



Age Range:	3 - 18
Number of Pupils:	900
Principal:	Mr Steve Howland MBE
Chair of Governors:	Mr Dominic Myers

School Profile 2008/09

Introduction

This document provides an overview of our school. When reading it please note that judgements about performance are based upon the criteria used by Great Britain's Office for Standards in Education (Ofsted). There are four levels and they are:

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate

However, pupils' attainment and their attendance are compared with national averages in England and are judged as being:

- Grade 1 High
- Grade 2 Above Average
- Grade 3 Average
- Grade 4 Low

1. What were our successes in 2008/09?

- a) Inspectors reported in March 09 that the British School is "an outstanding school" as judged against Ofsted's inspection framework for schools in England. This is the top grade achieved by 15% of schools in England.
- b) National Curriculum (SATs) results at the end of Key Stages 1, 2 and 3 and GCSE, GCE AS and A Level results that are 'High' compared to schools in England.
- c) Levels of progress through National Curriculum sub levels for the majority of pupils in Years 1 – 9 in English, maths and science that are 'Outstanding'.
- d) Progress at GCSE and GCE AS and A Level that is 'Outstanding'.
- e) Record examination results at Key Stage 1 (age 7) and Key Stage 4 GCSE (age 16).
- f) 94.1% students gaining at least 5 GCSEs including English and maths.
- g) 48% of all GCSE grades at A* or A.
- h) 55% of all GCE A Level grades at A or B.
- i) Examination results over at least the previous 3 years that class the school as a 'High Performing School'.
- j) The highest ever pupil enrolment of 907: a 24% increase in four years.
- k) Our public performances and exhibitions including the Foundation Stage and Key Stage 1 Christmas productions of Wiggly Nativity, the Primary School's carol concert, Sing Christmas at the Intercontinental Hotel, the Key Stage 1 performance of Billy No Buzz, St Davids Day at the British Ambassador's residence, African Jigsaw and the Last Choir Standing at the Al Bustan Palace Hotel, Sing Summer at the Intercontinental Hotel and the Al Nada Resort, the staff and Sixth Formers' performances in Stars in Their

Eyes, an inter-house talent show, drama productions by Moramjadbeck⁴ - the students' own production company, Primary Artefacts, and Artefacts 2009 at the Omani Society of Fine Arts.

- l) Students attending three Model United Nations conferences in Singapore, St Petersburg and Muscat.
- m) Tremendous success by BSM's Muscat Marlin's Swim Team - 79 swimmers (9% of the school's population) achieved a total of 829 personal best performances from the 1031 individual swims during 17 swim meets. Of the personal best tally, 203 were school records and were achieved by 34 different swimmers aged 6 to 18.
- n) Hosting the first ever British Schools of the Middle East (BSME) Swimming Championships.
- o) Five successful sports days and a continued growth in dance at all levels including GCSE and A Level.
- p) An entertaining dance production involving 130 children aged 5 – 18.
- q) 71 students completing their International (Duke of Edinburgh) Bronze, Silver and Gold Awards.
- r) A team of Year 5 and Year 6 pupils representing the school at the BSME Games in Dubai, UAE.
- s) A comprehensive range of educational trips for pupils in every year group (see page 11).
- t) Students cleaning up a beach in order to help protect the Omani marine environment.
- u) The consolidation of progress by The Green Team to help the school to recycle paper and plastic for Oman.
- v) The completion of Phase 3 of our three year ICT Plan.
- w) A full evacuation of students to their homes within three hours in response to a simulated security incident.
- x) Five teachers voluntarily applied for and passed assessment to become Post-Threshold Standard teachers.
- y) The Senior School's Prize Giving Ceremony and very well attended Sports Award Dinner.

2. What are we trying to improve and what are we doing in response to our school inspection of March 2009?

- a) Although we have achieved the inspection rating of 'Outstanding' in 68 out of 87 inspection judgements, we are still on The Road to Outstanding in order to consolidate our performance and eventually evaluate ourselves as 'Outstanding' in every area and have Ofsted inspectors confirm our judgements during an inspection in March 2012.
- b) The effectiveness of using challenging targets to raise standards in the Senior School and Sixth Form from 'Good' to 'Outstanding' by June 2011 by improving the setting of challenging National Curriculum, GCSE and A Level targets in order to raise standards.
- c) The adoption of healthy lifestyles by pupils throughout the school from 'Good' to 'Outstanding' by March 2012.
- d) The attendance of pupils from 'Satisfactory' to 'Good' by June 2010.
- e) The attendance of pupils from 'Satisfactory' to 'Good' by June 2010 by achieving 0% unauthorised and unaccounted for absence every term.
- f) Child protection by updating all staff in the latest child protection measures to ensure that vulnerable children are being identified and appropriate action is being taken.
- g) Our contribution to the community by achieving a charity fund raising target of OMR 10,000.
- h) The quality of teaching and learning in the Primary School from 'Good' to 'Outstanding' by June 2010 by ensuring that teachers consistently use assessments from the previous session to inform planning for the next lesson (Inspection improvement point #10).
- i) The quality of teaching and learning in the Primary School from 'Good' to 'Outstanding' by June 2010 by making sure that marking comments link to targets and that pupils have regular opportunities to reflect upon and act on feedback (Inspection improvement point #11).
- j) The effectiveness with which children in the EYFS are helped to learn and develop from 'Good' to 'Outstanding' by June 2011 by monitoring children's learning choices carefully (Inspection improvement point #6).
- k) The effectiveness with which children in the EYFS are helped to learn and develop from 'Good' to 'Outstanding' by June 2011 by enhancing the way that letter sounds and early reading skills are developed (Inspection improvement point # 5).
- l) The quality of teaching and learning in the Primary School from 'Good' to 'Outstanding' by June 2010 and develop the quality in the Senior School beyond 'Outstanding' by June 2011 by implementing philosophy for children (P4C) in the Primary School and Learning to Learn (L2L) in the Senior School.
- m) The quality of curriculum and other activities in the Senior School and Sixth Form from 'Good' to 'Outstanding' by March 2012 by further diversifying the curriculum offered for students aged 14 to 19 (Inspection improvement point # 7).

- n) The quality of curriculum and other activities in the Senior School and Sixth Form from 'Good' to 'Outstanding' by March 2012 improving the quality of curricular provision for G&T students.
- o) The quality of curriculum and other activities in the Senior School and Sixth Form from 'Good' to 'Outstanding' by March 2012 by embedding curriculum enrichment days throughout the school.
- p) The quality of curriculum and other activities in the Primary School and specifically in the Senior School and Sixth Form from 'Good' to 'Outstanding' by March 2012 by increasing the range of after school activities throughout the school.
- q) The quality of the curriculum by implementing the Primary Framework for literacy.
- r) Provision for most able children by implementing CHIPS (Challenging Individual Programmes) in the Primary School.
- s) The quality of care, guidance and support in the Senior School from 'Good' to 'Outstanding' by June 2011 by strengthening careers education across Key Stages 'Satisfactory' and 4 (Inspection improvement point #8).
- t) The quality of care, guidance and support in the Senior School from 'Good' to 'Outstanding' by June 2011 by Launching Family Learning Evenings in the Senior School.
- u) The quality of care, guidance and support in the Senior School from 'Good' to 'Outstanding' by June 2011 by fully implementing the SERCO management information system in the Senior School.
- v) How well children in the EYFS achieve from 'Good' to 1 by June 2011 by improving the use of assessment and target setting (Inspection improvement point #4).
- w) Outcomes for pupils in Primary art and geography by rigorous assessment and challenging target setting procedures.
- x) The effectiveness of using challenging targets to raise standards in the Senior School and Sixth Form from 'Good' to 'Outstanding' by June 2011 by ensuring that all teachers set challenging targets for students and ensure that students understand how they can reach them (Inspection improvement point # 'Satisfactory').
- y) The whole school's contribution to community cohesion from 'Good' to 'Outstanding' by March 2012 by promoting a better understanding of social and economic diversity, especially in the UK.
- z) Leadership and management by improving distributed leadership throughout the Primary School.
- aa) Engagement of parents by launching a Home/School Agreement (HSA).
- bb) The quality of teaching and learning by actively promoting a good work/life balance for staff.
- cc) Recognition of achievement by obtaining the Quality Mark Award in the Primary School by January 2010.
- dd) Quality of planning by conducting parent, pupil and staff Kirkland Rowell surveys simultaneously in order to improve school self evaluation, development planning and resourcing.

