at OIS.

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

Exceeds

Domain D (Primary) (Standard D4)

The School SEN department consists of 5 staff. Three are dedicated to work with Primary children and two with Secondary students. However, there is also cross-phase support. The level of support is decided by ascertaining the students needs using the 'Wave' framework. Intensive support is provided for students identified as Wave 3, which can include dyslexia and dyspraxia. The school works in partnership with external agencies such as the MIND Institute, Sidra Hospital and the Child Development Centre who provide further support for students designated as Wave 3, as required.

Students who are considered as Wave 2 (understood to be 18 months behind their peer group) receive support to reinforce learning and replenish any gaps in knowledge or awareness of curriculum content. Students are offered individual support, withdrawn from lessons for intensive reinforcement, and in-class support to maintain momentum and keep pace with their peers. Each student identified as benefitting from SEN support has an Individual Support Plan (ISP) which contains individual targets and these are supplied to teachers, parents and students. Regular, termly meetings are held involving the SEN team, teachers and parents to consider progress. Further meetings are also scheduled as required. All meetings refer to the students' ISP and progress is monitored against the identified targets.

The SEN Lead Teacher assess the progress of all children receiving support on a termly basis. Follow-up meetings are held with individual teachers, as part of the Planning process, to discuss resources, progress and trajectories for each individual child. To ensure best practice, the SEN lead is part of a SENco network with 30 other schools in Qatar. They meet in person and online to discuss matters of mutual interest.

A register of students considered to be gifted is being compiled, based on CAT4 data. The aim is to ensure that all children receive a curriculum appropriate to their abilities and that they are nurtured and challenged

The School is in the process of gaining the SENDIA award.

Evaluator Response

Meets

The school is working towards accreditation with the Bell Foundation and is finding the Bell bands, tracker, and sheets very useful.

Support for children experiencing difficulties can be provided either in class or by extraction. In lesson observations, both these approaches were witnessed, as were a combination of 1:1 and small group support. Students requiring extra support are identified by CAT4 testing at the entrance, book looks, or concerns raised by teachers.

In Years 2 and 6, new students have been put together in one class rather than mixed with existing classes as would usually happen. This is to allow EAL support to be targeted effectively, rather than spread out across several classes. This also allows for easier data tracking of this group's progress.

Technology (such as the immersive reader tool) is being used to help build EAL students' vocabulary. A flexible approach to children having explanations in their mother tongue is adopted.

Primary students reported a tiered level of access on assessment tasks, whereby they can enter tasks at several levels of difficulty ('mild', 'medium', 'spicy') as per the suggestion of the teacher and their confidence in the offered concept.

Parents of EAL students are updated every two weeks on their child's progress via ClassDojo. There were also termly meetings and workshops for parents that were organised pre-pandemic, which helped those parents with low levels of English improve their own language skills.

CANVAS has helped in flipping the learning approach, allowing EAL learners to pre-learn useful vocabulary, thus removing a major barrier to learning and also to revisit learning.

In terms of gifted and talented (G&T) children, about 3 % of learners are currently identified as working well beyond expectations, as highlighted by CAT4 testing and by teachers' judgment. Children thus identified are challenged in class, and teacher feedback is designed to help them lead their own learning. In addition, parents of G&T children are signposted to various competitions, such as Time Table Rock Stars (TTRS) where children from Oryx can compete with other children online both locally and globally.

The evidence indicates that a rating of Met is more appropriate at this time.

Commendations

None at this time.

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

Domain D (Primary) (Standard D5)

Teachers at the school who have specific responsibility for students with significant EAL needs receive internal training from EAL colleagues, using Bell Foundation tracker and strategies. Senior Leaders and EAL staff conduct 'book looks' and Learning Walks to ascertain provision and practice specifically aligned to curriculum access for EAL students. It is recognised that the diversity of the school, and the range of proficiency in English means that meaningful provision is required in ensuring access to the curriculum.

EAL staff participate in Year group planning meetings and collaborate with colleagues to facilitate differentiated content and support for individual students. Parent workshops which cover curriculum content and teaching strategies are popular and well attended. EAL staff participate in Parent Teacher Meetings alongside Class teachers.

The Bell Foundation tracking system is used by the EAL department to assess children considered to benefit from language support. This ensures that each child is placed in the relevant 'Band' to receive appropriate support. The Bell Foundation has further developed and made available a set of classroom support strategies intended to assist staff with the provision of English teaching. The strategies reflect the Band framework and the needs of individual children.

All EAL department members are trained and certified EAL specialists. Two of the department are certified TEMC (Lexis Education, Australia) Tutors. These colleagues provide further training for staff in TEMC strategies. The school is now a recognised Lexis Education accredited school and is recognised as being a 'leader in multilingual learning'. The school has invested, and is undergoing Bell Foundation training and accreditation processes.

Qualified, specialist teachers deliver Arabic, French and Spanish to Primary students.

Arabic is a mandatory subject for all students of the 26 Arab nations. The curriculum is provided, and assessed by the MoEHE. Arab students represent a wide spectrum of abilities

and background. Some are fluent, others are of Arabic heritage but with limited proficiency. Some students receive mandatory one-on-one support as required by the MoEHE. The school has proactively recruited, and expanded the number of colleagues providing Arabic, whose proficiency in English is adequate. Regular inspections are carried out by representatives of the MoEHE, in respect of Arabic delivery and provision.

French and Spanish are both studied up to Year 6. Staff are cross-phase and this is an advantage when transition occurs from Year 6 to Year 7. Native speakers of Spanish and / or French are provided with extra support in English in lieu of studying their home language.

Evaluator Response

Meets

The number, qualification, and experience of teaching personnel is appropriate to the number of students with language development needs. The school is very willing to provide CPD to maintain and develop these skills.

Teacher reflection on topics and strategies, as well as the regular sharing of best practice, is embedded in teaching and enhances learning for all students. There are appropriate and clearly defined programmes for students who lack understanding of the languages of instruction, which are developed by SEN and EAL specialists working in tandem with class teachers to optimise language learning. Assessment data gathered at school entry and in class is used to identify children who need targeted support and as part of the regular evaluation of the effectiveness of language development programmes and the teaching strategies and resources deployed enhance access to learning and challenge for all students who lack understanding of the languages of instruction.

Parents are engaged as to how best to support the language development of their children, including in their home languages, and kept apprised of their children's progress.

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

Domain D (Primary) (Standard D6)

Four devices (iPads in Early Years and KS1, and surface books in KS2) are available for supporting group work and for intervention. This involves watching online phonics videos to consolidate learning or using online platforms to enhance provision. Further iPad / surface book trolleys are available for Computing lessons in Early Years and up to Year 4. Years 5 and 6 attend lessons in the MAC suite. The School incorporated 'Teach Computing' into the Computing Scheme of Work in 2021 and the benefit has been observed.

The School's on-line platform, CANVAS, enhances teaching and learning and provides opportunities for flipped learning and revision work as children have access to videos and presentations. The Canvas platform was an integral part of supporting learning during the Covid pandemic when the school experienced significant periods of closure and hybrid learning. The school has appointed a Canvas Leader who has further developed a team of colleague Canvas Champions. This team provided significant support to colleagues, students and parents during the Covid pandemic and as part of the return to normal learning.

The Immersive Reader programme allows for resources to be translated in students' home language thereby permitting easier access to learning and understanding, encourages home support and supports translanguaging. Further on-line platforms like Education City, Active Learn, Ruth Miskin Portal and Nessy are used to support the diversity, and wide range of English proficiencies, in the school, including students with SEN and EAL needs.

GL Assessments and Rising Stars are two platforms the school uses in the Admissions process, as well as for formative assessments. These further help teachers to provide support for their students and to monitor progress and attainment

Evaluator Response

Meets

There is a digital education scope and sequence in place which details computing and ICT learning outcomes. Numerous technology platforms are used to enhance and support children's learning, which were particularly useful during the pandemic. These include Bug Club and TTRS, which give the students an element of self-direction and control over their learning. Bug Club also provides comprehension questions, allowing learners to test themselves and progress without depending on parental involvement.

The CANVAS system was an initiative from Orbital, piloted before the onset of the pandemic, and has proved to be a useful tool for sharing best practices for teachers as well as being straightforward for children to use. The CANVAS gradebook gives direct feedback. Learners who have been absent can use it to bridge any gaps in their learning, and SEN and EAL learners may use it to pre-learn vocabulary about a new topic.

The computer studies classroom had useful displays regarding a digital footprint and cyber safety. Children were observed engaged in a lesson about the copyright of streamed music, which offered an authentic real-world application and purpose for their learning.

Commendations

Domain D (Primary) Standard 6 - Academic staff for their commitment to integrating technology with impact and consistently across disciplines.

Recommendations

None at this time.

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

Domain D (Primary) (Standard D7)

The School follows criterion set out in the National Curriculum for England and Wales. A range of summative assessments are used to inform teacher judgements such as end of unit checks in Mathematics, hot writes for English writing, Progress in Reading Assessment (PIRA) and Progress in Mathematics assessment (PUMA), and Rising Stars Punctuation and Spelling (GAPS) tests. In English writing, teachers engage in moderation which validates teacher judgements. Senior Leadership also validate results to confirm teacher judgements. The most recent Moderation check concluded that 89% of grades awarded were agreed. In Mathematics, end of unit checks are completed and results collated in the Active Learn platform. In Phonics, half-termly assessments are conducted and are recorded in iSams and the Ruth Miskin Portal. The results from the Ruth Miskin Portal allows follow up conversations with the school's external Phonics Consultant to discuss next steps. The summative assessments and teacher judgements are recorded in iSams in order to generate reports and are referred to during termly Parent-Teacher consultations. Formative assessments such as feedback, questioning and discussions with children provide

ongoing feedback and are used to assist teachers, and children, with any misconceptions. Weekly tests, mini plenaries and cold and hot write tasks allow the teacher to adapt planning and activities based on these assessments and to target areas which require support.

In EYFS, the school follows the statutory framework and use the Tapestry platform to capture observations and evidence of children's progress alongside teacher judgements. The Tapestry platform has a dedicated parent app which allows parents to view the progress their child is making and to foster and share the learning from home.

Each term class teachers reflect on their data, outcomes from tests, progress and student attainment. They subsequently meet with Year Group Leads to set actions and targets for the following term. This helps to inform intervention groups which are supported by Teaching Assistants. However, due to the pandemic (and currently), this has been problematic due to the mandatory and strictly enforced bubble system. Year Group Leads evaluate the efficacy of intervention groups and discuss with the Assistant Principal (Teaching and Learning). A reflection on goals for the forthcoming term and the actions required are considered and validated by the Vice Principal (Primary). This, along with follow up learning conversations, drives improvement by ensuring that teachers, Year Leads and leadership are focussed on outcomes.

Year Group Leads and Senior Leadership discuss the effectiveness for assessments termly.

Curriculum content and cross-curricular links are also discussed in this forum and adjustments made to ensure consistency, cohesion and excellence in teaching practice across the school.

Student surveys in Mathematics have informed curriculum content and as a result of this feedback, team members were able to create actions and deal with concerns.

Evaluator Response

Meets

The school's assessment policy is aligned with the OIS definition of high-quality teaching and learning and includes a range of strategies. In conversation with teachers and middle leaders, it was clear that this is widely understood and implementation is embedded in practice.

Again from teacher feedback, there is a clear and robust system whereby assessment results are analysed by teachers to understand learning and provide clear feedback and a degree of student self-assessment and feedback is embedded in practice.

From conversations with students and from lessons observed, students make connections between assessment criteria, their current learning activities, and their next developmental steps.

Differentiation of assessment strategies is widely evident, ensuring that individual students' learning aptitudes are catered for. This was apparent even in the carousel classes, which run in parallel to Islamic lessons, demonstrating a considerable commitment to differentiated assessment.

Assessment data is used by teachers to inform and improve pedagogical methods and learning outcomes. From teacher discussion, there is a broad degree of flexibility within the curriculum framework both for individual teacher 'flair' and for student learning styles and capabilities as evidenced by formative and summative assessments.

In addition to this, assessment data is part of the regular evaluation of the inclusion and extension provision for EAL and SEN students.

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

Domain D (Primary) (Standard D8)

The gathering, collection and assessment of data happens each term, during designated assessment periods. These are noted on the school calendar up to a year in advance. During these periods of data gathering and assessment staff are responsible for gathering data and ensuring it is available on iSams. This allows staff to formulate a judgement as to where any student is on their journey, measured against Age Related Expectations (ARE) using the Primary Schools 6 grade boundaries. These are

Working Towards (-2)

Working Towards (-1)

Working Towards

Developing

Secure

Exceeding

The results gathered are moderated by the Year Team, and subsequently validated by Senior Leaders. In the current academic year, 89% of grades awarded by teachers have been agreed during the validation process involving Senior Leaders. Start of Unit and End of Unit checks are utilised by teachers to guide student learning and next steps for learning.

