

THE MUSCAT CHELTENIAN

Founding Year 2021-22



CHELTENHAM
MUSCAT

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Welcome from the Executive Principal

As I sit here writing the introduction to our very first Muscat Cheltonian Magazine, I cannot help but reflect on how wonderful it is to be the Executive Principal of this prestigious school.

Although I have only been in this post since February, everywhere I look I see the essence of what it means to be a Cheltonian at Cheltenham Muscat.

The five Cheltenham characteristics are already prevalent in all that we are as a school. Every day, the teachers and I are bombarded with questions from pupils which show a genuine curiosity to find out answers and learn something new. I witness creativity; not only in Art, Design Technology and Music but in every other subject as the children solve

problems or design something from scratch. I see pupils' characters growing as they make well-informed choices based on compassion; something which is serving to strengthen our inclusive and caring community. I watch as they never give up on their journey towards continuous excellence. But most of all, I smile because I am a part of that fantastic journey. I know that you will see all these character traits shining through as you turn the pages of this, our very first Muscat Cheltonian Magazine.

A handwritten signature in black ink, appearing to read 'C. Adby'.

Claire Adby
Executive Principal



This year from the Founding Principal

It has been an honour to bring Cheltenham education to Oman and to be the Founding Principal of this wonderful school. As I reflect on our founding year, I see the amazing progress that has been made, not only by the children, but also by the school as a whole as it has developed into the community it is today. Opening a new school is never easy, but the joy I have every day in seeing smiling children who are clearly enjoying the wonderful opportunities that they have, makes everything worthwhile. Memories that will live with me for some time are the community events, such as National Day celebrations, music concerts and the Art Exhibition, the sports tournaments, Odd Socks Day and the Jubilee street party. Equally, the 'ordinary' day to day, when I

see children in their classrooms or when they greet me in the Atrium to tell me about their day, has been delightful. Whilst I hope that Cheltenham Muscat will bring a lasting legacy to Oman and all of the school community, I know that Oman has also had a huge impact on me. The physical beauty of the country alongside the warmth and friendliness of everyone I have met here will remain with me forever. I look forward to watching the school go from strength to strength over the coming years.

A handwritten signature in black ink, appearing to read 'Crispin Dawson'.

Crispin Dawson
Founding Principal



Cheltenham Prefects

By Miss Daphne Innes

Prefects form a vital link between the pupil body and staff. They have been part of the fabric of Cheltenham College for generations. We were very excited to recruit our first cohort of Prefects this year from Grade 8.

Interested pupils were first asked to complete an application form. Those who demonstrated a commitment to school life and a positive attitude were invited to answer questions from three

members of staff at a panel interview. They all handled this daunting task very well! We were most impressed by their thoughtful answers and calm composure.

Nine pupils were appointed to the role and presented with their shiny Prefect badges and glossy 'queue jump' pass for the cafeteria. However, with some privilege comes a degree of responsibility! Our Prefects have been

busy helping in various ways around the school in the library, on the sports fields, in Prep time with the younger children, at choir and as Reading Buddies with Grade 2, as well as playing an important supporting role at whole school events.

We will be recruiting for Prefects again next year from Grade 8 and Grade 9. Keep an eye open for further details!



Metacognitive Learning at Cheltenham

By Mrs Haylie Saunders

Some of you may know that I currently teach maths to Grade 5 pupils. My belief is that learning Mathematics involves a commitment to working hard and persevering when concepts are tricky.

Not everybody finds Mathematics easy, but it is important to adopt a resilient attitude and I feel strongly that the grounding of most concepts lies firmly in the mastery of times tables. Times tables are linked to many concepts in maths and the pupils of Grade 5 find themselves using them for many areas of the curriculum.

When I was young, my father used to test me on times tables questions before I could have supper. Whilst this method was highly effective for me (it combined my love of food with the necessity to get them right), I am not advocating this technique! However, I do support the importance of learning tables being reinforced at home and I remember my parents' and teachers' commitment to ensure I knew them. The mastery of this skill has stayed with me throughout my life and has never gone away, and for that I am extremely grateful.

Thinking about how we think is something I have always found fascinating. However, metacognition is not simply 'thinking about thinking,' it is much more complex than this. Metacognition is actively monitoring one's own learning and based on this monitoring, making changes to one's own learning behaviours and

strategies. Whilst greater independence is encouraged, all teachers here at Cheltenham Muscat have a huge part to play in this. For example, for pupils to become metacognitive, self-regulated learners, the teacher must demonstrate their approach to tasks and model effective strategies, drawing on any prior knowledge.

This will be at the heart of the curriculum next year, as we look to drive the Building Learning Power DNA of Cheltenham College and enhance these skills within our pupils. Self-regulation will be key, as we will aim to foster a culture where pupils are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their approach.

The first year here at Cheltenham has seen a huge amount of progress both in the learning behaviours of the children after a period of remote learning, and the confidence that the pupils now have to 'have a go' at tasks that they would not have previously attempted. This has been particularly prevalent in our pupils who have English as an additional language, who have worked so hard to extend their vocabulary and reading this year.

I have a saying that 'Challenge should always be the norm' in any classroom and all children should be stretching their brains in every lesson! However, as well as thinking hard, pupils need to think efficiently if they are to cheat the

limitations of working memory; the work must be beyond pupils' current capability but definitely within their reach. This is also an invaluable life lesson - a particular quote springs to mind:

"A man's reach should always exceed his grasp."

Of course, the development of advanced problem-solving and decision making is a more complex process due to the slower developing region of the brain - the prefrontal cortex. This is an area that needs to continually be stretched for children. There are inevitably some aspects of the world that no amount of effort can prepare you for which is where breadth of opportunity is important for our future entrepreneurs, inventors and world-famous designers who I am sure are amongst our pupils here at Cheltenham Muscat.

So, what are you waiting for? Encourage your sons and daughters to get out of their comfort zone, commit to and embrace a challenge with the best effort and preparation that they can and what follows next can only be personal satisfaction and success.

News from EYFS

By Mrs Nicola Williams-Jones & Miss Becky Ashworth

You could be tempted to underestimate the tiniest humans at Cheltenham Muscat. You might think that their first year at Cheltenham Muscat has been all fun and games – after all, they are only in KG, and you may think that deep learning happens exclusively for older children. But you could not be more wrong!

Our youngest Cheltonians have approached this founding year (and for most, their first year at school) with courage, inquisitiveness and a desire to discover all about the world around them. From wondering about the plains of Africa to the fields of Wales, to measuring giraffes and building ghost towns, the learning in KG has been rich and full of surprises. As play is a crucial tool for early learning, our learners have underpinned their explorations with joy, friendship and excitement – and they certainly have been exploring! Let's find out more about our year in EYFS by focusing on the five Cheltenham Cs ...

Curiosity

Why aren't there capital numbers? What makes an animal a reptile? How old is the tooth fairy? Why do we call them syllables? How do the seas stay wet? These are just some of the fascinating questions from our children which show how intrinsically curious children can be. Honouring a child's curiosity and ensuring we ignite life-long learning were two fundamental considerations when we began our Curiosity Approach Accreditation. This is a two-year venture that will draw together some of the best Early Years practices from across the globe. It will ensure we underpin our environment and teaching with purposeful and authentic learning, so our pupils are continually questioning and thinking at a deep and meaningful



level whilst becoming conscientious and independent individuals.

of the stunning Oman landscape, but also promotes courageous play so that the children can experience adventure, controlled risk and sensory stimulation. Keep watching to see our garden grow and develop over the coming months.

Creativity

An enormous part of KG is being creative – whether you are using loose parts to imagine a fairytale, finding natural materials to paint with, or problem-solving by considering a new perspective, the creativity never stops! This year we are creatively expanding and enhancing our state-of-the-art environment by bridging the gap between indoor and outdoor learning through the creation of a sensory garden. Phase 1 is now complete with a giant outdoor sandpit, which is not only aesthetically beautiful and reflective

Continuous Excellence

Our learners have shown tremendous resilience by joining school during the global pandemic. Continuous excellence in KG goes beyond the usual academics and includes growing as individuals by making new friends, being kind by learning sharing skills, being communicative by sharing our feelings and being proud of how far we have come. The seven EYFS Areas of Learning

and the ultimate Early Learning Goals have driven our academic successes.

Collaboration and building Character

From watching children imagine together, share together, think together, and learn together, there is no shortage of collaboration in EYFS. Our House system has created a sense of togetherness and the children are delighted to be red Kestrels, blue Ospreys, yellow Falcons or green Hawks. Wearing our colours with pride and learning co-operatively is a big part of who we are at Cheltenham Muscat. However, our school is only half of the team – the other part is you at home.

Community

There are so many adults involved in the education of a child, starting with their parents. We could not have asked for a better community to support the children through their first year at Cheltenham. The support from parents during online learning was phenomenal, from dressing up to making crafts and measuring shoes. It was lovely to finally be able to invite families in to play with their children during our Open Afternoon – the children were so proud to show their learning environment to their parents. Our school community has allowed us to share musical performances and sporting events which have been wonderful. To all the

Staff





Grade 1

By Ms Louise Oliff & Mrs Dagmara Simpson

We started our founding year with much excitement and trepidation, not knowing how it would all unfold. We have had trials, tribulations and triumphs along the way, but most notable are the smiling faces of the pupils, who are happy in our school and have contributed to the creation of the Cheltenham Muscat family from the very first day.

Reflecting on our inaugural year, it is testament to the willing little learners who have put their trust in what we do as teachers and travelled this journey with us. So how far have we come?

Let's see...

In September, we opened our shiny, new doors to lots of children who were happy to be returning to school after almost two years of online education. They were excited and we were ready for them to start enjoying their education in person once more!

In our first week, we invited our new parents to visit us and to see where their children would be spending their school days. Due to Covid, these visits have been few and far between, but we have made sure to stay in touch with updates and regular posts on Class Dojo and other social media sites. It has been a

joy to look back over all the Cheltenham Connected newsletters throughout this year.

Some of the highlights for Grade 1 have been during our topic lessons, where we consciously link all our subjects together to help the children make connections within their learning. We had fun finding out about each other and ourselves during our All About Me topic. Knowing how to eat healthily and look after our bodies and minds have been essential to the children's all round growth. They have also become more aware of their feelings and how to always act with kindness and compassion.

