



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

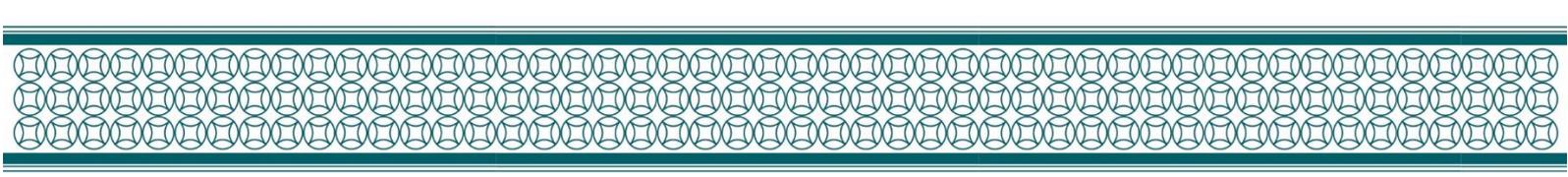
**Emirates National School - Branch
3 - Manaser**

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Emirates National School - Branch 3 - Manaser		
School ID:	9224	School phases:	KG to Grade 4
School Council:**			
School curriculum:*	American	Fee range and category*	AED 23,000 to AED 32,260 (medium to high)
Address:	Manaseer District Sheikh Khalifa Bin Shakbout Street, Abu Dhabi	Email:	9224@adek.abudhabi.ae
Telephone:	02-4993500	Website:	www.ens.sch.ae

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	78	Turnover rate	23%
Number of teaching assistants	46	Teacher- student ratio	1:13

Students' Information				
Total number of students	1043	Gender	Boys and girls	
% of Emirati students	55 %	% of SEN students	3 %	
% of largest nationality groups	Jordan 13%, Egypt 4%, Syria 3%			
% of students per phase	KG	Primary	Middle	Secondary
	37 %	63 %	0%	0 %

Inspection Details			
Inspection Hijri dates from:	14/03/1441	to	17/03/1441
Inspection Gregorian dates from:	11/11/2019	to	14/11/2019
Number of lessons observed:	117	Number of joint lessons observed:	16



The overall performance of the school:

- The school opened in September 2012. The principal joined the school in May 2019. The leadership team has recently been expanded and reorganised. While the number of teachers is similar to that at the time of the previous inspection, there has been higher than usual teacher turnover.
- The overall performance of the school is good. This is an improvement on the previous inspection. Leaders' very clear strategic direction, through effective self-evaluation and improvement planning has improved the quality of teaching and learning, and KG (Kindergarten) children's and students' overall achievement. Other aspects of provision in the school are at least good.

Key areas of strength and areas for improvements:

Key areas of strength

- Students' overall achievement in Islamic education, Arabic, social studies, mathematics, science, music and physical education (PE).
- Students' attitudes and behaviour, their respect for Islamic values and their knowledge and awareness of the UAE culture and heritage.
- Teachers' knowledge of their subjects and their interaction with students, which promote positive engagement in lessons.
- The protection, care, guidance and support of students.
- The work of the principal and school leaders, including governors, in improving the school and providing a clear direction and vision.

Key areas for improvement

- Students' achievement, especially in English and art, by:
 - providing more opportunities for students to write independently
 - developing students' skills in writing at length, using more complex sentences
 - providing professional development to staff about how to promote higher level writing skills
 - developing and implementing a plan to improve students' art skills.
- The quality and effectiveness of lesson planning and delivery to ensure that students, particularly the more able, are challenged more effectively by:
 - providing further professional development to staff on how to more precisely match activities in lessons
 - improving the consistency of support for students with special educational needs (SEN)
 - ensuring that monitoring of teaching continues to support staff in their planning and delivery.
- Creative and innovative activities which enhance students' learning and critical thinking by:
 - ensuring that the curriculum is adapted further to promote independence and creativity