The School's definition of high-quality learning is included as an Appendix in the Teaching and Learning Policy refers to the use of assessment data, ensuring teachers have a clear understanding of the strengths and areas of development pertinent to each student. It also refers to personalised learning and ensuring that students can articulate the next steps set by their teacher.

Data is collated into a Report for parents and is available on Parent Portal to view at any time after publication. The termly Report is followed by Parent – Teacher consultations which also involve the student. This results in an open discussion covering the student's academic and pastoral performance, suggestions for home support and next steps in school. Data is also shared with Secondary colleagues for the purpose of transition. The Lead Practitioner (English) takes part in Term 3.

Parents are asked to reflect on the Reporting and assessment process through surveys and the school takes account of significant suggestions of widely held opinions.

Evaluator Response

Meets

Teachers can use a range of summative and formative assessment systems to ensure they are fully aware of childrens' needs and strengths, including discussions, observations, end-of-unit hot tasks, as well as standardised testing at the end of each term. At the end of the year, GL progress tests in maths and English are a requirement from Orbital.

Assessment data is collected and moderated across the year group. These results are then validated by leaders, and validations are tracked and used to inform teachers. The data collected allows for quality assurance in that it is benchmarked against a larger standardised cohort. The groups stay in the same cohort as far as possible within the primary phase to help simplify data tracking.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

Domain D (Teaching and Learning (Primary))

The School's aim is to ensure that each child will grow to be Global Citizens of the 21st century. The School has adopted a planning format to ensure that global citizenship aligns with the School's values. The School's Teaching and Learning Policy has been adapted to ensure a shared understanding of what highly effective teaching and, thus, learning looks like at the School. This is tracked using the Data Intelligence platform where all Appraisals, observations, 'book looks' and learning walks are catalogued. This allows for identification and monitoring of practice and any proposal for necessary professional development. A system of coaching through learning conversations has been established to ensure that a systematic approach is applied to planning, teaching, tracking and outcomes.

The assessment tracking system is initially applied at Admissions. Applicants complete a CAT4 assessment to ascertain and support understanding of students' abilities, academic potential and possible challenges. Any potential SEN or EAL challenges are identified and explored at this stage. If necessary, further assessment is effected, both to complement that CAT4 data and to expand on areas of concern. This informs the level of support any individual child may require and whether the school is able to meet the specific needs of any individual applicant.

Teachers use a range of formative and summative assessments throughout the year to form judgements of where the students are against age related expectations (ARE). The School uses the data summary overviews to make comparisons with UK data in Reading, Writing and Mathematics, as well as other statutory assessments including Year 1 Phonics Screen Checks and Year 4 Times Tables Checks. The School also participates in the Progress in International Reading Literacy Study (PIRLS).


Student Progress Meetings are held each term. An Assistant Principal is assigned to be responsible for whole school assessment to ensure that data is tracked, disseminated and discussed. This is supported by the Vice Principal (Primary) and Assistant Principal for Teaching and Learning who meet with Year Leads and Subject Leads to discuss strengths, areas for development, identified concerns and planning. Pupil progress meetings between teachers and parents take place termly. These ensure that parents are informed about the academic and pastoral performance of their child. Parent workshops are held at various points of the year and allow parents opportunities to appreciate the curriculum and strategies they can use to support their child's learning at home. Requirements for EAL and / or SEN provision are identified at the Admissions stage. Specialist staff are employed to provide support for children with additional needs as well as supporting colleagues, including those participating in Bell Foundation EAL provision and delivery. Training has been provided for two EAL colleagues in '*Teaching in a Multilingual Classroom*'. These colleagues are now responsible for providing training and coaching for other teachers in the approaches learned. EAL and SEN teams employ two variations of one-to-one support – in-class support and withdrawal for intensive instruction.

To ensure fluidity in Transition, Year 6 and Secondary teachers meet regularly to discuss common issues such as students using their Year 6 Mathematics and English books in Year 7; meetings between lead practitioners in English and Mathematics with Heads of English and Mathematics (Primary); Pedagogy and layout in Mathematics agreed between Y7 teachers and Y6 teachers. This helps to address any concerns on the part of Y6 students regarding transition. Induction to Secondary includes meetings with key staff, a Q&A session and a familiarisation tour of facilities. As a school, we also ensure that students have smooth transitions within their key stages. All students move to their new year group together with their peers, and as part of their transition process each class meets their new teacher to discuss the following year's learning. Primary school parents also have the opportunity to meet the new Class Teacher and the new Year Lead as part of the transition process. Utilisation of common schemes such as Power Maths and Talk for Writing ensures that transition is effective since lesson structure is similar, terminology is common and familiarity is therefore guaranteed

Domain Summary – Evaluator Response

Overall, OIS is well aligned with the standards for Domain D (Primary).

The school has a comprehensive and well-articulated vision of high-quality learning, which is embedded in teaching practice. A variety of assessment techniques are used. Coupled with a



degree of flexibility within the framework of the planned curriculum, this can be seen to inspire a high degree of student engagement in learning at the school. Robust SEND policy and EAL practice mean that children with a variety of different abilities and varying levels of English are supported to be able to access the curriculum meaningfully. The effort taken to embed concepts of global citizenship into the daily fabric of the school is apparent, as is student awareness of their learning journey and their pleasure in seeing success.

The multicultural nature of the school is not referenced in the high-quality teaching documentation.

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

Domain E (Standard E1)

Student well-being is valued and supported in the school. Evidence from PASS surveys supports this. PASS survey outcomes are used to consider further, individual support in various areas (self-regard, confidence in learning, attitude to teachers, etc.). Leadership opportunities are available through School Council and Secondary Prefect and House Captain systems although these have been significantly impacted during the pandemic. School Council representatives gather opinions and forward items for consideration. The Head Boy and Head Girl (Secondary) sit on the school's Health, Safety and Security Committee and are required to contribute with regard to student observations and concerns about potential safety concerns. This committee, including senior leaders, parents, students, Orbital Education Regional Head of Schools, representatives of Qatar Airways, School nurse and school site managers meets termly.

Students are encouraged to discuss and share their perspectives and to confront examples of discrimination. This was a topic in Year 7 English where perceived prejudice in home countries was discussed. Secondary Assemblies have incorporated celebration of culture and diversity and have tackled ostensible issues surrounding discrimination, as well as encouraging inclusivity and a celebration of diversity.

Disclosures regarding matters of a sensitive nature are addressed using the school's established protocols regarding safeguarding. Subsequent responses and outcomes may involve pastoral staff, parents, senior leaders and, in the case of significant and / or discreet issues, Orbital Education Regional Head of Schools.

Activities and topics in PSHE include focusses on compassion, mutual respect, and wellness (physical and mental). The impact of the pandemic has magnified all of the above. The School Counsellor has maintained significant contact with students whose situation has been fragile and of concern, even during periods of enforced lockdown and quarantine, through regular phone calls and by also offering support to parents. As the school routine has been gradually re-established the recognition of mental health has remained prominent. Initiatives such as Wear It Green Day (mental health), Odd Sock Day (anti-bullying) and, in support of cancer awareness, Pink Day have galvanised the whole school with parents also participating. During Science Week students were encouraged to appreciate compassion towards plants and were involved in the setting up of the Tobra Farmers' Market in school.

Evaluator Response

Meets

It was evident from the virtual visit that the SLT team and staff provide a positive and supportive environment for student well-being. The SLT at OIS work closely and systematically with staff in charge of inclusion, pastoral care, and global citizenship to ensure regular training is provided and professional development in this area underpins student well-being.

It is evident in both documentation and conversation that the student voice is a strength of the school. There are rich student leadership opportunities, such as being involved in development of the curriculum and health and safety plans that drive school-wide policy and processes. OIS provides various leadership opportunities from being a Head Boy and Head Girl, deputy heads, prefects, house captains, mentor programme, a buddy for new comers, and Eco warriors. The enrichment programme from Year 7 upwards provides students the skill sets in developing their leadership capacity.

The Assistant Principal–Well-being and staff members have invested time into planning and delivering well-being programmes that cater for OIS students.

Commendations

None at this time.

Recommendations

None at this time.

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

Exceeds

Domain E (Standard E2)

The school's policies and procedures to safeguard and protect students are effectively implemented. Staff are required to read updated policies and acknowledge, by signature, that they have understood the content. These policies include the Safeguarding and Child Protection Policy, the Health and Safety Policy, the Staff Handbook and the most current 'Keeping Children Safe in Education' policy. Staff, teaching and support, undergo annual Safeguarding training and INSET. Safeguarding and Child Protection Educare courses are mandatory for all staff and successful completion is recorded. Senior Leaders are obliged to undergo and pass Level 3 Safeguarding on-site training provided by the Orbital Education Regional Head of Schools.

The school's policies and procedures to safeguard and protect children are consistent and are cross-referenced to wider school policies including the BYOD (Bring Your Own Device), Social Media and Online Safety policies. Staff also have access to policies through the shared drive. These include policies covering Self Harm, Missing Child and Anti-Bullying.

Staff and students complete evacuation and lockdown drills following the Emergency Evacuation Protocol and Responsibilities Policy and Lockdown Procedures Policy annually. These drills have been maintained during the pandemic and involved each individual class being walked through the evacuation procedure and routes. Recent relaxations have allowed whole school evacuation drills to take place. The emergency Evacuation Protocol and Responsibilities Policy supports this procedure. The Lockdown Procedures Policy details requirements in the event of an intruder or any contingency requiring lockdown. Lockdown drills have been conducted and reviewed.

Safeguarding concerns are reported and monitored through the use of CPOMS. Staff are able to raise concerns / incidents under the headings of Bullying, Child Protection, General Concerns, eSafety, Medical and Student Well Being. Instruction on how to report incidents are included in all Staff Planners and are reinforced during staff Induction. The Designated Safeguarding Lead liaises with relevant staff, including the School Nurse, School Counsellor, Heads of Year, Deputy Designated Safeguarding Leads and Senior Leadership as appropriate to take appropriate action to support students. The Designated Safeguarding Lead holds monthly meetings with the Orbital Education Regional Head of Schools to discuss relevant matters. Support is also offered to parents, if appropriate, and can be social or emotional.

The school has taken steps to prepare for allegations of abuse made against a member of staff. This is outlined in the Allegations Against Staff Policy. Staff are referred to this policy during Induction Week training and annual start of year INSET. Senior Leaders involved in recruitment are qualified in Safer Recruitment.

Evaluator Response

Exceeds

OIS has rigorous child protection policy, training, and procedures for all stakeholders, including at the board level. Links to other important documents are provided such as to the DfE publication 'Keeping Children Safe in Education', which includes information on types of abuse. A number of other policies cover aspects of safeguarding such as a missing child policy and a whistleblower policy. A safer recruitment policy is also in place to help ensure that only those suitable to work in school are able to do so. Staff are further guided by a code of conduct that staff must check and sign annually. The safeguarding structure in the school defines a designated safeguarding lead (DSL) and a board member (RHOS-Orbital Education) as responsible for safeguarding.

All staff involved in leading and delivering child protection and safeguarding support are highly qualified in their areas to provide adequate training to staff. All staff receive regular training on the different aspects of safeguarding, such as child protection, mental health, first aid, and many more related areas. Staff have to renew their training every one or two years depending on the course. All Third party agencies entering the school including supply teachers will be trained by the safeguarding leader before they come in contact with children. Some staff such as those in PE have completed Child Protection in Sport and Leisure qualification.

Systems for reporting, managing, and recording child safeguarding concerns and allegations of abuse are clear. Data related to the logging of concerns is held on CPOMS and behaviour issues on iSAMS with limited access by the school counsellor, pastoral staff, and relevant SLT members. Confidential files on cases are handled by the DSL. A security, health, and safety committee also plays a role in ensuring that the school environment is safe. Risk assessments are very good. The PSHE curriculum across the school covers many aspects of safeguarding. As a check on student well-being, the PASS tool is administered annually. A good variety of courses are offered to staff relating to safeguarding and well-being.

OIS provides a bespoke well-being service by regularly reviewing policies and tailor services to suit the needs of students under their care.

Commendations

Domain E Standard 2 - The operating committee and the SLT for the comprehensive policies relating to safeguarding, in particular the 'Safeguarding and Student Protection Policy'.