We rounded off our global travels with our final topic – Rainforest Adventure during which we found out about all the foods that grow there. Obviously, for many of us, the discovery of cocoa beans has been revolutionary! We all enjoyed some rainforest treats and used our mathematical skills in data handling to see which foods were most popular in a taste test. We also created toucans out of fraction circles which was a lovely way to combine some art and mathematics together.

As well as the excellent academic progress we strive for, we are positively engaging our children with many opportunities to build on the social skills that they have not been able to practise during periods of lockdown. At the latter end of this academic year, we have been able to involve our families and welcome them back into the school to enjoy their children's experiences with them. Many of our events are aimed at promoting a sense of global awareness and a feeling of community. The following photographs are a taste of some of the events and activities our pupils have been able to take part in.

Staff



Louise Oliff



Daga Simpson



Salwa Alabdri



Hanin Abdulsalam



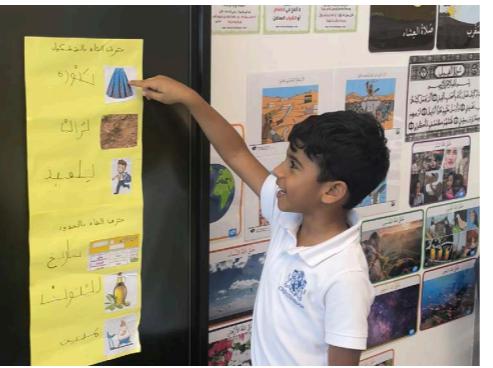
Kanika Vashishth

Pre-Prep Arabic

By Ms Suaad Al Zaabi

Hands On Activities

Using hands-on activities enhances pupils' fine motor skills, artistic abilities, and knowledge of the world around them. In our Arabic lessons, this approach embeds their knowledge of new vocabulary and phrases.



Presentations
Allowing pupils to take responsibility and to enquire helps them to become the best versions of themselves. Pupils taking the initiative to present lessons, and to act like a 'little teacher' is a promising step towards their future.



Creative Activities
We present our lessons in a fun, enjoyable way, to engage children and to allow them to contribute to the lessons in artistic, kinetic, and creative ways.



Islamic
Reciting suras, memorizing hadeeths, listening to our prophets' stories, and learning about morals is an essential part of our daily routine when learning about our holy religion.

Grade 2

By Mrs Lucy Visser

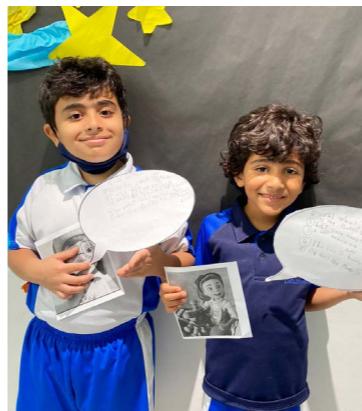
It has been a fun and busy year in Grade 2, with lots of learning along the way. In Maths lessons, the pupils particularly enjoyed topics where they were able to engage with practical activities. They created nets for 3D shapes and used these shapes to build a paper town. It was fun to apply problem-solving and teamwork skills to a whole-class activity. Pupils also spent time doing a range of hands-on measurement activities from throwing beanbags and measuring the distance, timing how long it took for one another to complete an obstacle course and even some baking - yum!

Grade 2 pupils have made great progress in their English lessons this year. They enjoyed channelling their inner-David Attenborough by researching and creating non-chronological reports about animals. When writing up their

interesting facts, pupils made sure their non-chronological reports included headings, sub-headings, images and captions.

In Science, pupils have been scientists-in-the-making building and investigating simple circuits using lightbulbs, motors and buzzers. They have also enjoyed learning about light and dark, how shadows are formed, how the sun can be used to pop a balloon and finding out whether objects really do bend when placed in water!

Highlights from Topic lessons have included learning about a range of different artists and pupils trying their hand at recreating some famous works of art. Pupils also loved building, painting and erupting their own volcanoes as part of our Extreme Earth area of learning.



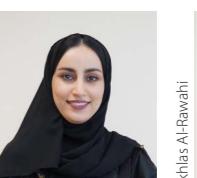
Lucy Visser



Nichola Gibson



Shatha Al Saadi





Grade 3

By Mrs Umber Janjua and Mrs Ann Lawlor

In Grade 3, we are incredibly proud of our founding pupils who have worked tirelessly throughout a year of many changes to form strong friendships and achieve academic excellence.



One of our most notable and impactful topics this year has been *Reduce, Reuse, Recycle* where pupils explored the effects of human activity on the world we live in today and the impact it can have on their tomorrow. Embodying 21st century global citizenship, Grade 3 explored the school building and devised strategies to improve the ways in which we can reduce, reuse and recycle in and around the school. Pupils wrote persuasive letters to our Executive Principal, Ms.

Claire Adby, expressing their feelings, thoughts and suggestions to improve the school's carbon footprint. They were thrilled to have a formal meeting with the school's Architect (Mr Fisher), Operations Manager (Mr Visser) and Ms. Adby herself to discuss their suggestions and pave the way for a greener Cheltenham Muscat!

We believe that educational experiences like these will provide pupils with the confidence and conviction to truly become global citizens by looking forward to and finding solutions for the problems we encounter whilst achieving academic success.



Ann Lawlor



Umber Janjua



Alpa Iftikhar



Ekhsas Al Manari



English

By Mrs Emily Quinlan



It has been a busy and exciting founding year for English at Cheltenham Muscat. Most notably, we celebrated World Book Day which was one of the first ever whole school events. It was fantastic to see the whole school come together, in fancy dress, to celebrate a love of reading. Our pre-prep pupils enjoyed being read to by our Prefects and our Principal, Mr. Dawson. Can you spot any of your favourite literary characters on this section?

This year also saw the appointment of our School Librarian and our school library has been flourishing ever since. Pupils enjoy utilising the calming facilities and expanding array of books during English lessons and in their spare time.

Our literary passion was also highlighted through our "Book with A View" and "Extreme Reading" competitions.

It has been exciting to kickstart collaborations between Cheltenham Muscat and Cheltenham College. Pupils have enjoyed writing to and receiving letters from their fellow Cheltonians, reading all about the differences between Oman and the UK. As well as sending letters to their pen-pals, Cheltenham Muscat pupils thoughtfully crafted poems to send to the UK.

As part of our ECA (Extra Curricular Activities) programme, we also established a founding Newspaper Club. It seemed only fitting that our Editor-

in-chief contributed his own thoughts to the first edition of the Cheltonian Magazine. Read what Meer, our Editor-in-chief, has to say here:

The founding year for Cheltenham Muscat was one filled with memorable moments and events. From Omani National Day to House Sports Day, this year was one to stay with our students for an exceptionally long time. This year was a perfect example of perseverance in our students as they really stepped up through struggles and hardships. It is also a particularly important year academically for our Grade 8 students as they chose their IGSE subjects. This year was packed full of excitement, curiosity, and marvel. – Meer, Grade 8.

Cheltenham Muscat pupils have also thrived academically in English. They have enhanced their reading comprehension skills and their language analysis. They have written creatively and analytically, producing excellent newspaper articles, advertisements, letters, diary entries, stories, plays, descriptions, comparative essays, reviews, reports, poems... to name but a few! They have also refined their speaking and listening skills through drama and presenting in the classroom, library and outdoors.

We look forward to what the next academic year brings, and we look forward to our English department growing.

Staff
Emily Quinlan





Arabic

By Dr Q

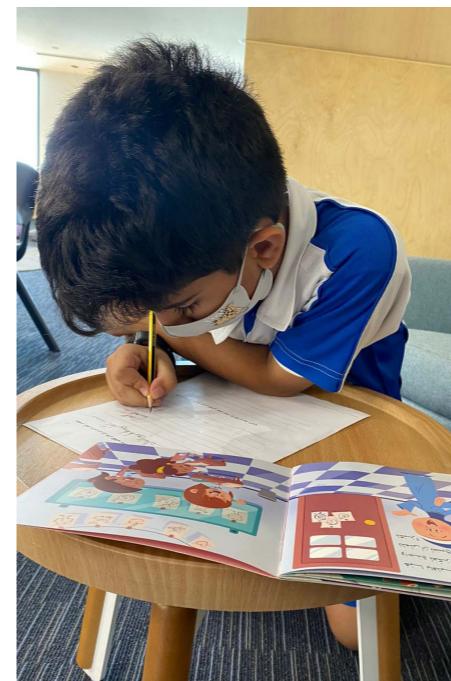
I can hardly believe that the first school year at Cheltenham Muscat has passed so quickly. The pupils in my Arabic lessons are, more often than not, at the forefront of my mind. They pass through my memory one by one until their names, smiles, grades, way of holding a pen, and their defiant and persistent attempts to imitate an exemplary reading of poetry, stories, or other pieces of literature are intertwined.

Together we have come a long way on our journey. The pupils' reading is improving daily, and their grammatical, spelling and rhetorical knowledge is developing rapidly. The mother of one of our Grade 6 pupils was not the only one who came to give me good news. Her eyes shone with happiness that her son had begun to syntactically analyse every sentence he came across. He continuously asks for examples from her and his father to prove how proficient

he has become in the basics of Arabic grammar. How happy I was to hear that!

Perhaps the most remarkable stop during this year's journey was the school's launch of the *I Read Arabic* platform, which has provided pupils with access to a variety of Arabic books according to their reading levels. I have been delighted by the pupils' excitement

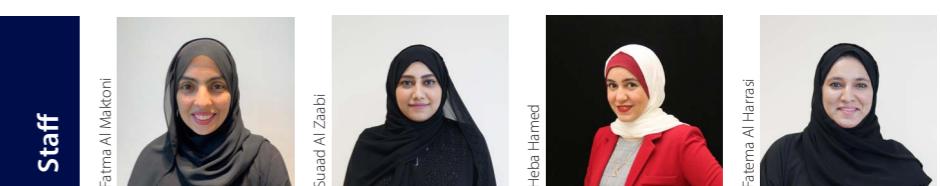
every Thursday to find out who will be Reader of the Week. I have also discovered that pupils are not limited to just reading and listening to books but can also solve tasks related to the curriculum and watch educational videos related to the material they have read. However, the journey is still long, and the need to encourage pupils towards reading in Arabic has only just begun.