3. What were our successes in the Sixth Form in 2008/09?

Apart from our results, we consider our successes to be among the following:

- a) The inspectors judged the Sixth Form as being outstanding for overall effectiveness.
- b) Sixth formers' personal development and well-being was judged by inspectors as being outstanding.
- c) Sixth formers' achievement and standards were judged by inspectors as being outstanding and exceptionally and consistently high.
- d) Leadership and management, care guidance and support of students, and the quality of teaching and learning were judged by inspectors as being outstanding.
- e) Sixth formers were excellent ambassadors for the school and acted as role models for younger students.
- f) Sixth formers regularly took part in a variety of school activities such as showing visitors around the school and helping out at public functions including meet and greet evenings, the Prize Giving Ceremony, and the end of year prom.
- g) Well distributed leadership within the Sixth Form with students developing leadership and management skills, especially the head boy and girl and the members of the Student Leadership Team. They take responsibility for themselves and others.
- h) The elected head boy and head girl were excellent figureheads and helped to influence the school's direction, its day-to-day running and bridge the gap between sixth formers and younger students.
- i) Sixth formers successfully contributed to the success of sports day in Primary and Senior Schools, Stars in their Eyes, and the talent show.
- j) Excellent assemblies led by the head boy and girl and other sixth formers.

- k) Sixth Formers enrolled on the Sports Leadership Training Course introduced by the PE Department.
- l) Provision for careers guidance was increased and as a result, pupils were well prepared for the next stage of their education. An offer was made to one student to read history at Oxford.
- m) The Sixth Form Fundraising Committee made an outstanding contribution to the wider community. Sixth Formers held their second charity fashion show in March 2009 at the British Ambassador's residence. The students raised an impressive 11,000 OMR which was donated to the children cancer wards at both the Royal and the Sultan Qaboos University Hospitals.
- n) The Fundraising Committee organised excellent events throughout the year such as cake sales and 'Dare to Wear Pink Day' in November 2008 which raised money for the National Association for Cancer Awareness (NACA).
- o) The Green Team, led by sixth formers, was proactive within and outside school. Sixth formers had, through their environmental work, a positive impact on raising awareness.
- p) Sixth formers successfully contributed to Model United Nations (MUN) conferences in Oman, Singapore and St Petersburg.
- q) The Sixth Form Newsletter now called 'Sixth Form Diaries' helped to reinforce the Sixth Form's identity and enhance its profile.

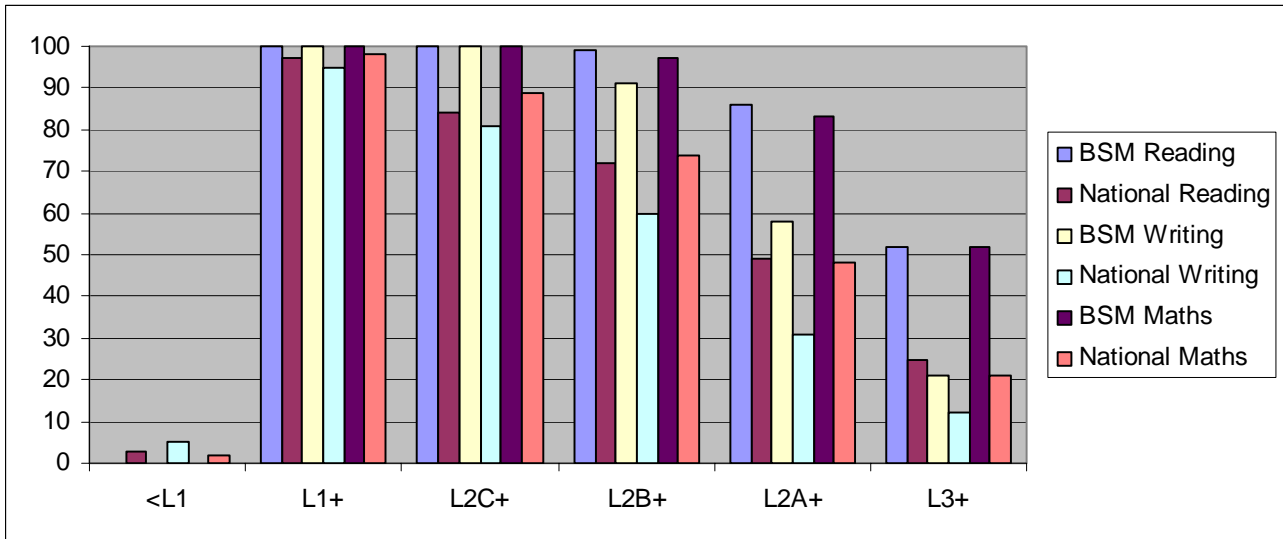
4 What we are trying to improve in our Sixth Form?

- a) Our monitoring of teaching and learning in sixth form subjects: the Head of Sixth Form will have a greater role than in previous years.
- b) Personal development and well-being by establishing a sixth form social committee led by sixth formers.
- c) Greater opportunities for GCSE students to enter our sixth form by mentoring borderline students during Year 11.
- d) Preparation for future economic well-being by engaging Year 11 students at an early stage in their careers progression through the sixth form, developing partnerships with local post-16 colleges and organising a careers day during which local professionals will be invited to meet with sixth formers and answer any questions they may have.
- e) Preparation for future economic well-being by introducing a minimum of one week's compulsory work experience for Year 12 students, which must be related to students' academic studies and potential careers.
- f) Preparation for future economic well-being by organising a themed workshop led by local businesses and inviting local business people to address sixth formers.
- g) Adoption of healthy life-styles by developing more opportunities for recreational and team sports.
- h) Contribution to the community by organising a 'Help a Child' charity walk in November/December 2009 and charity fashion show in February/March 2010.
- i) Contribution to the community by investigating the possibility of introducing and organising CAS projects and visiting to deprived areas in Oman, and possibly in Thailand, Philippines and India.

5. What is attainment like for our 7 year-olds compared to attainment in England?

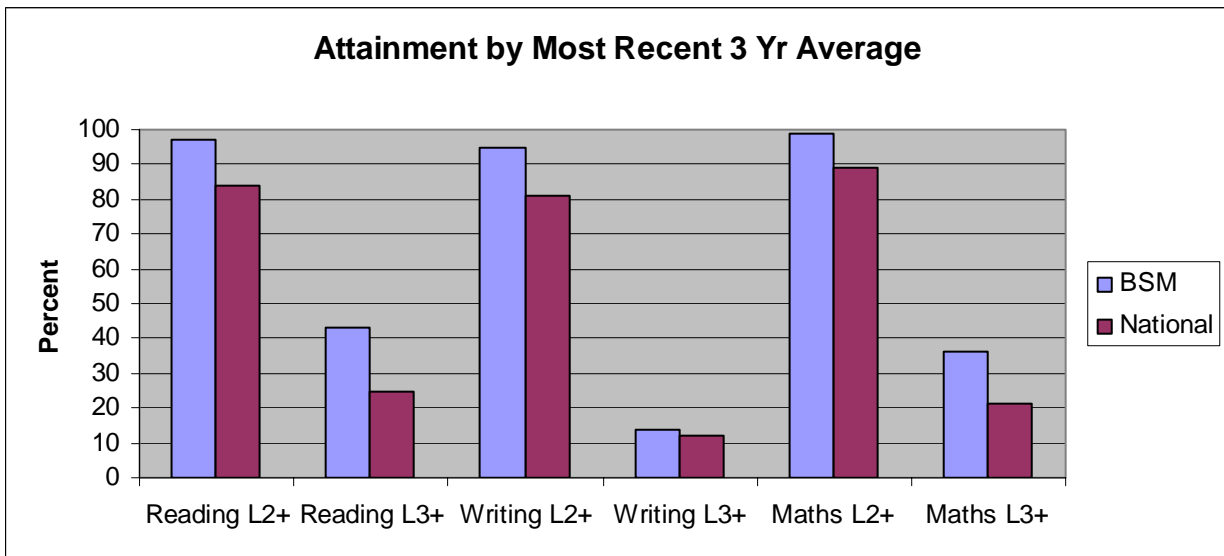


National Curriculum Teacher Assessments and Tests (SATs) are administered at the end of Key Stage 1 (Year 2). The scores are banded into National Curriculum Levels and sub levels. In Year 2 Level 2 is the expected level of attainment; above average is Level 3. National Curriculum levels represent quite wide bands of attainment and are divided into sub-levels in order to differentiate performance. Level 2 is divided into 2A, 2B and 2C, where 2A represents the highest standard and 2C the lowest. The British Government's expectation is for the majority of pupils in England to attain 2C. Our results are compared below with the national averages for England.

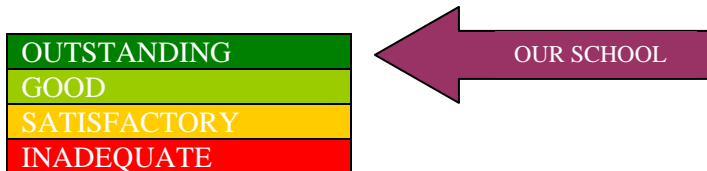


6. What has attainment been like for our 7 year-olds for the previous 3 years?

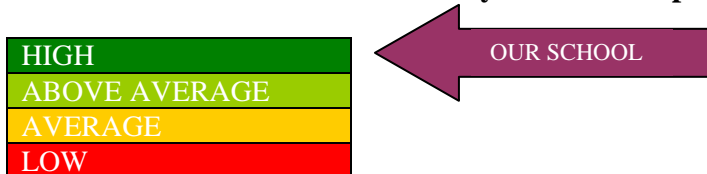
Attainment has been 'High'.