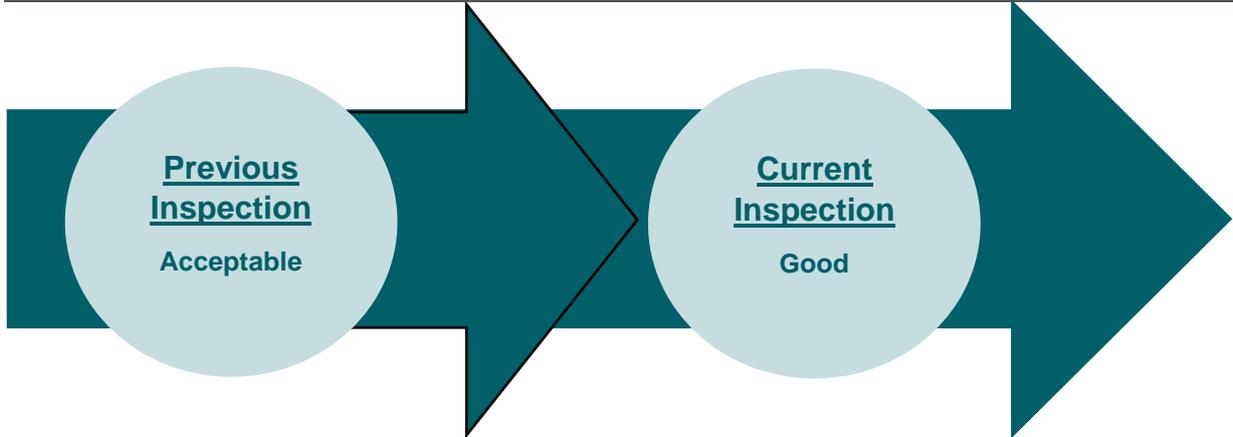


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- enabling students to make decisions about their learning
- developing activities across the curriculum which promote investigation and innovative approaches.



Progress made since last inspection and capacity to improve



- The school has made good progress in addressing the recommendations from the previous report.
- Leaders have established a range of new, robust and valid procedures to measure and track the progress of students using explicit assessment criteria based on curriculum standards.
- Teachers share clear learning objectives with students in lessons. Daily lesson plans are annotated in the light of students' responses and subsequent plans take this into consideration. Lessons regularly start with a quick recap of previous learning.
- Middle leaders are clear about their roles and responsibilities and have responded well to professional development to help them share their understanding of best practice in teaching. As a result, teaching is now good and there is consistent practice across the school.
- The school has made progress in improving students' attendance. Leaders have heightened parents' awareness of the impact of lateness on learning.
- Students' achievement, teaching and assessment, curriculum and leadership and management have improved to be good. Students' personal and social development and their innovation skills, and protection, care, guidance and support are now very good overall.
- Overall, school leaders' capacity to innovate and improve are good.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Students' achievement is now good, having improved in all subjects with the exception of English which remains as acceptable. Students' extended writing skills are underdeveloped in English and Arabic.Overall, the majority of groups of students make better than expected progress. The progress of more-able students is less consistent than for other groups.Students enjoy learning and interact well. Problem-solving is a common feature of their learning. Their innovation skills are less secure.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Behaviour and relationships have improved to be very good, and students are frequently self-disciplined.Punctuality and attendance to school have improved and are very good.Students sometimes take the initiative and make independent decisions.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">The quality of teaching has improved. Teachers now use questioning and discussion to extend students' learning more effectively.Use of assessment has improved and teachers now have better understanding of students' strengths and weaknesses in learning.Teaching to challenge more-able students is less consistent.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">The overall quality of the school's curriculum has improved with a stronger emphasis on creativity and innovation in different subjects, and a renewed approach to early learning for children in KG.Improved progression means that students are better prepared for the next stage of learning.The curriculum is not yet modified to consistently meet the needs of more-able students.		



Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• The school provides a very caring and safe environment for its students. Rigorous child protection procedures are in place.• The school has improved arrangements to promote regular attendance and punctuality to school.• Support for SEN students and those who are gifted and talented (G&T) is inconsistent.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• The new principal and other leaders, including governors, have set a very clear strategic direction for the school.• Leaders have been successful in developing key aspects across the school, which has raised students' achievement.• Monitoring of teaching to improve practice further is yet to be fully effective.		