The school's celebration of World Book Day was another opportunity full of joy and inspiration to introduce pupils to Arabic books and books from around the world, translated into Arabic. It was a unique opportunity to learn who the Arabic readers are among the pupils, find out more about what they like to read and come together to read part of an Arabic novel. World Book Day was an excellent opportunity to encourage pupils to access the wonderful collection of Arabic books that the Cheltenham Muscat Library has, those on the *I Read Arabic* platform or those they can buy from the upcoming Muscat Book Fair.

Finally, I am looking forward to seeing the pupils next academic year. Their features seem a little different. They have grown up over the year, and the challenge and determination to achieve more have grown with them.





Arabic B

By Miss Suaad Al Zaabi and Mrs Heba Hamed

An integral part of living in an Arab country is learning and understanding the Arabic language. Whether native speakers or not, pupils at Cheltenham Muscat are fortunate enough to study and learn about the Arabic Language during their time at school thanks to our Arabic B curriculum.

This year, we have learnt many things in Arabic, starting with basics such as saying hello and introducing oneself to learning about the weather, seasons, clothes, and so much more.

Pupils have also learnt about numbers, shapes, colors, the calendar, fruits and

vegetables, body parts and the Arabic alphabet, with its complicated short and long sounds and how to write them in a word. We are extremely proud of the accomplishments that our Arabic B pupils have made, as some of them are now able to understand what is being said in an Arabic conversation, not to mention their ability to read and write in Arabic.

Absolutely tremendous work Arabic B pupils!

Social Studies

By Mrs Heba Hamed

Social Studies has got off to a great start at Cheltenham Muscat. From the outset, we have linked the curriculum in each grade to the local and global environment. This has enabled pupils to realise many environmental problems, propose appropriate solutions to them, and express their opinions and points of view regarding the way they live their lives. This was particularly evident in practical sessions in which the pupils worked to represent their theoretical knowledge through drawings, graphs and models that helped them to revise and demonstrate their understanding of what they had learnt.

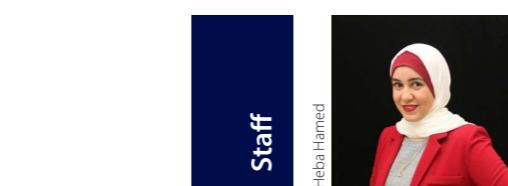
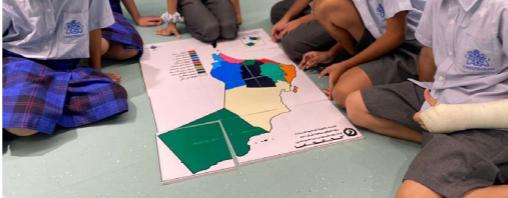
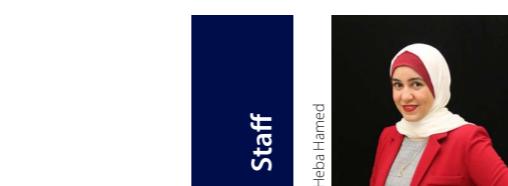
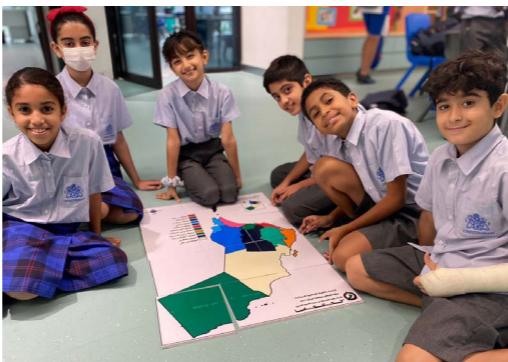
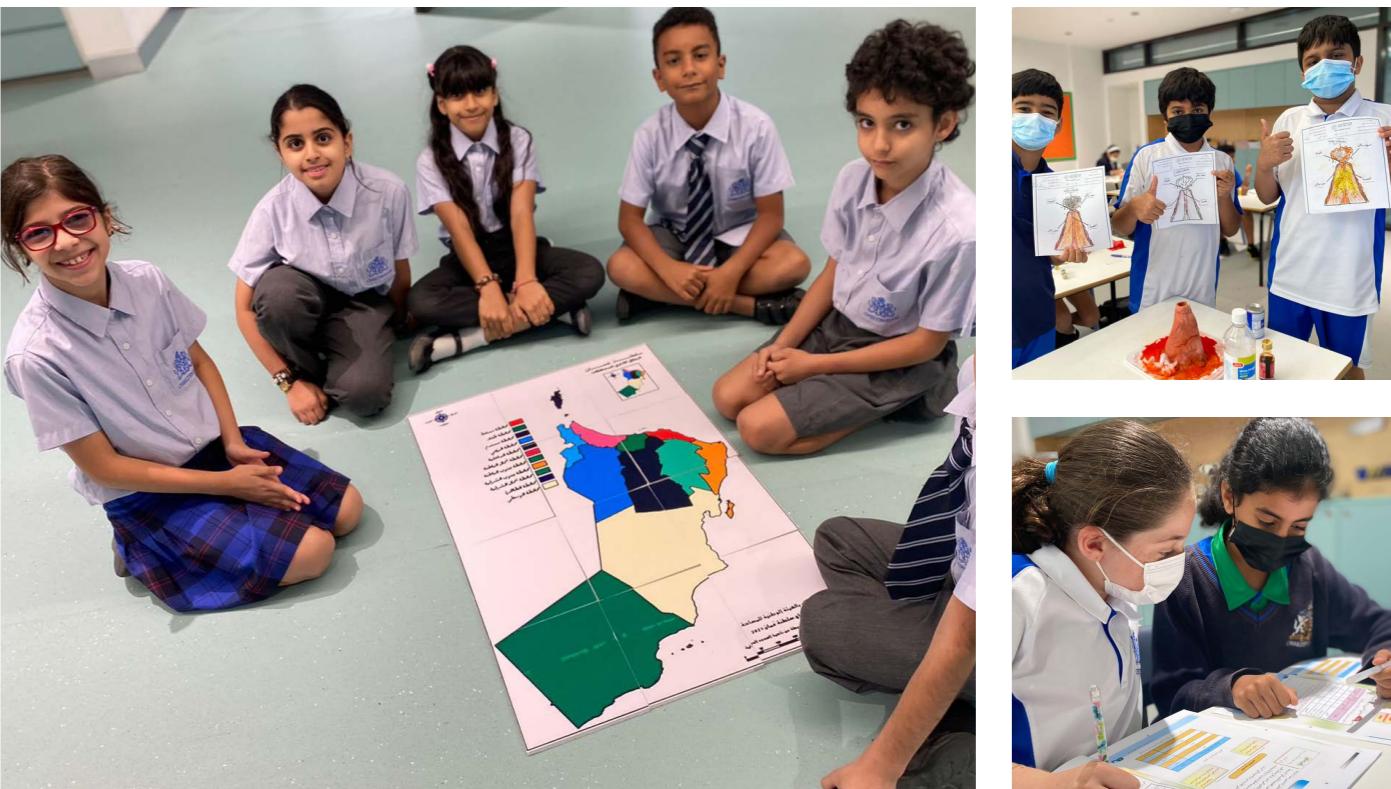
The Social Studies course teaches and promotes the values of good citizenship,

including the rights and duties of a citizen, and the characteristics that he should display. This is achieved by emphasizing the need to display the values of honesty, trust, cooperation, respect for regulations and laws, and a sense of individual and collective responsibility. A variety of activities within the classroom builds generations who are keen to contribute to the development of society. In addition, holistic teaching methods lend themselves to empowering leadership, self-reliance, problem solving, public speaking and debating.

Given the importance of preparing generations who are capable of research and investigation and building new

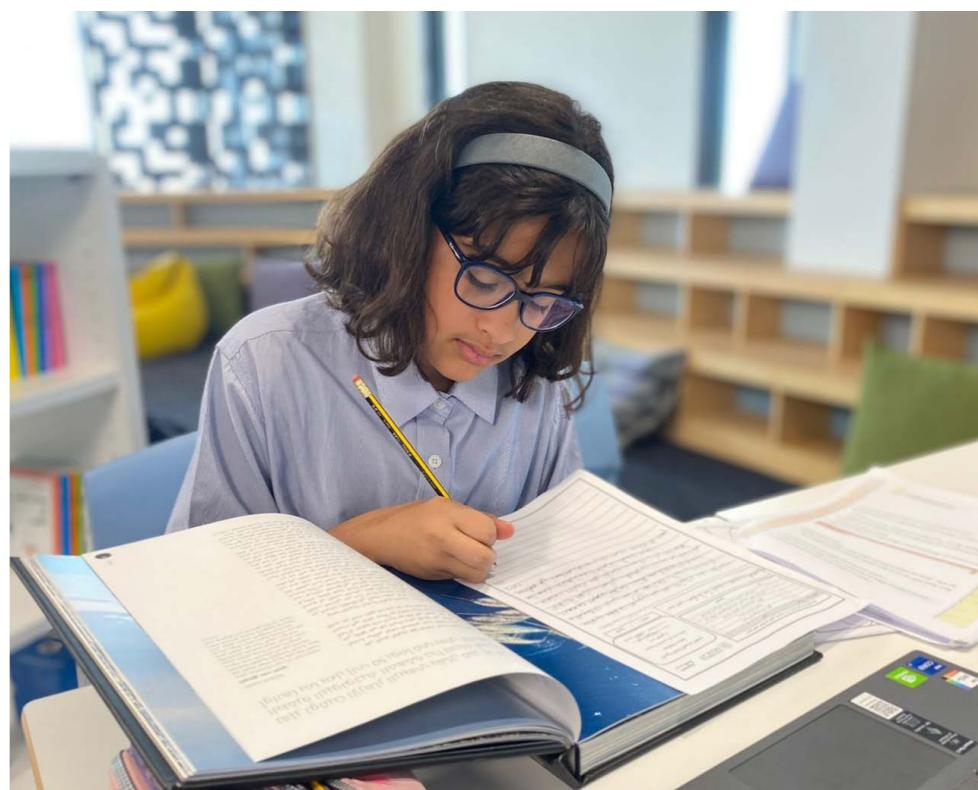
knowledge, Social Studies lessons focus on empowering pupils with the skills needed to prepare reports based on geographical and historical, national and social aspects of the curriculum.

