



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Raha International School

Academic Year 2015 – 2016

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Raha International School

Inspection Date	February 22, 2016	to	February 25, 2016
Date of previous inspection	April 21, 2014	to	April 24, 2014
General Information		Students	
School ID	113	Total number of students	1836
Opening year of school	2006	Number of children in KG	245
Principal	Wayne MacInnis	Number of students in other phases	Primary: 764 Middle: 671 High: 156
School telephone	+971 (0) 2 556 1567	Age range	4 to 18 years
School Address	P.O. Box 34150, Abu Dhabi. UAE	Grades or Year Groups	KG – Grade 12
Official email (ADEC)	rahaint.pvt@adec.ac.ae	Gender	Mixed
School website	www.ris.ae	% of Emirati Students	15%
Fee ranges (per annum)	High to Very High: AED 36,100 – AED 56,900	Largest nationality groups (%)	1. American 14% 2. British 7% 3. Canadian 6%
Licensed Curriculum		Staff	
Main Curriculum	International Baccalaureate	Number of teachers	136
Other Curriculum	-----	Number of teaching assistants (TAs)	44
External Exams/ Standardised tests	ACER Intl Benchmark Tests (IBT) IB Diploma Programme	Teacher-student ratio	KG/ FS 1:11 Other phases 1:20
Accreditation	The Council of Intl Schools (CIS); New England Association of Schools and Colleges (NEASC)	Teacher turnover	13%

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	121
Number of joint lesson observations	3
Number of parents' questionnaires	296; (response rate: 19%)
Details of other inspection activities	Lesson observations; learning walks; meetings with staff, parents and students (formal and informal); scrutiny of students' work; data and document scrutiny. Meeting with members of the school board.

School	
School Aims	'To improve the quality and effectiveness of schools in the Emirate of Abu Dhabi so as to realize the strategic goals of Abu Dhabi Education Council, and thereby to bring schools into line with the best international practices whilst promoting quality and excellence both regionally and internationally.'
School vision and mission	<ul style="list-style-type: none"> • 'Empowers and equips individuals to excel • Provides a safe, happy and caring community • Inspires thoughtful action locally and globally • Creates a passion for learning ... and, in so doing, transcends the ordinary'
Admission Policy	'While Raha is an inclusive school, priority will be given to those who demonstrate the potential to succeed in the programmes we offer. Students seeking admission for Grades 1-12 will write entrance assessments to determine their cognitive aptitudes and skill levels in



	Math and English. For Arabic 'A' students, their level of ability in the mother tongue may be determined. For EY1 and EY 2 students there will be no formal assessment.'
Leadership structure (ownership, governance and management)	<p>The school is owned by The Taleem Group and managed through a board of governors.</p> <p>There is a Principal supported by a Head of Early Years, Head of Primary and a Head of Secondary</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
Intellectual disability	3	0
Specific Learning Disability	28	8
Emotional and Behaviour Disorders (ED/ BD)	15	3
Autism Spectrum Disorder (ASD)	4	1
Speech and Language Disorders	9	0
Physical and health related disabilities	4	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	2
Subject-specific aptitude (e.g. in science, mathematics, languages)	64
Social maturity and leadership	9
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

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)

School was judged to be:	BAND (A)	Outstanding
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	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

Raha International is an outstanding school in every aspect of its provision. Well over 50% of children entering the Early Years (EY) programme speak English as an additional language (EAL). Almost all students who graduated at the end of the 2014-2015 school year went onto start their full university degree course with 83% having been accepted on courses in the UK, Canada and the USA. The International Baccalaureate (IB) curriculum is delivered in a manner fully consistent with inquiry based learning.

Almost all teachers provide a framework for learning within which students can expand their knowledge, skills and understanding of their world. Lessons are often inspirational and students are fully motivated to continue their learning outside the classroom. The school has created a caring, supportive and inclusive learning environment. Students who learn at a different pace to their peers and those who see the world differently are provided with individual pathways that enable them to learn successfully alongside their peers. Only in Islamic education and UAE social studies do students learn at a less rapid pace. Parents are very supportive and play a full part in the social and academic life of the school. The school's effective communication channels provide parents with a very full picture of their child's progress. The creative and performing arts are a strength of the school. The commitment to music, art drama and dance ensure that students are able to make an effective contribution to the artistic life of the UAE.

The principal, in his ninth year at the school, supported by the Board, has provided the consistent leadership that has driven the school forward. Senior managers provide the day-to-day oversight of quality that ensures teaching and learning are outstanding.

Progress made since last inspection and capacity to improve

The Board has ensured that the school has paid close attention to the recommendations of the previous inspection report. The quality of teaching and learning has improved so that the percentage of outstanding and very good lessons is high. Teaching is outstanding overall; some further progress needs to be made in Islamic education to ensure that the quality of teaching matches that in the rest of the school. The observation of teaching and learning is now very robust. Senior leaders in the school ensure that 100 observations, including 10 minute 'drop-ins', interviews with teachers and formal observations, take place each month. On those few occasions where they have been required, teacher development plans have been very effective in raising standards. Teachers are encouraged to share best

practice, which they do through peer observation and teacher led professional development.

