



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Al Yasat School

Academic Year 2016 – 2017

lqraa



Al Yasat School

Inspection Date	May 15, 2017	to	May 18, 2017
Date of previous inspection	May 4, 2015	to	May 6, 2015

General Information	
School ID	244
Opening year of school	2014
Principal	Jake Madden
School telephone	+971 (0) 2 6412300
School Address	Al Shamkha, Abu Dhabi
Official email (ADEC)	Alyasat.pvt@adec.ac.ae
School website	www.alyasat-school.com
Fee ranges (per annum)	High category: AED30,000- AED46,000

Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	Measures of Academic Performance (MAP)
Accreditation	AdvancED

Students		
Total number of students	841	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	267
	Primary:	418
	Middle:	156
	High:	0
Age range	4 to 14 years	
Grades or Year Groups	KG - Grade8	
Gender	Boys and Girls	
% of Emirati Students	86%	
Largest nationality groups (%)	1. Yemeni: 2%	
	2. Jordanian: 2%	
	3. Egyptian: 2%	

Staff		
Number of teachers	52	
Number of teaching assistants (TAs)	10	
Teacher-student ratio	KG/ FS	1:22
	Other phases	1:21
Teacher turnover	14%	



Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	101
Number of joint lesson observations	5
Number of parents' questionnaires	49; (return rate: 6%)
Details of other inspection activities	<p>The school was evaluated by 4 inspectors. They observed lessons, conducted several meetings with the chair of the school board, the school director, senior staff, subject coordinators, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work, analysed responses to the parents' questionnaire and considered many of the school's policies and other documents. The leadership team was involved throughout the process and leaders conducted joint lesson observations with inspectors.</p>

School	
School Aims	<ul style="list-style-type: none">• “To provide a holistic approach to learning within the structured curriculum that is responsive to the educational and emotional needs of the individual• To promote co-operation and teamwork in a dynamic and supportive environment and to provide access to continuous learning opportunities• To promote fairness and equality.• To promote tolerance, understanding and



	appreciation of the world and people of different ethnic and cultural backgrounds.”
School vision and mission	<p>Our mission at Al Yasat is to provide a safe, nurturing, educational environment that will enable our students to become lifelong learners.</p> <p>Our Vision</p> <p>Inspirational, leading-edge international school dedicated to nurturing outstanding role models, responsible global citizens and informed leaders of the future.</p>
Admission Policy	<p>The school has an inclusive policy.</p> <p>There is no testing for selection at KG</p> <p>In Grades 1 and above, grade appropriate MAP tests are administered to identify students’ starting points</p> <p>Students also undertake Arabic written and oral assessment</p>
Leadership structure (ownership, governance and management)	<p>The senior leadership team comprises of the principal; senior vice principal; vice principal middle/high school; vice principal primary school, assistant principal primary school and HOD for Music, STEAM.</p> <p>The governing body consists of six members including the Chair; school director; a legal advisor and three investors. There are no elected members on the board.</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	2	0
Specific Learning Disability	4	4
Emotional and Behaviour Disorders (ED/ BD)	3	0
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	2	6
Physical and health related disabilities	6	3
Visually impaired	0	0
Hearing impaired	1	0
Multiple disabilities	2	0

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

G&T Category	Number of students identified
Intellectual ability	4
Subject-specific aptitude (e.g. in science, mathematics, languages)	5
Social maturity and leadership	5
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	3
Psychomotor ability (e.g. dance or sport)	4



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 A	Good
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Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	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						
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The Performance of the School

Evaluation of the school's overall performance

The school provides an education of good quality for students. The attainment and progress of most students in most core subjects is good; in Islamic education and Arabic, it is acceptable. Most students develop good investigative skills and make good progress in developing critical thinking, innovation and creativity. Almost all students have very good attitudes to learning; they behave well and show respect for each other and their teachers. Students have a good understanding of their rights and responsibilities as citizens of the UAE. They love their country and their culture. Teaching is good in the majority of lessons. Teachers plan for learning effectively and provide interesting and challenging activities for their classes. Assessment is accurate and helpful in directing learning. The curriculum offers students a rich menu of learning experiences. The safeguarding of children is a priority and processes to enable students to lead a healthy and safe life are well established. The school is successful in meeting the needs of almost all its students. Leadership and management are strengths of the school. The Board, the principal and the senior leadership team provide aspirational and purposeful leadership; staff are fully committed to the school's vision and direction. The school roll has increased by 600 students in the last two years. The principal, senior vice principal and Head of Arabic took up post only at the start of this academic year.

