



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

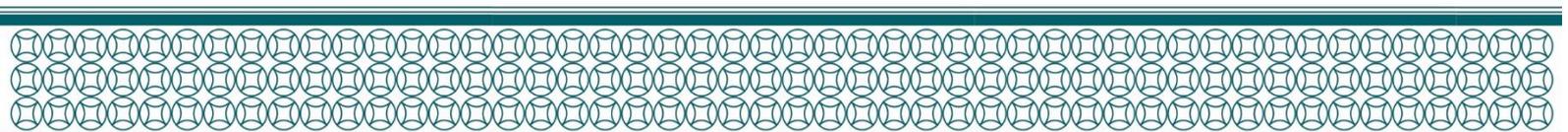
**Emirates National School Branch -
Al Nahyan**

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Emirates National School Branch - Al Nahyan		
School ID:	9106	School phases:	Grade 5 to Grade 12
School Council:**	N/A		
School curriculum:*	American	Fee range and category*	AED34,000 to AED56,000 (high to very high)
Address:	Al Nahyan National School, Al Nahyan Camp Area, Abu Dhabi	Email:	9106@adek.abudhabi.ae
Telephone:	02-4993700	Website:	www.ens.sch.ae

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

Staff Information			
Total number of teachers	79	Turnover rate	21%
Number of teaching assistants	6	Teacher- student ratio	1:13

Students' Information				
Total number of students	1052	Gender	Boys and girls	
% of Emirati students	83%	% of SEN students	1%	
% of largest nationality groups	Jordan 4%, Egypt 3% , Palestine 2%			
% of students per phase	KG	Primary	Middle	Secondary
	0%	14%	50%	36%

Inspection Details			
Inspection Hijri dates from:	7/03/1441	to	10/03/1441
Inspection Gregorian dates from:	04/11/2019	to	07/11/2019
Number of lessons observed:	116	Number of joint lessons observed:	23



The overall performance of the school:

- The school occupies two sites. Staff turnover is high at 21%. The leadership team is relatively new, with the principal in post for six months and other leaders joining the school over the past year. Four head of subject posts were vacant at the time of the inspection.
- The overall performance of the school is acceptable. Students' achievement is acceptable overall. Improvements to the quality of teaching have been made in some subjects but the quality of teaching remains inconsistent. The self-evaluation process and the school development plan (SDP) are adequate, but leaders have yet to secure significant and sustained improvements to provision.

Key areas of strength and areas for improvements:

Key areas of strength

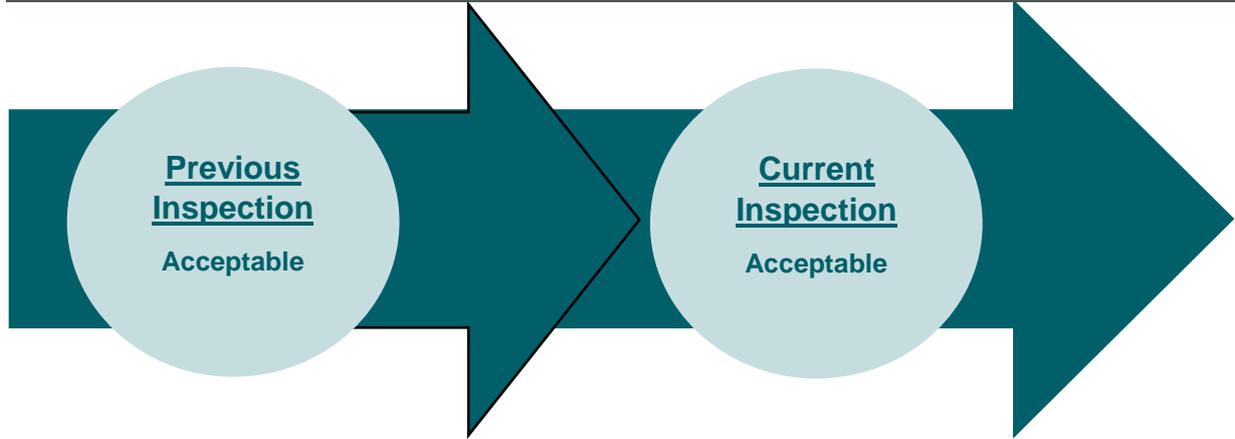
- Attainment in social studies.
- Achievement in English and mathematics in High phase.
- Students' personal and social development and their understanding of Islamic values and UAE heritage and culture.
- Protection, care, guidance and support for students.
- Communication with parents.