Domain E Standard 2 - (Major) SLT and academic Staff for embedding effective child protection systems and processes across all areas of school life.

Recommendations

None at this time.

E3

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


School Response

Exceeds

Domain E (Standard E3)

Bi-monthly wellbeing Newsletters are produced, targeted at students and their families impacted by various levels of quarantine and lockdown. These contain information, guidance and strategies around a variety of aspects related to wellbeing.

The PSHE programme is delivered within the curriculum and addresses physical and mental health and online safety. PASS survey data is used to identify student perceptions and concerns both



pastoral and academic. The School Counsellor offers social and emotional support. Students are able to access this service on demand or by appointment.

The Designated Safeguarding Lead delivers child centred, safeguarding and online safety sessions to Secondary students at the start of each year. In Primary this is carried out by class teachers. Designated weeks (Safeguarding Week, Online Safety Week, etc.) are fixed in curriculum planning throughout the school.

The school employs two full time Nurses and provides a clinic with discreet spaces to treat students. The Nurses ensure that all MoPH health checks for students are concluded in accordance with local requirements and guidelines.

Seven staff members are qualified in Level 2 training in First Aid for Mental Health. Twenty two staff members are qualified in Paediatric First Aid.

During the pandemic the Wellbeing Team provided support for the mental health of students and staff, either through the wellbeing newsletters, check in's via phone calls / zoom calls, encouraging staff to be vigilant during online lessons and report any concerns. Signposting is provided to students and parents by seeking support through Hamad Hospitals Child and Adolescent Mental Health Services (CAMHS) or the Child Safety and Advocacy Services (S-CAP) at Sidra Hospital. The school aims to ensure the physical and mental health and overall well-being of all enrolled students through a number of processes, including; Physical Education lessons, PSHE lessons, School Counselling Services, Safeguarding and Child Protection. Students have compulsory PE lessons and within PSHE lessons. Students are encouraged to consider what it means to have a healthy lifestyle and to exercise. Student mental wellbeing is also considered within PSHE lessons by looking at ways in which they can cope with exam stress, academic pressure and dealing with difficult situations. Other topics also covered focus on empathy, bullying, growth mind-set, integrity and respect.

Either through the School Counsellor, Student Council / Student Voice and Health and Safety Committee, students have the opportunity to express their thoughts, concerns in a supportive environment. Their concerns are listened to and they are encouraged to contribute to school policies and improvement strategies. Posters are displayed around the school for students to be aware that they can speak to staff members if needed.

Evaluator Response

Exceeds

OIS exceeds expectations in delivering the mission and visions and its core values of being 5 star in ensuring the physical and mental health and overall well-being of all stakeholders. Bespoke programmes and tailored plans are created for all students and staff under their care. Staff are fully trained, qualified to deliver pastoral care, and undergo regular training and refresher courses. OIS has an impressive number of staff that have been trained in mental health to support students and staff with various areas of mental health issues.

The well-being programmes run through the PSHE and are flexible to deal with current issues that may arise. Student counselling service is available to all stakeholders. The PASS survey is administered twice annually, and staff identify students that need support and develop a plan to provide that support and measure by regular meetings. An enrichment programme is provided to students that do not have Islamic studies and Arabic studies. Students who have to study Islamic and Arabic can access the ASA programme, and enrichment programmes are also available. Priority is given for areas that they would miss that would take place during enrichment.

Staff regularly align vertically and horizontally to review programmes and plan to better support student well-being. OIS is undergoing a well-being accreditation, and has implemented and reviewed it via surveys. Staff regularly evaluate programmes and interventions to further improve.

Commendations

Domain E Standard 3- The Assistant Principal–Well-being and DSL for providing robust training and support in various areas of well-being, in particular mental health training to support the community.

Recommendations

None at this time.

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

Domain E (Standard E4)

The school has thorough and robust protocols in place for the organisation of all off-site activities. These are supplemented by several policies to identify and reduce potential risks to students and staff. The risk assessment documentation ensures that, in the event of an accident or emergency, the staff member responsible is aware of what to do and whom to contact. Any safeguarding concerns or serious incidents are followed up in line with the guidance given in the school's Student Safeguarding and Child Protection policy.

The Educational Trips and Visits policy complies with MoEHE regulations. Due to the Covid-19 pandemic school trips have been proscribed between March 2020 and May 2022. Off-site trips are now re-established and are taking place.

Prior to any off-site activity taking place, authorisation must be granted by the Executive Principal following the submission of the trip proposal to the Vice Principal. The trip proposal is created with the guidance of a shared and established document ('Oryx Trips and Visitors') which assists the processes supporting off-site trips. Once the trip proposal is complete and agreed and application is then made to the MoEHE for trip approval. All participating students are required to provide written parental consent. Medical needs are required to be provided by parents to the trip leader, School Nurse and any other relevant school parties. The completion of a Risk Assessment is required. This may also involve a pre-trip recce. The school has a standard Risk Assessment template which is supplemented on each trip with specific, pertinent information about the venue, location and other factors unique to the trip to mitigate risk. The trip leader meets with the Vice Principal prior to the trip departure to consider and confirm the Risk Assessment and to reinforce potential responses, if required.

Evaluator Response

Meets

Conversations with teachers and documentation in the self-study confirm that OIS has a robust system for reporting and recording allegations of abuse. Teachers are familiar with the safeguarding and child protection policies, and they make effective use thereof to report any issues that arise by referring to CPOMS or the 'Safeguarding Email' used by faculty and sent to DSL or the deputy DSL.

OIS has a clear and comprehensive 'Educational Trips and Visits Policy' and a trip risk assessment form, detailing the roles and responsibilities of staff as well as the steps required to ensure the safety of students in external activities and trips.

As for external agents offering ASAs or school visitors, the school systematically requires full DBS or equivalent checks prior to any contact with students. The school also requests a copy of their checks for their records. During conversations with parents, both primary and senior school representatives expressed gratitude for the school's proactive and intentional approach.

Commendations

None at this time.

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

Domain E (Standard E5)

There is liaison between Secondary and Primary phases to ensure a smooth transition from KS2 to KS3. A series of events focussed on I/GCSE Options choices takes place prior to transition to KS4. These include subject talks to students from each academic department, a published, detailed brochure and an Options Evening where parents and students receive first hand information and meet individual teachers to discuss Options. A similar process is followed for the transition to KS5 from KS4 but with a further inclusion regarding subsequent University application procedures for Year 12. Year 13 students receive significant, one-on-one support from an academic mentor to complete their University applications.

The school ensures the effectiveness of transition between year groups by hosting events aimed at encouraging students transitioning, joining new year groups and meeting new teachers. This helps to share a sense of connectedness, capability and purpose for students and their families.

The school's University and Careers Counsellor oversees a programme of induction for students beginning the transition to tertiary education and the subsequent processes through to successful application.

Year 11 students transition to Year 12 (6th form) at the conclusion of GCSE examinations (prior to the summer holiday). A significant, and flexible, programme of lessons, introductions to facilities, university application processes and team building is available. This allows Year 11 students to engage with new course content and to appreciate the individual demands of, and independence required for A level and BTEC courses.

The transition from Year 11 to Year 12 (I/GCSE to A level and BTEC) and from Year 9 to Year 10 (I/GCSE) is supported by Options evenings, subject Lead teacher talks, parent teacher meetings and a meeting to consider subject choices and pathways.

A similar process is in place for the transition from Year 6 to Y7. This includes sharing of assessment data, target grades and other information to support student's learning journeys. Workshops are held and videos are produced to supplement written information provided to parents of children transitioning from Year 6 to Year 7.

In KS1, KS2 and Foundation Stage class teachers create profile to document student's contextual information. This is of benefit to the students' new class teacher. The use of Data Summaries provide Class Teachers with a useful tool to update the new class teacher with regard to attainment and progress.

Primary students are taken on a walk through their new class areas to help with familiarisation. This includes classrooms, toilet facilities, entrances / exits and common areas. Students complete a 'This Is Me' for their new teacher, including biographical information and items of personal interest.

A morning or afternoon is allocated to Foundation stage students in their new teaching space to help with their settling in period. Parents of Foundation stage students are afforded the choice of a late or early pick up at the start of the year to facilitate a smoother transition. Prior to the pandemic there was a system of 'Stay and Play' where students enjoy their new class and their parents are on-site to be reassured that their child is making friends and is settled. This has been proscribed during the pandemic.

Primary SEND students' transition is supported with students creating a transition document detailing their journey from their old to their new class. Social stories are created

by the SEND teacher and shared with the SEND student to alleviate any potential anxiety. SEND students in Primary and Secondary complete a Student Profile Document, shared on iSAMS, where teachers are able to access and understand the SEND student under their aegis.

Newly arrived EAL students are assessed at the start of the academic year, or when they join the school, to determine their level of English competency. This informs their teachers of their capabilities and assists with forward planning.

Evaluator Response

Meets

Evidence across meetings with parents, students, and staff shows that OIS makes great effort in assisting students in their transitions, whether from one key stage to another or from primary to senior school. From Year 6 to 7, the students are given a transition booklet. Students work through it with staff so that staff can try to understand where they need support and triangulate with parents to ensure a smooth transition. Likewise, from Key Stage 4 to Key Stage 5. New students work through a booklet called 'All about Me'. The pastoral team and class teacher/tutor work through it with the students on a weekly basis to allow them to settle in happily. Student buddies are also allocated to new students. In the case of students with EAL needs, the school supports them by having a student and family buddy that speak the same language.

The OIS community have worked collaboratively to provide well-being support to one another.

Commendations

None at this time.

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

Domain E (Standard E6)

Careers information is provided to all Secondary students as part of the PSHE programme. Primary students access careers information through PSHE lessons and the School Careers and University Counsellor is tasked with connecting to Primary students next term. Foundation stage students learn about different jobs and people that help us. This is further supported and referenced by a recent trip (post-pandemic) to Kids Mondo where students acted as role play employees.

University and career guidance sessions are delivered to students in Years 10, 11, 12 and 13 and this is being expanded further down the school. The diversity of the school population is brought into sharp focus when Y13 students make application to Universities of their choice. The first graduating class (2022) received offers from many institutions in many countries. This necessitated significant liaison and preparation to ensure that applicants were prepared in a timely manner. This includes various countries local conditions (mid-year entry, southern hemisphere academic year, expectation of English proficiency (and other host country languages), etc.).

The entry requirements for students wishing to remain in Qatar, which is a growing number, also involve compliance with MoEHE expectations.

Students are instructed in University application processes in Year 12, in readiness for subsequent applications. A series of meetings are held both with the University Counsellor and the student's designated Mentor to expedite the application process. In effect, each student has an individual member of staff who supports them through the process. All applicants in Year 13 (2021 – 2022) received University offers. Year 12 and Year 13 benefit from a series of individual conversations and consultations with the University Counsellor as they progress through the application system.

Year 7, Year 8, Year 9, Year 10 and Year 11 students investigate the importance of careers as part of their PSHE programme. The Options process of choosing I/GCSE subjects (in Year 9) and A level / BTEC subjects (in Year 11) include meetings with parents, information giving and consultations with individual teachers. Qatar Airways Cadet Pilot Programme has visited the school and provided career talks to Secondary and Primary students.

Evaluator Response

Meets

The Career Guidance Counsellor operates in direct contact with students in Key Stages 4 and 5 in order to provide information and close support pertaining to universities and career options, for example by offering personalised help with personal statements. This process begins in Year 11 with the support of Assistant Principal Head of Sixth Form and the tutors, who work closely with the students and parents to ensure suitable career pathways and introduce Unifrog, the university platform. Through the PSHE lessons, Key Stage 3 students are introduced to career choices and the steps to follow for university applications. Life skills are a part of PSHE and offer students competences such as cooking, budgeting, as well as health and personal safety. Thus, the students are prepared for life beyond school, independence, and issues that may affect their well-being.

Having only one graduating class so far it is evident that OIS is in its initial stages of gathering data about alumni as part of the ongoing evaluation process.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response


Domain E (Student Well-being)

The School delivers a broad and balanced curriculum, which allows for students to be fostered and nurtured. The School's values promote students to become global citizens through planned lesson content. Students are encouraged to have a voice and reflect on what it means to be a global citizen. Dialogue and communication are conducted through meetings (including virtual), phone calls and e-mail as required.