Progress made since last inspection and capacity to improve

The school has made good progress in addressing the recommendations of the previous inspection report and in improving its overall performance. Students who are more able are now appropriately challenged by activities. Curriculum planning in core subjects now includes more awareness of their needs and this is accounted for by most teachers when planning lessons. School leaders have introduced very effective strategies for observing lessons. These have impacted positively on the quality of teaching and learning. Almost all teachers set more interesting learning activities and allow students more opportunities to direct their own learning. A few teachers of Islamic education and Arabic still adopt a more directive style. In the majority of lessons, students are now encouraged to think at a deeper and more challenging level. Most students, in all grades now use investigation as a key element in mathematics, science and other projects. The school has increased most students' use of digital technologies in their learning. The continued capacity of the school to improve is good.



Development and promotion of innovation skills

The school's development of innovation is effective. Curriculum design is providing a secure platform for students to develop skills in innovation and creativity. Teachers regularly plan as teams for design projects with technology, science and English links. For example, in KG, a recycling project involved children in melting wax crayons to make pencil pots; they used creative modelling to develop a scientific understanding of solids, which change into liquid and then back to solids. In the middle school, the design technology programme enables all students to learn the life skills of cooking and sewing. The school has developed an exciting online link for Grade 7 and 8 students as an after-school activity. They have connected with students in other countries to talk about their experiences, conduct projects together and also discuss a range of reading texts. The school provides all students with opportunities to explore and develop skills in new and exciting areas outside of lessons. For example, the 'Film and Media' group have produced films that have won national awards and have been selected as entrants for a prestigious international competition. The development of a 'Peacemakers' group in the school has been effective in allowing students to learn skills in negotiation and conflict resolution.

The inspection identified the following as key areas of strength:

- the achievement of students in social studies, English, mathematics, science and learning skills
- the proficiency with which most students communicate in English, in all sections of the school
- students' very positive attitudes to their studies
- the ambitious and purposeful leadership shown by the school board and senior leaders
- provision made by the school to ensure the safety and welfare of students.

The inspection identified the following as key areas for improvement:

- attainment and progress in Islamic education and Arabic
- the skills of middle managers to support senior leaders in school improvement
- consistent implementation of good classroom practice across the school.



Performance Standard 1: Students' Achievement

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



The results from Measures of Academic Performance (MAP) testing and from the school's internal assessment, show that across all grades attainment and progress are good in all subjects except Arabic and Islamic education where they are acceptable. Results of EMSA tests for students in Grades 5 and 7 in Arabic reading and writing indicate that most students' attainment is in line with curriculum expectations.

The outcome of inspection activities including lesson observations and scrutiny of students' work shows that by the end of their first year in school, KG1 children have made good progress and most are exceeding their expected literacy and numeracy levels. During KG2 children make good progress and most are at, or exceeding, their expected levels in all curriculum areas.

In the primary school, the attainment and progress of most students is good in all subjects except Islamic education and Arabic, where it is acceptable. The increasing ability of most students in English underpins their good progress in mathematics, science and the other subjects taught in English.

Students in the middle school make good progress in all subjects except Islamic education and Arabic. The school's internal benchmark testing shows that the majority of students who join the school in Grade 6 are attaining below curriculum expectations for their age. Most of them make very good progress. By the end of the grade, most attain levels at, or close to, those expected. Most girls in the middle school apply themselves to their studies more assiduously than most boys, so that their progress is more marked. Students with special educational needs (SEN) and those who are more able, make similar progress to that of their peers.

In Islamic education, almost all students attain in line with curriculum standards and show reasonable knowledge about basic Islamic concepts and values. Progress across school is acceptable. Most students possess knowledge in line with curriculum standards, but rarely exceed them. In KG, most children know about the prophet Mohammed (PBUH) and his relatives. Most children can describe the pillars of Islam and can recite the required short verses from Qur'an. In the primary school, most students can distinguish between good and bad deeds and how to deal with their neighbours. In Grade 3, students can extract the main ideas in verses of the Holy Qur'an. In middle school, most students possess a reasonable knowledge about the importance of the scientific research in Islam and can provide examples from the UAE.

