



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Al Manara Private School

Academic Year 2016 – 2017

Iqraa

Al Manara Private School

Inspection Date	May 8, 2017	to	May 11, 2017
Date of previous inspection	May 17, 2015	to	May 20, 2015

General Information	
School ID	04
Opening year of school	1985
Principal	Ahmmmed Zakariya Haroun
School telephone	+971 (0)2 585 8670
School Address	Shamkha area, Abu Dhabi
Official email (ADEC)	almanara.pvt@adec.ac.ae
School website	www.almanaraps.net
Fee ranges (per annum)	Very Low to Low Categories: AED 8,130 to AED 13,360
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	Ministry of Education examinations; External Measure of Student Achievement (EMSA)
Accreditation	-----

Students		
Total number of students	2,220	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	244
	Primary:	755
	Middle:	708
	High:	513
Age range	3 to 19 years	
Grades or Year Groups	KG to Grade 12	
Gender	Boys and Girls	
% of Emirati Students	4%	
Largest nationality groups (%)	1. Egyptian 29%	
	2. Syrian 24%	
	3. Jordanian 18%	
Staff		
Number of teachers	135	
Number of teaching assistants (TAs)	11	
Teacher-student ratio	KG/ FS	1:22
	Other phases	1:16
Teacher turnover	14%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	149
Number of joint lesson observations	5
Number of parents' questionnaires	97; (return rate: 4%)
Details of other inspection activities	<p>Inspectors conducted meetings with senior leaders, teachers and support staff, students and parents. They analysed test and assessment results and scrutinised students' work across the school. They reviewed many of the school's policies, the results of surveys and other documentation. The leadership team was involved throughout the inspection and conducted joint lesson observations with inspectors.</p>

School	
School Aims	'The qualification of a knowledgeable innovative and skilful generation that respects the national values, and is committed to patriotism.'
School vision and mission	<p>Vision 'A pioneering educational in foundation thinking performance and outcome'</p> <p>Mission 'An establishment and developed performance that guarantees a high quality in outcome. It also achieves a partnership with the local society aiming at qualifying, a knowledgeable innovative and skilful generation that respects values, and is committed to patriotism.'</p>



Admission Policy	The school has an open admission policy. Children are admitted to KG after an interview. In other grades, students take diagnostic admission assessments in Arabic, English and mathematics. Their prior attainment is reviewed through their previous school report cards.
Leadership structure (ownership, governance and management)	<p>The senior leadership team comprises the principal, vice principal, and academic supervisor; they are supported by a middle leadership team of 16 subject coordinators.</p> <p>The governing body consists of the owner, principal and 4 parent representatives.</p>

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	0	35
Emotional and Behaviour Disorders (ED/ BD)	3	3
Autism Spectrum Disorder (ASD)	0	2
Speech and Language Disorders	1	1
Physical and health related disabilities	1	0
Visually impaired	1	0
Hearing impaired	1	0
Multiple disabilities	3	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	3
Subject-specific aptitude (e.g. in science, mathematics, languages)	80
Social maturity and leadership	9
Mechanical/ technical/ technological ingenuity	15
Visual and performing arts (e.g. art, theatre, recitation)	82
Psychomotor ability (e.g. dance or sport)	64

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band B	Acceptable
------------------------------	--------	------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
---	--	--	--	--	--	--

The Performance of the School

Evaluation of the school's overall performance

Al Manara Private School provides education of acceptable quality. Senior leaders and staff very effectively managed the recent large-scale move of the school to new premises. Most children in KG achieve in line with the expectations for their age. Students' achievement in all other grades is acceptable overall: most of them attain levels in line with curriculum standards and make acceptable and better progress, including those with special educational needs (SEN) and those who are gifted and talented (G&T). In mathematics, students' attainment and progress are good in Grades 10 to 12. Progress in science is good in Grades 6 to 9. The quality of teaching is mostly acceptable in all subjects. Students' good personal development is fostered by the consistent implementation of effective procedures for protection, care, guidance and support. Harmonious relationships prevail among students from diverse cultural backgrounds. Most students demonstrate good appreciation of and respect for the values of Islam and the heritage and culture of the UAE. Parents are supportive of the school and particularly appreciate the caring approach of all school staff towards their children, the attention given to their opinions by senior leaders, as well as the school's new premises. The principal leads purposefully and the development of cohesive leadership and staff teams promote commitment to school improvement.