Key areas for improvement

- Students' achievement in all subjects so that it becomes good, particularly in Primary and Middle school by:
 - engaging students as active learners in all lessons
 - increasing the pace of learning to accelerate students' progress
 - creating more opportunities to develop students' higher order thinking skills
 - improving English and Arabic reading and writing skills in Primary and Middle.
- The quality of teaching, particularly in Primary and Middle by:
 - matching activities to students' learning needs
 - planning challenging learning activities which promote good attainment
 - improving teachers' questioning strategies to challenge students' higher order thinking.
- The capacity of the school's senior and middle leadership teams by:
 - strategically planning to improve attainment so that it is at least good in all subjects
 - ensuring that curriculum modifications are implemented by teachers so that the needs of all groups of students are met
 - rigorously evaluating the quality of teaching in all subjects by taking account of students' achievements in lessons
 - creating action plans for subject leaders and teachers to implement which accelerate students' progress
 - improving the monitoring processes carried out by the Board of Governors and the process by which they hold school leaders to account.



Progress made since last inspection and capacity to improve



- Since the last inspection, attainment in Islamic education and Arabic first language has improved from weak to acceptable. Achievement in mathematics and English in High has improved to good.
- Students' key skills of innovation, enquiry, exploration, discussion and analysis have improved in High.
- The curriculum now makes better links to UAE society and culture.
- There is improvement in extended writing in English and Arabic, but it is inconsistent across the school.
- All middle leaders now undertake classroom observations focused on the effectiveness of learning. The school has recruited middle leaders over the past year and provided training about how to improve teaching.
- The school now has a systematic assessment system, but the use of attainment data to inform lesson planning is inconsistent.
- Capacity to improve is currently acceptable. The relatively new leadership team has the capability to improve the school. Further planned recruitment will consolidate capacity.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Students' achievement is in line with curriculum expectations in most subjects. Achievement has improved in mathematics and English in High, and is good in social studies overall. Students' higher order thinking skills are inconsistently developed, particularly in the middle phase, and their skills to use learning technologies are limited. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Students have positive attitudes to their learning and behave respectfully towards others. They have a secure understanding of Islamic values and UAE heritage and culture. Students enjoy taking part in projects, but are rarely innovative, enterprising or entrepreneurial. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Teachers have appropriate subject knowledge and plan lessons that make adequate use of time and resources. Teachers use questions to promote dialogue and discussion. However, questioning does not effectively promote students' higher order thinking skills, particularly for high-achieving students. Assessment information is not used consistently to match learning to the needs of different groups. 		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The curriculum provides a range of choices for students to develop their interests. Links made within the curriculum to UAE and Emirati heritage and culture promote students' understanding. 		



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	<ul style="list-style-type: none">Adaptations and enhancements to the curriculum are not consistently implemented, especially to support the learning of higher achieving students.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">The school provides a safe learning environment and the premises promote learning for all.The school has effective procedures to promote positive relationships and behaviour, and to support attendance.The identification of high-achieving students and support in classrooms for students with special educational needs (SEN) and for those who are gifted and talented (G&T) is relatively underdeveloped.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	Regressed
Justifications	<ul style="list-style-type: none">The school runs well on a daily basis and communications with parents are effective.The school has adequate procedures in place for self-evaluation, however self-evaluation is not consistently accurate. Improvement planning identifies the correct next steps, but, improvements are inconsistently delivered.While governance is well-structured, governors do not implement sufficiently robust monitoring procedures and hold school leaders to account for raising students' outcomes. As a result, the school has not improved its overall provision since the previous inspection and the quality of leadership and management has regressed.		