The School has a compendium of policies (including Safeguarding and Child Protection, Student Behaviour and Missing child policies), shared with staff and regularly reviewed, which support processes. This facilitates a safe environment which cultivates students and allows them to thrive. The safeguarding and protection of students is a priority for the school. All staff receive appropriate training at the start of the academic year or when they join the school and periodically throughout the academic year, including teachers, support staff, auxiliary staff and anyone who has contact with students. This training is updated annually. The CPOMS system documents the identification of students who may require protection and supports them as their identified issue is addressed.

Student's mental health and well-being are a priority, with several protocols to identify and support students' needs. The School Counsellor supports student well-being on demand and through analysis of the PASS survey. All staff complete mandatory Educare courses such as Child Protection for International Schools, Mental Wellbeing for Children and Young People and Raising Awareness of Child on Child Abuse bi-annually. In addition, seven current members of staff have attained Level 2 training in First Aid for Mental Health.

There is provision in place to ensure that students benefit from a safe environment. Staff are present at the school gates at the start and end of each day; there are two full-time Nurses in the school clinic; all facilities and systems are regularly inspected by Civil Defence (MoI, MoPH, MoEHE) and the school's licence to operate is dependent upon meeting their standards in all areas; the school adheres to all Government mandatory policies; Qatar Airways Health and Safety personnel are active in the school and sit on the school's Health, Safety and Security Committee,



who meet termly; the school contracts a team of on-site Security personnel and has access to 197 CCTV cameras.

Children joining the school for the first time are allocated a buddy or a small group of supporters to help their transition. New students receive weekly check-ins from the School Counsellor for the first two weeks, and more thereafter, if required. It is a unique facet of the school that due to its rapid growth and a single parental employer all students, new and established, enjoy two commonalities – a huge majority have been 'new' in very recent memory and all of their parents are colleagues. This means that the culture of the school is well recognised and the integration of new arrivals is less traumatic that might be the case. The Inclusion Team support transitioning within the school to ensure students under their aegis continue to thrive. Support for families is wide ranging. Parental workshops to address various educational initiatives, reporting processes and curriculum developments are held. In addition, the PTSA organise *ad hoc* groups to support newly arrived families.

The Careers Counsellor is responsible for overseeing transitions to tertiary education. This involves managing a team of staff who each mentor a small group of University and College applicants through the processes. Students are surveyed to ascertain their career aspirations. Careers education is also delivered in PSHE.

Domain Summary – Evaluator Response

Overall, OIS is very well aligned with the standards for Domain E.

OIS truly provides a bespoke well-being programme and support to all stakeholders, and regularly reviews and amends to make it better and suited to the community with all voices from the community being heard. OIS continuously provides student leadership opportunities for students to develop 21st century and independent skills. OIS will also be offering the Junior Duke programme for primary along with the Duke of Edinburgh's International Award in secondary. The pandemic restrictions have limited various outdoor activities, but OIS is planning and looking towards implementation soon once all restrictions have been lifted.

The OIS community has a strong commitment towards well-being. All lines of communication between parent, staff, and student are open to discussions and support.

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

Exceeds

Domain F (Standard F1)

The school currently employs 171 academic staff. In addition, there are 29 support staff in the areas of Finance, Human Resources, Information Technology, Auxiliary Services and Admissions. A further 160 staff are sub-contracted to provide transport, security, cleaning and facilities services. All staff have the necessary qualifications and competencies to ensure high quality provision. All staff have the necessary qualifications and competencies to ensure high quality provision. All teaching staff must have completed a face-to-face University degree which is relevant to the phase and subject they teach. This degree, alongside the degree transcript is Attested and presented to the FCO (UK) as part of the 'on-boarding' process requirements. Support staff require relevant qualifications and experience as per MoEHE and MOL requirements. The diversity of the teaching, administrative and support staff reflects the multiplicity of the student body. This has been recognised and positively commented upon by students and parents and is viewed as a strength of the school.

Staff headcount levels are reviewed annually as part of the school's financial planning, as well as throughout the year when necessary. The projected rise in student numbers, advised by the school's Admissions department informs medium and long-term recruitment planning. Due to the school's expansion 17 new posts have been established for the academic year 2022 – 2023. These include two Primary Phase Leaders; an additional position in the EAL Department; expanded provision in Arabic and Islamic Studies; and the appointment of further teachers of Psychology (I/GCSE and A level, English, General Science, Physics and Mathematics. The school has appointed a Human Resources Manager.

The School Counsellor is supported by seven Level 2 First Aid for Mental Health trained staff and an Assistant Principal responsible for well-being. There are 22 Paediatric First Aid trained staff on site.

A University and Careers Counsellor was appointed in 2021 and has been significantly involved in supporting the school's first cohort of graduates to tertiary education and establishing processes to maintain these procedures.

Evaluator Response

Exceeds

OIS employs suitably qualified teaching staff and support staff, ensuring that the definition of high-quality learning for the growing numbers in the school is satisfied.

As the school grows in size, staffing is considered on a termly basis – and in alignment with the school's guiding principles – in order to identify needs within the curriculum. These considerations guide the appointment of staff with good foresight. The SLT focus on the quality and type of personnel sought well before any advertisement is made.

Once the available position is advertised, job description and specification can easily be viewed on the Times Educational Supplement (TES). The school also states its commitment to safeguarding processes. Middle leaders are also consulted during the shortlisting phase and even involved at the interview stage.

There is a comprehensive safer recruitment policy that ensures the procurement of staff required. Within this policy, the Qatar employment law is referenced, which aligns with the CIS Code of Ethics.

On appointment, all staff are expected to participate in relevant professional development opportunities. Both faculty staff and support staff agreed that such opportunities enhanced the overall performance of the school.

The school has addressed the recommendation made in the preparatory report to review counselling provision and training for pastoral staff. Seven staff have completed mental health level 2 training, and the school is evaluating the implementation of new systems (Thrive) to support mental health and STORM for counsellor and bereavement training.

Commendations

Domain F Standard 1 - The SLT for the commitment to prescribed continuous professional development, which has cultivated a culture of sharing good practice.

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

Exceeds

Domain F (Standard F2)

The employment process involves a robust practice and adheres to the Orbital Education Policy on Safer Recruitment Practices. Potential candidates can access job descriptions and person specification on the Times Educational Supplement portal and the school's website.

The School is fortunate to benefit from three layers of mandatory oversight. These are the school's own established protocols and policies with regard to checking; Qatar MOFA, MOL and MoEHE mandatory attestation and checking procedures and Orbital Education policies coupled with the involvement of the Orbital Education Regional Head of Schools.

Employment and reference checks are undertaken by the school's HR department to ensure candidates are suitable and meet the requisite safety standards for hiring. It is the school's standard practice that, prior to the offer of employment, candidates supply the names of at least two Referees including their current School Principal and their Line Manager. In the event that a reference from a current employer is unavailable the school's HR department will attempt to secure a reference from a previous employer. Referees are contacted by the schools HR department, by telephone, to verify references received. Checks are also made to validate academic qualifications and experience certificates and to ensure compliance with MoEHE requirements. Qualifications, certificates, transcripts and a supporting letter from the candidate's University are attested by the Foreign and Commonwealth Office (UK) or the appropriate department in the candidate's home country, the local Qatar Embassy and the Qatar Ministry of Foreign Affairs.

Post-interview, but prior to employment, a Police Clearance certificate covering each of the last 10 years, and from each country of residence (more than 6 months) is required. The submission of a Birth Certificate with effect from the academic year 2021 - 2022 and passport copy is a mandatory requirement in order to verify any change of name. Identity checks are confirmed via passport, QID and Birth Certificate.

Successful processing of an application for a Qatar Identification Card (QID), also known as a Residence Permit is a requirement for confirmed employment. The school assists this process for

newly recruited and renewing staff as it is a legal requirement which allows a candidate to be employed. All newly recruited school sponsored staff are obliged to complete a medical examination, chest X ray and blood tests to ensure Medical Fitness, under the aegis of a health provider affiliated to the MoI.

Evaluator Response

Exceeds

OIS adheres to the Orbital Education Group policy for safer recruitment. Robust procedures have been embedded to ensure thorough background checks are carried out for all staff before they commence work. These include DBS checks for staff based in the United Kingdom, and ICPC checks for all staff who work in other overseas locations. These checks are carried out for the previous ten years. Police clearance certificates are also required from previous countries. Once staff are residents of the country, a police check forms part of the process for renewal of the employee's residency.

Reasons for gaps in employment are checked at interview, and a minimum of two references are requested, one of which must be the head teacher of the present employer. Follow-up phone calls are also made by the HR department.

Monthly HR meetings take place at board level, which caters for existing staff that may have been employed by the school prior to the development of the Single Central Register (SCR). The SCR and schedule for recruitment are reviewed and updated periodically and as required for local compliance.

Commendations

Domain F Standard 2 - The SLT for the particularly thorough implementation of the Orbital Education safer recruitment policy.

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

Domain F (Standard F3)

A member of the Senior Leadership Team is responsible for overseeing and managing professional development opportunities, in line with the school's vision and identified needs. As well as ascertaining demand for training, this role also includes signposting and advising staff with regard to opportunities, ensuring they align with the school's goals, specific appraisal targets. The professional development Lead also ensures that courses identified as mandatory by the school are completed according to deadlines.

The School benefits from access to, and contributions contained in the recently created Orbital Education Professional Development Hub.

Staff requests for Professional Development are made to the designated member of the Senior Leadership Team. Any refusal of professional development is explained by the designated Lead. On completion, an evaluation form is required which includes a summary of how the course will influence practice and impact colleagues in due course.

Staff have the opportunity to apply for additional responsibility posts and internal positions. Staff surveys are conducted on an annual basis by Orbital Education and the MoEHE. Staff also completed surveys related to the SENDIA and Well-being Awards.

All staff are encouraged to seek and identify relevant professional development and to submit applications to the Executive Principal to support their participation. Since January 2022 four members of staff have undertaken the QTS qualification, one Assistant Principal has completed the NPQH qualification and another Assistant Principal has begun the qualification. One member of staff is completing the NPQLD qualification, two staff are completing the iSENDco qualification and a Teaching Assistant has begun her iPGCE placement. In 2021 – 2022 four members of staff successfully undertook the QTS qualification.

The school also suggests and requires staff to engage in professional development where it aligns with the school's vision, development priorities and requirements. This includes all adapted requirements allied to Pearson Edexcel examinations in view of: changing requirements due to the pandemic; course development and newly established subjects (specifically I/GCSE and A level Psychology, BTEC Engineering, A level and I/GCSE Economics, A level Further Mathematics, I/GCSE Islamic Studies and future developments under consideration).

The school actively promotes professional development which supports the well-being of students. Seven members of staff have completed Level 2. Twenty-two academic and non-academic staff who are Paediatric First Aid qualified. Two members of staff will undertake Duke of Edinburgh Award training and qualification.

The school recognises that our students are global citizens and should be internationally aware of and able to contribute confidently to an inter-connected and inter-dependent world. The school strives to engage students with a range of planned experiences to develop their understanding and, as such, have time tabled within the curriculum to incorporate this. A clear definition, within the Global Citizenship, has been shared with all staff during training events and with students in their lessons.

Academic staff performance appraisal targets are linked to the School Development Plan for Teaching and Learning. Professional development needs are identified and addressed through internal and external support as a group or on an individual basis. Externally provided courses have included: subject specific courses for staff involved in delivering Pearson Edexcel specifications; coaching courses for all subject leaders; Talk for Writing and Talk for Reading courses for all Primary staff; White Rose Mathematics training for the EYFS team; NCSL courses for leaders; Bell Foundation English as an Additional Language training and phonics training for relevant staff.

Where course costs are significant, staff are expected to remain in service for a period of time (usually 2 years) or, in the event of non-renewal of contract, being obliged to refund a proportion of course cost as part of the Clawback Agreement.

The impact of progress towards achieving, as well as professional support in place, is reviewed twice per year.

A professional development calendar is shared with all staff to ensure awareness of whole school and departmental planning.

Evaluator Response

Meets

Through the school's appraisal policy process, teachers and academic support staff generate their own targets. These targets feed into the school's continual professional development program, which is tailored to fit the needs required. The Orbital Hub platform is also used for relevant whole-school initiatives but also for more targeted needs.

Examples of areas of improvement are Quality First Teaching strategies, which enable all teachers to support students with learning barriers, Teaching English in a Multicultural Classroom, and the Bell Foundation assisting student progress in EAL. All teachers are continually supported with the wide variety of technologies in the school, including CANVAS, the main online learning platform, NESSY, and study island. A notable innovation was the recruitment of ten school CANVAS champions who serve to fully orientate both new students and parents in the important online platform.

Discussions with support staff confirmed that opportunities for growth presented themselves for example in security, science and DT technicians, ICT, first aid, and human resources.