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Very Good	N/A	N/A
	Progress	Good	Very Good	N/A	N/A
Arabic (as a First Language)	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
* Arabic (as additional Language)	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Social Studies	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
English	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Acceptable	Acceptable	N/A	N/A
Mathematics	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Science	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
Learning Skills		Good	Good	N/A	N/A



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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is very good overall. It is good in KG and very good in Primary. In lessons and over time, students' progress is good in KG and very good in Primary.• Overall attainment is very good. The school's internal data shows outstanding attainment. This is not seen in lessons and students' work where the majority of students attain above curriculum standards in KG, and a large majority are above in Primary.• In lessons and students' work, students gain a very good understanding of Islamic values with special reference to the Holy Qur'an and Hadeeth. Children in KG apply Islamic etiquettes confidently in their daily lives. Students' accurate reading of the Qur'an is less well developed.• Overall, most groups make better than expected progress. The progress of more-able students is inconsistent.			
	<table border="1"><thead><tr><th style="text-align: left;">Relative Strengths</th><th style="text-align: left;">Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' understanding of Islam values with special reference to Qur'an and Hadeeth.• Children's ability to apply Islamic etiquette in their daily lives.</td><td><ul style="list-style-type: none">• Reading the Holy Qur'an accurately in Primary.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' understanding of Islam values with special reference to Qur'an and Hadeeth.• Children's ability to apply Islamic etiquette in their daily lives.
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Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first (AFL) and second language (ASL) is good. In lessons and over time, the majority of students make better than expected progress.• Attainment is good overall. Internal assessment data shows outstanding attainment but in lessons and students' work, most students attain levels above curriculum standards.• Children in KG make good progress in developing listening, comprehension and speaking skills. They make secure gains in reading. For AFL students, progress accelerates in Primary in reading, listening and speaking skills. By the end of Primary, students can follow and apply basic grammatical rules, read with expression and derive key ideas from text. ASL students make good gains in their reading and speaking skills. They comprehend most of what they read and are able to describe picture stories employing words and phrases learned in lessons. For both groups of students, writing is a weaker area, particularly extended and creative writing.• Overall, the majority of groups of AFL and ASL students make better than expected progress. More-able students do not consistently make more rapid progress.			
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Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and over time, the majority of students make better than expected progress.• Attainment is good. Students' attainment based on the school's internal data is outstanding. However, in lessons and students' work, the majority of students attain levels above curriculum standards.• KG children make good progress in their knowledge and understanding about national identity through their work on the UAE flag, the national anthem and family trees. In Primary, students make good progress when they make comparisons between old and modern houses and buildings in UAE, in naming developments of UAE in different sectors and their understanding of being a good citizen. Students ability to analyse their learning in geography to gain deeper understanding is less secure; The majority of groups of students make better than expected progress although the progress of the more-able students is inconsistent.	
	<table border="1" style="width: 100%;"><tr><td style="width: 50%;">Relative Strengths<ul style="list-style-type: none">• Students' knowledge and understanding of the developments of the UAE.• Students' understanding of being a good citizen.</td><td style="width: 50%;">Areas of Improvement<p>Students ability to analyse their learning in geography to gain deeper understanding is less secure.</p></td></tr></table>	Relative Strengths <ul style="list-style-type: none">• Students' knowledge and understanding of the developments of the UAE.• Students' understanding of being a good citizen.
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English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Students' progress over time is acceptable based on progress seen in lessons and students' work.• Attainment is acceptable. The school's external MAP data shows attainment is acceptable. In lessons, most students attain in line with curriculum standards.• Children make acceptable progress in KG, as they develop oral and written simple sentences. Their reading and comprehension skills are age appropriate. In Primary, students continue to make expected progress in their listening speaking, reading and comprehension skills. However, their creative and extended writing skills, and writing of complex sentences, are less well developed.• All groups make at least expected progress. More-able students do not always make more rapid progress.	
	<table border="1" style="width: 100%;"><tr><td style="width: 50%;">Relative Strengths<ul style="list-style-type: none">• KG children's use of appropriate vocabulary to communicate ideas.• Reading, listening and comprehension skills.</td><td style="width: 50%;">Areas of Improvement<ul style="list-style-type: none">• Creative and extended writing skills.• Skills in writing simple to complex sentences.</td></tr></table>	Relative Strengths <ul style="list-style-type: none">• KG children's use of appropriate vocabulary to communicate ideas.• Reading, listening and comprehension skills.
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Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good. In lessons and over time, the majority of students make better than expected progress.• Students' attainment in mathematics is acceptable overall. External data shows that attainment is weak. However, in lessons and students' work, most students attain in line with curriculum standards. Attainment is strongest in the upper grades.• Children in KG make good progress in developing their number and algebra skills though patterns linked to simple formulae. In Primary, students develop their understanding of lines of symmetry and properties of shapes. They solve problems using addition, subtraction, multiplication and division. Overall, mathematical investigation and the use of mental mathematics skills are weaker areas.• The majority of groups of students make better than expected progress. The progress of more-able students is sometimes inconsistent.	
	Relative Strengths <ul style="list-style-type: none">• Developing skills in algebra through patterns• Application of number skills when solving problems.	Areas of Improvement <ul style="list-style-type: none">• Mathematical investigation.• Mental mathematics skills.