In Arabic, the attainment of most students is in line with curriculum standards and their progress is acceptable. In KG, most children are able to understand and follow teachers' instructions and are developing a basic sight vocabulary. Most can identify



the required letters of the Arabic alphabet and attempt, with growing accuracy, to write common words; a few are able to write very short sentences. In the primary school, most students can identify the main ideas and the elements of a story including the sequence of events and the parts played by the main characters. In Grade 3, most can read with acceptable understanding and accuracy but the majority do not use the rules of 'Tashkeel' correctly. By Grade 8, most students read using proper intonation and with reasonable understanding. Most can extract key ideas and talk about the different elements of the story. The majority of students throughout the school do not always use standard Arabic to express themselves. In primary and middle schools there are limited opportunities for most students to undertake extended writing. By Grade 6, most can produce short, simple texts with a clear structure. By Grade 8, most students can write sentences of greater length with fewer errors; most of them rarely use more complex sentences when expressing their ideas.

Attainment and progress in English is good in all grades. On entry to school, most KG1 children have weak skills in English. Most make good progress and by the end of KG2 most are at, or close to, the expectations for their age. Most children are able to identify the main events and appreciate the role of key characters in story settings. In the primary school, most students make good progress in retrieving information from short texts and interpreting the meaning in poetry. Most students' writing becomes increasingly neat and correctly formed and by the time they enter Grade 6, most have developed an attractive, neat and easy to read script. Students in the middle school make very good progress in English. By the end of Grade 8, most students are confident, fluent speakers of English. Most develop reading skills very effectively and make increasingly confident inferences about the underlying meaning in narrative texts. In writing, their use of vocabulary increases at a good pace, they organize their thoughts well and the majority of them can write with only a few grammatical errors.

Attainment and progress in mathematics are good in all three phases of the school. Most students demonstrate good knowledge, understanding and skills, for example in using operations in basic number and a securely developing understanding of geometry. KG 1 children are developing confidence in using technical language, recognising and naming shapes such as triangle and hexagon. By Grade 4, most students are creative in devising different ways to make 100 using multiplication, division, addition and subtraction. More able students are particularly inventive in their range of calculation. Most use arrays and traditional methods to solve multiplication problems. The minority of more able students can use simple algorithms. Most Grade 6 students solve single-step problems involving addition, subtraction, multiplication and division of fractions. More able students confidently



support their peers through collaborative activity. For example, they offer with secure explanations and pose probing questions to test their understanding, such as 'Why did you do that?'. Most Grade 8 students accurately solve problems such as determining percentage increase and decrease for a given situation.

Attainment and progress in science is good in all phases of the school in the development of scientific knowledge and investigative skills. Most children in KG 1 are beginning to understand the process of grouping objects according to certain characteristics. Most understand the key characteristics of animals and they progress well through investigating and exploring the world around them. Most Grade 4 students show a good understanding of scientific concepts appropriate to their age. For example, when designing a boat, most understand it must float and is powered by a source of energy, such as the wind. Most Grade 5 students can formulate a hypothesis with a rationale; for example, when discussing how an aeroplane can fly. The good progress of most students continues into middle school. Grade 6 boys can ably demonstrate how the sun's gravity affects the Earth and are able to provide explanations as to why it tilts. They explain why areas of the planet have four distinct seasons. Most Grade 7 girls can explain why light travels through space in a straight line using electromagnetic waves.

In other subjects, the attainment and progress of most students is good in all phases; most achieve well in information technology (IT), physical education (PE), art and music. Most children in KG progress well and gain confidence in their physical skills through balancing, throwing and catching. In the primary and middle schools, most students make very good progress in French and design technology of which almost all students have no prior experience. Most students make good progress in developing skills and techniques in art and gain confidence to experiment with different media. In physical education, most students acquire a good range of strategies and skills for playing team games, such as dodging and marking.

Students throughout the school are developing good learning skills. Most enter their classrooms with positive attitudes, organise their own equipment efficiently and settle to work quickly and calmly. Most students work consistently well in groups and collaborate effectively with one another. In all grades students understand their role with partners or when in a small group; they contribute equally and responsibly to the group. In a majority of lessons, students make connections with the real world and are able to apply their knowledge and skills in real life situations, such as KG1 identifying lines of symmetry in their classroom. Students routinely engage in activities that demonstrate their developing critical thinking and problem-solving skills and enjoy devising creative responses, such as Grade 5 students when deciding the steps they needed to take to help them solve word problems. Students



confidently use learning technologies in lessons to support their learning. In English classes, students enthusiastically use a computer programme to provide effective checks on their learning at the end of lessons. The Science, Technology, Engineering, Mathematics (STEM) curriculum design is well established. Questioning approaches by teachers are allowing students to think together as well as independently to find solutions to problems. Their use of rationale in constructing hypotheses is creating opportunities to be innovative. The use of imaginative play in KG is supporting an awareness of enterprise, such as when children use the classroom area set up as a shop.