Progress made since last inspection and capacity to improve

The school has made acceptable progress in addressing the recommendations from the previous inspection report. Students' attainment and progress have improved in all subjects and grades. The quality of teaching and learning has improved and is more consistently acceptable and better. Teachers are now given opportunities to share identified good practice during weekly team meetings. Teachers give greater attention in planning to key requirements of lessons, such as the identification of learning outcomes, the application of teaching strategies and the design of three-part lessons with plenaries. Planning of activities and outcomes for different learning needs is a continuing area for development. Senior leaders and teachers have an improved understanding of what constitutes effective teaching and how this impacts on learning and student outcomes. This remains an area for further development. Senior leaders use data more effectively to identify under-achieving students; teachers still lack confidence and consistency in the process. Senior and middle leaders' roles and responsibilities are clear and the principal has developed a more distributive approach to

leadership and management within grades and subjects. The school has an acceptable capacity for further improvement.

Development and promotion of innovation skills

The development and promotion of a school-wide culture of innovation is at an emerging stage. The new building includes special facilities to encourage students' participation in innovative activities, including the large innovation room for Grades 1 to 12, the KG innovation room and a science presentation room. These opportunities for enhancement activities are mostly enjoyed by students with G&T and high achievers, through club and special activities. For example, selected students from KG to Grade 12, confidently and with secure communication skills, presented a wide range of creative projects and outcomes, such as convincing oration, poetry and singing, keyboard performances, science investigations, works of art, and a model enabling the creation of visual 3D using ICT. These opportunities are not yet available to all students.

The development of innovative skills among students during lessons is at an emerging stage. Curriculum implementation is mostly reliant on textbooks and aligned worksheets through a whole-class approach; teachers provide opportunities to promote innovative skills only in the most effective lessons. Professional development is resulting in the use of a wider range of questioning strategies. Particularly in science, Arabic and English, more effective teachers use probing questions to encourage students to think critically, such as in science when Grade 5 students were able to choose their activity and decide which questions to answer according to their difficulty and points to be awarded, with the goal of achieving the highest number of points to 'win' the competition.

The inspection identified the following as key areas of strength:

- students' achievement in mathematics in Grades 10 to 12, and students' progress in science in Grades 6 to 9
- students' personal development and harmonious relationships within the school
- successful promotion of students' appreciation of Islamic values and respect for the UAE's heritage and culture
- the well-managed re-location of the school to new premises
- the principal's purposeful leadership, and the cohesive staff teams, which underpin the school's improvement.

The inspection identified the following as key areas for improvement:

- students' attainment and progress in all subjects and the development of critical thinking, innovation and independent learning skills
- the quality of teaching and learning, including the effective use of assessment data to plan activities, which offer challenge and support for all students
- consistency in the rigour of lesson observations with a greater focus on the effectiveness of learning and student outcomes
- the identification, planning and support for students with SEN
- the quantity and range of resources for learning, particularly in KG.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Acceptable

Students' achievement is acceptable overall. The outcomes of lesson observations and scrutiny of students' work by inspectors show overall acceptable attainment in most core subjects throughout the school, as compared to curriculum expectations; in Grades 10 to 12, mathematics, attainment is good. Most students overall make acceptable progress in relation to their starting points in core subjects; progress is good in Grades 6 to 9 science and in mathematics in Grades 10 to 12.

In MoE standardised assessments, internally marked in Grades 1 to 11 and externally marked in Grade 12, the school's analysis shows that most students attain levels above curriculum standards in all core subjects. The school's analysis of performance on continuous assessments shows that in all subjects, the majority of children in KG and students in Grades 10 to 12 attain levels above curriculum standards; in Grades 1 to 9, most students attain levels in line with curriculum standards, and a few are above. Results over three years demonstrate acceptable performance and a stable trend in all core subjects. Overall, in lessons and in their written work, students identified with SEN and G&T make similar rates of progress to other student groups in relation to their starting points.

In Islamic education, students' attainment and progress are acceptable throughout the school. The majority of students demonstrate an appropriate knowledge and understanding of Islamic concepts. In all grades, students read the Qur'an with age-appropriate use of Tajweed. In KG1, most children understand and follow the correct manners regarding eating as set by Prophet Mohamed (PBUH). In KG2, children know surat Al Feel and can retell the story. By Grade 5, most students understand the deeds that are needed to enter paradise; their behaviour demonstrates understanding of Islamic values such as trust, humility and piety. Most Grade 6 students know how to choose a friend using criteria such as honesty, religious belief and trustworthiness. Most students in Grade 10 are able to analyse world tolerance from the points of view of different scholars. By Grade 12 most students are able to explain the historical development of finance in Islam; they make connections between different economies in the past and their impact on society in the present day.