During the next academic year, the course will continue to achieve the goals it seeks with more determination to develop the students' personalities and provide them with experiences, skills and positive values that enable them to be active citizens in their society, looking forward to its advancement.



Staff

Lebla Hamed





Islamic Studies

By Mrs Huda Al Derbashi

History of Islam

Islam is the second largest religion in the world after Christianity, with about 1.8 billion Muslims worldwide. Although its roots go back further, scholars typically date the creation of Islam to the 7th century, making it the youngest of the major world religions. Islam started in Mecca, in modern-day Saudi Arabia, during the time of the prophet Muhammad's life. Today, the faith is spreading rapidly throughout the world.

What is Islam?

Islam means to achieve peace – peace with God, peace within oneself, and peace with the creations of God – through wholly submitting oneself to God and accepting His guidance. The term Islam derives from the three-letter Arabic root, S (س)- L (ل)- M (م), which generates words with

interrelated meanings, including "surrender", "submission", "commitment" and "peace". Commonly, Islam refers to the monotheistic religion revealed to Muhammad ibn (son of) Abdullah between 610 and 632 of the Common Era.

The five pillars in Islam

1. Profession of Faith (shahada)
2. Prayer (Salat)
3. Alms (Zakat)
4. Fasting (Sawm)
5. Pilgrimage (Hajj) (for those who can physically, mentally or financially)

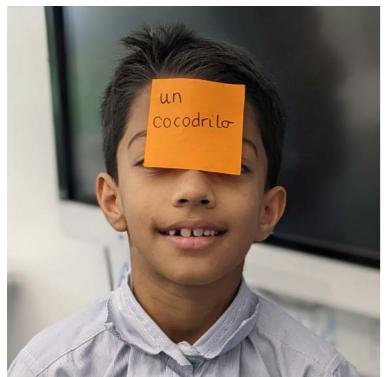
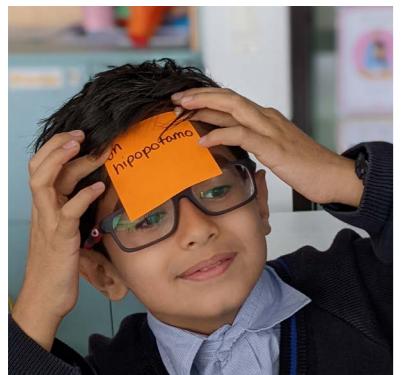
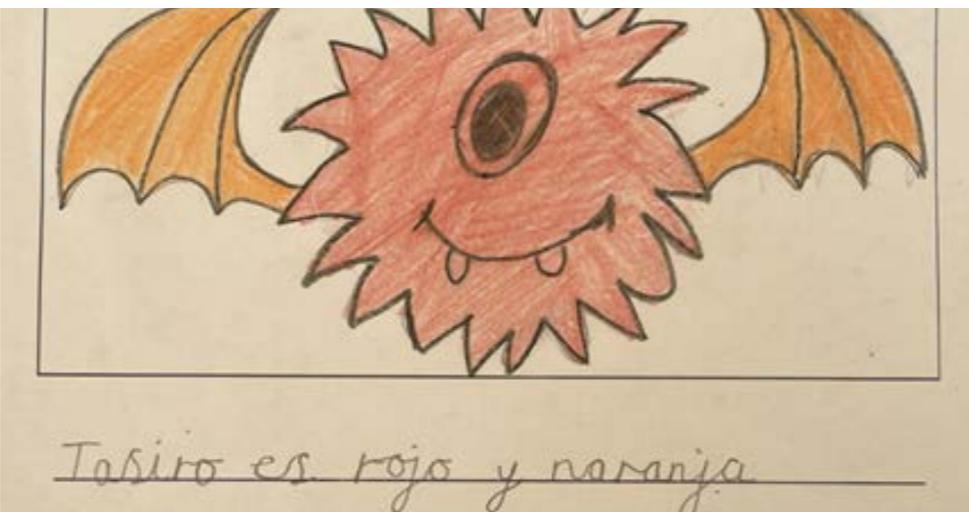
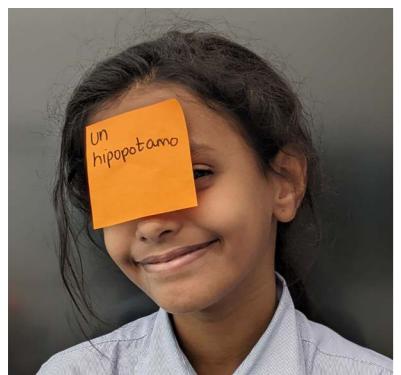
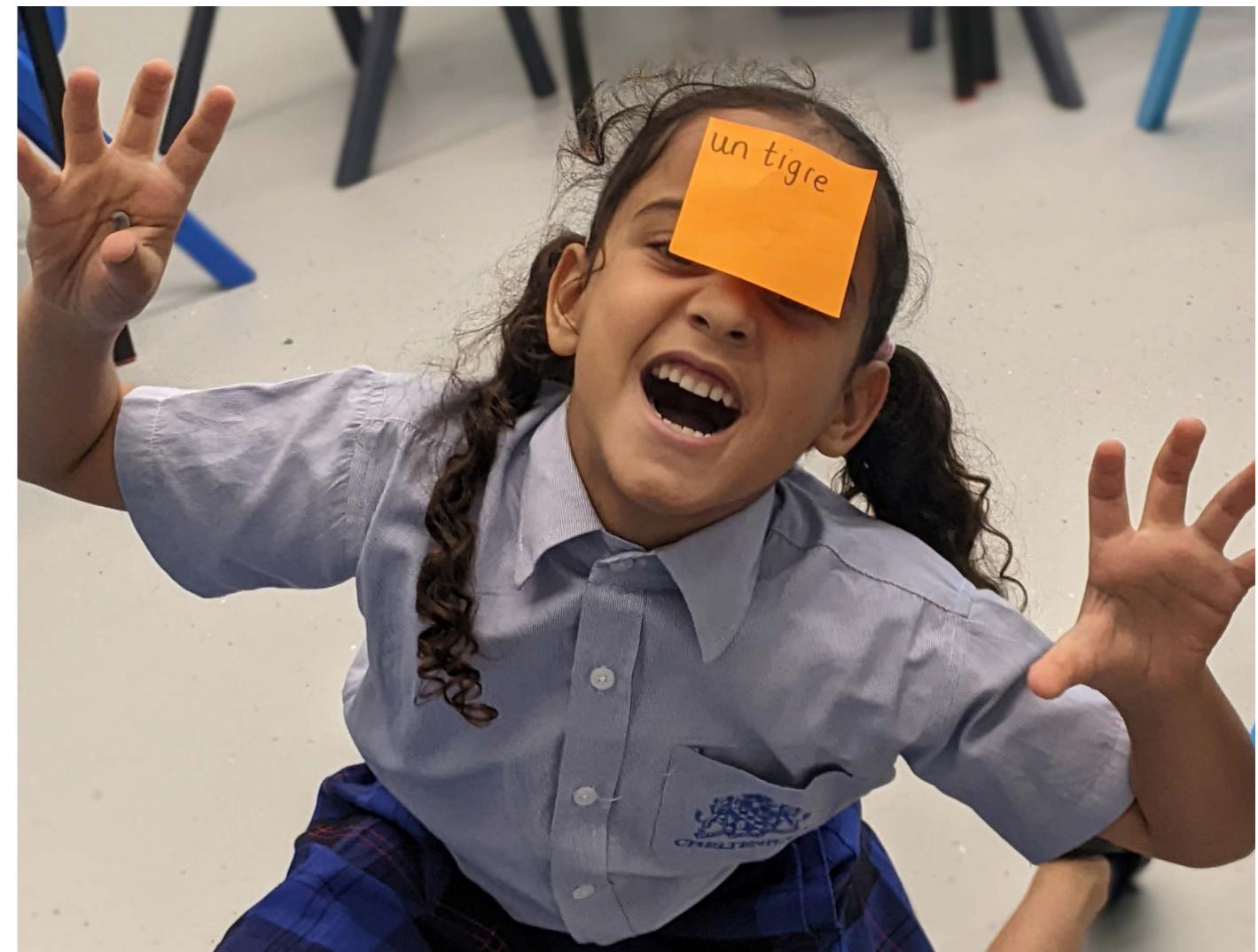
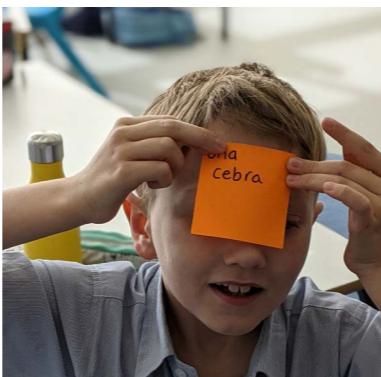
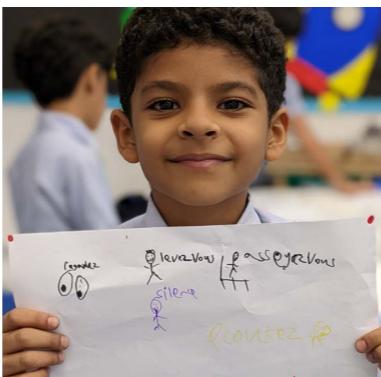
What do we teach in Islamic Studies?

In Islamic Studies we teach our pupils about the beautiful morals of Islam, and we teach them more about their religion and culture. We encourage them to





Poppy the Butterfly's colour's are
Negro y marrón y amarillo y
y rojo y naranja y verde y



Modern Foreign Languages

By Miss Daphne Innes

The founding year at Cheltenham Muscat has seen many pupils learn Spanish for the first time ever. Others have been reintroduced to French after a pause in their language learning during the pandemic. Pupils have made good progress in these languages but, perhaps more importantly, they have enjoyed sharing information about their own native languages and cultures.

Pupils have studied the Francophone and Spanish speaking worlds through film, poetry, song, and country case

studies and have been inspired by cross curricular lessons and polyglots from around the world. A brave few have added a fourth modern language to their weekly workload by joining the German ECA which will hopefully expand to include more year groups next year.