Science	<ul style="list-style-type: none">• Students' achievement is good. The majority of students make better than expected progress over time, based on lessons observed and students' work.• Students' attainment is good. External data show that students' attainment is weak. However, this is not reflected in lessons or students' work where the majority of students attain above curriculum standards.• Students make good gains in applying their knowledge and understanding in physical, life, earth and space sciences in both KG and Primary. They develop experimentation skills securely. Students make good progress in predicting, observing, researching and recording their findings. Investigation skills and use of scientific vocabulary are less well developed.• The majority of groups of students make better than expected progress. The progress of SEN students and the more able is sometimes inconsistent.	
	Relative Strengths <ul style="list-style-type: none">• Knowledge and understanding of physical processes.• Enquiry skills involving observation and recording.	Areas of Improvement <ul style="list-style-type: none">• Scientific investigation.• Use of scientific vocabulary.



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Other subjects	<ul style="list-style-type: none">• Overall, students' achievement is good. The majority of students make better than expected progress over time in lessons and their work.• In art, students in both phases have only basic drawing and colouring skills. In music, KG children sing along with rhymes and known tunes. Students in Primary develop percussion skills using different instruments and they innovate their own rhythm patterns through improvisation. In PE, KG children join in with relays and obstacle races. In Primary, students develop backstroke and freestyle swimming skills. In information and communication technology (ICT), KG children use interactive white boards with confidence to develop their counting skills.• The majority of groups of students make better than expected progress.			
	<table border="1"><thead><tr><th>Relative Strengths</th><th>Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Ensemble playing and improvisation in music.• Swimming skills in PE.</td><td><ul style="list-style-type: none">• Drawing and the use of colour in art.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Ensemble playing and improvisation in music.• Swimming skills in PE.
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<ul style="list-style-type: none">• Ensemble playing and improvisation in music.• Swimming skills in PE.	<ul style="list-style-type: none">• Drawing and the use of colour in art.			
Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good in both phases. Students' enjoyment of working together in groups and helping each other to learn has improved.• Students communicate what they know clearly and confidently. They make clear connections between areas of learning but do not consistently relate these to their understanding of the world.• Students find things out for themselves and enjoy solving problems. They use technology confidently to support their learning. Their innovation skills are less well developed.			
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Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	N/A	N/A
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	N/A	N/A
Social responsibility and innovation skills	Very Good	Very Good	N/A	N/A

- Students' personal and social development are very good overall. Their innovation skills are good.
- Students' attitudes to learning and behaviour are very good. Students work together to make the school a bully-free zone.
- Relationships throughout the school are respectful and considerate. Students listen to each other well and frequently help each other to complete tasks.
- Students have a strong commitment to following healthy and safe lifestyles. They lead health-promoting activities, including well-being and mental health awareness activities. At lunchtimes, they play together energetically in the spacious indoor areas.
- Attendance is very good at 96%. Nearly all students arrive on time for school.
- Students demonstrate a very good knowledge and understanding and respect of UAE culture, heritage and Islamic values. They consistently apply these values in their daily lives, such as enthusiastically leading celebrations of UAE culture.
- Students show strong appreciation for other world cultures, leading and participating in a range of activities such as International Day.
- Students do not consistently take the initiative to make independent decisions, develop their own creative ideas and be innovative.
- Students contribute in school as class leaders and ambassadors. They give their time to support charities and help with local projects, such as beach cleaning. They know about sustainability through their work in science on 'sharing the planet'.