Performance Standard 1: Students' Achievement

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



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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable. In lessons and over time, students make expected progress.• Students' attainment is acceptable. School data indicates that attainment is outstanding, however this is not evident in lessons and in students' work.• Students in primary make adequate progress when learning about the values and expected manners in Islam. In middle and high phases, students' progress in their learning in line with expectations in reciting prescribed verses from the Holy Quran and Hadeeth Sharif and explaining the meanings. Their skills in applying 'Tajweed' rules and their knowledge of contemporary Islamic issues are less well developed.• All groups of students, including those with SEN and higher achieving students, make the expected progress.			
	<table border="1" style="width: 100%;"><thead><tr><th style="width: 50%;">Relative Strengths</th><th style="width: 50%;">Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' knowledge of the Islamic values and manners in primary.• Students' understanding of the meanings of prescribed verses of Holy Quran and Hadeeth Sharif.</td><td><ul style="list-style-type: none">• Students' application of Tajweed rules.• Students' knowledge of contemporary Islamic issues.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' knowledge of the Islamic values and manners in primary.• Students' understanding of the meanings of prescribed verses of Holy Quran and Hadeeth Sharif.
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Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable. In lessons and over time, most students make the expected progress.• Attainment is acceptable. School data indicates that attainment is outstanding for both groups. However, in lessons and in students' work, most students attain in line with curriculum standards.• In AFL and ASL, students develop appropriate listening, understand and speaking skills in line with expectations, however AFL students are less confident when speaking in standard Arabic. Their reading comprehension skills are adequate. AFL students can conclude the writer's metaphoric meanings in stories. Overall, students' writing skills are less well developed• All groups of students make acceptable progress, however higher achieving students' progress in extended reading and writing is limited.			
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Social Studies	<ul style="list-style-type: none">• Students' achievement in UAE social studies is good. In lessons, most students make at least expected progress and a majority make good progress.• Attainment is good overall. School examination data indicates that attainment is outstanding, however this is not evident in lessons and students' work.• Students in primary make good progress in developing their knowledge of UAE history and culture. Students in middle phase continue to make good progress in their understanding of national identity and achievements of UAE. Overall, students' application of their analytical skills to develop deeper understanding of the geographical features of UAE are less well developed.• The majority of groups of students make better than expected progress, including those with SEN.			
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English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Students make acceptable progress overall, and good progress in High.• Attainment is acceptable overall and good in High. External data indicates that attainment is weak compared to international standards.• In lessons and their recent work, most students make acceptable progress in developing listening, speaking, reading and writing skills, and a majority make good progress in High. Reading skills are marginally less well developed in Primary and Middle, and boys' writing skills lag behind that of girls. Overall, extended writing skills are generally less well developed in all phases.• All groups of students make at least acceptable progress. Higher achieving students' literacy skills lack extension.			
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<ul style="list-style-type: none">• Students' listening and speaking skills.• Students' progress in all English skills in High.	<ul style="list-style-type: none">• The quality of extended writing in Primary and Middle, particularly for boys.• Students' reading skills in the Primary and Middle.			



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. It is good in High school. Students' progress is acceptable in Primary and Middle and good in High.• Students' attainment is acceptable overall and good in High. International examination data indicates improvements in attainment over time, but overall attainment remains below international standards.• In lessons and recent work, most students make expected progress. Primary students can apply geometric formulae accurately, for example to find the areas of shapes. They are less confident in applying their knowledge to more demanding questions independently. Students in Middle make the expected progress and understand the required order when applying operations. However, students lack in-depth knowledge of manipulating terms to solve algebraic equations. In High, a majority of students make good progress developing complex formulation skills. .• All groups make at least expected progress. However, higher achieving students do not make accelerated progress in Primary and Middle.			
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Relative Strengths	Areas of Improvement			
<ul style="list-style-type: none">• Students' knowledge of different strategies when completing complex functions in High.• Middle students' understanding of the order of operations.	<ul style="list-style-type: none">• Primary students' skills to apply mathematical approaches independently.• Middle students' consistent understanding of solving algebraic equations.			
Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. In lessons and over time, students make the expected progress in all phases.• Students' attainment is acceptable overall. External examination data indicates attainment is below international standards, but school data indicates attainment has remained consistently outstanding. Attainment as seen in lessons and in students' work is acceptable.• Most students make acceptable gains in science knowledge and developing science skills. In Primary, students make acceptable progress when learning about the world, for example they can identify earth systems and classify objects. In Middle, progress remains acceptable as students learn more complex scientific theory, but their skills to apply scientific language and terminology to real-life contexts are less secure. Progress remains acceptable in High where students' recall of science facts develops securely.• There is no discernible difference between the progress of different groups of students in lessons. Higher ability students' skills to use science journals and texts to research and inquire are relatively less well developed.			
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<ul style="list-style-type: none">• Students' skills in applying their science learning to real life contexts.• Students' recall of scientific knowledge.	<ul style="list-style-type: none">• Students' use of scientific language and terminology.• Students' use of scientific texts for deeper understanding.			



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable. In lessons and over time, most students make the expected progress.• Attainment is acceptable in other subjects overall. The school's internal data indicates outstanding attainment across other subjects, which is not matched by the acceptable attainment seen in lessons and students' work.• In lessons and their recent work, most students make acceptable progress in physical education, for example students in Primary develop adequate ball control skills and skills to work in teams. Students in Middle develop artistic skills in line with expectations, for example in comic art and creating their own exclamation words. In ICT, students develop coding skills, for example when designing web pages. Overall, students' skills to devise strategies in team sports and to design their own codes to solve real-world problems in ICT are less well developed.• All groups make at least the expected progress.	
	Relative Strengths <ul style="list-style-type: none">• Students' skills to collaborate in team sports.• Students' arts skills.	Areas of Improvement <ul style="list-style-type: none">• Students' skills to devise strategies in team sports.• Students' skills to design their own codes in ICT.