The department looks forward to offering French and Spanish to pupils from Grade 3 upwards next year and seeing the first cohort of pupils begin their IGCSE language studies.



Mathematics

By Mr Sean Williams

We have had a memorable founding year for Mathematics at Cheltenham Muscat. A year of creativity, team building, inquiry-based learning, practical activities, STEM (Science, Technology, Engineering and Mathematics) week and taking part in our first ever World Mathematic Day where every pupil and teacher celebrated all things numeracy and mathematics!

The entire school got involved in our Times Table Rock Stars event representing Cheltenham Muscat which placed us 77th out of over 300 schools across the world! We also had Pi Day competitions where pupils memorised Pi to over 50 decimal places in a competition; a test of memory and of course a fun prize! For World Mathematics Day we also participated in a Matheletics competition, in which pupils did amazingly well, with some pupils coming first in the country for their age group. We hope to keep building on the results year after year!

Cheltenham Muscat mathematicians have grown in confidence and character and have regained their love of learning mathematics being back in school. Pupils have enjoyed being able to use mathematical equipment such as meter rulers, tape measures, measuring cylinders, stop watches and trundle wheels in practical situations. Group activities and outdoor learning have made mathematics come to life.

As a STEM school, we ensure there are lots of cross-curricular themes in Mathematics with other subjects such as; Geography, Science, Technology, Digital Literacy and Art. As a school we celebrated STEM week and pupils enjoyed seeing how mathematics forms a part of STEM. We have had lots of opportunities to link mathematics and Art together, starting with origami in lessons which lead to origami being offered as an extra-curricular activity



ensuring Maths and Art come to life together to create unique 3D objects and animals.

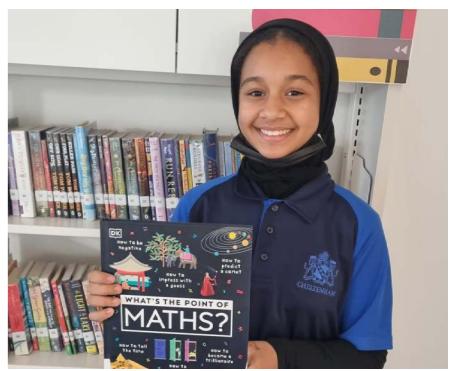
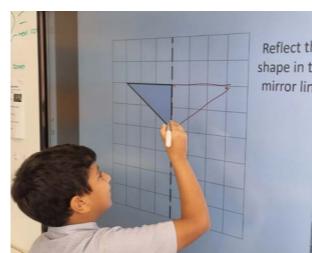
Mathematics Photos with art ECA club photos (origami frogs, whole class photo, individual photos)

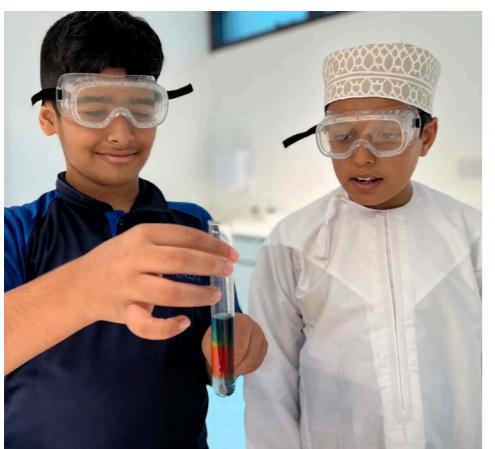
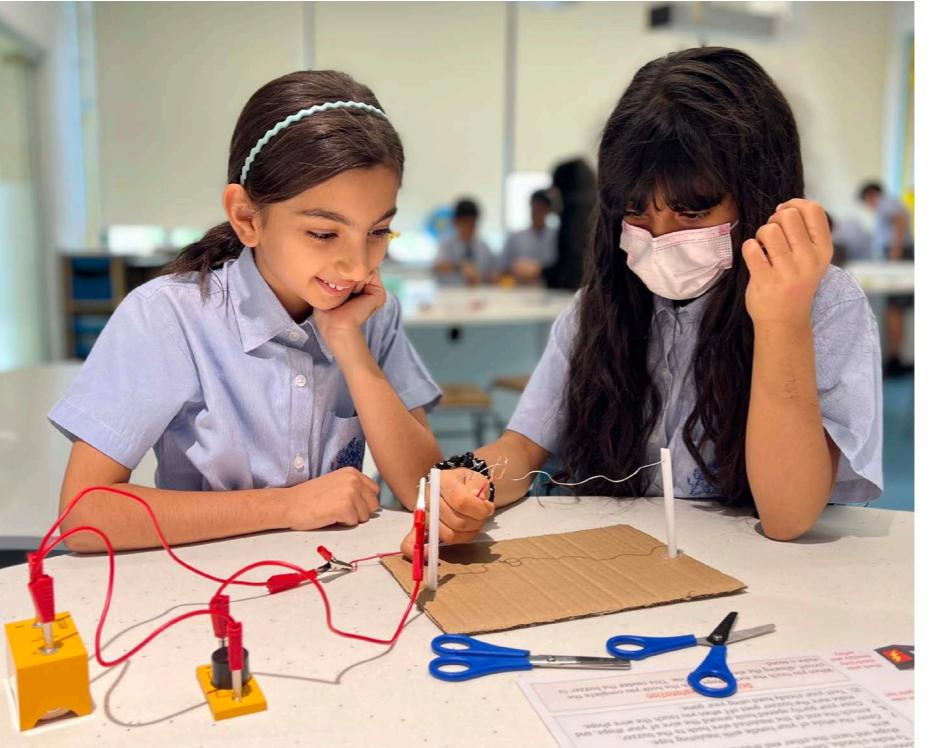
All pupils have flourished in mathematics with their knowledge and skills deepening, their interests and creativity explored, as well as learning mathematics as a community. We ensure that learning mathematics is real and applicable to life situations from learning to count in Grade 1 to navigation using trigonometry and bearings in Grade 8. All pupils have developed fluency, reasoning and problem-solving skills. As



well as learning about mathematicians throughout history, they have been able to think like mathematicians and work like a mathematician, spotting patterns in Mathematics and finding links between different topics and ideas.

We are excited to see what next year brings; more pupils, more staff and more mathematics!



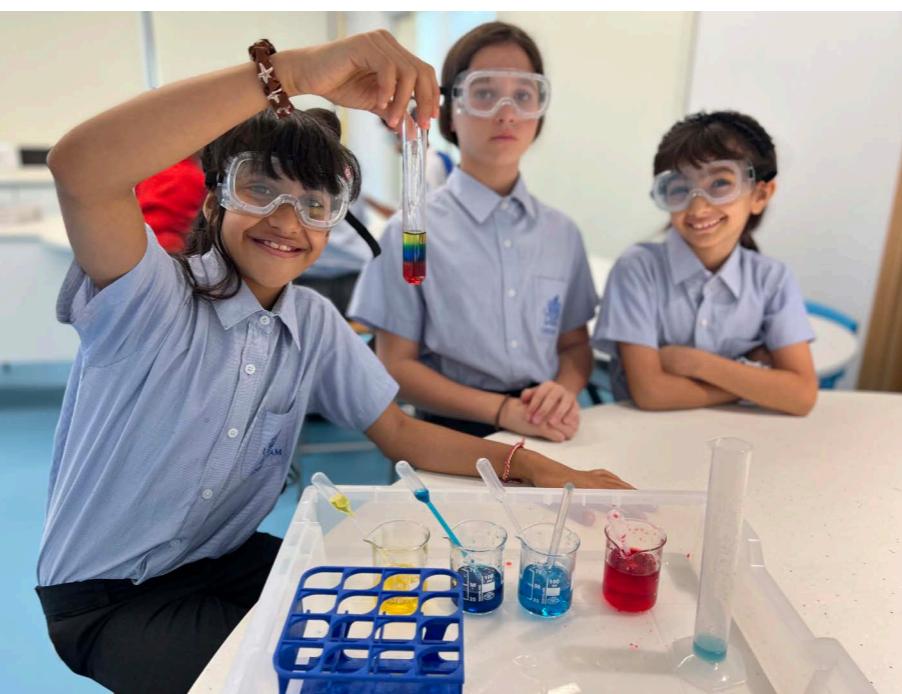


Science and STEM

By Mr David Nguyen

The founding year at Cheltenham Muscat has been an eventful one for the Science Department. Having state of the art science laboratories has allowed pupils from Grades 4 to 8 to experience hands-on scientific experiments while learning biology, chemistry and physics. This allowed pupils to develop their science enquiry through creative, practical activities where teamwork was essential.

All pupils have had the opportunity to safely use Bunsen burners for a range of experiments such as checking the boiling point of water, flame tests and the combustion of metals. Pupils also had the opportunity to use scientific equipment to accurately measure volumes of liquids and to use balances to find the mass of solids before reacting



chemicals to create new products. In Physics, some pupils learned about sound and how instruments work, building circuits, investigating forces such as friction and air resistance, as well as using ray boxes to study reflections and refractions, to name but a few.

In Biology, pupils learned about the impact of humans on other organisms, using microscopes to investigate cells. They also made models to learn about the different types of cells and enjoyed finding out how much energy is present in food.

We held our first STEM (Science, Technology, Engineering and Mathematics) week where pupils were challenged to complete activities

throughout the week, requiring them to apply all of their STEM skills. In science, pupils had to identify unknown metals based on the colour of the flame they produced in a Bunsen burner.

Our STEM club has seen our pupils carry out many experiments including balloon rockets, density columns, investigating the number of stomata on the bottom of leaves, building electronic wire mazes, and many more!

In science, pupils have been able to see the cross-curricular links between Science, Geography, Mathematics, English, Computing, Music and Art & Design Technology. The importance of presenting data in tables and graphs, our impact on organisms and the world, as well as how we are using technology to make new discoveries is evident in pupils' learning at Cheltenham Muscat.

As the saying goes, 'It takes a village to raise a child', and this could not be more true in science. The aforementioned activities would not have been possible without the support of Mr Williams, Ms Narkiewicz, Ms Claire and, of course, our amazing science technician, Ms Al Shuali.

We could not be prouder of what our pupils have been able to achieve both in practical, scientific investigations and also in their understanding and application of theory to the real world. We cannot wait to see how much more they will develop over the coming years.