In Arabic, students' attainment and progress are acceptable throughout the school. Most students demonstrate listening, speaking, reading and writing skills in line with curriculum expected levels, and a few are above. Throughout the school, most students listen well and are developing confidence in speaking standard Arabic. In KG1, the majority of children can recognize letters and link them to correct pictures. In KG2, the large minority recognize letters in different shapes and know the correct direction for writing Arabic. In Grade 1, most students develop confident listening and speaking skills; they communicate well when they talk with each other. They are



able to read words that name pictures. They recognize and use the simple grammar rules of Tashkeel. Their writing skills are less well developed. By Grade 5, most students speak confidently and read with greater fluency; a few lack sufficient accuracy in dictation skills. In Grades 6 to 9, students develop their skill in reading poetry, and a large minority read confidently. They can explain the meaning of a poem, link it to their daily lives and identify the main idea. In Grade 9, students are able to write simple short sentences using the present participle. Their creative writing and speaking skills using standard Arabic are not well developed. By Grade 12, students develop greater skills in critical thinking and discussion. They show confidence and correctness when talking about the importance of using standard Arabic in daily conversation. They confidently make presentations to their classmates. A minority of students generally find it difficult to identify the correct grammar to use when writing a variety of sentences. Their reading skills are well developed.

In social studies, students' attainment and progress are acceptable in all grades. They demonstrate a securely developing knowledge and understanding of the UAE's culture and values. In KG1, most children can identify the colours of the UAE flag and name the seven emirates. They recognise and appreciate social values such as tolerance and honesty. Most students in Grade 1 can identify different kinds of transportation on land, sea and air, and they distinguish between old and new methods. By Grade 5, they are able to identify the concept of tourism and explain the main elements as well as the importance of tourism in modern life. Most Grade 6 students understand the distribution of population within countries and are able to explain the reasons behind differences in population density. By Grade 9, students confidently explain the impact of Information and Communication Technology (ICT) on economic activity. In Grade 11, most students understand the important role family members play in helping children to solve any problems. By Grade 12, their knowledge has developed further; for example, most can analyse the text of Sheikh Sultan Al Qasimi's memories and describe the phases of the Hajj journey.

In English, students' attainment and progress are acceptable throughout the school. In all grades, students' listening and speaking skills are well developed. In KG, children listen attentively and with increasing understanding; they respond confidently to simple questions about themselves, using short phrases and sentences. They can identify letter names and sounds and name a few words that begin with the focus sound. They form letters correctly and understand directionality. In Grade 2, students form letters accurately and write short sentences with correct spelling and punctuation. Most read hesitantly; they are able to use basic phonic skills to build unfamiliar words. By Grade 5, students read with greater fluency and reasonable understanding. Their handwriting is neat and well-formed. In



Grade 7, most students use a growing range of vocabulary in complex sentences to make their responses more interesting. Their writing shows a developing use of grammar, spelling and punctuation in simple sentences. Most students read with expression, fluency and age-appropriate comprehension. By Grade 9, the majority of students have a well-developed range of spoken vocabulary which they use accurately, for example to compare two leisure locations. Their note-taking skills are secure and they present written work neatly. In Grade 10 most students are able to take part in a group debate; most use simple short sentences to present their viewpoints while a higher achieving student uses high level language skills to control and add challenge to the discussion. By Grade 12, most students' language skills have developed further; they use a wider range of vocabulary in stages of development from simple to complex sentences, for example to explain their ideas on global warming.

In mathematics attainment and progress are acceptable for children in KG and for most students in Grades 1 to 9; they are good for most students in Grades 10 to 12. Most students understand and use technical language with increasing confidence. Number operations are increasingly secure as students make progress through the grades. Most demonstrate appropriate problem-solving skills in younger grades; in Grades 10 to 12, where students solve complex trigonometry and calculus problems, their development of higher level problem-solving is more evident. In KG1, most children demonstrate the ability to write the number 18 and state the number before and the number after. The progress of higher achievers is restricted by the lack of challenging activities on offer. In Grade 6 students demonstrate good abilities to find the surface area of 3D solids using their own ideas. By Grade 9, students work independently in differentiated activities to find angles in a variety of shapes involving triangles. Students demonstrate good mathematical knowledge, skills and understanding in Grades 10 to 12. Most Grade 10 students use the cosine formula with reasonable accuracy to find an angle in a triangle. By Grade 12, students demonstrate good knowledge in integrating complex functions.