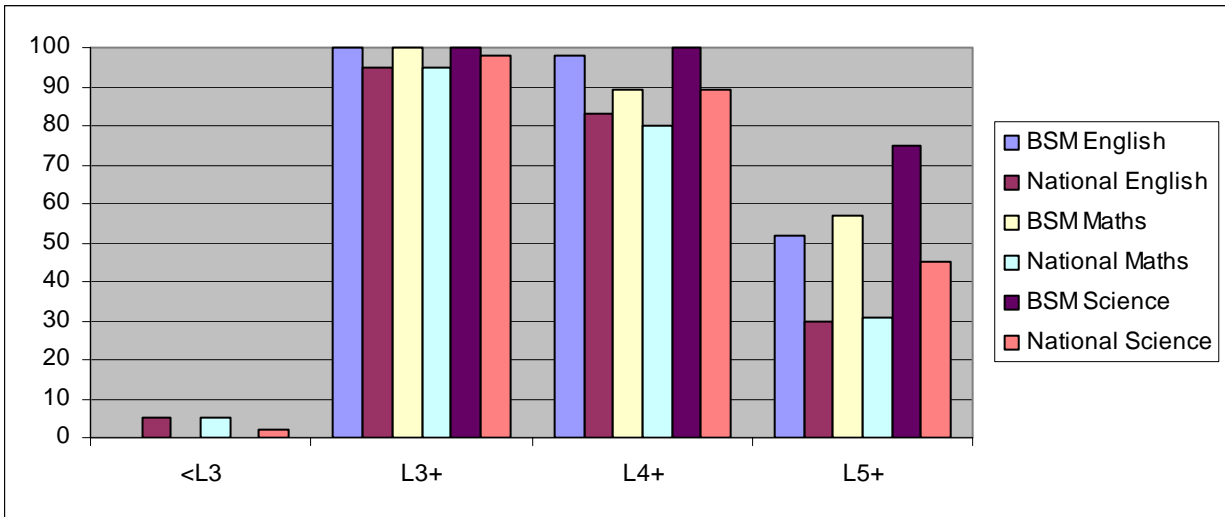
6. How much progress do our pupils make between 7 and 11?



8. What is attainment like for our 11 year-olds compared with attainment in England?

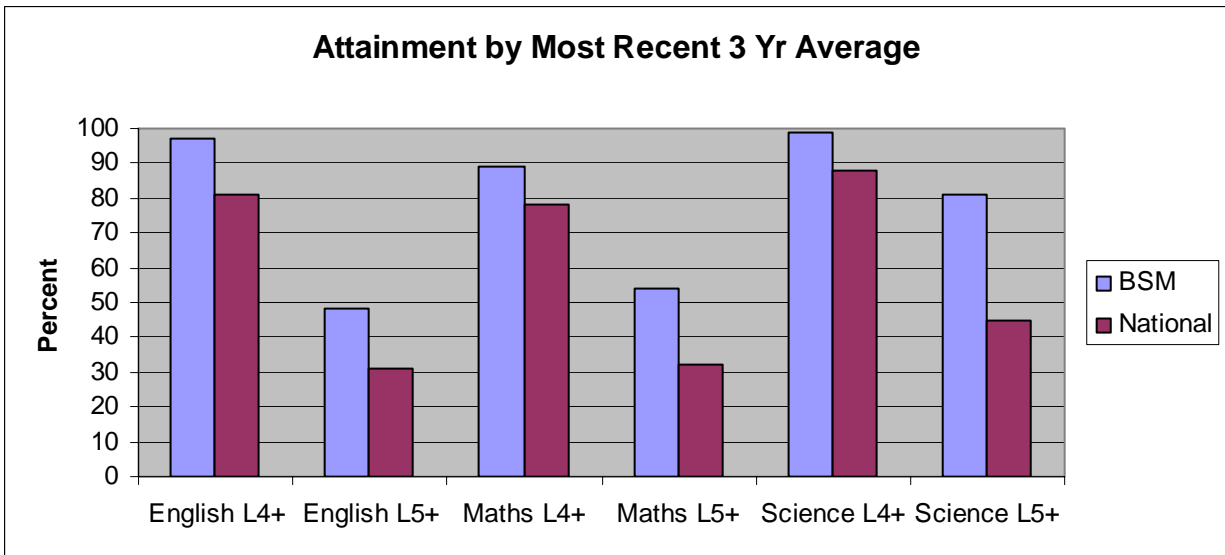


National Curriculum Tests (SATs) are administered at the end of Key Stage 2 (Year 6). The majority of 11 year olds are expected to reach Level 4. BSM's results are compared below with the national averages for England.

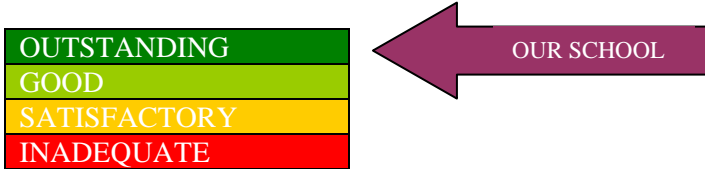


9. What has attainment been like for our 11 year-olds over the previous 3 years?

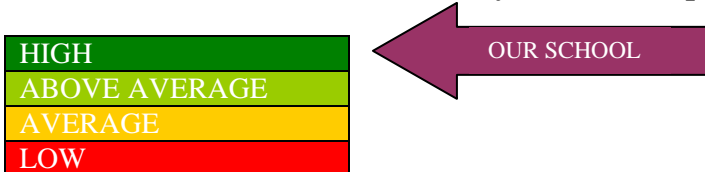
Attainment has been 'High'.



10. How much progress do our pupils make between 11 and 14?

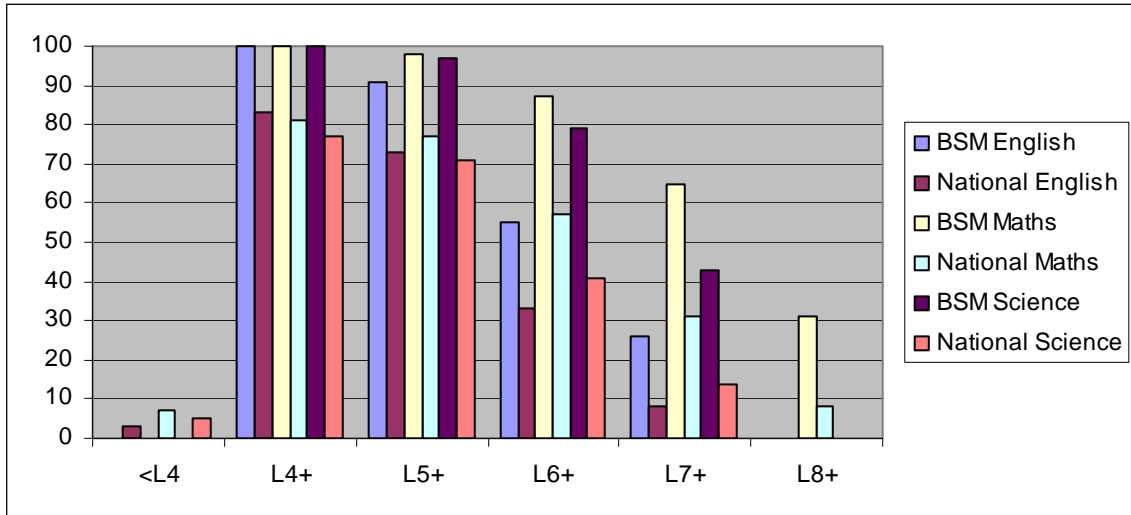


11. What is attainment like for our 14 year-olds compared with attainment in England?



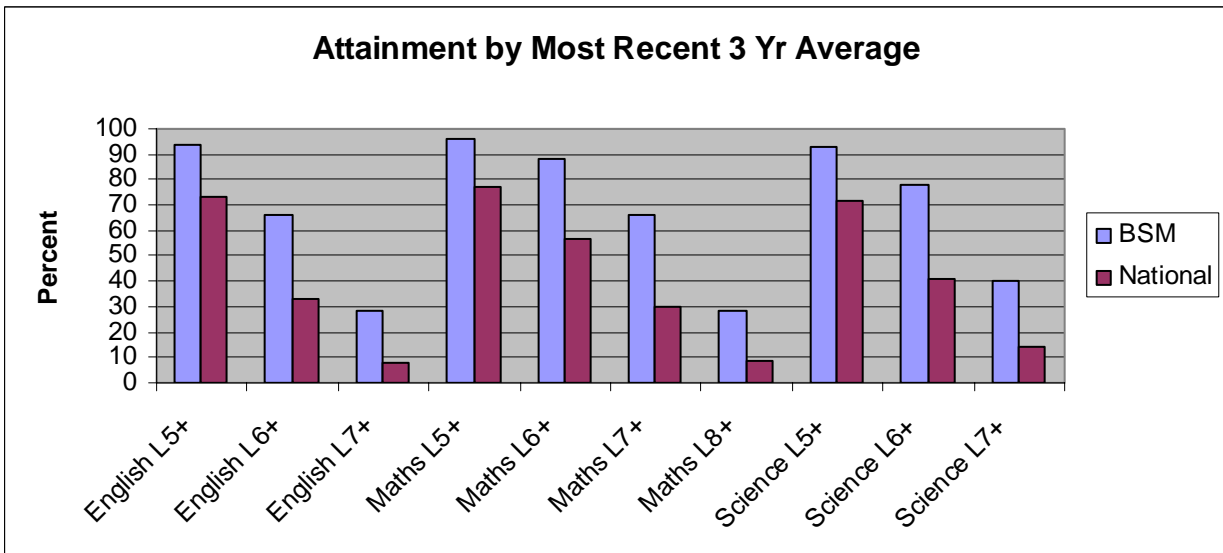
National Curriculum assessments are administered at the end of Key Stage 3 (Year 9). The majority of students are expected to reach Level 5 or 6. (NB Level 8 is for maths only). Please note that the national comparisons are with

those for the summer of 2007 because the British Government scrapped Key Stage 3 National Curriculum Tests for 14 year-olds in the autumn of 2008 and did not release any Key Stage 3 results thereafter.