Staff
David Nguyen





Global Perspectives

By Mr Richard Widdop

The subject that was initially launched as Global Perspectives back in September included elements of geographical studies and British historical topics within its curriculum content. However, the true definition of Global Perspectives is that it is a subject which focuses on learning styles, using global issues as points of research, which are then subsequently delivered in a project style format. Having taken over the teaching of Global Perspectives in January, it was decided that the pupils would benefit most by focusing on more global issues in their learning, using more traditional geographical topics, whilst still retaining the 'Global Perspectives' element of the subject.

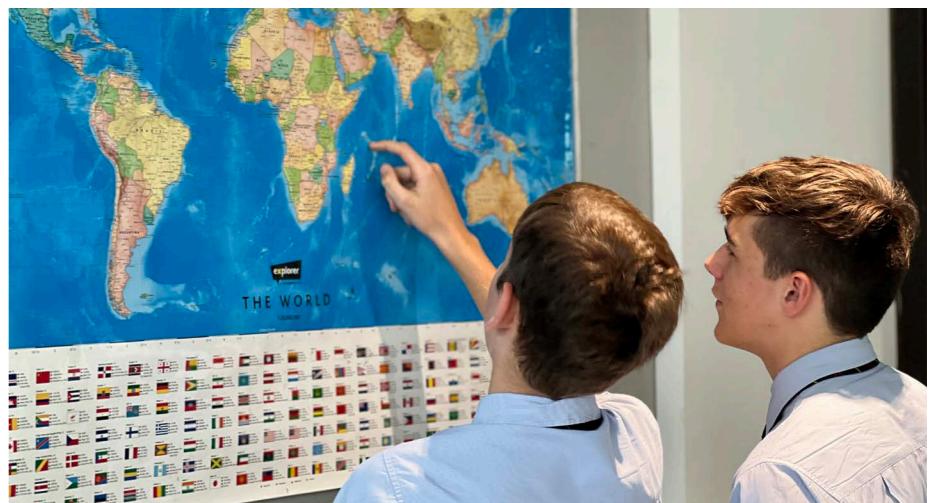
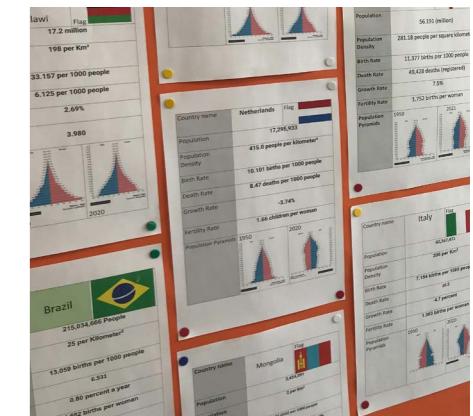
In the lower school pupils enjoyed learning some basic geographical location and mapping skills that would later facilitate their learning about world biomes, world oceans, environmental threats, and world country development. The pupils in Grade 4 put together two

wonderful displays about plastics in the ocean and how Oman might implement a better recycling policy in the future. The level of development in each country was displayed using flags and a range of indicators were presented to compare many countries and their various stages of development. Pupils concluded that they felt extremely fortunate to live in Oman where life is very favourable! Pupils were particularly challenged when they were asked to present some data using a Scatter graph. There were some very respectable outcomes for this challenge – well done!

In Grade 6 pupils were taught about the mountain environment, the rainforests of the world, population issues and latterly some more detailed mapping skills involving scale, direction, grid referencing, and some actual Ordnance Survey work akin to the UK mapping system. Pupils enjoyed producing country comparisons of the demographics of various countries

during their work on population and were extremely interested in real-time data about population change over time. There was some lively discussion about comparing richer and poorer countries of the world and the future of their demographic change.

The higher grades in the school also studied aspects of world demography as part of their topic in Term 2 together with world weather and climates. The pupils were challenged to produce their own climate graphs and research some climate extremes, such as hurricanes and tornadoes. The global issue of climate change was also covered and debated. It was interesting to learn the perspectives pupils had previously held about this most important and dominant topic.



Staff

Richard Widdop



Art and Design Technology

By Miss Ellie Wilson

It has been a very productive founding year in the Art and Design Technology department at Cheltenham Muscat. Pupils have been working enthusiastically hard to create a wide variety of projects which were celebrated in our first ever Art and Design exhibition this June. This included monstrous felt hand puppets, ceramic potted planters, issue-based portraits, collages, prints, observational studies, CAM toys, 3D printed key rings and laser-cut maze games. Architecture was another key theme throughout the exhibition.

Grades 6, 7 and 8 began by celebrating Architecture from Oman in a series of Art pieces and then went on to explore

concepts for sustainable architecture for Oman's future in design technology, finally modelling their ideas in AutoCAD. Pupils from Grades 4 to 8 were also able to enjoy a series of trips to the amazing Alia Al Farsi gallery. Alia al Farsi is one of the most celebrated and internationally recognised Omani Artists and her work has inspired many of the pupils in their personal projects. We were lucky enough to welcome her to Cheltenham Muscat as the guest of honour to open our exhibition. Pupils were able to show her the work they had created and explain the ideas behind their paintings.

We couldn't be prouder of the work that the pupils have created, often eagerly



Music

By Ms Clare Dawson

Music has established itself as a popular subject in Cheltenham Muscat's founding year. The children have excellent attitudes, open minds and are willing to try anything! Classes across the years have enjoyed a range of listening, performing and composing activities. The younger classes use lots of percussion instruments, while the older years have learned to use keyboards and guitars. In addition to the main teaching room, we are lucky enough to have an ICT room dedicated to Music. This has proved particularly popular with the top years, who have been learning to arrange and compose music using the software package, Soundtrap.

Perhaps the biggest success of this year has been all of the singing taking place across the school. In December, when we were unable to invite visitors to the school because of Covid restrictions, an informal concert in the atrium brought the school community together. The Senior Choir, which rehearses every day,



was established early on in the year, and gave its first formal performance at the school's opening ceremony in March. In June, we gave two concerts to parents as part of our Music and Art Open Afternoon; all of the children from KG to Grade 5 sang, and there were performances from many of the older children too.

a concert given by the Muscat Royal Philharmonic Orchestra, which had been put on especially for Cheltenham Muscat. What an honour!

All in all, and despite the many challenges, it has been an excellent year for Music at Cheltenham Muscat. We look forward to more lessons, concerts and trips next year.



In May, the Senior Choir visited the Royal Opera House Muscat to take part in a singing workshop with the Munich Boys' Choir. This was a huge privilege. In the same month, Grade 4 visited the brand new exhibition (called Oman and The World), also at The Royal Opera House. Then, on 30th May, all pupils from Grades 5-8 were fortunate enough to attend



Staff
Clare Dawson



Sport

By Mr Benji Snell

It has been a hugely rewarding founding year, from starting in a small classroom to expanding into our amazing facilities, here are some of the highlights.

We were lucky enough in Term 1 to get our hands on some Cricket World Cup tickets at the national stadium in Al Amerat. 30 pupils from Grade 6 attended the opening game of the World Cup, played between Oman and Papa New Guinea. It was a very hot day, but it was great to see some live sport at last, after many limitations due to Covid. For some of our pupils, cricket was very much a new proposal, but the format of Twenty20 means it is exciting to watch and they enjoyed it hugely.

We ran our first ever school cross country event during the first term, which was a lovely opportunity to see our pupils compete against one another. Thank you to Miss Innes for all her hard work, enthusiasm and inspiration. The pupils competed over a course distance of 750m and 1.5km depending on year

group. Hopefully, next year the course can be altered to utilise the fantastic typography we have at our disposal. We also had our first ever house football competition, which was hotly contested and won by the Kestrels.

Sports Day for all grades was a huge success and, most importantly, enjoyed by all those who took part. I particularly liked the standing long jump from our KG pupils, who only managed to cover about two inches of ground but made for a very sweet activity to watch! It was fantastic to see the Grades 5 to 8 come together and compete in their school houses. We had a make-shift running track which hosted the relays, sprints and hurdle events. There were some excellent performances across the board, especially Mrs Saunders nose-dive in the wheelbarrow race! Miss Innes set up a brilliant middle-distance run which was well attended. Well done to all those who competed. Congratulations again to the winning house, the blue Hawks.

Throughout the year in games and PE, the pupils have been introduced to a huge variety of different types of sport and disciplines. It has been fascinating to watch the pupils learn, engage and develop in all of these areas. The pupils have learnt how to work on their own, be part of a team and how to communicate with their team mates, which is a key attribute in any team environment.

As well as the basics of many of the sports the pupils have looked at, aspects such as rules, tactics and game management have also been high on the agenda. In Badminton for example, the variety of shots, importance of the serve and how to play doubles have also been taught. As well as Badminton, the pupils have also looked at Volleyball, Gymnastics, Ballet, Tennis, Cricket, Hockey, Rounders, Dance, Invasion Games, Rugby, Football, Dodge Ball, Athletics and Swimming.

Staff



Cheltenham Rugby Tournament

By Coach Berry (Mr Blueberry)

The two indoor rugby tournaments hosted here at Cheltenham Muscat this year were fantastic and all the pupils who participated represented the school exceptionally well. To be able to host the first sports fixture for Muscat schools in two years was brilliant and it was amazing to see the spectators' gallery full and buzzing with noise. Three out of the four Cheltenham participating

teams finished in the top three which was a fantastic achievement. Playing sport for my school was always crucial for me growing up. It was where I met many of my closest friends. The social opportunities these tournaments generate are invaluable, especially after all the online learning throughout the pandemic. It was wonderful to see the children interacting with one another

within the different teams. Thank you to Muscat Pirates and The American British Academy (ABA) for attending the tournaments.



Cheltenham Football Tournament

By Coach Berry (Mr Blueberry)

Our final inter-school sports tournament of the 2021/22 academic year welcomed Grades 7 & 8 with an indoor football tournament. Three Cheltenham teams battled it out against two teams from British School Muscat (BSM) in a round-robin format leading to a bronze and a gold final. The Cheltenham A team finished on top of the group with two wins & two draws and went on to play BSM Team A in the gold final. The final

was full of excitement with some good shots early on including a near-perfect header from Denzell Harvey which just clipped the outside post. After the allocated time had run out, and neither team had scored, we moved on to a penalty shootout. British School Muscat Team A had a chance to win but were denied by an excellent save from Qais Al Harthi. BSM eventually went on to win the shootout 4-3. All the boys who

participated in the football should be immensely proud of the effort and support they showed for one another.