The school moved very quickly to complete the process of providing effective shading on the school campus so that students were more fully protected from the sun. The school completely redesigned the external play areas for children in the Early Years so that they now have a varied and exciting range of outside play areas, including a mud kitchen, containing high quality facilities that enable children to explore and engage with the world. The school commissioned a new Early Years building which has been completed and awaits only approval from the relevant authorities before it can be used. It will offer even better facilities as well as enabling the school to expand its enrolment.

Soon after the last inspection, the school commissioned a new performing and visual arts building. This too is almost completed and will offer 'state of the art' facilities to its budding artists, actors and dancers.

Development and promotion of innovation skills

Innovation and investigation are at the heart of the IB curriculum. From children in Early Years experimenting with wind-up torches to see how they generate power to a Grade 10 girl developing a hologram generator as part of her personal project, students are constantly being supported in enabling their own ideas become a reality. Innovation is supported in all aspects of the curriculum. In design and technology classes, students are encouraged to understand the think-draft-design-make-test-refine-remake process. For example, in Grade 7, students were designing their own 'Crazy Golf' hazards using sophisticated ideas about optimum angle settings and aperture sizes in order to make a challenging playground attraction. Students work collaboratively and cooperatively, exhibiting great maturity. Students discuss tasks in groups, take ownership of their own learning, as well as provide assistance to their peers in groups.

Students have focussed much of their innovation on projects concerned with ecological and environmental research. Students are collaborating with researchers in Masdar City on how to make diesel fuel from used cooking oil. Students have successfully initiated a collaboration with the Municipality to create a bicycle path that has encouraged increasing numbers of students to cycle to school as a healthy living choice and as an environmentally friendly action. Students in design and technology lessons make products out of recycled goods. For example, Grade 8 students made desk organisers and clocks out of common wastes such as plastic bottles.

The inspection identified the following as key areas of strength:

- the whole hearted commitment of the Board, principal and teachers to create a happy school that is continuously improving
- development of students' enquiry and innovative skills, and their love of learning
- inspirational teaching that engages students through challenging, enquiry based projects
- a broad and balanced curriculum that successfully prepares students to continue as life-long learners
- a caring, supportive and inclusive learning environment
- the provision for creative and performing arts.

The inspection identified the following as key areas for improvement:

- the guidance available to students and parents in the middle school to ensure students make choices that prepare them for success in their Diploma Programme
- the standards achieved by students in Islamic education and UAE social studies.



Performance Standard 1: Students' Achievement

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	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Arabic (as a Second Language)	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Very Good	Very Good	Very Good
Science	Attainment	Outstanding	Outstanding	Very Good	Very Good
	Progress	Very Good	Outstanding	Outstanding	Outstanding
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	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Outstanding	Outstanding	Outstanding	Outstanding

Standards of achievement in most subjects are very good or outstanding and compare very well to those in other schools following the same curriculum internationally. It is only in Islamic education and UAE social studies that attainment overall does not rise above acceptable. Attainment in Arabic is good and very good in Arabic classes for students for whom Arabic is a second language. Attainment in English, science, physical education, design technology, Information and communication technology (ICT), languages, art and the performing arts is outstanding.

Well over 50% of children entering the Early Years (EY) programme speak EAL. By the end of their time in EY 83% of children achieve above their expected grade level and can use Arabic and English very effectively to communicate facts and ideas. Children quickly become inquiring learners and investigate and make sense of their world through a range of sensory experiences, sowing seeds, nurturing plants and carrying out small experiments. Students' attainment in the Primary Years Programme (PYP) is very good. In Grade 3 Arabic lessons, most students can read and write confidently and retell the meaning of the text in standard Arabic. They are developing sound skills in creative writing but do not consistently speak standard Arabic to express views or retell stories. Students in the PYP develop a rich English vocabulary. Almost all students are able to use this vocabulary to write in grammatically correct and often complex sentences. In one class, a Grade 3 student used and understood the verb 'usher' after checking its meaning in a dictionary. Students' attainment at the end of the primary years is outstanding with almost all students achieving above the minimum grade level.

Internationally benchmarked assessments are taken by all Grade 3 – 10 students including students learning EAL and those with a special educational need (SEN). Results indicate outstanding performance in English with over 80% students attaining above expected levels. Attainment in mathematics is good and indicates that the school has a number of gifted mathematicians in the PYP and Middle Years Programme (MYP). Students in Grade 9 are able to use a protractor and string to make a 'clinometer' and use it in the school grounds to measure the height of school buildings. They have a secure understanding of how this method is used in everyday situations. For the relatively small cohort of Grade 12 students, results in the Diploma Programme (DP) are good or better in most subjects with 60% attaining Level 5 and above in English, Arabic, the sciences and languages. In mathematics, attainment is acceptable. Nearly three out of every four students score sufficiently well to earn an IB Diploma. In the previous year, nearly all of the 71 students who left at the end of Grade 12 were awarded a place at university. Of these 7% gained places at universities within the Gulf region and 83% at universities outside the Gulf region.