In science, attainment is acceptable in all grades. Progress is acceptable throughout the school with the exception of Grades 6 to 9, where it is good. Most students' acquisition and use of scientific terminology is age-appropriate. In all grades, students mostly demonstrate underdeveloped skills in practical investigations as a result of the limited opportunities provided to undertake practical, investigative science activities. KG1 children recognise colours in English such as red or green and can name the main parts of a seedling such as leaves, roots, stem and flowers. KG2 children can identify foods that are healthy, such as carrots and tomatoes, and understand that chocolate and lollypops are unhealthy. In Grade 1 students understand what a force is and how it can move objects, for example, in an apple

falling from a tree or a man moving a wheelbarrow. Grade 5 students know that sound is transmitted in waves.

In other subjects, students' attainment and progress are acceptable in all grades. In physical education, most students enjoy their acquisition of games skills and techniques. In KG2 children take turns as they participate in friendly competition. Grade 3 students develop their jumping skills and Grade 8 and 12 students practise volleyball skills. Most students in older grades develop their artistic skills at a steady pace.. Most students enjoy and engage well in music while learning; most progress well in interpreting notation and singing. Most students' progress in design technology is restricted by limited practical application. Almost all students develop ICT skills at a mostly appropriate rate. For example, during a creative design lesson, Grade 11 students made very good progress when using ICT to investigate different methods of manufacturing, with a particular focus on 3-D printing techniques. Students showed good insight into and understanding of the different manufacturing processes involved.

Most students demonstrate acceptable learning skills in all subjects. Almost all students are keen to learn, and engage well in classroom activities. In the most effective lessons, for example in Arabic and English lessons in Grades 6 to 9, where they are given responsibility for their learning, students persevere at tasks and confidently interact and contribute to group work. In all grades, students work positively together during group tasks; where less effective, one or two high achievers complete the task and other members are too often observers and only passive learners. Most students make meaningful connections to their own lives and between subjects. In lessons where teachers use more effective questioning strategies, particularly in Arabic, science and English, students extend their critical thinking skills. In less effective lessons, teachers dominate the activities and overly direct students, which limits the development of independent learning skills. Most students have limited opportunities within core subjects to use learning technologies as a tool for learning and to conduct research. Students identified as gifted and talented mostly demonstrate confident innovation skills in a range of special activities; there are limited opportunities provided for all students in lessons to develop innovation skills.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal and social development and their innovation skills are good overall. Most students demonstrate positive attitudes towards learning in all grades. They are willing learners and enjoy being at school. Most behave well, adhering to the school's clear expectations; they show self-discipline in lessons, at break times and when moving around the school. Almost all students maintain good relationship with each other and adults. This is built on mutual respect between students from a different nationalities. In all situations, most students are sensitive towards special needs and differences and interact harmoniously. Children in KG and students in older grades understand the need for safe and healthy lifestyles; they are able to distinguish between healthy and unhealthy food. The majority of students are also able to make suggestions for obese students on how to lose weight through regular exercise. Attendance levels at 98% are outstanding. Students are mostly punctual throughout the day.

Most students show good understanding of Islamic values. All students are attentive and respectful during the confident recitation of the Qur'an at daily assemblies. Students show good levels of knowledge and appreciation of the UAE's culture and heritage. All students show sincere respect for the flag and all sing the national anthem without a need for taped music. The school reinforces this appreciation through many displays in open grade level areas and corridors, and through national celebrations. Most students have a good knowledge and appreciation of key places of interest. Students have good knowledge and understanding of their own culture and demonstrate a growing awareness and appreciation of other cultures. This is promoted, for example, during international day celebrations, when students



display the food, dress and cultures of their respective nations.