Learning Skills	<ul style="list-style-type: none">• Most students have positive attitudes to learning and, when opportunities arise, they play an active role in leading the learning. Students in High develop good communication skills.• Students can make connections between areas of learning and their own experiences. They rarely make links between areas of learning across the curriculum to apply their learning in new contexts independently.• Students' research skills are more developed in High. However, they rarely use technology to enhance their learning, partly due to a lack of opportunity to do so. Students' innovation, enterprise and enquiry skills are underdeveloped.	
	Relative Strengths <ul style="list-style-type: none">• Students' positive attitudes to learning.• Students' communication and research skills in the higher grades.	Areas of Improvement <ul style="list-style-type: none">• Students' ability to link areas of learning across subjects.• Students' use of learning technologies and their innovation, enterprise, enquiry and critical thinking skills.



Performance Standard 2: Students' personal and social development and their innovation skills

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

- Students' personal and social development is good overall. Their understanding of Islamic values and Emirati culture is very good, but their innovation skills are only acceptable.
- Students have positive and responsible attitudes. Relationships between students and with teachers are friendly and respectful. Students have positive attitudes towards healthy eating and maintaining healthy lifestyles. Attendance is good at 95%.
- Students demonstrate secure understanding of Islamic values and how they influence contemporary society in the UAE. They celebrate many Islamic occasions such as the birth of Prophet Mohammed (PBUH), Isra'a and Mi'raj and Arabic Language Day. Emirati heritage and culture are well understood and appreciated by students. Students participate in many national activities and they are knowledgeable about their own culture and other cultures.
- Students participate in community service projects, such as fundraising for the Red Crescent cancer project. This supports their contribution to the wider community.
- Students are well aware of environmental issues, including sustainability. They participate in projects to improve their school environment like 'Earth Day' and 'Global Warming' campaigns. Students enjoy taking part in projects, but lack skills to initiate their own innovative, enterprising or entrepreneurial activities.

Areas of Relative Strength:

- Students' appreciation of the role and values of Islam in UAE society.
- Students' respect for Emirati heritage and culture.

Areas for Improvement:

- Students' skills of innovation, enterprise and entrepreneurship, and their skills to initiate projects.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	Acceptable	Acceptable	Acceptable
Assessment	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Teaching and assessment are acceptable. Teachers' knowledge of their subjects and how students learn is better in social studies, and mathematics and English in High. Elsewhere, teachers generally know their students' learning needs, but they often provide limited opportunities for students to be actively engaged in their learning.Lesson planning and the use of time and resources are generally adequate. In High, the pace of learning is better because teachers set time limits and involve students more, and this promotes students' progress. In Middle and Primary, support for lower achieving students and challenge for high-achieving students is inconsistent.Teachers use questions to promote discussions adequately. However, interchanges between students and with teachers are often brief and lack extension to support students' listening and speaking skills. Often teachers' questions lack enough challenge to test higher achieving students' thinking.While teachers support students' critical thinking and problem-solving skills well in High, this is a less successful aspect of teaching in Primary and Middle,Internal assessment processes are well-established and external benchmarking provides useful data about students' attainment. However, teachers do not consistently use assessment data to plan activities which are well-matched to individual students' learning needs.Teachers provide useful verbal feedback to students and helpful written feedback. Students are not yet consistently supported to review their own progress and take effective steps to improve their own learning.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Teachers' subject knowledge and adequate planning.The pace of lessons in High.				
Areas for Improvement:				
<ul style="list-style-type: none">The use of assessment data to plan activities which are well-matched to students' learning needs.The use of questioning to stimulate critical thinking.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	Acceptable	Acceptable	Acceptable
Curriculum adaptation	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of the curriculum is acceptable, and the curriculum is aligned to the school's American curriculum licence, which includes the Common Core Standards and International Baccalaureate, and the UAE national vision. Continuity and progression are maintained through the planned learning programmes. Students have a broad range of choices which enables them to develop their interests.Cross-curricular learning opportunities are planned adequately, for example through the IB learner profile. The school conducts annual and five-year reviews of its curriculum. However, agreed revisions are not always swiftly implemented.The curriculum is modified adequately to meet the needs of most students, but G&T and high achieving students are insufficiently challenged to reach their full potential.The curriculum in High provides more opportunities for students to work creatively, but this is not a consistent feature in lessons elsewhere. Opportunities for students to be innovative and entrepreneurial are limited overall.The curriculum successfully promotes students' UAE culture and Emirati heritage knowledge and understanding.The school implements moral education as a standalone subject from Grade 5 to 12. Lessons introduce students to the concepts of moral behaviour and caring for others. Students reflect their moral education learning in their positive attitudes towards others, and teachers monitor the effectiveness of the programme through observations and assessments.				
Areas of Relative Strength:				
<ul style="list-style-type: none">The choices offered to students.Links made by the curriculum to Emirati culture and UAE society.				
Areas for Improvement:				
<ul style="list-style-type: none">Adaptation of the curriculum to meet the needs of all groups of students, particularly higher achieving students.Planned opportunities to support students' enterprise, innovation, and creativity skills.				