Staff
Fin Berry



Digital Literacy

By Mr Tom Rosser

What a year! It is a fantastic feeling to be completing our first year here at Cheltenham Muscat. Our pupils have made excellent progress this year using the computers to create some wonderful work. From working with CAD/CAM software and designing their own keyrings to working on 3D designs using Sketchup Pro to build their dream homes, as well as using TinkerCAD to design their own unique mobile phone covers. Our pupils were also able to understand and showcase their skills with Adobe Creative Suite, learning about vector and bitmap images using Adobe Photoshop and Adobe Illustrator.

A big part of the Computing curriculum here at Cheltenham Muscat is programming. From using software such as Scratch, Code and Kodu game design to learn the basics of coding to using more complex line coding such as Python and HTML. Our pupils understanding and application has been impressive. Looking ahead, I am excited to continue building on the Computing course from KG throughout the whole school and introducing our IGCSE Computer Science curriculum to our very first group of IGCSE pupils. I am looking forward to the next academic year!

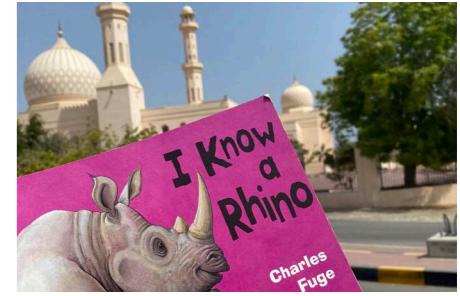
Mr Rosser's top Computing links to further your studies!

- Code
 - www.code.org
 - A great website to learn to code from KG all the way up to Grade 12 using block coding and Python.
- Google Code
 - <https://edu.google.com/code-with-google/>
 - Code with Google including 1-Hour Lessons to help build some amazing games and applications.

- 101 Computing
 - <http://101computing.net/>
 - Learn to code with amazing challenges and tasks for coding with Python, Scratch, HTML and BBC Micro: Bit
- Sketch Up
 - <https://edu.sketchup.com/app>
 - 3D graphic design using Google's Famous Sketchup web application.
- Kodu Game Lab
 - <http://www.kodugamelab.com/>
 - Create your own game through coding with Kodu game lab.
- Lightbot
 - <https://lightbot.com/>
 - The basics of programming, Light-



- bot is a flash game that, through simple tasks, teaches the basics of sequencing, loops and procedures.
- Raspberry Pi
 - <https://projects.raspberrypi.org/en/codeclub>
 - Here you'll find step-by-step instructions for our coding projects, which will teach you how to create games, animations and more with code.
 - Scratch
 - <https://scratch.mit.edu/ideas>
 - Free web application to learn and create games using Scratch programming.



Romeo and Juliet – or not...

Producers: The stars
Author: William Shakespeare
Director: Mr. Drama
Duration: 1h 5min
Rating:



Last week, the children performed a play for the rest of the school. They were performing Romeo and Juliet written by Shakespeare. Overall, the performance was a catastrophe! This was due to many reasons.

Firstly, the play started 15 minutes late! Even though everything was set up, they were finalizing the script. I understand that it is necessary as the children do not know all the complicated words but at least they could have done it beforehand. It was as if they were making the play from scratch. For some of the time there was someone trying to entertain the crowd, but trust me, they were not good at it.

Secondly, they didn't know half the script. I could not have known what was happening if I hadn't known the play from the start. I thought that it was confusing. Overall, I think that the play was absolutely a disaster, and I am glad I was not paying for it.

Khadija Ali - Grade 8N

Our Resident Book Worm!

By Miss Jalala Al Shamsi

As part of the Cheltenham Muscat philosophy, moulding curious pupils who are eager to explore has occurred in the library throughout the founding year. Our library has had an integral role in the academic process to fulfil the intellectual needs of the pupils, as well as the professional development of the teachers. The recourse circulation has grown continuously, and the hosted reading sessions and clubs have been remarkably effective throughout the year.

The library has a range of different sections. More than 30 pupils can use the library at the same time. Starting from the most lovable area for storytellers and quiet readers, going through the makerspace and group working area, and the surrounding fiction and non-fiction bookshelves, and ending with a meeting room for discussions and individual study.

Unlike traditional libraries, the Cheltenham Muscat library has collaborated with the academic departments to support pupils' reading progress at school through a variety of books and at home through the e-library. The school community has participated in worldwide activities such as World Book Day. Pupils have engaged well with

the library and have all been able to find, borrow and read texts to suit their interests.

Pupils have shown their awareness of the importance of reading to discover the world through creative works. Library books have been essential to inspire our pupils to live in different worlds of fantasy, science fiction, classics and more. They have the passion not just to read but also to recommend the books they love to other readers in their book reviews.

"A Book with A View" was an amazing chance to share recommendations of books as well as holiday locations! Believing that books are the best companion everywhere and anytime, the Cheltenham Muscat community of pupils and staff were enthusiastic about sharing their reading during the holiday while spending a delightful time in different places around the world.

Cheltenham Muscat is growing and as it does, the library becomes wider and more diversified in its learning resources. We aim to maintain the image of the library as the house of books, whilst also striving to be a contemporary library with integrated learning technologies.



A Cheltonian - An Old Boy, Parent and Grandparent's perspective...

By Mr Julian Snell (father of Benji Snell and Grandfather of Archie and Willa Snell)

1971 - 76

Being dropped off at Leconfield by my parents, on an early September afternoon and welcomed by Housemaster Guy Wilkin was a rather daunting experience. I knew no one, not having been at the Junior School, nor a feeder prep school. All 3rd formers went into a dormitory on the top floor and had a desk for prep work downstairs. Shacks were only for the 6th form. The whole scale of College was mind boggling and I am sure I spent many hours of the first few weeks just trying to find where I was meant to be. Not being very sporty, I spent many a wet afternoon trodding back and forth to Lower Reeves, where the Yearlings Cs ran about in the mud being fairly useless! I opted for rowing in the spring and summer term, which over the course of my College life, I thoroughly enjoyed. As I didn't start to grow until I was in the Lower Sixth, I was selected as the 1st

Eight cox when in the 4th and 5th form and we had great fun at Regattas around the country, led by Malcolm Mennie and David George (DBG). DBG also ran the CCF, which I joined in preference to Wednesday afternoon 'community service'. Images of Wednesday afternoons and him swearing at the old three-ton Army lorry, which he often tried to start with a crank handle, will be with me forever! The classroom wasn't my favourite place – in my defence, I genuinely believe the teaching was poor compared to today's standards and facilities. There was the odd highlight during my five years, but overall, I found the five years underwhelming. I was beaten more than once, so I probably wasn't the perfect pupil. I was made a House prefect for my last term. But I have no hard feelings. I have not suffered any ill-effects that I know of and have led a happy and successful life since leaving. Public (well ... private) schools in the early '70s in England were at a low ebb



Benji first day at Cheltenham College UK.

and Cheltenham College, led by David Ashcroft, was possibly no exception. As a small example, after my O-Levels, I had to choose 3 A-Levels to study and, unbelievably, was encouraged to do two subjects (Biology and Politics & Economics) which I had not done at O-Level! Unsurprisingly, I only just passed them, but did well enough to apply to join the Army and attended the Royal Military Academy Sandhurst a few months after leaving College.

1997 - 2010

I have often been asked why Sally and I selected College for our four boys after my experiences there. Well, we could easily see that the school had improved dramatically in the 25 intervening years and we are delighted that we did. We believe in and support the



boarding ethos. Our eldest son, Benji, joined in September 1997, with a sports scholarship (possibly a contributing factor!), joining Leconfield of course, and his three brothers (Olly, Joey and Hugo) joined at regular intervals thereafter (two of them with sports scholarships too). It is probably fair to say that they all enjoyed the sports pitches more than the classroom, but they were well taught and, most importantly, loved the whole College experience. It helped that they started at College with many friends from Beaudesert School, or in Hugo's case, from the Junior. I need to put on record here that I am eternally grateful to Denis Smith, the Bursar, for his understanding when I was made redundant in 2002. Until 2008, all the boys benefited from Karl Cook as their housemaster and he managed the boys in such a good

way that they not only loved College life, represented the College 1st teams in most sports, but also made life-long friendships and have remained in close contact with Karl since they left (he was even at Benji and Zoe's wedding in 2012)!

2021 - Present

Benji applied for and was appointed as the first OC in the Common Room of Cheltenham Muscat, as Lead Tutor and Head of Sport, starting in August 2021. His wife, Zoe, also joined the non-academic staff as Head of Communications. What a fantastic opportunity for them, with two young children, to be in at the start of a brand-new school, in an amazing country (I say that from experience, as I worked in the Middle East, including Oman, for 13 years) and with such important and close

links to his old school as well. Archie (6) and Willa (3) are now Cheltonians, which makes me very proud. I sincerely hope Cheltenham Muscat is a huge success as it grows over the coming years to be the pre-eminent British School in Muscat and that Benji and his family thrive there. Olly (Army Apache pilot); Joey (Tennis coach and becoming a Rackets professional at Harrow) and Hugo (senior sales role at Scott Dunn) are all very happy, doing well in their chosen fields of expertise and have, without doubt, benefited from the five years they spent at College. So, the money, which I eventually paid in full, was well spent!