Commendations

None at this time.

Recommendations

None at this time.

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

Domain F (Standard F4)

The Appraisal process is shared with all staff at the start of the academic year. For teaching staff this initially, involves staff reflecting on the DfE 2021 Teaching Standards and identifying personal strengths and areas for development. All staff benefit from individual meetings with their line manager, targets are set which are linked to the School Development Plan, student outcomes and individual needs. Intended outcomes are noted at this point and necessary actions and potential support are identified. These targets are reviewed mid-way through the academic year. A final review takes place in June.

All newly appointed employees undertake a mandatory 3-month Probation period. Senior Leaders are responsible for the Probation process by undertaking initial meetings, observing practice, setting and reviewing targets and forwarding recommendations to the Executive Principal.

The school is committed to ongoing professional development of all employees and as such allocated a significant budget for academic staff professional development and a further allowance for professional development of support staff in 2021 – 2022. During the pandemic training lead by external providers has had to take place online through Zoom and webinars due to the proscription of face-to-face meetings. The school subscribes to various learning platforms which provide ongoing training for academic staff. These include the National College of School Leadership; Mentally Well Schools; Dr. Frost Maths; PowerMaths; Bell Foundation; Pearson Edexcel and Tapestry Training.

All professional development requests involving externally provided course, follow an application, consideration and approval process by the Executive Principal. Recent professional development for academic staff has included a 16 hour coaching course on learning conversations, involving subject Lead Practitioners and other Middle Leaders.


Following feedback from staff, internal training has been provided by Senior Leaders and specialist practitioners. Training has been provided to teaching Assistants, to colleagues who wish to advance their skills in teaching English as an additional language and to Secondary teachers (peer-to-peer) on Differentiation models. These supportive measures have been well received by staff. Early career teachers and colleagues identified as benefitting from additional support are provided with a professional Development Plan.

Heads of Section (non-academic staff), in agreement with the Head of Operations set Performance Management targets and reviews. This is an area of development under the aegis of the newly appointed HR Manager.

Evaluator Response

Partially Meets

There is a clear appraisal process for teachers and academic support teachers that triangulates targets, future ambitions, lesson visits, books looks, and moderation. This is followed up with learning conversations and feedback. This process has proven effective through evidence of improved data and the identification of areas requiring improvement.



Outsourced non-academic support staff employed are subject to external systems and processes that ensure their appraisal and professional development. It was demonstrated by the team that a small number of non-academic support staff had been appraised and engaged in performance management processes in the recent past. Not all non-academic support staff were yet in a position to demonstrate a clear and consistent understanding of this process. That said, the procedure is thorough and underpinned by robust and objective criteria. Plans and quality assurance measures are in place to ensure that this process will be communicated and apply to all relevant staff in the immediate future.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the standard and should address the recommendation.

Commendations

None at this time.

Recommendations

Domain F Standard 4 - (Major) The HR manager ensure that the performance evaluation system is implemented for all support staff.

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

Exceeds

Domain F (Standard F5)

The school has clear expectations of how employees of various cultures work together, incorporating clear expectations as per the school Code of Conduct and the MoEHE Code of Ethics.

All staff receive a comprehensive Staff Handbook, which is updated annually, at the start of the academic year. All staff (contracted and sub-contracted) sign to confirm that key Safe Guarding documents have been read and understood. This takes place during Induction Week, prior to the start of the academic year, and involves confirmation by each signatory to knowledge of, familiarity and adherence to) Keeping Children Safe In Education (KCSIE) Part 1; the school's Safeguarding and Child Protection policy; the Anti-bribery and Anti-corruption Policy; the Health and Safety Policy, the Staff Behaviour and School Code of Conduct Policies: the Staff Handbook; the Staff Covid Declaration Form. Signed acknowledgement confirms that the contents of all documents have been read, understood and that any subsequent referral to any of the policies will be made on the understanding that the signatory was aware of the content therein. During Induction and INSET week prior to the start of the academic year, this information, alongside other key policies and procedures is further disseminated through a series of presentations for all staff. Staff are also informed about how a grievance can be raised through the Grievance Policy. This includes instruction on accessing the Executive Principal and the Orbital Regional Head of Schools as required.

In addition, all school policies and guidelines are published on SharePoint for all staff to access and be aware of. Policies are reviewed by the Senior Leadership Team according to a review dates. This review also includes open invitations to all staff to participate, comment and contribute to policies should they wish to do so.

Teaching and Learning Handbooks which relate specifically to operational procedures within the Primary and Secondary phases are shared during the Induction and INSET week. Key messages from these documents are published in staff planners and raised in meetings.

All staff have detailed Job Descriptions. All positions within school are Line Managed.

The HR Department and the two Public Relation Officers support staff, provide clarity regarding

professional matters encountered through their work and provide support regarding personal matters which may be encountered whilst living in Qatar. Newly recruited staff are allocated a Buddy to correspond with prior to arrival and an academic colleague, usually their immediate Line Manager to liaise with prior to arrival. All appointed staff who are new to Qatar are met at the airport upon arrival by a member of the Senior Leadership Team or HR Department and escorted to their school accommodation.

The school Designated Safeguarding lead provides training for all employees as part of their induction process. This training takes place at various times throughout the year and is dependent upon the contract start date. The DSL also provides annual, and update, training to all sub-contracted staff, including guards, drivers, monitors, cleaners, technicians and facilities personnel.

Evaluator Response

Meets

All staff attends a five-day induction week at the beginning of each academic year. The induction includes contractual expectations for staff. A detailed staff handbook explaining important and relevant procedures associated with the school is also distributed. The induction week creates a sense of collegiality, trust, and mutual respect through a full understanding of work ethics and processes. Interactions following the induction week allow professional relationships to build.

New staff are orientated into Qatar and assisted to settle in the country. Assistance from HR includes creating bank accounts, gaining valuable documentation, housing, medical screening and provision. and a mentor to assist them initially. New staff also have the opportunity of feeding back their experiences of this settling-in period. Staff are also asked to sign a safeguarding declaration, an ICT policy agreement, and a staff code of conduct. Cultural awareness discussions are also presented to all new staff, which helps create a trusting and healthy work environment.

A well-being committee and a Parent, Teacher, and Student Association (PTSA) also co-exist, both of which have organised meaningful staff and student events, which invite cross-culture integration and a deeper sense of belonging.

Written policies and guidelines that establish expectations for performance are mostly in place and applied fairly and consistently, with the exception of those for non-academic support staff. The evidence indicates that a rating of Met is more appropriate at this time.

Commendations

None at this time.

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

Domain F (Standard F6)

All staff are employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school.

All members of staff receive an Offer Letter from the school which is signed by the Executive Principal. The offer confirms the position, start and end dates, salary breakdown

information, benefits, sponsorship status and supporting documentation required to fulfil the contract agreement (such as qualifications, Police checks and professional references). Offer letters are written in English. Home language and Arabic contracts (as required) are prepared once any new hired colleague has started employment. Salaries are agreed on an individual basis using a salary scale guide from Orbital Education. The applicant is required to sign and return a copy of the Offer Letter to the school's HR Department, along with any supporting documentation mentioned, in order to accept the offer. The school's HR Department apply for a work visa once the offer has been accepted.

Overseas academic staff are usually given a two year fixed-term contract. Locally recruited academic and administrative appointees usually receive a one-year contract. Thereafter, a continuance Letter of Offer is provided for staff returning for the following academic year.

The school's HR Department are available to deal with any queries and to provide advice from newly hired colleagues during the period leading up to their employment (usually the start of the following academic year). Questions regarding academic content are answered by the Line Manager. Questions regarding general life in Qatar are answered by the allocated Buddy. During the period prior to a newly hired colleague joining the school, relevant information is shared to help them to integrate into the school. This includes school Newsletters, Q&A information, the Staff Handbook and the academic calendar.

Benefits for staff hired on international terms include free furnished accommodation, subsidised school places for staff children, annual flight allowance, private medical care and an end of contract gratuity.

Evaluator Response

Meets

Both teaching staff and support staff are employed with written contracts in accordance with Qatar Labour Law. The contract clarifies salary, benefits, and terms and conditions. For teaching staff, salary progression and performance-related pay was referenced as transparent and understood. A salary scale has also been aligned with expertise and experience.

Clarity with regard to salaries and benefits is greater in the academic sphere than for in-house support staff. Leaders are aware of this and expressed the long-term intent to develop greater transparency in this respect.

Not all teachers are included on the defined salary scale.

Commendations

None at this time.

Recommendations

Domain F Standard 6 - The Executive Principal review expectations related to high-quality learning and teaching and determine the extent to which salary policy is aligned with the CIS Code of Ethics concept of equality.


Domain Summary – School Response

Domain F (Staffing)

Oryx International School employs sufficient, appropriately qualified staff to ensure students' academic and well-being needs are being met. Due to the exponential growth of the school there has been a significant expansion in recruitment. Future growth will necessitate regular review of staffing needs

External and Internal training is provided to support and develop staff.

The recruitment of academic staff is overseen by the Executive Principal, Vice Principal of Secondary and Vice Principal of Primary and often involves other senior and middle Leaders. The Executive Principal and the Head of Operations oversee the recruitment process for administrative staff. The HR team provide the necessary support for all stages of the process, including the legal



requirements associated with employing staff. Senior staff involved in the recruitment process have undertaken Safer Recruitment training

Once an applicant has accepted an offer letter there is a significant and detailed process of mandatory checks required by the MoEHE and the MoI, in addition to those required by Orbital Education and the school. Prior to the appointment of any member of staff, appropriate background checks (as per KCSIE Part 3) are undertaken for all employees, shadow teachers and contractors. These checks are strictly implemented and monitored as part of the school's Safer Recruitment Policy.

The school's Single Central Register (SCR) is updated regularly by the HR department and is monitored by the Designated Safeguarding Lead and the Orbital Education Regional Head of Schools for adherence to policy, and evaluated monthly to ensure that best practices are in place. Ensuring a robust Appraisal process has been a priority for the school. There is a clear cycle of evaluation, which is shared with all staff. All newly appointed staff undergo a period of mandatory Probation and established staff benefit from a well-defined cycle of evaluation.

The school receives thousands of applications and the process of selecting short lists and identifying preferred candidates is onerous. The school has appointed a Manager of Human Resources.

Whilst there are procedures in place for evaluating professional development, these forms now need to be routinely completed, and INSET time allocated, to ensure that course information and best practices are disseminated across teams, and have subsequent impact on student outcomes.

The recent realignment of staff salaries has resolved previous anomalies. The establishment of a transparent salary structure is under consideration.

Recruitment timelines present a challenge insofar as the pattern of resignation dates within the international education sector has been getting earlier for several years. This has meant that preferred candidates are sometimes unavailable by the time employment offers can be made. Senior Leaders are seeking to ensure that the recruitment process begins as early as possible.

As part of the school's Safer Recruitment procedures, job descriptions are attached to advertisements published on TES. The newly appointed Human Resources Manager will address the current outstanding issue of some staff not having signed a job description. The school is aware of this. As per advice received from the Orbital Education Regional Head of Schools the mandatory Police Clearance Certificate will cover 5 years rather than the current 10 years. The Orbital Education Hub for professional development was launched in 2021. The Hub is a platform for schools to promote a collaborative approach to the sharing of good practice across the Orbital school's community. The school is seeking to proactively promote this collaboration. The school recognises that increased professional development for administrative staff is necessary and this is scheduled for the current academic year. Further, training for Board members has been highlighted in the Orbital Education annual school survey. To further support professional development of student wellbeing, school leaders are currently considering staff to be Thrive Social and Emotional Health Practitioners and also for the School Counsellor to undertake Storm Training (Preventing Self Harm (level 2))

Domain Summary – Evaluator Response

OIS generally aligns well with the standards of Domain F.

The school has developed and executed an efficient schedule for safer recruitment, ensuring that quality teaching and support staff are employed. The recruitment policy, therefore, aligns well with the guiding statements (school values) and the definition of high-quality learning. The school's appraisal processes for teaching and academic support staff clearly drive continuous professional development within the school while allowing for specific and individualised needs to be addressed.

The appraisal processes for support staff presently seem undefined and unclear to those involved and hence do not feed into specific needs related to performance management. Not all teachers are included on the defined salary scale.

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

Domain G (Standard G1)

Provision for delivering the curriculum is excellent with a wide range of general and specialized classrooms. It is notable that the two most regularly re-occurring comments mentioned by visitors and prospective parents are the favourable impression of the students and the quality of the school's facilities. The facilities provided are a significant factor in the schools continuing increased enrolment.