12. What has attainment been like for our 14 year-olds over the previous 3 years?

Attainment has been 'High'.

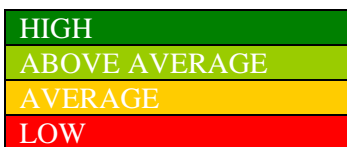


13. How much progress do pupils make between 11 and 16?



OUR SCHOOL

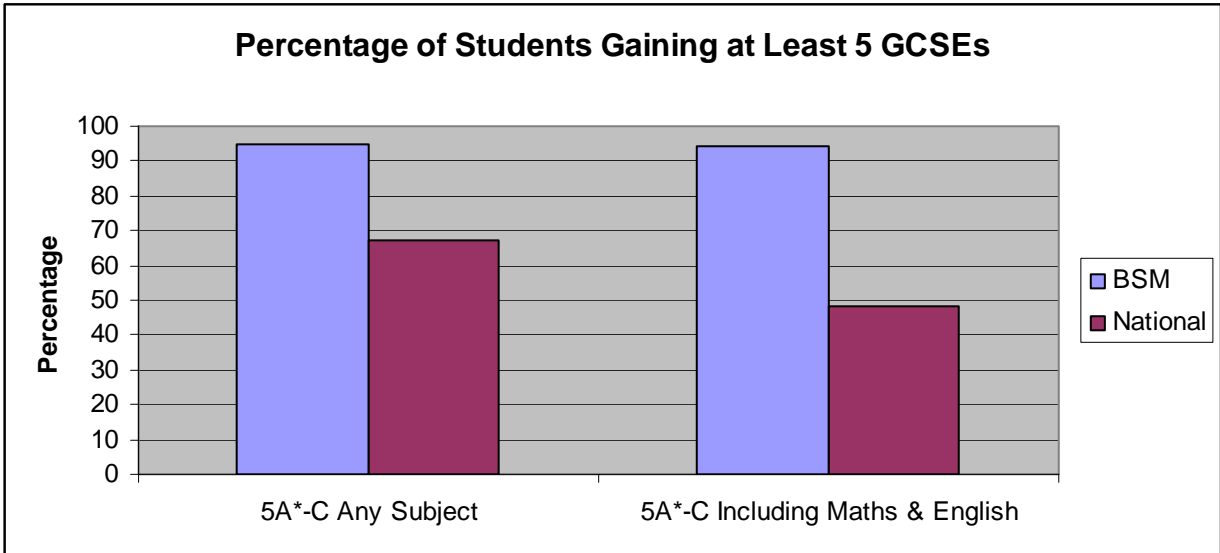
14. What is attainment like for our 16 year-olds compared with attainment in England?



OUR SCHOOL

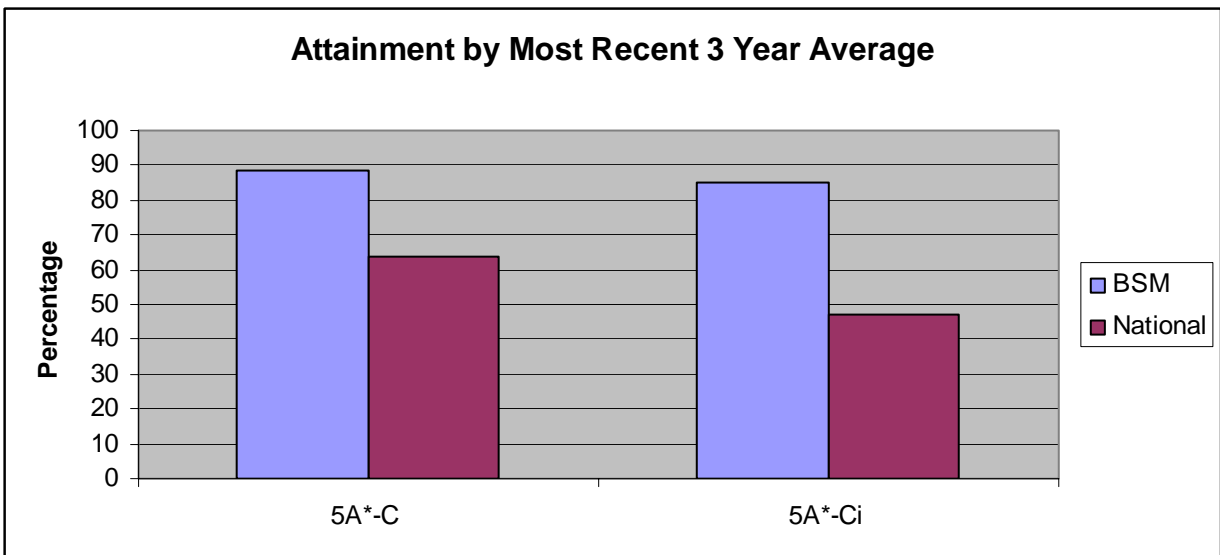
At the end of Year 11 when the majority of pupils are aged 16, they sit General Certificate of Secondary Education (GCSE) examinations the international equivalent (IGCSE). They are graded A* – G and with a U representing

'ungraded'. The percentage of students gaining five or more GCSEs graded A*-C in any subject, and the number gaining five or more GCSEs graded A*-C including English and maths are standard measures of performance.



15. What has attainment been like for our 16 year-olds over the previous 3 years?

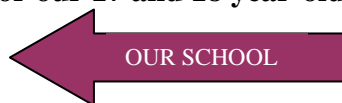
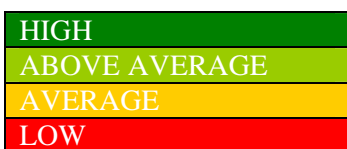
Attainment has been 'High'.



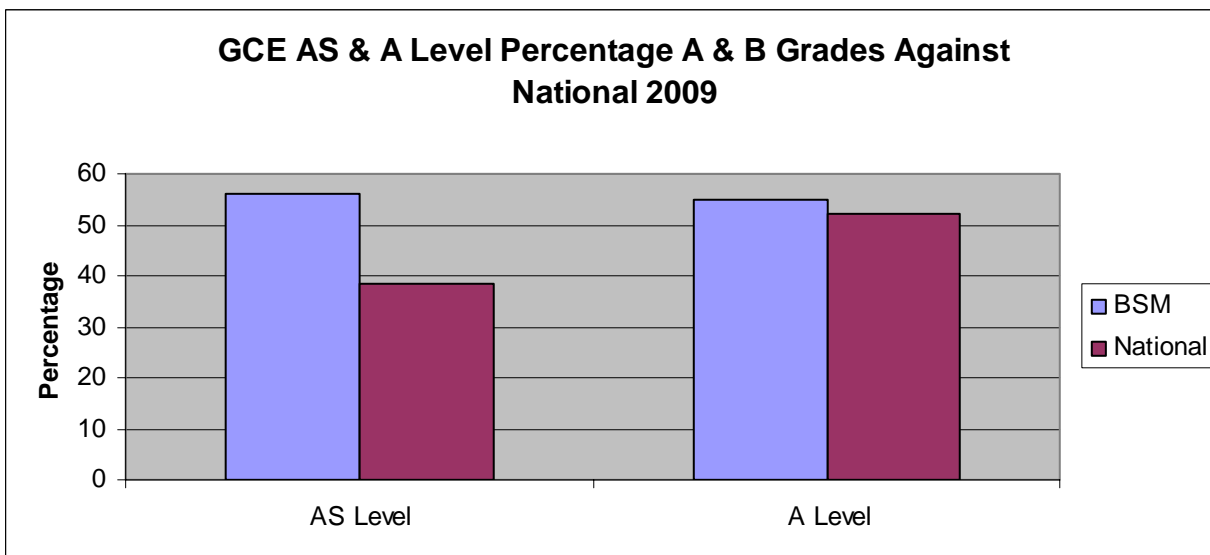
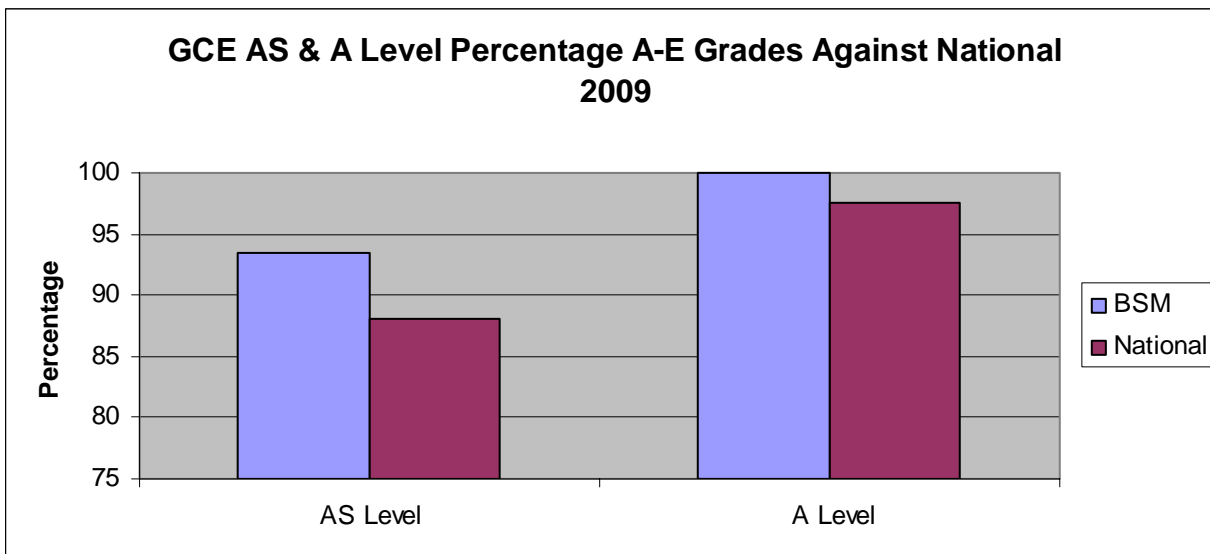
16. How much progress do pupils make between 14 and 16?