Most students demonstrate a sense of responsibility in school and older students take on leadership roles. They are also developing an awareness of their responsibilities towards the wider community. Community involvement is limited to activities such as recycling, and making collections for re-distribution through the Red Crescent organization. Most students depend on the school for these volunteer activities and do not yet initiate regular volunteer activities involving greater numbers. Most students demonstrate a good work ethic and when given the opportunity they are able to show initiative. Their skills in innovation, enterprise and entrepreneurship are less developed largely because most are presented with limited opportunities to develop creativity and independent learning skills. Students proudly and responsibly take care of the new building, ensuring classrooms and general areas are clean and tidy. For most students, their appreciation of the importance of conservation and sustainability is developing, and is acceptably supported by activities within the curriculum.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

Teaching and assessment are acceptable in all subjects and grades. The quality of teaching observed by inspectors ranged from very good to very weak. Most teaching is acceptable.

Most teachers in all grades have a secure knowledge of their subject; their instruction and responses to students' questions are clear. Only a minority of teachers demonstrate secure understanding of how to help all students learn most effectively. Effective teaching practices are most consistent in mathematics in Grades 10 to 12 and science in Grades 6 to 9. For example, Grade 12 mathematics students were encouraged to work collaboratively in solving complex integration questions by substitution; they were challenged to find a method to check their answers.

Most teachers pay insufficient attention in lesson plans to matching activities to the different learning needs of students, particularly in the case of students with SEN, low achievers and high achievers, so as to accelerate their learning. The new building is spacious and bright; despite the short time they have been in it, teachers have created displays of student work and information, and within this new setting pursue encouraging relationships that provide a positive learning environment. There is a narrow range of available resources, mostly limited to electronic smartboards in every classroom and textbooks; most teachers use these reasonably well to engage students. There is a limited quantity and range of appropriate resources to support a KG programme that gives sufficient choice to children.

In the more effective lessons, activities are structured well to include opportunities for individual and collaborative work, and peer and group assessment; students are confident in explaining their ideas and can demonstrate their learning with examples. For example, in an effective Grade 9 science lesson, students learned using practical experiences such as walking around the classroom to demonstrate the difference between motion and displacement. The effective use of teaching and learning strategies varies across the school. Only in a minority of lessons, do teachers use good strategies to engage and challenge students with high level



questioning that allows students to share ideas, challenges them to think more deeply, and provides them with opportunities to engage in dialogue and problem solving. In less effective lessons, questioning is only used to check students' factual understanding. In a large minority of lessons, teachers dominate the learning, dictate each step and provide few opportunities for students to express their ideas or solve problems for themselves. Students spend too long as passive learners; all students are given the same activity; higher achievers finish quickly and must then wait for others to complete the task.

The school regularly assesses students; the processes are consistent within grades and are appropriately linked to the curriculum. Students have participated for the first time this school year in EMSA assessments in G5, 7, 9 and 11 in Arabic and in Grade 12 English. The results of these were not available at the time of the inspection. Diagnostic tests are used well at the start of terms 1 and 2 to identify strengths and weaknesses at grade and class levels. Only a minority of teachers effectively use continuous assessment (CA) and in-class monitoring to check students' progress. The CA and end-of-term examinations form the basis of student outcomes for each term; the school uses these to benchmark student academic outcomes to the curriculum.

Teachers overall know their students reasonably well. There is insufficient rigor by a majority of teachers in monitoring the progress of individual students so as to inform their lesson planning. The results of assessments are not used with enough thoroughness to identify students' individual starting points or to plan activities that provide appropriate challenge. This results in acceptable rather than better progress for most students. Peer assessment is emerging in a few lessons; for example, in Arabic, a large minority of teachers use peer assessment. The marking and monitoring of students' work is inconsistent and mostly consists of ticks and positive comments; there is limited evidence of teachers setting goals for students to help them identify the next steps needed in their learning.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The quality of curriculum design, implementation and adaptation is acceptable. The curriculum includes all the required subjects within the MoE curriculum. Overall, it is broad, balanced and compliant; the focus in implementation is on developing students' knowledge and understanding, less so their skills. The school has introduced all subjects in Grades 10 to 12; however, business administration is not delivered to girls. The school mostly relies on implementation of the MoE schemes of work to ensure continuity and progression as students move between grades. Departments ensure that teachers in different grades liaise and discuss individual students' strengths and weaknesses; as a result, the curriculum meets the needs of most students.