The recent establishment of a dedicated Achievement and Examination Centre was a direct result of the school's maturity and the fact that increased numbers in KS4, the establishment of the school to KS5 and the significantly high number of students progressing through the school. This was identified as a need during the initial accreditation process and has now been successfully concluded. The first set of external exam candidates used the Achievement and Examination Centre in January 2022.

Specialist facilities in Science are now fully employed with students able to access laboratories and engage in experiments. The employment of a second Science Technician is a welcome addition. The school has liaised with local authorities to establish a pedestrian crossing directly opposite school, and this process benefitted from significant support from Qatar Airways. This was completed in time for the current academic year and has greatly assisted the many families who live in close proximity to the school and whose children walk and cycle to and from school each day. Further upgrades to this crossing are presently underway.

Significant support is available, and utilised, from Qatar Airways. Qatar Airways staff are standing members of the school's Health, Safety and Security Committee and are active in responding to and advising on matters referred to them. The school also benefits from the participation and advice of the Orbital Education Regional Head of Schools who is also a standing member of the Health, Safety and Security Committee.

The school employs a Head of Operation who is responsible for the strategic management of the site and allied issues. There is also a Facilities Manager who, in addition to dealing with day-to-day issues liaises with external agencies like Civil Defence, First Responders and suchlike. An external contractor is responsible for the daily maintenance and cleaning of the site.

Evaluator Response

Meets

The facilities at the school are of an extremely high standard. It could be seen in the video tours and in talking to staff and students that there is a great deal of pride in the school. The whole facility is maintained by workers supplied by an outside agency, New Image Building Services (NIBS), who provides all support staff (cleaners, bus drivers, bus monitors, lunch monitors, security staff.) Safer recruitment policies are in place and are rigorously applied, with all staff including contracted support staff being police checked in their home country and in Qatar and given safeguarding training annually in a range of languages.

As well as two full-time nurses and a well-supplied clinic, the school is keen to facilitate paediatric first aid training for staff, as well as mental health first aid qualifications and safeguarding. Currently 12 staff are safeguarding trained up to level 3.

EduCare is used online to top up safeguarding qualifications, but much training is done face to face for all staff.

A school central record of all staff is kept, including subcontracted staff.

Classrooms have been fitted with interactive white boards. Careful planning of seating arrangements and appropriate equipment and resources in classrooms maximise program efficiency. Learning spaces equipped with seating and white boards outside primary classrooms are a good use of space and facilitate differentiated extraction teaching for SEN or EAL learners. Outside learning spaces attached to individual EYFS classrooms might have been preferable to the shared outside play space, but all outdoor spaces are attractive, well used, and well kept.

There are modern indoor sports facilities for when it is too hot to use the outdoor pitch. There is an extreme heat policy that dictates when PE lessons must move indoors as the outdoor pitch is not particularly well shaded. These indoor PE facilities will need to be expanded as the school grows. In addition, cafeteria space and exam hall space may need expanding as student numbers grow.

Commendations

Domain G Standard 1 - The operating committee for ensuring an optimum learning environment.

Recommendations

Domain G Standard 1 - The Executive Principal review the use of space based on projected needs for the school.

Domain G Standard 1 - The Operating Committee consider the Executive Principal's review in order to plan for campus development that will meet the long-term needs of the school.

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

Exceeds

Domain G (Standard G2)


All policies and procedures are updated according to a review timetable and are shared with Seniors Leaders in weekly meetings and with all staff electronically, both for consideration prior to updating and subsequently, once updated.

The school's Health Safety and Security Committee meet each term to consider incidents which have occurred, reports of potential safety concerns and possible solutions. Membership of the Committee is wide ranging and includes the Executive Principal, Heads of Secondary and Primary schools, Orbital Education Regional Head of Schools (who travels to Qatar and attends in person), senior members of Qatar Airways Safety teams, School Nurse, external contracted provider of facilities cleaning and security services, Facilities Manager, Parent representative, Head Boy and Head Girl, School Counsellor and other pertinent parties.

Safeguarding training is provided for all teaching, support and auxiliary staff, including external contractors. It is understood and accepted that training for staff less familiar with working in an educational context (ie external contractors or newly recruited support staff) is particularly necessary. Relevant background checks are carried out on all adults involved in the school as per the policy of the school, Orbital Education and the mandatory requirement of the the MoEHE and Ministry of the Interior of Qatar.

A Critical Incident Plan is in place.

The school is subject to regular inspection by Civil Defence staff from the Ministry of the Interior.



The school's licence to operate is dependent upon meeting the exacting requirements of the Civil Defence inspections. These include fire suppressant systems, fire alarm provision, evacuation procedures, School Nurse provision, access for emergency services, signage and multiple other requirements. Visits by Civil Defence staff take several hours and involve significant preparation. The regulatory environment within Qatar is noticeably efficient and detailed, and is enforced methodically.

Evaluator Response

Meets

Virtual tours of the school indicate that the school is maintained and kept clean to a very high standard.

The morning and afternoon entry and exit of the school campus itself seemed orderly and calm, with secure systems in place to ensure the safety of the children entering the campus. Children arrive by car, on foot, by bicycle, and by bus. Parents feel that a shortage of parking spaces makes drop-off times dangerous, and there is a degree to which there is repeated selfish parking by parents – double parking, abandoning cars, and blocking others in. Parents have been asked to park more safely and considerately with great regularity in parent updates. The road safety has been discussed repeatedly at SLT. Much of the issue is that the school's jurisdiction only covers the pavement immediately outside the school. The road is firmly under the remit of the local authorities (Ashghal). Parents are exasperated to have the school surrounded by 'waste' land that cannot be parked on, but this land does not belong to the school. Ashghal has been asked to provide more dedicated parking bays. The width of the road does not support chevron bays but parallel parking bays have been maximised. The school has also asked Ashghal to put barriers in the road so it can only be crossed at a dedicated zebra crossing. Bollards were put up, but not in sufficient numbers to mitigate the issue completely. The situation has been eased by moving the Secondary main entrance and by moving the bus waiting area. The SLT has tried to further alleviate this issue by extending school arrivals between 7am when the gates open and 7:25 when registration starts, but it remains an ongoing issue.

It was clear that the school leadership have undertaken reasonable steps to reduce the risk to pedestrians in the vicinity of the campus. However, as reported by the school and parents, this has not sufficed to reduce the risk to acceptable levels. The matter is complicated by the fact that the school has no authority to make the changes that would address the matter definitively.

There are five security guards on duty during the day and three in place at night.

There is a lanyard system with different colours indicating teachers, contracted workers, parents, and visitors. Lanyards may be removed or tucked in in the DT lab for health and safety reasons.

The health and safety committee meets regularly and is also a conduit for student voice.

Fire drills and lockdown drills are practised regularly. In the case of fire, there are three muster stations within the school campus, backed up by three outside the school wall if these are compromised. At 180 seconds after the activation of the fire alarm, the Qatar Civil Defence confirms with the Facility Manager if it is a false alarm. The cleaning staff carry out a sweep of the building, and a system of green and red cards at the muster points quickly shows if any person is unaccounted for. The system is robust and conforms to Qatari Ministry standards and to the standards expected by Qatar Airways. In terms of lockdown, the children are taught to 'run, hide, tell'. Within a classroom setting, lockdown can be effected by locking doors and lowering blinds after a coded message on the tannoy and a scrolling number on the classroom clocks. Both evacuation drills and lockdowns have been practised, with issues raised (such as poor sound quality of the tannoy in some areas) being addressed.

The evidence indicates that a rating of Partially met is more appropriate at this time, and the school should address the recommendation.

Commendations

Domain G Standard 2 - (Major) The maintenance team and support staff for exceptional maintenance of the facilities, infrastructure, security and systems, and the subsequent positive impact on the health, safety, and well-being of the school community.

Recommendations

Domain G Standard 2 (Major) - The Operating Committee explore ways in which the risk concerning traffic and pedestrians in the proximity of but beyond the school's property can be managed and mitigated against to show due diligence.

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

Domain G (Standard G3)

The school's IT network and connectivity are excellent. There are 110 access points, a recently upgraded Firewall and two dedicated internet lines. There is an on-site server which hosts our active directory as well as other applications and back-up for data protection.

All teachers and relevant support staff are provided with a Microsoft surface book, iPad or laptop and a charger.

98 Microsoft surface books are available to KS2 Primary students. A further 138 iPads are available for Early years students. All Secondary students provide their own devices and benefit from significant support from the school's IT staff. There are three IT suites which are used by both phases of the school. Students who use their own devices are issued with guidelines regarding protocols surrounding the school's WiFi network.

The school assisted parents and families during the pandemic by loaning laptops in the event where there were multiple children obliged to study from home and / or parents were working from home and computer access was limited.

A 5 year plan has recently been confirmed for asset replacement. The school liaises with, and benefits from support from Orbital Education with regard to IT planning and provision. This ensures that the school is in alignment with other schools within the group.

All devices, including student devices, are protected with anti-virus software and this is a mandatory requirement.

Evaluator Response

Meets

ISAMS, ClassDojo, and CANVAS are all examples of platforms used to assist the children's learning. In classroom observations, ClassDojo has been seen to be used as a tool to reward good learning behaviour and effort. The CANVAS platform is used to flip learning and allow EAL learners in particular to pre-learn vocabulary and then revise work covered after the class. There are various different technologies being used, with younger children using iPads and secondary children bringing their own devices. There are different levels of access to the system, and a newly updated firewall helps protect the school systems. Parents need to sign the acceptable use policy before their child can gain access to school systems and child's own devices are checked before they access school WiFi systems. Off-site use cannot affect school systems.

Personal phones are allowed in school under strict conditions and in line with MoEHE directives but are not used for learning.

The IT department can be contacted to support staff or students with IT issues via email. The staff of three operate a token system to prioritise IT support.

Commendations

None at this time.

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

Exceeds

Domain G (Standard G4)

The school engages auxiliary service providers to deal with security, housekeeping, transportation and (pre-pandemic) cafeteria services. Due diligence is performed through training and background checks.

Although the school has been unable to offer cafeteria services or in-school dining since March 2020, due to mandatory closure throughout Qatar during the pandemic, policies and procedures are in place to ensure that certification of equipment and materials meets expected standards. Ministry of Public Health inspect cafeteria facilities to ensure compliance with local regulatory requirements.

Auxiliary service providers are obliged to provide documentary evidence such as current work permits, work methodology statements, risk assessments, examples of signage and safety barricades required during the course of their work.

The school provides a Performance Evaluation Sheet for Auxiliary service providers to assess their employees / contractors performance against the scope of their work and to assist them to improve effectiveness.

A colour delineated lanyard system is employed in the school - crimson (parents), white (staff), turquoise (external contractors) and grey (visitors).

Evaluator Response

Exceeds

Cleaning and maintenance of the facility is to a high standard. The medical facilities are suitable for purpose.

The facility is monitored by CCTV. There is a CCTV policy in place that conforms to national standards and is in line with the school's safeguarding policy. There are standard operating procedures that are reviewed at board level regularly.

Technicians working in art, DT, and science labs are fully and regularly trained for health and safety. Science techs follow CLEAPSS guidelines for the use of chemicals in lessons. Access to these areas of school are key card controlled.

Systems in place for the start and end of the day are sound and lead to smooth transitions. Duty staff and lunchtime monitors share responsibility for supervising lunch breaks and this, coupled with the very high standards of behaviour seen, result in a calm atmosphere despite the use of outside space still being curtailed by COVID restrictions. Children and parents at interview shared the view that the children are safe and supported while in school.

School visits by the Regional Head of Schools contribute to monitoring and improving the quality of auxiliary services in alignment with other schools in the group.

Commendations

Domain G Standard 4 - The Head of Operations and the Facilities Manager for overseeing high-quality maintenance in all areas of the campus.

Recommendations

None at this time.

G5

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

School Response

Meets

Domain G (Standard G5)

The school is legally compliant with environmental regulations. A private contractor has been employed, for several years, to organize the safe collection and disposal of sewage waste. Recent ESG (Environmental, Social and Governance) meetings between the school, Orbital Education and Qatar Airways have explored the possibility of using water waste to irrigate another location. Medical waste is disposed of via an external contractor and complies with local regulatory requirements.

Several steering groups have been established within the school to consider ESG. For example, one group, consisting of the school's SLT, Orbital Education Regional Head of Schools and Qatar Airways meet to consider ESG within the school in conjunction with the airline's policies and stated goals. The intention is to formalise this through the establishment of an ESG plan.