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

Students’ personal and social development is good overall. Almost all students demonstrate very good attitudes to their learning. They arrive in school ready and willing to learn. The behaviour of almost all students is very good in classes, at break-times and as they move to different parts of the building. Students in all grades have volunteered to be ‘Peacekeepers’. They have been trained in some basic conflict resolution techniques and these they use to settle disagreements and resolve tense situations between their peers. This has led to more community-aware students and fewer incidents needing to be dealt with by staff. Relationships with their peers and with staff are calm and friendly and mutually respectful. The majority of students adopt healthy life style and follow a balanced and healthy diet. The school provides many opportunities for physical exercise, which most student embrace enthusiastically. Most students enjoy swimming, hockey, football and basketball. Students demonstrate their love of school by rarely being absent. The attendance rate is outstanding at nearly 98%.

Students have good understanding of Islamic values like tolerance, honesty, cleanliness and the impact of good and bad deeds on society. Most students have a good understanding of the UAE’s culture and heritage. For example, most students in the middle school can describe their pride in the vast developments in UAE education, health, tourism and construction. Most students know the key features of UAE history.. Most students show a developing understanding of other cultures as they take part in activities that provide them with a global perspective. The contacts they have built up with students from schools in other countries has had an immediate impact on students’ understanding as they compare their lives with those



of others.

Most students responsibly take on leadership roles, such as the ‘student teachers’ in Grade 6. The students who are members of the health and safety club ensure that others move around the school in a responsible and safe manner. A large minority of students take part in good range of activities through which they contribute to the wider community. For example, they raise money for a range of charities including the Red Crescent. Most students have a good awareness about their environment. They have been active in the recent ‘Clean up UAE’ campaign in their school and within their local community. Students run an eco club that promotes environmental awareness amongst their peers. Projects include waste management initiatives, cafeteria litter bins, clean up groups, art made from recycled material and a can collection drive.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Good	Good	
Assessment	Very Good	Good	Good	

Overall the quality of teaching for effective learning is good. Teaching observed by inspectors ranged from very good to weak; the large majority of lessons were good and very good. Less effective teaching is in Arabic and Islamic education where most lessons are acceptable. Teachers have good knowledge of their subjects. In subjects taught in English and in UAE social studies, almost all have good teaching skills enabling them to manage student behaviour, provide interesting teaching activities and set challenging outcomes.

Most teachers plan meaningful activities for all learning levels, particularly in KG. In most lessons across the school, teachers use time well to set a good pace that helps maintain the interest of students. Classrooms are colourful and stimulating and almost always contain good examples of students’ work. There is a very good range of resources to support teaching and learning in all subjects. Learning technologies, such as interactive white boards, are used effectively by teachers and students. Teachers use the stimulating range of resources in KG in classrooms, outside and in shared areas to interest and engage children.



Most teachers develop encouraging and friendly relationships with students and these promote confident attitudes. Students are willing to present their views and ideas without fear or embarrassment. Teachers in most subjects use questioning well to recall prior learning, check current learning and promote students' thinking. Most teachers make good use of an 'Essential Question' in lessons as a focus for learning and as a trigger for exploring concepts that are below the surface. In Arabic and Islamic education where teaching is less successful, teachers frequently dominate the lessons; as a result, students have too few opportunities to contribute. Most teachers have effective methods for conducting plenary sessions including the use of a computer programme that enables students to vote their answers to review questions through their laptops and iPads.

Teachers mostly differentiate tasks so that the degrees of complexity is set at three levels. Where appropriate, students with special educational needs are well-supported and make similar progress to others in the class.

Assessment of learning is good across the school. The school makes effective use of internal assessments and MAP standardised tests to benchmark students' outcomes against international levels. Internal assessment processes are coherent and aligned well to the curriculum. Teachers use these consistently in each phase to track students' attainment and provide valid measures of their progress. These results are analysed by curriculum coordinators and used to inform curriculum planning. Students in Grades 5 and 7 participate in EMSA exams for Arabic reading and writing. Assessment in KG is very good. The use of internal baseline testing establishes children's various starting points and continues to chart their progress through KG1 and KG2. Throughout the school, teachers keep portfolios of students' work during the year. These become essential evidence when the school reports the progress made by students to parents.