17. What is attainment like for our 17 and 18 year-olds compared with attainment in England?

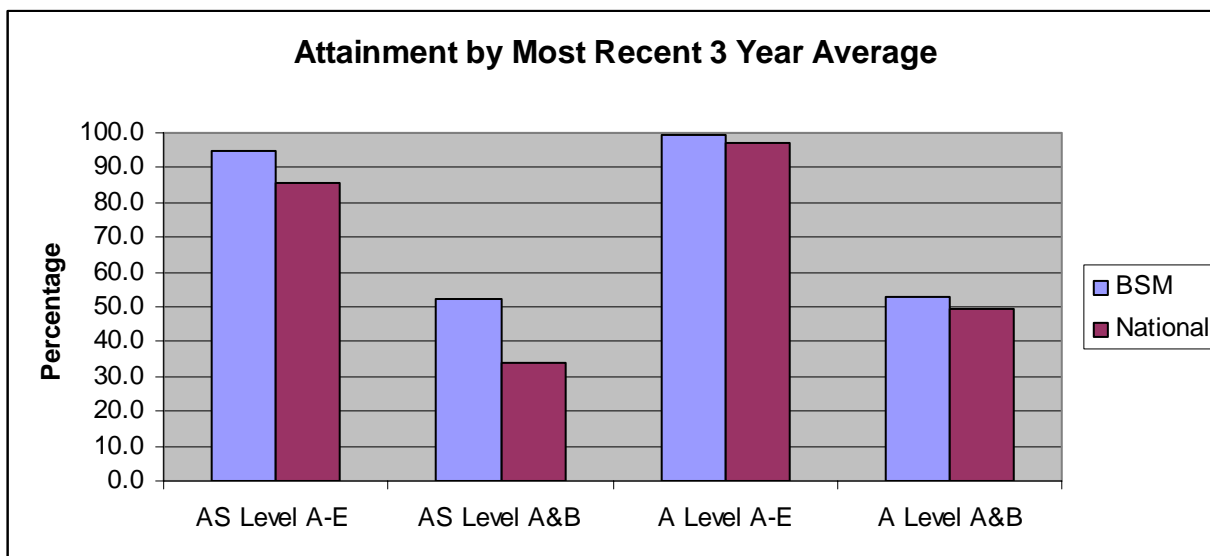


At GCE AS Level (usually sat in Year 12) and GCE A Level (usually sat in Year 13), grades A – E are a pass and the percentage achieved by a school is a measure of performance. An additional measure is the percentage of A & B grades achieved by the students. Our results are:

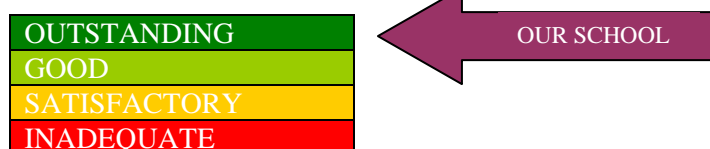


18. What has attainment been like for our 17 and 18 year-olds over the previous 3 years?

Attainment has been 'High'.



19. How much progress do our pupils make between 16 and 18?



20. How are we making sure that every child gets teaching to meet their individual needs?

- a) The individual learning needs of pupils are assessed at the beginning of each academic year using prior attainment data in conjunction with start-of-year benchmarking assessments. As a result, challenging yet achievable targets for progress and attainment are set.
- b) Our assessment outcomes also inform our grouping arrangements for pupils, which may involve grouping by ability within a mixed ability class or grouping by ability into a set of pupils of similar ability (i.e. setting).
- c) Setting begins in the Primary School for English and maths and extends into other subjects as pupils move through the Senior School.
- d) Children with suspected learning difficulties or disabilities undergo additional assessments. If the results show that it's necessary, and following consultation with their parents, they are supported by staff from our Learning Support Department.
- e) Some of these children may also receive an Individual Education Plan (IEP), which sets individualised learning targets, which are additional or different from the School's regular differentiated curriculum plan. IEPs also list appropriate teaching strategies and levels of provision.
- f) Learning support may be provided within the class or pupils might be withdrawn for one-to-one tuition or to work as part of a small withdrawal group.
- g) Sometimes a more appropriate learning support strategy involves providing different learning materials or special equipment.
- h) Assessment and support that's provided from within our school's own resources is known as School Action. However, some pupils may require additional learning support from outside our school in order meet their individual learning needs. This level of intervention, known as School Action Plus, may involve help from an educational psychologist and other health professionals such as speech or occupational therapists.
- i) Pupils for whom English is an additional language (EAL) may also receive additional support, depending upon the results of their assessments. Like learning support, this may be within class, on a one-to-one withdrawal or small group basis, depending upon the child's needs. The aim of EAL support is to enable pupils to fully access the curriculum in English, as soon as possible.
- j) Children who are deemed gifted and talented are currently stretched by a differentiated curriculum and teaching within their ability groups and/or by exposure to extra challenges outside the classroom.

- k) The Foundation Stage Curriculum, National Curriculum for England, GCSE and GCE A Level programmes cater for the learning needs of pupils who wish to enter the education systems in the UK or attend the vast majority of universities in most countries.
- l) Our fully qualified and experienced team of teachers teach differentiated lessons from a series of differentiated curriculum plans. This, combined with any relevant learning support and/or EAL provision, ensures that teaching is pitched at a level that suits every individual pupil.
- m) Teaching broadly caters for pupils' individual learning styles by focussing mainly on visual, auditory and kinaesthetic (VAK) techniques.
- n) Our trained and often experienced teams of teaching assistants support individual pupils and small groups with their learning.
- o) Marking praises achievement, corrects mistakes and informs the next steps for learning.
- p) The progress of individual pupils towards their targets is carefully tracked and monitored, usually with the help of computer software.
- q) Class teachers in the Primary School are able to easily discuss the progress of their pupils across nearly all subjects because they teach them. However, in the Senior School, where subjects are taught by different teachers, face-to-face progress reviews with individual pupils are conducted three times per year in order to motivate pupils to achieve and prevent them from slipping away from their targets.
- r) Appropriate intervention strategies are used to support pupils who fail to make the rate and range of progress that is expected of them. Their continued progress receives close scrutiny until they are back on track, whereupon their progress is monitored in the normal way.
- s) Pupils who meet, and certainly those who exceed, their expected rates and ranges of progress and/or levels of attainment are often rewarded with house points, certificates or age appropriate prizes, which serve as motivational incentives.
- t) Pupils who prematurely exceed their targets are set revised targets in order to ensure that they are always sufficiently stretched and motivated.