Further, the school is working with HSBC bank on two initiatives with sustainable / environmental impacts to raise awareness and engage with issues.

A full Lockdown drill and gathering of subsequent feedback has been completed since pandemic restrictions were relaxed. Outcomes will be considered with regard to amending and improving the relevant Policy.

A ticketing system to report and action building maintenance is being trialled in order to expedite reporting maintenance concerns and assist with expeditious responses.

Consideration of ESG initiatives with Orbital Education and Qatar Airways is presently under discussion with the aim to achieve Environmental Certification.

Evaluator Response

Meets

The school is legally compliant with local environmental laws in terms of safe collection and disposal of sewage waste and medical waste, and also seeks ways to go beyond these laws to reduce environmental impact and enhance sustainability.

Several steering groups have been established within the school to consider Environmental and Social Governance (ESG) issues. These groups are comprised of a range of stakeholders, including students and those with expertise, who advise school leaders, staff, and students on environmental decision-making. There is an intention to formalise this through the establishment of an ESG plan.

OIS has taken action to reduce its environmental impact and enhance sustainability. There is a proposal that waste water from the school be used to irrigate another location. And the school is working with HSBC bank on two initiatives with sustainable/environmental impacts to raise awareness and engage with issues. At a school level, systems are in place to monitor the use of plastics. There are various sustainability projects in place as well as recycling projects.

Contractors have to show their environmental credentials before securing contracts, and the school has increased the numbers of buses to minimise unnecessary car journeys.

Consideration of ESG initiatives with Orbital Education and Qatar Airways is presently under discussion with the aim to achieve environmental certification.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

Domain G (Premises, Facilities, IT Systems and Auxiliary Services)

The school's premises and teaching facilities are continuously monitored and reviewed. The school has evolved and grown at an exponential rate and the establishment in the current site has necessitated evaluation of systems and harnessing of potential. Due to the imposition of Covid restrictions a year after the school moved to the current site, many of the facilities have only been used for a short time whereas others, particularly classrooms have been used exclusively and extensively due to the mandatory bubble system in Qatar.

A major refurbishment involved the establishment of the school's Achievement and Examination Centre. This saw the relocation of office and secure room facilities, major renovation of existing spaces, the establishment of adjacent rooms for Language Orals and for children being assessed independently. The Achievement and Examination Centre opening coincided with the school's first cohort of A level 'graduates' and is now heavily used for external examinations and internal assessments.

The sense of pride which the school community holds is due in no small part to the facilities available to students. It is felt that the school benefits from extensive and appropriate facilities. Demand for places in several year groups has, and will continue to cause strain and although the school is relatively young, medium term consideration involving discussion around the issue of over-subscription and how to meet demand is pertinent.

The Head of Operations is responsible for the implementation of capital projects. The Head of Operations is a member of the school's Senior Leadership Team and works closely with academic staff to ensure that requirements are met. Qatar Airways Capital Projects Department support the school as required.

Auxiliary services are contracted to a third party supplier. These include cleaning, security, bus transportation and facilities management. Auxiliary services, and auxiliary staff are managed by a full-time, on-site duty manager provided by the contractor and a Facilities Manager employed directly by the school. This structure works very well. The cleanliness and presentation of the school are often complimented by visitors and parents, and are appreciated by students and colleagues.

School security is a priority. Security staff are on duty seven days per week, 24 hours per day. There are 197 CCTV cameras which are linked to a central control room, and to two Security rooms on the school perimeter. Historical footage is available, as well as live streams. Nominated Security staff are trained to access historical footage and have supported the school if footage requires review.

Entry and Exit points, critical plant rooms and other facilities are controlled by an access card. Teaching staff and support staff are issued with access cards which allow access to areas of the school pertinent to their role. 140 locations within the school are protected with access control points. Qatar Airways Security Team provides regular advice and liaison. The relationship with Qatar Airways security team is highly valued and the dialogue is two-way – the airline will respond to requests from the school and they will also proactively support the school in the event of any current situation or circumstance. Parents value the relationship with Qatar Airways, and their Security Team, particularly highly. Most recently, Qatar Airways (Senior) Security staff have monitored the areas adjacent to school and made recommendations regarding traffic management and communal, external spaces.

The School, through the office of the Executive Principal, the Head of Operations, Orbital Education and Qatar Airways employ a Protocol whereby both parties exchange information involving

significant issues pertaining to safety or any imminent local emergency. Communication is also extended to include senior members of Orbital Education, specifically the Regional Head of Schools. In addition, the MoEHE and Ministry of the Interior, through the Department of Civil Defence, are involved in periodic and scheduled inspection of the school's safety facilities and protocols.

Termly Health, Safety and Security Committee meetings are held and involve the school's Senior Leadership Team; Orbital Education Regional Head of Schools, Qatar Airways Security and Safety staff; School Nurse; Parent Representatives; School Counsellor; Auxiliary Staff Manager (Contractor); Head Boy and Head Girl and other relevant parties.

IT provision is supported by two full time Technicians and an IT Manager. Technicians are responsible for ensuring that all school equipment is functioning and protected by anti-virus software and the school's Firewall. Technicians also service the large number of computers and devices available to students as well as supporting Secondary students with regard to protection on individual devices. Cloud based storage, online learning platforms and the school's VLE, Firewall, access points and other related support structures are managed by the school's IT Technicians.

Domain Summary – Evaluator Response

Overall, OIS is well aligned with the standards for Domain G.

The school building is well designed, maintained, and cleaned to a very high standard. It is an attractive, well-designed space. Students, staff, and parents rightly feel a great deal of pride in their school's facilities.

The school rigorously applies health and safety and safeguarding standards that meet or exceed national standards, thanks in part to the input of Qatar Airways and the board who operate a rigorously applied safer recruitment policy and regularly update safeguarding training for all staff.

Technology is used to supplement teaching and learning, and also to keep parents involved in their child's learning. Tech systems are effectively firewalled and maintained well.

Support staff assist teaching staff to cover lunchtime duties and contribute to the calm and pleasant atmosphere apparent around the school.

Environmental concerns are considered and various projects have been undertaken that impact the way the facility is run.

As the school continues to expand, there will be pressures on parts of the school accommodation, such as indoor and outdoor PE facilities and cafeteria provision. This will be an issue which needs consideration and forward planning.

The school has worked effectively to plan and implement safe systems for the arrival and departure of students. That said, the safe use of roads outside the school presents an ongoing risk that has led to considerable interaction within the school community and between the school and the authorities.

Domain H - Community and home partnerships

H1

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

School Response

Meets

Domain H (Standard H1)

Communications between home and school are multi-faceted.

Official school e-mail addresses are used by all Secondary students to communicate with their teachers. During the pandemic, this was buttressed by Canvas communications specifically related to (distance) learning. Parents of Secondary children are able to contact Form Tutors and to seek over-arching information from Heads of Year, via e-mail. In Primary, there is extensive use of Dojo to communicate with parents. Termly reports are issued and are followed up with termly Parent – Teacher consultations, with students encouraged to be present. Telephone calls from parents are fielded by Reception staff who disseminate queries to respective colleagues. There is a parallel channel of parental communication via Class Reps through to the Parent Relations Executive. Proactive communications include weekly updates, particularly vital during the pandemic, from the Executive Principal to all parents. Termly Newsletters, specific information disseminated by e-mail and general reminders are issued as required. The school website contains all relevant and standing information regarding uniform, school hours, MoPH updates and other issues which can answer questions before they are asked.

The school's Facebook and Instagram pages are managed by the HR team and are updated regularly, and monitored for any content which could infringe local norms or which could identify specific students.

The school has recently been opened to parental visitors with a confirmed appointment. Face to face meetings are starting to be established.

Evaluator Response

Exceeds

From the evidence available, there is strong confirmation that the quality of communications between OIS and the parents enhances students' well-being and are aligned with the OIS guiding statements. The school uses ClassDojo in the primary school, which is celebrated by parents in the conversations with them during the visit. The school has used weekly emails, newsletters, and WhatsApp to reach parents easily. Parents confirmed that communication is consistent, and weekly summary sent to them proves to be very beneficial in updating them on information about the Ministry of Education as well as Ministry of Public Health especially during the pandemic.

Conversations with parents supported the narrative and the evidence that the school systematically seeks feedback through surveys and face-to-face meetings, especially before the pandemic. The PTSA plays a key role in reinforcing the feedback that the school receives. This feedback is then considered and used to develop appropriate actions to improve the school in line with the guiding statements.

Parents are encouraged to be involved in the life of the school. During meetings with Domain H committee members, some parents were in attendance and are members of the committee. They confirmed that communication lines are always open and the connection with the school is great. This has fostered student learning, well-being, and global citizenship.

New parents to the school are inducted into the school community and feel welcome and included. There are even volunteer parents who help in translations in cases where there are language barriers. This was reinstated by the confirmation that the school organises EAL classes for parents whose English is limited.

Lesson and break observations, conversations with students, parents, leaders, and colleagues manifestly demonstrate that the OIS community is particularly warm and positive. It is commendable that the whole community works so hard to support a tight-knit and supportive environment.

Commendations

Domain H Standard 1 - (Major) The whole school community for building, nurturing, and sustaining a particularly positive learning community.

Domain H Standard 1 - The SLT, support staff, teachers, and parents for ensuring that communication is effective and efficient.

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

Domain H (Standard H2)

The shadow of the pandemic has impacted, both positively and negatively, on partnerships. The enforced isolation between 2020 and 2022 encouraged various initiatives to foster links with external agencies for a variety of purposes. The school's relationship with Sidra Hospital and Hamad Medical Centre was vital with regard to providing immediate advice and care for students, and families, requiring support. Interactions with other schools around the world, including, but notwithstanding, Orbital Education schools evolved out of common need and common experience. Events such as on-line quizzes, virtual workshops to share practice and experience, student competitions (particularly in Mathematics), BSME contests involving short story writing, Art and poetry, Qatar MoEHE initiatives to encourage creativity and foster well-being during the pandemic and the school's MFL Department instigating a series of (monitored) pen-pal relationships with students in Spain are all examples of necessity being the mother of invention.

Staff also benefit from external agency co-operation. Colleagues have completed, and are completing their iPGCE qualification with UK universities. The school has also acted as a host for senior leaders from other schools in Qatar who are pursuing advanced degrees requiring action research and / or NPQH qualification.

The ongoing proscription of extra-curricular activities, allied to the recent prescription of activities provided by external providers has allowed the school to re-establish its relationship with Hamilton Aquatics to provide swimming lessons after school. In addition, the school has a fertile relationship with Paris Saint Germain Soccer Academy and is used as a training centre each evening. The link with PSG and Qatar Airways (and the school) is one which shows particular promise.

Qatar Airways and the school are exploring various initiatives to foster concrete links – in particular, with regard to I/GCSE and A level Business students (Marketing), BTEC Engineering students (Engineering) and other departments. The school has hosted the Qatar Airways Cadet Pilot programme.

Opportunities for overseas travel, and, in particular, overseas Service are currently very limited. Local Service is likewise strictly contained but it is hoped that both horizons will be expanded in due course.

Evaluator Response

Meets

OIS has developed and continues to seek out a wide range of external partnerships with the local and international community. The school has partnered with Sidra hospital, Hamad Medical Centre, Orbital Education schools, as well as monitoring pen pal relationships with students from Spain. The students benefit from opportunities to enrich their learning opportunities. These include a connection with Hamilton aquatic to provide swimming lessons and Paris Saint-Germain (PSG) soccer academy for daily morning training. This is supported by the OIS definition of internationalism and global perspectives.

Prior to COVID, participation in MUN conferences, the student council, and well-being committee all provided opportunities for student leadership and service learning. Currently, the student council in all the divisions of the school is working on many projects such as Eco Warriors and well-being awards that are shared with the community during assemblies. As the restrictions are relaxed, the students' voice and role in the local and global community will be more apparent with projects such as the Duke of Edinburgh's International Award and COBIS competitions.

Commendations

None at the time.

Recommendations

None at the time.

Domain Summary – School Response

Domain H (Community and Home Partnerships)

The School maintains strong and healthy avenues of communication between home, school and the broader Oryx community, (particularly Qatar Airways, through the Delegation of Authority and Orbital Education). Regular communication is encouraged and the school in accordance with the school's Guiding Statements. Orbital Education and the MoEHE conduct surveys to inform the school's policy and practice. Weekly updates and Termly Newsletters are circulated to the whole school community. In addition, periodic updates specifically targeted at relevant year groups or other constituencies are communicated by e-mail as required. These can include updates on pandemic conditions and protocols, information regarding a wide range of subjects which may require immediate correspondence and other logistical information.