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	N/A	Good	Good	Good
Care and support	N/A	Good	Good	Good
<ul style="list-style-type: none">The protection, care, guidance and support of students is good. The school is a safe environment for students and staff. The child protection policy is shared with all staff and while a few incidents of bullying remain, the school provides a safe environment for students overall.The school premises are maintained well, and maintenance issues are dealt with efficiently through regular checks. The premises are well developed, and the school nurses provide good quality care in the well-appointed clinics. Students' healthy lifestyles are promoted well.Behaviour codes are communicated and applied effectively and, as a result, staff and student relationships are positive. The school has effective procedures leading to good attendance. However, a few students come late to school.The school has established procedures for the identification of students with SEN and G&T, but support and challenge in classrooms are inconsistent. The school provides useful careers guidance for students.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Safeguarding processes and arrangements to ensure health and safety.The promotion of respectful relationships between students and staff.				
Areas for Improvement:				
<ul style="list-style-type: none">Identification of G&T students and support for SEN students.				



Performance Standard 6: Leadership and management

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

- The overall quality of leadership and management is acceptable. Leaders have a commitment to school improvement and to the UAE national priorities. The school is inclusive and school leaders have a sound knowledge of the curriculum and of best practices in teaching and learning. Relationships throughout the school are positive.
- There are appropriately delegated responsibilities across the leadership team. The relatively new leadership team has made improvements in some areas of provision and demonstrates adequate capacity to achieve further improvements.
- Self-evaluation processes are acceptable but do not always lead to accurate analysis. The school has established procedures for including stakeholders in school improvement, for example committees develop plans for improvements. There is a regular system of lesson observations and follow up discussions, but the impact of this system is inconsistent in raising the standard of teaching particularly in Primary and Middle.
- The school development plan (SDP) focuses appropriately on the improvement areas from the previous inspection. However, there is limited review of the outcomes of improvement initiatives to measure the impact of these on raising students' achievement. Some aspects of the school have improved since the last inspection, in particular achievement in English and mathematics in the high school and attainment in Islamic education and Arabic.
- The school's partnerships with parents and the community are good. Good communication systems ensure that parents receive regular information about their children's learning, behaviour and welfare.
- The governance of the school is acceptable. The governing board is well-structured and sets ambitious targets for senior leaders but has insufficiently rigorous procedures in place for holding leaders to account for delivering improvements.
- The school is well organised on a day-to-day basis. Teachers receive regular professional development, but the impact is not yet producing consistent improvements in students' achievement, particularly in Primary and Middle.
- The buildings and facilities provide a quality environment for students' learning. A wide range of resources support learning, but these are not always used effectively. For example, opportunities for students to use technology to enhance their learning across subjects are infrequent.
- Students are prepared for TIMSS and PISA tests and the school participates in the TIMSS 'Question-a-Day' programme. MAP testing is applied to benchmark students' attainment.

Areas of Relative Strength:



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- Partnerships and communication with parents.
- The day-to-day management of the school.

Areas for Improvement:

- Processes to monitor the quality of teaching and support improvements.
- Rigorous procedures, implemented by the governing body, for holding school leaders at all levels to account for ensuring that students' achievement is improving.



Provision for Reading

Provision for Reading

- Both the boys' and girls' libraries are attractive, spacious and well-stocked.
- The school's reading plan ensures students read independently each day but reading development strategies are less well developed in the boys' middle school.
- The school leadership team supports the provision of good reading materials and the appointment of well-trained librarians supports students' regular reading.
- Training supports teachers' pedagogical skills to promote reading for comprehension. The leadership team recognises the importance of developing reading skills further and arranges lunch time events to stimulate and motivate students.
- The development of reading skills is generally effective and supported in the majority of lessons in each phase. Specialist reading materials are provided to support less able students in primary.
- The school uses external MAP tests to monitor the development of reading skills in each phase and the results of those tests demonstrates that student reading skills are consistently developing throughout the school but remain short of performance norms set in the USA. Teachers are encouraged to use MAP data to plan to meet the needs of the whole ability range.