21. How do we make sure our pupils are healthy, safe and well-supported?

- a) We have implemented and adhere to the Every Child Matters agenda.
- b) Pupils are taught and encouraged to eat healthily, drink plenty of water, protect themselves from the sun, get enough sleep and to exercise regularly, in several aspects of their schooling, including PSHE (Personal, Social and Health Education) and physical education lessons, SEAL (Social and Emotional Aspects of Learning) activities, assemblies, letters and newsletters to parents.
- c) Advice on health is also provided in the Primary and Senior Schools' and PE Department's handbooks for parents and on the School's website.
- d) We have a drugs and sex education programme.
- e) The tuck shop provides a range of healthy foods, which are generally low in fat, sugar and salt. It also sells healthy drinks, including water.
- f) Pupils are encouraged to drink water throughout the day, including during lessons, in order to ensure that they are hydrated enough to learn properly. There are dispensers located around the school and we have provided pupils with specially insulated BSM water drinking bottles.
- g) Pupils must wear hats when they go into direct sunlight and are encouraged to apply sunscreen before coming to school in the mornings. We have a 'No Hat No Play' rule and a hot weather policy.
- h) Our activity playgrounds encourage our 3 – 7 year olds to engage in active play.
- i) We have an extra curricular activities programme that provides opportunities for pupils to take part in a variety of sports, including fitness training.
- j) Our outdoor education trips provide opportunities for pupils to meet the physical and mental challenges of mountainous and marine environments.
- k) Our school has a fully qualified nurse who teaches some health education lessons. She also briefs staff on the medical protocols for children who are most at risk, e.g. asthmatics and children who suffer from severe allergic reactions.
- l) Our nurse treats sick and injured children and will activate emergency procedures for hospital attention, if necessary. Detailed records are kept of all treatments and actions. Parents are contacted personally or in writing if necessary.
- m) Our nurse administers medication to pupils that has been prescribed by a doctor and needs to be taken during the School day.
- n) Our nurse received instructor training in 2008 and is now qualified to train staff to be first aiders.

- o) We also have several members of staff who are fully trained and experienced first aiders and have a rolling programme to qualify every member of staff within 2 – 3 years.
- p) Our swimming pool staff are fully qualified life savers and first aiders.
- q) We replaced our chlorine based pool hygiene system with a healthier, more user friendly salt water and UV light system.
- r) Our school is a nut free zone.
- s) We conduct an annual health and safety audit that is led by our Bursar who is a qualified and experienced auditor.
- t) Staff are responsible for conducting risk assessments and for the daily safety of their own teaching areas. They report any problems to our Bursar who takes action to rectify problems as soon as possible.
- u) Our pupils are taught and encouraged to put safety first especially, but not only, in subjects such as physical education, science and design and technology where the risks are greatest.
- v) We have a comprehensive pastoral care system consisting of class and form teachers. They are led by two senior teachers for personal development and well-being, one in the Primary and the other in the Senior School. This helps to ensure that pupils are well-supported through difficult times. We have intervention programmes in place to support vulnerable children who have been identified through a pastoral register.
- w) We provide a degree of counselling from our experienced counsellors who are members of staff. We engage external medical professionals whenever necessary as part of our multi-agency care network.
- x) We have buddy systems for new pupils who join the School.
- y) We have child protection measures in place and are currently aligning them with DCFS best practice through the production of a comprehensive policy.
- z) The British Embassy lends its support in child protection issues, if necessary. The Embassy will act as a conduit to other embassies if necessary, given that we have 47 nationalities represented by our pupils.
- aa) We hold fire drills every term and have an evacuation shelter, which shields pupils from the sun.
- bb) We have developed and practised a comprehensive security incident evacuation plan. This involves moving staff and children to safety and evacuating them to their homes if necessary. We practise it at least twice per year in the presence of observers from the British Army and British Embassy.
- cc) Our windows have been blast filmed as a result of funding from the US Embassy.
- dd) We have driver ID vehicle security in place for parents and deliveries, an ID badge system for all staff and visitors, and our students bags are ID tagged.
- ee) Our Primary and Senior Schools have student councils during which pupils can raise issues. If they tell us that something needs improving, then we'll try to improve it, for example toilets, the need for fans under the Y7 & 8 playground shading, and uneven steps, which have all been improved.

22. How are we working with parents and the community?

- a) Our parents know that we are on The Road To Outstanding and what this means.
- b) Every child from Year 1 – 13 has a pupil organiser that serves as a medium for daily written communication between teachers and parents.
- c) Nursery and Reception have a parent Information Board that informs parents of the teaching and learning that takes place each week and offers suggestions of things to do at home with their child so parents can be involved in their child's learning each week.
- d) We also communicate with parents by letter, SMS bulk messaging and via our website, for which we received praise from parents for keeping them up-to-date with events during tropical cyclone Gonu in June 2007. We switched from paper to email communications with parents in January 2008.
- e) We send parents newsletters at the beginning and end of each term and communicate regularly by email.
- f) We have produced information which has been placed on our website to show parents how they may support their child's learning in several subjects. From time to time we run parent workshops to share information as we develop new approaches to teaching and learning.
- g) Written reports are sent to parents regularly and they are encouraged to return written feedback.
- h) Parents are able to meet teachers informally at the beginning and end of the school day when they deliver and collect their children from school. They can meet senior staff too, who often walk the playgrounds during these times.
- i) Parents have opportunities to formally meet teachers on any school day by prior appointment and at our meet & greet evenings in September, and at termly parent consultation evenings.
- j) Parents are also invited into our school for meetings during which aspects of our school are explained, for example our Year 7 or Year 10 GCSE induction meetings or meetings that explain the details of a school trip.

- k) We also invite parents to attend our sports days, swimming galas, interschool sports matches, musical performances, music and drama productions, themed assemblies, carol service, post school trip presentation evenings, Year 6 Leavers' Assembly, Prize Giving Day, Sports Award Dinner and our GCSE certificate presentation ceremony.
- l) Parents also volunteer to work in the school and directly support the learning of individual or small groups of pupils, mainly in the Primary School; for example with reading.
- m) Coffee mornings are held for all new Primary School parents and class links (see below).
- n) Every class has a parent 'class link' and most have 'deputy class links'. Class links communicate between the School and the rest of the parents in their child's class and are a valuable source of feedback for us. They also perform a key role in our security incident procedures, particularly, during drills, when we evacuate children to their homes. They are also part of our emergency telephone tree, which is used for cascading messages to parents when the school is closed.
- o) We are developing Home Links who are parents who will communicate with parents whose nationalities are not British.
- p) We have a PA (Parent's Association), which runs activities for children and parents and raises money for the School. For example, the PA organised an informal dinner for staff and parents in 2008 and funded aspects of the Senior School's prom in 2009.
- q) The majority of governors are parents and at least one parent representative is elected onto the Board of Governors for a two year period.
- r) We conduct an Ofsted style general parental survey every June and act, subject to affordability, on the feedback. Focus groups with small samples of parents will take place this year in order to obtain specific feedback on some of the key issues identified in the general survey.
- s) Our school has developed links with individuals, companies, embassies and charities within our community.
- t) Visiting speakers, often from the professions, address assemblies, particularly in relation to careers.
- u) Many companies and some embassies provide work experience placement opportunities for pupils in Years 10 and 12.
- v) Some local companies support our GCSE business studies entrepreneurs' competition.
- w) Sixth Formers engage in food technology and car mechanics sessions at a local institute.
- x) The British Embassy, in conjunction with the British Army's Loan Service, provides invaluable advice and support on security matters.
- y) Several international hotels provide the location for our junior choir to perform Christmas carols and some of our musicians to perform. Our Sports Award Dinner and Senior School prom also been based in these hotels.
- z) Our pupils raise money for charities, including National Association for Cancer Awareness in Oman, Unicef, Oxfam and a local orphanage.
- aa) We have a link with the Sultan Qaboos University and students work alongside teachers in the Primary School to improve their own English and also learn about effective educational pedagogy. As part of this initiative the students organise an Oman cultural day for our pupils.
- bb) The School also helped to co-ordinate the donation of clothes and food to PDO's (Petroleum Development Oman) relief operation for displaced and dispossessed Omanis after tropical Cyclone Gonu struck Oman in June 2007.

23. What activities are available to pupils?

- a) The following list shows the activities that have taken place during the previous 3 years, including those that were on offer during Activities Weeks.
 - Art & Crafts
 - Art Exhibition Club
 - ASDAN – Key Skills
 - Aussie Rules
 - Baby Music
 - Badminton
 - Ballet
 - Basketball
 - Beavers
 - Bench Ball
 - Horse Riding
 - International Award
 - Irish Dancing
 - Junior Rock Club
 - Karate
 - Latin For Beginners
 - Maths Enrichment Club
 - Mini Games
 - Monopoly
 - Netball

- Board Games
- Bookworms
- Brass & Woodwind Band
- Brownies
- CAD Programme Manager
- Caledonian Society
- Cardboard Creations
- Choir
- Christmas Card Club
- Cookery
- Cricket
- Cubs
- Dance
- Design & Technology
- Fitness Training
- Five-a-Side Football
- Football
- French
- GCSE Coursework Catch-up Club
- Golf
- Great Singer/Songwriters
- Guides
- Gymnastics
- Hockey and Roller Hockey
- Homework Club
- Orchestra
- Network Games
- Oliver Set Design & Production
- Paint is Fun
- Paper craft
- Rainbows
- Recorder Group
- Revision Techniques
- Rhino Workshop
- Rounders
- Science
- Scouts
- Scuba Diving & Snorkelling
- Spelling Can be Fun!
- Steel Band 'Silver Sounds'
- String Group
- Sudoku
- Swimming
- Tap & Modern Dance
- Tennis
- Type To Learn
- West Side Story
- Volleyball
- Warhammer
- Young Enterprise
- Youth & Community Choir

b) The following list shows the trips that took place in 2008/09. A similar range will be on offer during 2009/10.