Areas of Relative Strength:

- Students' attitude and behaviour, their respect for Islamic values and their knowledge and awareness of the UAE culture and heritage.
- Students' respectful and considerate relationships with staff and each other.

Areas for Improvement:

- Students' innovation and creativity.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	N/A	N/A
Assessment	Good	Good	N/A	N/A
<ul style="list-style-type: none">• Overall, the quality of teaching and assessment is good.• Teachers consistently apply their knowledge and understanding of how students learn. Lessons are planned conscientiously against curriculum requirements. In KG, learning has been enhanced through activities for children to find things out for themselves, such as exploring the idea of clouds and weather.• Questioning is comprehensive and extends students' thinking and understanding, promoting considered responses. Teachers manage lively classroom discussion well and actively encourage all to respond.• Teachers use effective strategies to meet the needs of groups of students which is an improvement from the previous inspection. However, the needs of more-able and SEN students through specific levels of challenge and support, are inconsistently met. This is particularly the case in English where achievement is only acceptable compared with other subjects.• Teachers make good use of technology to enhance lessons, for example, word work and counting on electronic white boards in KG. However, there is sometimes insufficient emphasis placed on helping students develop their innovation and creative skills.• New internal assessment processes are closely linked to the school's curriculum standards. The school benchmarks students' academic outcomes appropriately against external expectations.• Teachers' use of different assessment methods and data has strengthened their knowledge of students' strengths and weaknesses in both phases.• Teachers reflect on learning in lessons and adjust plans for future activities to ensure that students' skills and understanding are developed. In better lessons, teaching is adjusted during lessons in response to different students' needs and students are developing the skills to assess their own, or others', learning.				
Areas of Relative Strength: <ul style="list-style-type: none">• Teachers' knowledge of their subjects and how students learn.• Teachers' interactions with students and questioning skills.				
Areas for Improvement: <ul style="list-style-type: none">• Planning of precise activities to ensure tasks consistently meet the needs of all students, particularly in English.• Regular opportunities for students to develop creative and innovation skills.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	N/A	N/A
Curriculum adaptation	Good	Good	N/A	N/A
<ul style="list-style-type: none">• The overall quality of the curriculum is good. It is broad, relevant, and aligned to the Common Core Curriculum and UAE national agenda. The KG curriculum has improved with an emphasis on integrated active learning .• Improved continuity and progression ensure that activities build well on students' prior learning. As a result, students are well prepared when moving through the grades and for the next stage of their education.• Students now have broader curriculum choice through active play activities at lunchtimes, and clubs including swimming, karate, handball and athletics. In lessons, free choice is promoted through 'plan, do, and reflect' lessons.• The curriculum includes meaningful and planned cross-curricular links to enhance students' transfer of learning, such as subject-specific vocabulary building in all areas of learning. Reading skills are regularly practised.• Curriculum review and development are regular and effective. Teachers modify the curriculum to meet the needs of almost all groups of students, although not consistently for the needs of more-able and G&T students.• The curriculum offers an interesting range of activities to motivate students within lessons and on special occasions, such as international food day, Innovation Fair and Special Olympics. Opportunities for students to be creative and innovate are not planned consistently.• Links in Emirate culture and UAE society are coherent and embedded through almost all aspects of the curriculum. As a result, students develop very good knowledge, understanding and appreciation of the UAE heritage, Emirate traditions and culture.• Moral Education is taught as a discrete subject across Primary and integrated in lessons in KG. Students and children learn how to be responsible citizens and discuss values such as respecting others. The impact of this work is seen in the very good behaviour and respectful attitudes of students throughout the school.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• The review and development of the curriculum.• Links with Emirate culture and the UAE society.				
Areas for Improvement:				
<ul style="list-style-type: none">• Modification of the curriculum for more-able and G&T students.• Opportunities for innovation.				