In KG, children have limited opportunities throughout the day to experience a wide choice of activities through an integrated curriculum. In Grades 10 to 12, students join the advanced or general streams on the basis of their examination results. Students are able to choose which extra-curricular clubs they join, for example science, music or innovation room, or they may opt into competitions such as swimming and chess. The common planning format ensures that teachers give attention to links between subjects; in Arabic and English good connections are made with a range of other subjects. In mathematics and science, from KG to Grade 9, teachers are encouraging effective development of technical language through teaching one lesson each week in English. The school undertakes periodic reviews of the curriculum following surveys of parents and students.

The school implements the curriculum with reasonable modifications to meet the needs of most students; for example, Grade 12 students study report writing in English to develop this skill, as needed for the IELTS test. Teachers' focus is most often on the needs of the middle achievers. This sometimes leads to low expectations and insufficient challenge for the higher achieving students. The curriculum is interesting and motivating for most students and they mainly engage well in all subjects throughout the school.

Opportunities for innovation during lessons are emerging and more evident in

special activities and clubs. The recent move to new premises has curtailed the programme of extra-curricular activities. Further curricular enhancement is provided largely through researching topics as homework and using ICT, attending the library, and using classroom worksheets.

Links with Emirati culture and society are incorporated well into day-to-day school life and teachers make connections in most subjects. Assemblies, attractive displays and learning in social studies effectively improve students' understanding of Emirati culture, as in the well-organized display of Emirati artefacts by a member of the local community and when Grade 9 students in English discuss and compare leisure activities in the Emirates.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The school makes good provision overall for the protection, care, guidance and support of students. High priority is given to the protection, safety and security of students and effective procedures to ensure their well-being are carefully implemented; this has been a particular focus for the school given the recent move to new premises. The child protection policy is clear; staff, parents and students understand the procedures as a result of the provision of effective information and training. Students indicate that they have a trusted adult with whom they can share any concerns. Focused and regular interactions ensure students understand how they can avoid or respond to bullying. The school's policies and procedures to maintain the premises in a safe, secure and hygienic condition are successful. For example, staff conduct daily risk assessments, including those for field trips, and they conduct termly emergency evacuation drills. The school is very clean, and students use facilities responsibly. Security is thorough and responsive throughout the day.

The new, well-designed premises provide a spacious and inclusive environment with

easily accessible specialist facilities; they are very well suited to students with physical disabilities and a range of SEN. Staff supervision of students at arrival, break times and dismissal is attentive in ensuring that students are safe and conduct themselves well. Record keeping is thorough and shows that maintenance requests receive a prompt response.

Good medical provision is available in the clinics from a qualified nurse and assistant. The school promotes health awareness through activities as part of the regular curriculum and in cooperation with the society police who visit the school on a regular basis. For example, during the inspection they visited and talked with Grade 6 students about good citizenship and the impact of social media on behaviour and ethics. KG children participated in a special day of activities to promote healthy food habits. The canteens are hygienic and offer healthy food choices. The school's procedures to ensure students' safety on school transport are thorough; dismissal is well organized and supervision is attentive.

Staff cultivate positive, calm and respectful relationships with students. All staff consistently implement established behaviour management procedures. Parents and students are aware of the relevant expectations and students in all grade levels respond well. The school has highly effective procedures for maintaining the high levels of attendance.

The procedures for identifying students with SEN and G&T are not sufficiently effective. They include the review of previous school records, referrals by teachers, performance on tests and parent referral. The IEPs completed by the SENCo do not provide sufficient detail regarding students' individual needs and recommended actions to ensure that their learning needs are fully met during withdrawal and regular lessons. Specialist support for students identified with SEN is limited to withdrawal sessions with only one specialist teacher in this large school. The quality of individual withdrawal support lacks sufficient impact and as a result students make limited progress during the sessions. Support for students identified with SEN mostly relies on the quality of planning and teaching by subject teachers, and students generally make acceptable progress.

The school effectively monitors students' well-being and personal and academic development, and provides attentive guidance and support through the senior leadership team, social workers and class teachers. The school offers career guidance through advisory visits from local universities; students also visit the United Arab Emirates University and Paris-Sorbonne University.

Performance Standard 6: Leadership and management

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

The quality of leadership and management is acceptable. Senior leaders work cohesively as a team, with the principal's guidance. The principal has a positive influence on students who interact frequently and positively with him; this results in good morale around the school. Senior leaders ensure that teachers are guided and held accountable for improving the quality of teaching and learning and raising levels of student achievement. Senior and middle leadership roles are clear and the principal has created a more distributive leadership structure in which leaders are also held accountable for improvement. Positive relationships predominate between the leadership teams and staff.