- Nursery's trip to Qurum Beach
- Reception's teddy bear's picnic, and trips to The Hospitality Institute and The Fire Safety College
- Year 1 trip to the Oman Dive Centre.
- Year 2 trip to The Wave and Bait al Zubair Museum
- Year 3 trip to Wadi Fanja and Qurum Beach
- Year 4 residential trip to Oman Dive Centre and a day trip to Rustaq Fort
- Year 5 residential trip to Ibra and the Sharqiya Sands, and day trips to The Wave, Muttrah Corniche and The Planetarium
- Year 6 residential trip to Fujairah, UAE
- Senior School day trips for Years 7 to 11 during Activities Week
- Senior skiing trip to Verbier, Switzerland
- Senior history trip to France and Belgium
- Senior geography and science trip to Borneo
- Sixth Form team building trip
- Year 10 work experience week
- Year 12 work experience week

24. What have pupils told us about the school, and what have we done as a result?

Our pupils can express their views through informal discussion (e.g. circle time or during PSHE lessons), the Primary and Senior Schools' Councils, lesson feedback and sometimes through questionnaire. Pupils are elected by their peers onto the student councils in the Primary and Senior Schools. These forums enable students to voice any concerns that they may have. Additionally, in the Sixth Form, regular coffee meetings take place, twice a term, with the Leadership Team (LT). This provides informal opportunities for students to meet with the LT and express their views. The Head of Senior School meets with the Head Boy and Head Girl weekly. The Head Boy and Girl provide feedback on all

issues from the student council, raise matters of concern from the student council to the Head of Senior School, and the Head of Senior School asks the Head Boy and Head girl to take issues to the Student Council. The meetings are also used to communicate about the visioning of the student leadership team and events for students which are organised by students such as student discos or the student prom.

As a result of feedback from pupils, we have done the following:

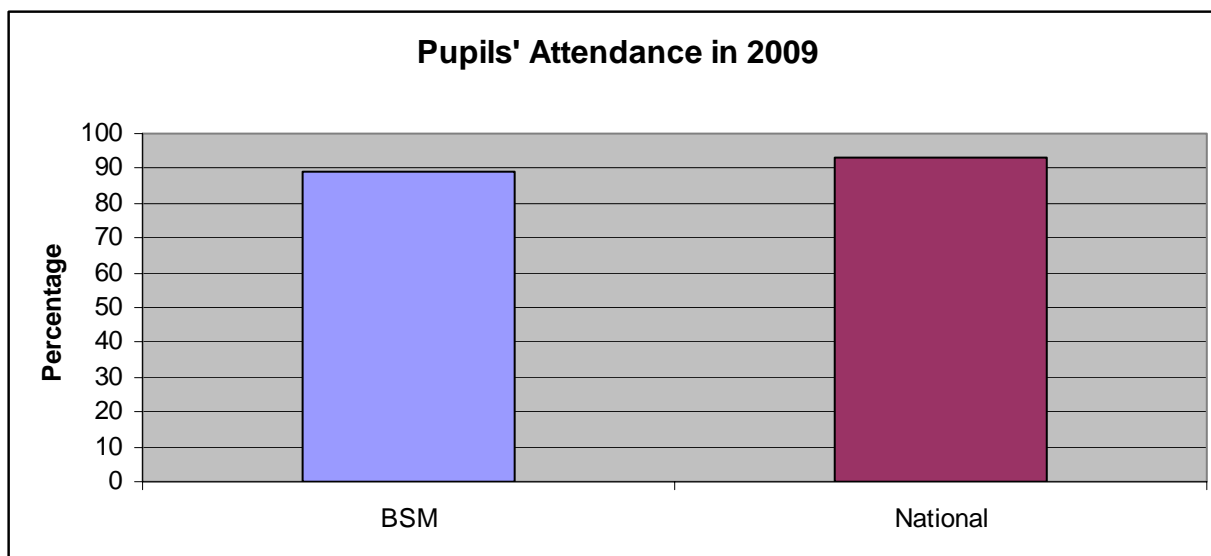
- a) Given Primary School children their own time for visiting the tuck shop.
- b) Introduced Primary break time buddies so children can be responsible for introducing new games.
- c) Set up a system for retrieving balls from the roof on a weekly rather than ad hoc basis.
- d) Replaced the girls' blouses in the Senior School with a thicker, opaque cotton material.
- e) Organised voting for Deputy Head Boy and Deputy Head Girl Positions early in the year.
- f) Improved the composition of the student council.
- g) Organised more tables in break areas.
- h) Increased the number of water fountains.
- i) Improved the menu in the Tuck Shop by making it healthier.
- j) Created a Student ID and Discount Card.
- k) Changed the menu at the Prom.
- l) Introduced student fund raising events to raise money for charity, e.g. a cake sale.
- m) Cleaned toilets more regularly.
- n) Reviewed policy on the use of MP3 players.
- o) Introduced a Sixth Form charity fashion show.
- p) Placed more litter bins around the school.
- q) Given every student access to a locker.
- r) Developed and improved the student personal organisers.
- s) Increased the amount of shading on our school's site.
- t) Increased the number of outdoor cooling fans.

25. How do we make sure all pupils attend their lessons and behave well?

- a) Pupils are registered at the beginning of each day and are not allowed outside the school unless they follow a procedure which accounts for them leaving the School's site.
- b) It is not necessary for teachers to take registers at the beginning of each lesson because few, if any, pupils miss their lessons.
- c) Relatively small class and group sizes make it relatively easy for teachers to notice absentees.
- d) Our pupils can be relied upon to notify their teacher if another pupil is suddenly absent.
- e) Lessons are interesting and consequently pupils are motivated to attend them.
- f) Behaviour in lessons is at least good, and often exemplary.
- g) Pupils are motivated to behave well through teachers' high expectations.
- h) We have a behaviour policy and procedures that reward good conduct and manage any misbehaviour.
- i) Pupils may be rewarded for good behaviour with praise, written comments, stickers, house points and certificates.
- j) Sometimes some pupils are rewarded for exceptionally good behaviour and for setting a positive example of model behaviour.
- k) Pupils are not permitted to distract others from their learning.
- l) Because we care for our pupils we correct misbehaviour and will apply our disciplinary procedure if necessary. It ranges from verbal warnings to permanent exclusion and is an incremental process.
- m) Our exclusions policy is based on DCFS best practice and is rarely used.
- n) We do not tolerate bullying (including cyber bullying), racial abuse, theft, fighting, deliberately damaging property, using foul or abusive language, graffiti, leaving school without permission, dropping litter, chewing gum, and use and/or possession of substances or objects that might cause harm to people or their property, e.g. tobacco products, matches, knives, etc.
- o) Essentially, our code of conduct requires pupils to respect people (including themselves) and their property.

26. How does our pupil attendance compare with schools in England?

Our pupils' attendance is 'Average' but we are trying to improve it.



27. What do our students do after Year 11?

This year 61% (42/69) of our pupils who were in Year 11 in 2008/09 joined our Sixth Form in September 2009. The rest left the school for one or more of the following reasons:

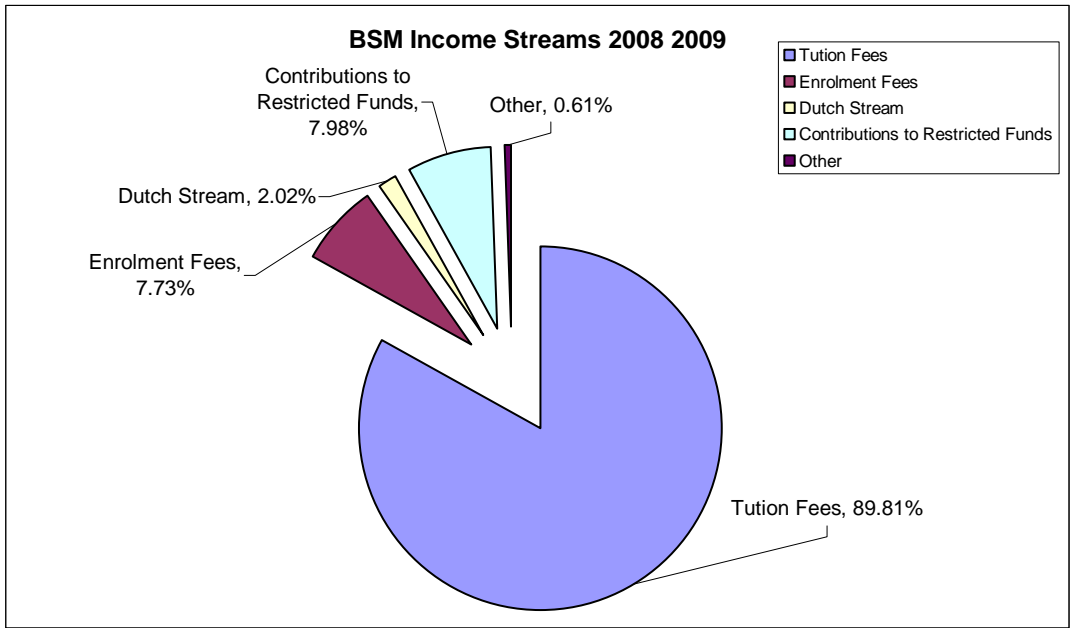
- a) parent's contract of employment in Muscat expired or parents decided to leave Muscat;
- b) failed to gain sufficiently high enough grades to enter our Sixth Form;
- c) decided to return the UK in order to qualify for local rather than overseas university fees;
- d) decided to attend an institution that offers a different range of A Levels to our school;
- e) preferred to study the International Baccalaureate instead of A Levels;