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	N/A	N/A
Care and support	Good	Good	N/A	N/A
<ul style="list-style-type: none">• The protection of students is very good, and care, guidance and support for students is good.• The school has rigorous procedures for the safeguarding of students including child protection. Parents are aware of these, and express high levels of confidence in the school.• Safety arrangements are highly effective in protecting students from harm, including bullying. The school consistently provides a safe, hygienic and secure environment for all.• Building maintenance is excellent and comprehensive health and safety records are maintained.• Premises and facilities, including spacious play areas, provide an excellent environment. There are plentiful high-quality interactive displays.• The school's promotion of healthy lifestyles is effective. Being active and fit is successfully promoted by staff during playtimes, assemblies and many after-school activities.• Student-teacher relationships are very positive and behaviour management systems effective as reflected in students' very good behaviour. Teachers consistently set a positive role model for students.• The school's approach to improve attendance and punctuality has been successful.• The learning support team provides effective support for SEN students, including social awareness sessions. There are thorough systems to identify students and provide individual development plans. There are occasions in lessons where support for these students, and G&T students, is not sufficiently effective.• The school has reliable systems for monitoring the well-being and personal development of all students, who feel well supported and confident in approaching their teachers.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Health, safety and security arrangements.• Record keeping and maintenance of school premises.				
Areas for Improvement:				
<ul style="list-style-type: none">• Support for SEN and G&T students in lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

- The overall quality of leadership and management is good
- The new Principal has energised leadership within the school and there is now a very clear strategic direction. Actions taken to promote improvement are embedded within this vision.
- Leaders have a securely good knowledge of best practices in teaching and have used this effectively to establish an inclusive school. Relationships and communication between staff are professional and morale across the school is very positive. Leaders at all levels know clearly what needs to be done to improve the school and are committed to sustaining further improvement.
- Self-evaluation is embedded in the school's detailed improvement plan, which tackles all the areas for development identified in the previous inspection report. Judgements in the self-evaluation form are not fully aligned with the inspection framework criteria. Monitoring of teaching uses a range of different strategies and is effectively promoting improvement. While the school has shown sustained improvement, there has been insufficient time for changes to take effect fully on the quality of teaching and meeting all groups of students' needs.
- The school is successful at engaging parents and, as a result, they make a very positive contribution to raising standards. A broad range of effective communication strategies ensures that parents are well informed about their children's learning. There are effective partnerships with other schools, particularly other campuses in the group.
- Governance has improved markedly. The Governing Board's systematic monitoring has enabled it to provide effective and constructive criticism. The board is proactive in taking decisions that address any identified or potential weaknesses in staffing and resources, such as the provision of technology in classrooms. This has had a positive impact on overall school performance.
- The school day is very well organised and most staff members benefit from regular and effective professional development, although this has been less effective in English and art. The premises are of high quality, including specialist facilities. Resources are, overall, well matched to the curriculum.
- The school prepares students for MAP examinations, TIMSS for Grade 4 students and the introduction of CAT4 for Grade 3 students. Leaders have taken steps to prepare students for these examinations which are designed for students who speak English as a first language. This includes additional emphasis on explicit literacy instruction.

Areas of Relative Strength:



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- Vision and commitment of leaders including governors to improve the work of the school.
- Management of staffing, facilities and resources.

Areas for Improvement:

- Professional development to improve the provision in English and art.
- Monitoring of teaching to support teachers in their planning and delivery to meet the needs of different groups of students more consistently.



Provision for Reading

Provision for Reading

- The school has two libraries housing 10,000 books, including books in Arabic and digital books. Libraries are used effectively to enhance writing and research skills.
- The school's reading policy and plan is effectively implemented. Students are encouraged to read constantly through rewards and certificates.
- The school takes deliberate steps to develop teaching skills among most staff members to improve students' reading skills.
- Reading, and independent reading are integral components of all subjects and activities.
- The school's programmes and activities promote reading skills through reading corners in classrooms and in corridors. Students can access books online by scanning the holograms displayed in the corridors.
- There is a positive reading environment across the school. KG children enjoy Easy Readers and older students have a choice of books that correspond to their studies.
- Students' reading capabilities and progress are assessed and tracked by their teachers.