Most teachers make effective use of formative assessment during lessons to provide prompt interventions as well as inform lesson planning. They provide constructive feedback to students. Although marking in books is regular, the quality is inconsistent. A minority of it has limited use of formative comments to help students understand their targets for improvement. Most teachers' planning, interactions and levels of support and challenge in lessons demonstrate a good understanding of students' learning needs. In a majority of lessons, teachers give students opportunities to assess their own work and that of their peers.



Performance Standard 4: Curriculum

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

The curriculum is based on the American Common Core Curriculum Standards (CCCS) aligned to the State of Virginia Standards of Learning. The KG curriculum has been further aligned to the Core Knowledge Standards to assist in a smooth transition from KG to the primary School. The Ministry of Education (MoE) curriculum is followed for Islamic education, Arabic and UAE Social Studies. Almost all teachers across the school are careful to support continuity and progression in students' learning within the curriculum; for example, through their consistent use of specialist language appropriate to students' age. The school has introduced a wide range of curriculum activities that students experience on a three termly cycle. Over the course of a year, students take courses in fashion design, food technology, media and film. PE lessons may include swimming lessons and lessons in the dance and yoga studio. Students in Grades 4 and 5 study French. IT is taught as part of a project based approach in all grades. Creative arts are taught to all grades, either as a discrete subject or as part of a wider theme spanning the content of several subjects. Teachers regularly plan as teams to create links for learning, such as projects which include technology, science, English. In KG and primary school much of the curriculum is linked to a common theme.

The school conducts regular reviews of the curriculum to accommodate the rapid growth of student numbers. The curriculum is adjusted to meet the needs of new students as well as the range of subjects on offer. The school's aim to offer a curriculum that offers a modern and challenging technological curriculum and in this it is largely successful. As students have been admitted to the school, particularly in Grade 6 with weak literacy and numeracy skills it has adapted the curriculum to meet those needs. It has identified those students who currently struggle and for these students provides extra tuition during and at the end of the school day. The needs of students with special educational needs are met through the careful construction of their individual education plans as well as the structured support they receive during the school day. Those students identified as gifted and/or talented have guided learning plans that ensure they are challenged in all curriculum



areas relevant to their abilities.

The curriculum provides effectively for students to develop their ideas for design, creativity and innovation. Students in all grades use design and technology room to pursue projects that involve design and making. In a Grade 8 design technology lesson, for example, boys were designing and sewing panels for a tent. The creative arts programme successfully combines the study of selected artists with the development of students' practical skills and ideas. A visiting author has interacted with students in all phases, leading to students creating their own short stories.

The school provides students with good links to Emirati culture and the wider society. Through the use of the dedicated heritage room and the many large and dramatic displays students are able to more fully appreciate the richness of their heritage. For example, in art, Grade 7 boys, were building a giant, 3 dimensional, one dirham coin by designing the structure and exploring how it might be displayed.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	
Care and support	Good	Good	Good	

The protection, care, guidance and support of students is very good overall. The school makes very good provision to ensure the safety and welfare of students. There are very good procedures in place to ensure rigorous child protection procedures with very good induction training and partnerships with parents. Students know who to speak to if they have a problem or concern. The school is very well maintained and is clean and hygienic. Records of regular maintenance are well documented. There is a comprehensive incident report monitoring system.

The security of school is robust and parents report that this is very important to them. The school has one entry point and all visitors are required to sign on entry and provide their contact details. They update records for daily visitors. Security



passes are used to access different parts of the school. The CCTV system is effective in monitoring students and visitors during the school day. The school has a well-resourced clinic staffed with a licensed nurse who supports the tracking of healthy lifestyles together with the PE department. The canteen is a welcoming and airy area. It is clean, hygienic and maintained to a high standard and is effectively supervised. There is a lift and ramps for students, staff or visitors who may require them. The buses are well maintained and punctual. There are very good systems in place for arrival and departure. The drop off and pick up car areas are well managed.

The care and support of students is good. Relationships across the school are very good and the school manages the behaviour of students very well. Students learn to manage their own behaviour and those of their peers without the need for confrontation. Rewards and sanctions are clearly understood and are consistently applied by adults. The promotion and management of attendance and punctuality is very good and well supported by students and parents. The school sets an inclusive ethos. They welcome students with special educational needs (SEN) and make good provision for them. The special needs coordinator (SENCo) is well qualified and has set up effective procedures to identify and support students with SEN and early intervention procedures are in place. Support for students with SEN in lessons is good. Support teachers have a clear role and students regularly provide support for each other. The effectiveness of support groups, such as those for reading, is compromised by the overly large size of the groups. Parental involvement and partnerships are good. Gifted and talented students are identified. Most of these students do not have personalised programmes to support an even greater level of achievement.