Self-evaluation and development planning includes input from all leadership levels and, through them, input from teachers. The school's self-evaluation document (SEF) is generally realistic and accurate. The school makes increasingly effective use of data analysis to inform improvement planning. The school's development plan (SDP) is appropriately aligned to the previous inspection report recommendations. Performance management includes a regular lesson observation cycle with improvement targets; it involves senior and middle leaders. The lesson observation process is not sufficiently rigorous in monitoring the quality of teachers' planning and the impact teaching has on effective learning for all students, particularly high and low achievers. As a result, observations do not sufficiently help to set clear goals focused on raising the level of student outcomes. The school provides regular professional development for staff members.

The school has cultivated positive relationships with parents. It successfully engages parents in a range of activities, such as information meetings. Parents participate particularly well when the school celebrates cultural events such as National and Flag Days, particularly in the younger grades. They actively support the school as members of the governing board. The school uses a range of effective methods to communicate with parents and keep them informed about developments, school



events and their children's progress. Parents indicate that their opinions are sought regularly on a range of school matters, and their feedback is given attention. The school has developed a limited range of community partnerships that enhance student learning and interests, such as awareness visits by the local hospital, a recycling project and links with two similar private schools in Abu Dhabi.

The Board includes the owner, senior leaders and parent representatives. They visit regularly, join lessons and conduct learning walks. Together with regular meetings, this supports their informed view of the school. The principal is held mostly to account for continuous improvement through board meetings and an annual report on the school's progress in meeting the recommendations of the previous inspection report and SDP goals. The owner and board provide sufficient guidance and support to the principal on strategic direction and school development.

Leaders and staff conducted a well-managed move from the previous to the new premises for the start of trimester 3; this has maintained continuity in curriculum implementation and students' learning. The efficient management and administration structures support the smooth day-to-day running of the school. There are sufficient qualified and experienced staff appropriately deployed to match the vision of the school and to support curriculum delivery. Teachers do not consistently manage classroom assistants well enough so that they provide support for children's learning and pastoral care, and are not merely administrative support.

Premises are new, well-designed and spacious; they provide a wide range of specialist facilities to support the curriculum and are increasingly well used. Not all specialist facilities are used sufficiently to support the curriculum and students' learning, for example full use is not made of the ICT and science laboratories. Resources to enhance understanding in mathematics and to provide an interactive KG programme that gives sufficient choice to children, are limited.

What the school should do to improve further:

1. Raise student achievement in all subjects and increase the consistency of good teaching, by:
 - i. providing professional development to increase teachers' knowledge and understanding of how to plan and provide meaningful differentiated activities to meet the learning needs of all students
 - ii. enabling more effective teachers to influence and help develop colleagues' practice through modelling successful strategies and participating in peer observations
 - iii. improving the quality of marking and written feedback to students in order to help them understand how to improve their work.
2. Increase the effectiveness of teachers' use of assessment data in order to identify students' starting points and plan activities which provide appropriate challenge, support and success for all students by:
 - i. providing targeted professional development to build teachers' understanding and confident use of a) formative assessment during lessons and the assessment information provided by the school's data analysis
 - ii. ensuring that individual teachers' planning is detailed and takes account of students' prior attainment levels, with a particular focus on individual students identified with SEN and those with G&T.
3. Increase the rigour of lesson observations to ensure greater focus on the effectiveness of learning and student outcomes, by:
 - i. providing professional development to prioritise coordinators' focus on learning during class visits
 - ii. closely monitoring the quality of lesson planning, particularly in relation to meaningful activities and outcomes, so as to challenge and support all students
 - iii. providing teachers, within the observation cycle, with clear targets for improvement in their practice.
4. Strengthen the planning, adaptation and delivery of the curriculum by increasing the opportunities provided in each subject for students to develop critical thinking, innovation and independent learning skills.
5. Strengthen the provision for students identified with SEN by ensuring that:

- i. thorough processes accurately identify those students who may have SEN
 - ii. teachers have sufficient knowledge and understanding to allow them to plan and implement strategies and meaningful activities so as to provide effective support in lessons for students identified with SEN.
- 6. Continue to improve the quantity and range of resources to support an interactive KG programme that gives sufficient choice to children in learning through making choices in structured, independent and purposeful learning activities.