The school utilises social media and maintains Instagram and Facebook accounts. The school website is the preferred and recommended portal where parents can access information. Each Class / Form elects a Parent Representative and they, in turn, utilise WhatsApp and face to face conversations to gauge opinions, discuss matters of mutual interest and co-ordinate efforts to support the school. The school has a full-time Parent Relations Executive who disseminates information and acts as a point of contact for general parental concerns. This framework aims to encourage constructive dialogue and transparent communication and act as a recognised channel to facilitate discussion.

Parents in Primary utilise Class Dojo as a communication tool and the school also uses it to publish information. Secondary students and their parents use official school e-mail accounts to communicate. Teachers and students have utilised Canvas as a means of communication regarding learning, particularly during the pandemic when on-line teaching and hybrid were fixtures.

Termly school reports are issued and each term there are a series of Parent – Teacher consultations to review progress and discuss issues.

The school's SEN department provides referral process and links with external agencies and communicates regularly, and in significant detail with parents whose children require significant support.

Student Councils are established in Primary and Secondary. Meetings have been virtual since 2020. Secondary Student Council is chaired by the Head Boy and Head Girl, and supervised by the Head of 6th form / Assistant Principal. Reports are circulated to the Executive Principal and the Vice Principal (Secondary) and Vice Principal (Primary).

Parents are represented on the school's Health, Safety and Security Committee and attend termly



meetings.

The Regional Head of Schools visits the school each term and meets parents and students as part of his standing agenda.

Respect for different cultures is fostered in the school and the diversity of the student and parental body is celebrated. The school hosts regular parent workshops which inform on a variety of subjects (learning, assessment, Options choices at I/GCSE, A level and BTEC, University progression and others). A weekly class for parents to learn English has been run, specifically aimed at new families whose proficiency is less able. This is run under the aegis of the PTSA, who play a pivotal role in supporting the school. Pre-pandemic, this included staging events like International Day, Winter Fair and Pink Day as well as supporting incoming families, including provision of home language support and English classes taught by the school's teachers. It is envisaged that all of these will be re-instigated as restrictions are gradually eased. The school established a 'Summer School' programme to help families quarantined during 2020 and 2021 and published The Oryx Occupier weekly newspaper with ideas, wellbeing support and other pertinent information during periods of lockdown.

After school activities have been severely curtailed during the pandemic and this restriction has only recently been relaxed, and only for external providers.

Domain Summary – Evaluator Response

Overall, OIS is well aligned with the standards for Domain H. The narrative given at the self-study level did not consider the essential questions and the team criteria. It was an overview instead. The same observation was made during the preparatory visit.

It is evident that the school has established divergent avenues to communicate to parents and receive feedback. The evidence from the community survey feedback and meetings with parents and students representatives pointed to the fact that OIS has put a lot of effort into fostering strong and reliable partnerships with the parents. The parties are satisfied with communication and have a sense of belonging.

The school has relied on several platforms to reach the parents even in the face of the pandemic. These varied from ClassDojo for primary school, which parents were so impressed about, to an up-to-date website, CANVAS, emails, and newsletters. EAL parents have an option to use an immersive reader to access the online communication in their preferred languages. It was noticeable from meetings that communication in OIS is appreciated and the calls that the receptionist makes go a long way to fortify this.

There is an overwhelming desire by all stakeholders to resume normal school life beyond the pandemic restrictions, which will allow them to create more learning opportunities for the students. At the time of the virtual visit, there were still significant restrictions enforced by the government. That said, the school has been creative in offering virtual workshops, online quizzes, and monitored pen pals to perpetuate external relationships among students.

Conclusions

School Response

Conclusions

The Self Study process has been an arduous, worthwhile, introspective, communal effort directly involving a large number of the school community. The Self Study document is a testament to the school's current position and a worthy record as it comes through a unique and challenging period – unique in terms of the school's exposure during the pandemic and the individual circumstance of being allied to an airline during the most volatile period in the aviation industry.

The Self Study review was approached in a systematic manner. Domain teams were formed and included volunteers. Each Domain team was managed by a team leader. It was a strategic decision that not all Domain leaders would be Senior leaders. The school identified the CIS process as a way to empower ambitious colleagues and provide an opportunity for Middle Leaders to take responsibility for areas.

The drafting of the Report and the submission of evidence was further sub-contracted to individual team members – in effect, colleagues took responsibility to assess, write and submit for individual Standards within Domains.

Further support was provided by Orbital Education, specifically the Regional Head of Schools in Domain B and with regard to Financial and Governance references.

The Report was drafted from February through to June 2022. Several re-writes and updates were incorporated. Significant adaptations were necessary as local (pandemic) conditions changed throughout this period. Final drafts were considered, and involved multiple colleagues and other parties to consider the final submission.

Through conducting the process, a period of self-reflection has been paramount. Questions like 'How do know?' and 'Where is the evidence?' have been repeated many times. Even with the visiting Team's input it is already a positive learning experience.

The value of the Report has caused the school to seriously consider things which may have been taken for granted (i.e. systems or schemes which were not as robust as was appreciated previously). This has been a beneficial exercise. Student voice, particularly in relation to the Guiding Statements was appreciated. The Self Study has brought participants together and obliged teams to work in partnership. It has been a positive experience.

The issue of Global Citizenship and allied Inter-culturalism and Internationalism has moved up the school agenda (a lot) through the CIS process. The school now feels positive and reactive to this agenda. Moving the school from a superficial appreciation of flags, fashion, food and festivals to one where Global Citizenship is a time tabled lesson under pinned by a bespoke definition is a direct result of the CIS process.


A definition of high quality learning has been highlighted as a priority. The school's new Guiding Statements and the implementation of the '5 star' model would not have been so swift without the momentum provided by CIS.

Basic Information

The school has flourished since the Preparatory visit. The operational challenges presented by Covid-19, local conditions, mandatory requirements prescribed by the Ministry of Education and Higher Education and the significant retrenchment within the airline industry in general, and Qatar Airways in particular, have been met, accommodated, and overcome. The school's current success could only have been wished for in late 2020, early 2021. The ongoing pandemic, significant redundancies from the sole employer of families within the school (Qatar Airways), locally imposed restrictions and conditions, 3 periods of extensive school closure and 2 years of various hues of hybrid teaching are outweighed by an expanded school roll, recruitment of further staff to meet growth, establishment of 6th form, our first excellent I/GCSE, A-level and BTEC examination results, first Graduating classes, University offers, well-established system of on-line teaching and the recent gradual return of families re-hired by Qatar Airways creating a palpable *esprit de corps* throughout the school.

The school operates on the English system of Early Years, Key Stages 1 and 2, Key Stages 3 and 4 and a new 6th form, based on the National Curriculum for England Wales, adapted to local requirements, including I/GCSE, A Levels and BTEC Level 3 courses.

Recognising that all schools have had to deal with the pandemic, Oryx International School, with



its reliance upon a single employer operating within a sector which was decimated world-wide (airline industry) is a unique school during a unique time. At the time of the Preparatory visit the school roll was reducing through redundancies from Qatar Airways (over 250 students). Due to the fact that the vast majority of Qatar Airways employees and, by extension, parents and students of the school are expatriates, redundancy effectively meant families leaving the school and the country. The emotional toll on the school and families was considerable. However, in late 2020, it became apparent that in addition to a gradual reduction and eventual cessation of redundancies, the school roll was growing due to Qatar Airways families transferring their children from competitor schools to our school. The net result was an increase in roll, during a time of overall retrenchment, from 1,283 in June 2020, to 1,584 in January 2022.

Work on the new Guiding Statements has continued apace and the 'Five Star School for A Five Star Airline' model has been adopted and rolled out following a process of consultations with students, parents, colleagues and members of the Operating Committee. Work on embedding the values is current.

The school campus has not changed significantly, with the exception of a new Achievement and Examinations Centre to cope with the expansion to offer external examinations. Unfortunately, many of the outstanding facilities have been, and continue to be in enforced mandatory hibernation for long periods due to Covid restrictions. Sporadic use of some facilities and the re-establishment of tightly controlled Physical Education lessons has seen some opportunities to harness the school's potential. However, until the MoEHE sanction any further relaxation, the school, and all schools in Qatar will continue to function within the established parameters.


Evaluator Response

This evaluation visit conducted between 21st to 27th of October 2022 was undertaken virtually given that limited pandemic restrictions remained in place. In spite of the virtual nature, the evaluation team was able to develop a clear picture of the school's progress on the accreditation journey. Evaluators had productive times observing lessons and conducting meetings with the SLT, middle leaders, teachers, support staff, students, and parents. The virtual experience was sincere and thorough, thanks to the commitment of OIS to supporting the visit effectively. From the discussions and observations, it was clear that OIS has experienced significant growth in terms of the four CIS drivers since committing to the accreditation process. This resonated across the team, with confirmation that there was esprit de corps, and the team concurred that the self-study process had been an 'arduous, worthwhile, introspective, communal effort directly involving a large number of the school community'.

The self-study process confirmed to the OIS family that diversity of the community is a resource. This diversity was visible in curriculum documents and learning across disciplines. Global citizenship and interculturalism were effectively intertwined with learning and teaching.

The self-study was approached inclusively and with care, which facilitated the work of the team in evaluating performance against the standards across the domains. Members of the OIS community committed to the principles of the accreditation process in a sincere and motivated fashion. The team appreciated steps taken by the school since the preparatory visit. The connection and harmonisation of the primary and secondary curriculum, the horizontal and vertical connection, and transition reports were a testament to this.

While the pandemic had an undoubted and inescapable impact on the learning environment, it was also seized upon by OIS as an opportunity to boost the priority of well-being. Exclusively serving the children of Qatar Airways employees had a unique and profound impact. Many parents lost their jobs and families had to relocate to their home countries. As a result, a well-being committee was set up and well-being has become a standing item at OIS. To ensure their commitment to well-being, OIS has designated an assistant principal with the responsibility to ensure that the well-being of both staff and students is prioritised. Well-being programs come in a range of formats, and the school has implemented an award system where students are nominated by their peers.



There was an inherent need to review the purpose and direction of OIS because the school community had not contributed to the guiding statements at inception. This process has been impactful. SLT intends to be excellent in everything they do, and the community is well placed to move forward in alignment with the Orbital Group Organic Growth Structure as well as the school development plan. This will be instrumental in realising the school's potential.

OIS's strategic plans are robust, carefully considered, and align closely with Orbital Education's priorities for schools. They already include a number of areas for development that are in line with recommendations from this visit. The school maintains a leadership structure that has sufficient breadth to accommodate the demands associated with these tasks. Governors and school leaders have shown that they can effectively prioritise developments. Leaders are clear about the capacity of their teams and this has served them well in a rapid growth environment.

Challenging circumstances have faced Oryx International School during the pandemic. These have included potential instability in enrolment, complications for staff recruitment, and very significant amounts of time of online education. It is a tribute to all associated with OIS that the school has navigated its way around these obstacles and deployed many innovations in order to keep children learning.

OIS has very considerable strengths. These include:

- a visionary leadership team who has brought about impactful changes and appointed capable and progressive colleagues
- a committed and hard-working community of teachers
- administrative and support staff whose talents and input are genuinely appreciated
- a loyal and supportive parent community
- all supporting a broad curriculum offer that delivers very good academic results and outstanding enrichment provision.

These strengths are welcomed and appreciated by an articulate and ambitious student body.

Throughout the team evaluation it was noted that, even though these abundant areas of strength were very much in evidence, there is no complacency evident within the OIS community. On the contrary, the school is determined to continue to use evaluative processes to inform its journey of improvement, development, and expansion. In the short term, it will be key to apply the finishing touches to a whole-staff concept of performance management. The school must also work with the relevant authorities until the traffic risk outside the campus is reduced to acceptable levels.

And perhaps since the community survey did not appear referenced in the evidence, although a lot of feedback was reflected in the discussions, OIS may find it suitable at their discretion to request CIS for a relaunch of the same when the COVID pandemic restrictions are fully relaxed.

Great appreciation goes to Ken Haggarty, Derek Laidlaw, Flora Kumar, and Edgardo Vinas for their significant efforts in ensuring that the visit was thoroughly prepared and took place as smoothly as possible. We also further acknowledge the collective effort of all the teachers, parents, support staff, and students who came alive to ensure that the process was fruitful.

The CIS team would dearly have liked to experience first-hand the campus and meet with staff and students in person. The final words in this report are for the children who attend OIS and whose personalities and characters were inspiring. The school and the whole community can be proud of them: a five-star school for a five-star airline.