28. What do our students do after leaving the Sixth Form?

- a) In 2009, after they finished the Sixth Form:
 - 64% of our students went on to university to study for their first degrees;
 - 23% started gap years before starting university in September 2010;
 - 13% directly entered employment;

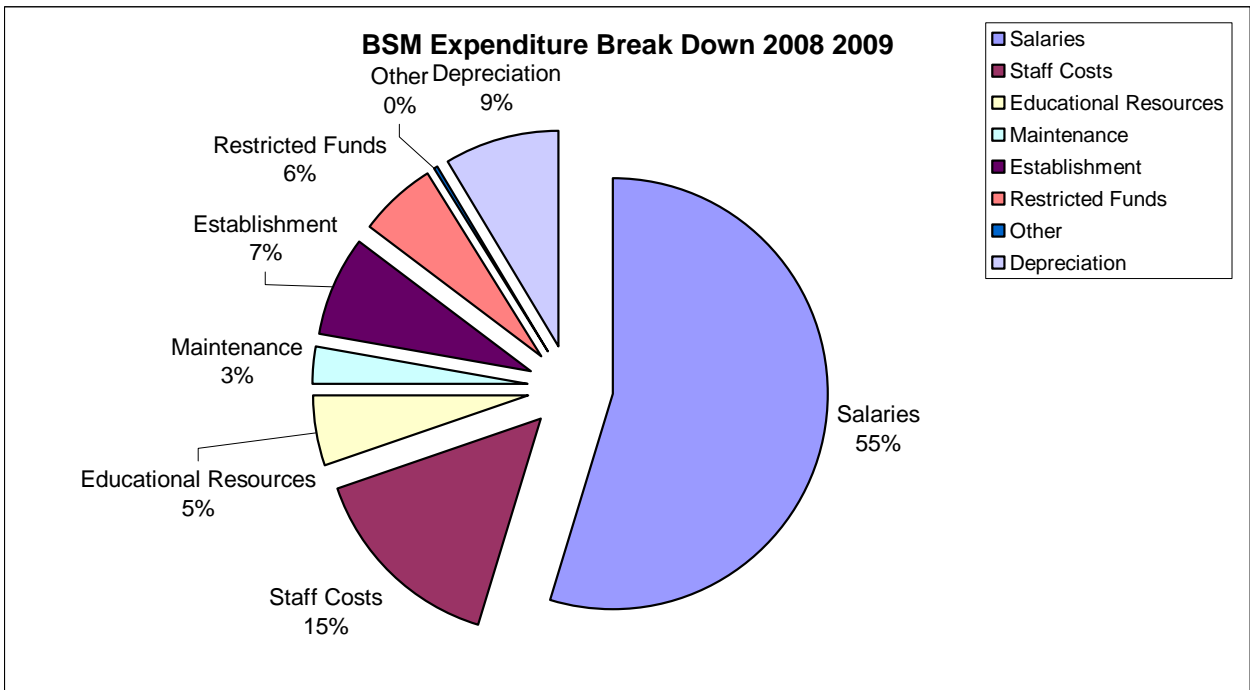
29. What was our income in 2008/09 and where did it come from?

Our total income for 2008 2009 was OMR 3,948,531. This was broken down as shown:

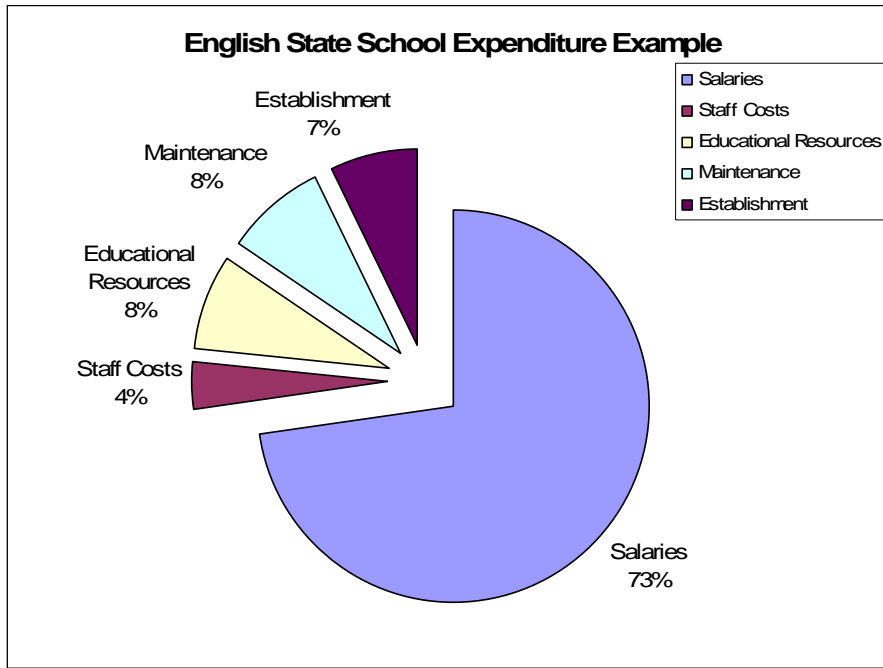


30. What was our expenditure in 2008/09, how was it spent and how does it compare proportionately with schools in England?

Our total expenditure for 2008 2009 was OMR 4,211,323. This was broken down as shown.



Example of expenditure breakdown for a state school in England



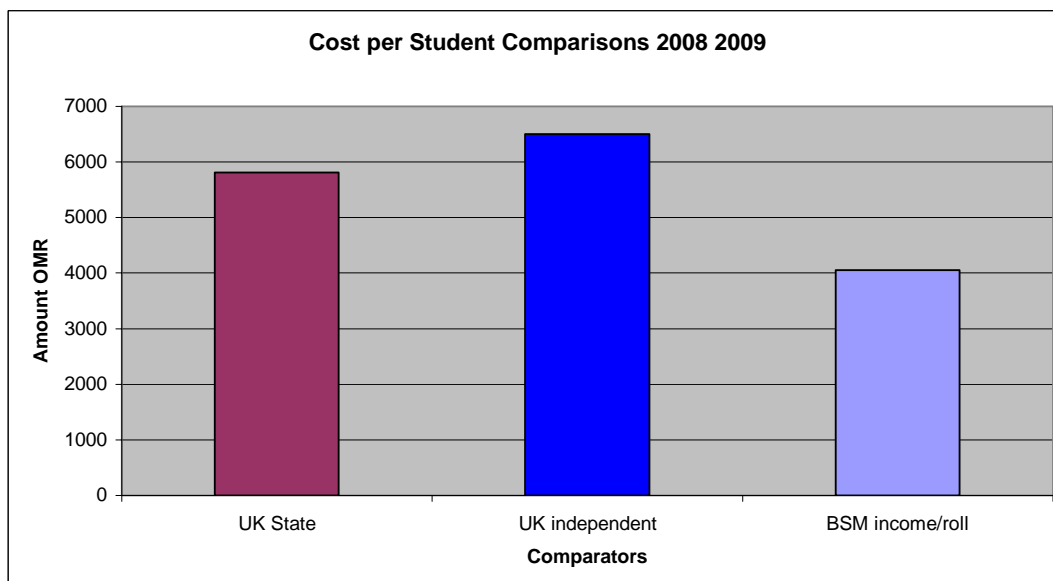
31. What was our surplus in 2008/09 and what are our reserves like?

In 2008 2009 the school had an excess of income over expenditure of OMR 97,293 before depreciation. This converted to a deficit of OMR 262,792 when the charge for depreciation is included.

The school operates no reserves other than to progressively develop a sum to meet its end-of-service liability.

32. How does our average cost per pupil for 2009/10 compare to costs in schools in England?

BSM average pupil cost is calculated by dividing the total income received by the school by the total number of pupils. It is compared with figures produced by the Independent Schools Council for both State and Independent school average costs 2008 2009.



33. How good is our value for money?

Given that the school produces outcomes for pupils that are mainly outstanding (see inspectors' report of March 2009) and does this at an average cost per pupil that is lower than that for the state and independent day school sectors in England, value for money is considered to be outstanding.