JOS, L (76)



A Cheltonian

By Coach Berry

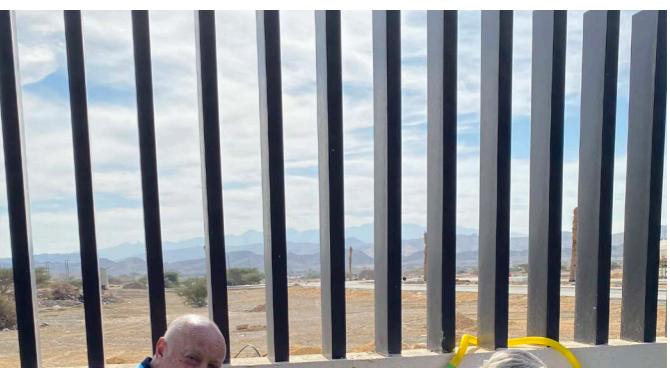
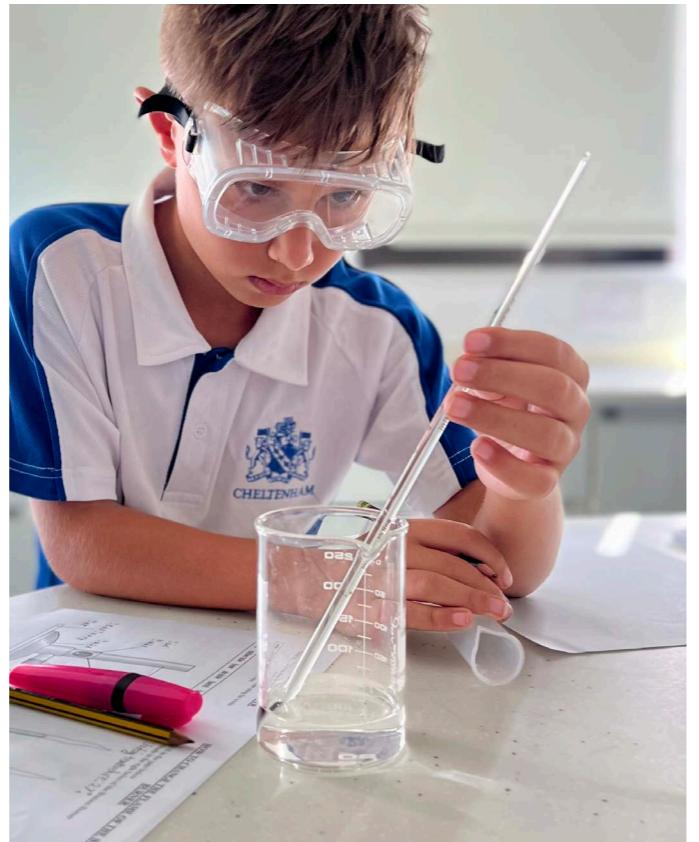
I joined Cheltenham College in 2016 for Sixth Form and it is safe to say that they were two of the best years of my life so far. As soon as I got to Cheltenham I jumped straight into every aspect of College life - from playing for the Rugby 1st XV (and managing an unbeaten season), volunteering on Wednesday afternoons at a local primary school, to being awarded the Prefect Chair of the Chapel, Charity & Community Links Committee. The global Cheltonian

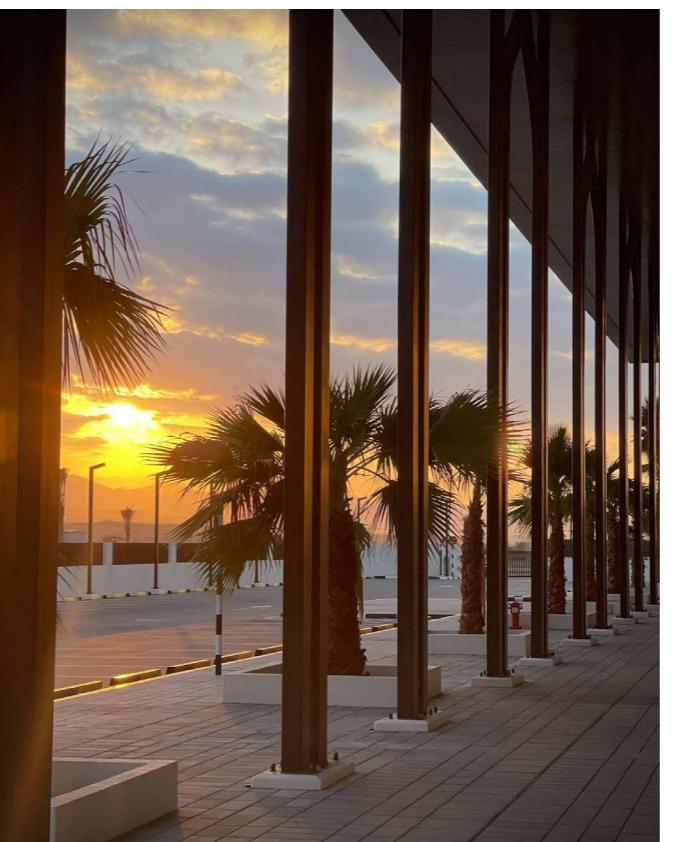
Society is a prestigious group and every Old Cheltonian (OC) is very proud to hold the title. I know for sure that I am incredibly proud to call myself an OC. It is always a special moment when I go back and visit Cheltenham College as it is a place that holds so many amazing memories for me. I am particularly looking forward to going to the Cheltenham Cricket Festival this summer, an event which is held on College Field and hosts teams from the County

Championship, as well as international exhibition matches. I am excited to see what the future holds for the Cheltonian Society here in Muscat as I am sure we will all get to attend some equally brilliant events.









A Cheltonian - Review of the year from Cheltenham College, UK

By Mrs Nicola Huggett

This has been a really exciting year for me as the Head of Cheltenham College in the UK, having finally been able to visit you, our sister school, Cheltenham, Muscat. It was a privilege to join you for the official opening, when we were able to meet staff, pupils and parents. Thank you for your hospitality and we look forward to a range of collaborations in the coming year.

It has been a busy and eventful year here in the UK. As pandemic restrictions lifted, we had the chance to reflect on all the exciting opportunities presented to our pupils and parents.

We have seen our pupils continue to gain excellent examination results.. Our A-level grades over the last 5 years have been consistently over 80% A*-B and GCSEs have been over 70% from grades 7-9. I have every confidence that this year's hard working Upper 6 and Fifth form, will once again excel when those all-important August 2022 results are announced. We are very much looking forward to working alongside the teaching staff in Muscat to support

the first group of pupils as they move through into their GCSE courses.

At Cheltenham College we have also developed our curriculum in new and exciting ways, with four new qualifications in the 6th form (Years 12 and 13) in the last two years. The Cambridge Technical courses in Business and ICT will see their first results this year and two new courses in Psychology and Sport begin in September. The extension courses in Year 9 are now fully embedded; Computing , Leadership, Public Speaking and Presentation skills as well as the Foundation Project Qualification.



working alongside Cheltenham Muscat even easier as time moves on.

University offers this year, despite a challenging landscape post Covid, have been excellent and we have seen a larger than usual number of pupils applying to American, Canadian and other overseas universities. The success rate for scholarships has been higher than ever and there will be some terrific collaborations to support US and UK university entry for Cheltonians of Muscat as the school expands into A-Levels.

In the creative arts, this year has seen an array of music concerts and events including a performance of Rachmaninoff's 2nd piano concerto by one of our leading Year 12 musicians, accompanied by probably the best



Left to right: Benji Snell OC L 2002, Tom O'Sullivan Head of Cheltenham Prep UK, Nicola Huggett Head Cheltenham College UK, Claire Adby Executive Principal Cheltenham Muscat, Crispin Dawson, Principal, Piers Brown OC B 2021, and Finlay Berry OC S 2018

orchestra we have ever had in recent years. Our senior choir performed the highly complex Mass in B Minor by Bach and our Jazz band played in the prime slot at the Cheltenham Jazz Festival. Another highlight was the Year 3-Year 9 pupils all contributing to a joint school event in the Cheltenham Town Hall where 400 children sang to an audience of over 1,000. We were very impressed by the highly talented musicians we met performing at the Cheltenham, Muscat opening ceremony in February this year.

At the end of January, our Prep School staged a highly creative production of 'The Lion King'; whilst we celebrated excellence in Drama at the Senior School with the staging of the complex Sondheim musical 'Into the Woods' at the Cheltenham Playhouse. This was followed by a talented cast production

of Jane Austin's 'Pride and Prejudice'. We look forward to the Year 9 and 10 production of Golding's 'Lord of the Flies' later this term too.

One of the joys of a return to a normal school routine has been the ability to implement a full programme of sport for all pupils at the College. So far, this academic year we have had pupils being actively engaged in 19 different sports. 166 teams have represented the College in 1,033 fixtures and sporting events; figures that highlight the breadth of sporting opportunity on offer to pupils of all ages and ability levels. We hope very much to arrange a variety of visits for pupils in the years to come, both from and to Muscat, and sport will no doubt feature in some of the exciting plans.

All in all, this has been a very positive

return to school life here in the UK, but the most exciting aspect of our year has been the collaboration with you, Cheltenham, Muscat. We look forward to working closely together in the years to come.

Nicola Huggett

Nicola Huggett
Head Cheltenham College, UK

Staff

Aimen Al Baluchi		Alpa Iftikhar		Ann Lawlor		Archie Prior		Basma Al Hosni		Budoor Al Farsi	
Claire Adby		Ekhlas Al Mamari		Elle Wilson		Emily Quinlan		Fatema Al Harrasi		Dagmara Innes-Smith	
Hasna Al Baushri		Haylie Saunders		Jeanine Rosser		Juhaina Al Raisi		Huda Al Derbashi		Kanika Vashisth	
Jalila Al Shamsi		Marwa Al Shukalli		Michael Visser		Richard Widdop		Muna Al Hasani		Nadira Al Balushi	
Martin Clark		Piers Brown		Rebecca Ashworth		Rick Johnson		Suaad Al Zaidi		Suvala Al Zadjali	
Salwa Albadri		Sean Williams		Umber Janjua		Val Ayan		Wafa Al Balushi		Ziad Alfarah	
Tony Thomas										Zoe Snell	
Tom Rosser										Sze-Ting Lee	
										Ryan Davies	
										Sahra Al Sabti	
										Tatjana Micalov	
										Nicola Williams-Jones	
										Imogen Bance	
										Graeme Fisher	
										Intisar Al Hashmi	
										Lucy Visser	
										Nadira Al Hashmi	
										Mahmood Al Balushi	
										Nichola Gibbons	
										Iman Al Naabi	
										Louise Oliff	
										Maha Al Naabi	
										Lucy Visser	
										Magdalene Fisher	
										Marwa Al Shukalli	
										Mike Simpson	
										Mona Al Hasani	
										Nadira Al Hashmi	
										Paula Al Hosni	
										Rebecca Ashworth	
										Shatha Al Saadi	
										Suhaila Al Battashi	
										Tatjana Micalov	
										Wafa Al Balushi	
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