Performance Standard 6: Leadership and management

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

Leadership of the school is very effective. In the last two years, during its period of rapid growth and change, the school has continued to improve in all aspects of its performance. The school director and principal set a clear direction for the school, which is understood and accepted by all staff. Leaders have quickly established a purposeful and creative learning environment through offering good role models. Teachers show an enthusiasm for their work and are willing and to learn from each other. They are encouraged to be creative in curriculum design and delivery and to regularly reflect on how improvements can be made. For example, teachers have led a series of case studies that feature aspects of evidence led research into teaching and assessment strategies. This work is being peer reviewed in school and will be published commercially. Communication between leaders and staff and between departments is open and collaborative. Morale amongst the teaching staff is high. Middle managers, including curriculum coordinators are highly enthusiastic but mainly inexperienced in their management roles to be fully effective.

The principal and senior leaders ensured that all school staff played a full part in drawing up the school's self-evaluation document (SEF). The school has drawn on a wide range of evidence including a very effective analysis of the available data. Judgements have been moderated between teams and this process has given rise to the school's accurate self-analysis and accurate judgements. The School Development Plan (SDP) skilfully weaves the recommendations from the last inspection together with the areas for improvement reported in the SEF to create priorities for improvement. The senior team regularly measure progress towards these improvement targets.

The process of lesson observation is effective and innovative. Alongside the regular formal and informal lesson observations, the principal has introduced a process for self-observation to partner the formal observation. Lessons are filmed by smart phone and viewed at a later time by the teacher. This is then used alongside the



feedback from the observer to form the basis of their discussion about strengths and weaknesses. This has had a positive impact in raising the quality of teaching and learning in the last academic year.

Parents are successfully engaged and they report that the school takes their views and suggestions for improvement seriously. Communication with them is effective. Parents report the value in being connected to the school through the internet has enabled them to have a closer involvement in their child's learning. Parents attend school regularly to see their children's work and to meet their teachers. Reports are easily understood and parents value the printed guidance that the school provides alongside the report. The school has established good links with the new and rapidly growing local community. It also has good links with a range of national and international organisations and these are used effectively to enhance students' learning. For example, the film and media group are establishing a reputation in the UAE and Europe for their high-quality work in film production.

Relationships between school leaders and the board of governors is very good and results in a shared vision for the character of the school and how it will be realised. The Chair of the Board and the school's overall director has appointed staff who possess the skills and educational experience to achieve their vision. The principal provides termly reports on the school's performance that are closely scrutinised by the board. Parents are not represented in the Board yet.

The school operates very smoothly on a day-to-day basis. There are sufficient staff and all are very effectively deployed so that their contact with students is maximised. The school provides extensive professional development within and outside the school that is linked closely to the school's improvement priorities. The premises are sufficient to allow students' involvement in a wide range of practical, creative and technological activities. The learning environment in KG provides children with extensive facilities for explorative play, including an innovative water play area. Provision for sports and physical education are good. Resources for learning are good. There are sufficient digital learning resources to supplement those brought by students to ensure this plays a valuable part in the learning experience. A well-equipped sensory room has been created to provide a valuable resource to those students with more acute special needs.



What the school should do to improve further:

1. Further raise the attainment and progress of students in Islamic education and Arabic by:
 - i. encouraging all teachers to plan lessons that provide interesting activities and ensure students have regular opportunities to speak and listen to each other
 - ii. providing opportunities for sharing of practice between teachers of English and Arabic so that a greater consistency of approach is adopted in language teaching
 - iii. providing more opportunities for students to undertake extended pieces of writing
 - iv. planning greater challenges for more able students in lessons
 - v. offering more direction to students through the marking of work so that they know what they must do to improve.
2. Extend the skills of middle managers to support senior leaders in school improvement by pairing middle and senior managers during classroom observations
3. Ensure greater consistency across the school in the level of good and very good teaching and learning by:
 - i. using the 'case study' approach already established in the school to ensure all teachers are aware of the criteria for effective teaching and learning
 - ii. using the results of classroom observations as a focus for professional development sessions.