Progress in science is very good because students possess a strong knowledge and understanding of scientific concepts as well as very well developed practical



investigative skills. For example, most Grade 12 Biology students demonstrate a knowledge and understanding of the causes of strokes in human beings. They understand and can discuss the types of strokes and the type of lifestyle that leads to atherosclerosis or clotting of blood vessels. This is well above curriculum expectations and would not normally be studied until students started their degree programme. Students acquire practical investigative skills in the PYP and by Grade 8 are able to devise their own experiment to answer a scientific question. Students are confident in their use of the scientific method and determine the dependent, independent and controlled variables to ensure they conduct a fair test and gain accurate results.

Students make dramatic progress in the creative and performing arts. They learn to use their bodies to create sound patterns and were very quickly able to work in threes to create impressive mini-routines that were then incorporated into a longer class performance. Students who learn at a slower or faster rate than their peers demonstrate similarly strong gains against their starting points. They benefit from appropriate learning objectives, as a result of focused planning and careful interventions in lessons.

Throughout the school, learning skills are extremely well-developed. Students work exceptionally well in collaborative groups and demonstrate confident skills when working independently. They often work for sustained periods without direct teacher interventions, for example when Grade 5 students take turns to read and competently summarize passages with a reading partner. Students of all ages enjoy learning activities and are consistently keen to achieve well. Curriculum implementation ensures students make clear connections within the transdisciplinary units of inquiry. Students benefit from their good knowledge of the appropriate scientific vocabulary when in Grade 1 they investigated what they knew about air. Students at all levels use learning technologies with consummate ease. Students demonstrate high levels of critical thinking, creativity and innovation, such as the creative re-telling of stories in Grade 3, analyzing and brainstorming the elements of effective brochure design in Grade 6, and maintaining blogs in Grade 11. Students ask their own questions to challenge each other and deepen their own understanding and extend learning.

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	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

In all sections of the school, students display outstanding social and personal skills. The requirements of the curriculum ensure students take responsibility for their learning. They quickly realise that making mistakes and taking intellectual risks are a necessary part of learning and as a result, students are positive, responsible and confident. Students are very happy to be in school and they demonstrate mature behaviour and interact in a positive manner with one another. Bullying or any form of unkindness are very rare. Students are particularly sensitive to the multi-cultural nature of the school environment and help each integrate into the learning community.

Students demonstrate an excellent understanding of what it means to be safe and healthy. They talk knowledgeably about how to protect themselves from cyber-bullying and stay safe when using digital technologies. Almost all students participate regularly in different active cultural and sports activities at the end of the school day. A group of students successfully petitioned the municipality to create a bicycle path along the main road leading to the school. This has encouraged over 60 students to cycle to school as a healthy living choice and as an environmentally friendly action. The average attendance for the term is good at above 94% and parents and students show an excellent understanding of punctuality by rarely being late for the start of school. Students are almost never late for classes.

Students are very knowledgeable and respectful of the heritage and culture of UAE. This awareness is evident in classroom projects and the more formal events surrounding Flag Day and National Day. Students study in a multi-cultural and multi-national environment and demonstrate an excellent understanding and appreciation of their own and other world cultures. For example, students regularly participate in



different activities that portray their own and other cultures. They have opportunities to see traditional dress, hear different styles of music, take part in popular dances and eat traditional meals from India, China, Canada as well as other countries in the Arab world.

Students show a well-developed sense of social responsibility and are proactive members of their school and wider communities. As volunteers, they initiate and lead activities inside and outside school. For example, one Grade 9 girl volunteers in a hospital close to her home. Students' social contributions have positive effects on communities world-wide. Charity fundraising events such as recycling plastic bags into clothes that can keep homeless people warm have been of benefit to those made homeless in Syria and Yemen. Using their own initiative students in the MYP have collected recyclable aluminium to raise money for a storm damaged school in the Philippines. In the last year, students raised AED 12,000 and so were able to supply the school with pens, books and other consumable stationary items for a whole year. From the time of their entry into the school, children in the early years develop a strong awareness of their environment. Older students take action to protect the environment. The school has a very active environment club that focuses on different environmental aspects such as recycling and keeping the school clean. Litter is very rarely seen.

The students show an excellent work ethic. They are innovative and creative. Students' collaborative and cooperative skills show great maturity. When working in groups, students quickly delegate roles and take ownership for their own learning, as well as providing assistance to their peers. Students listen to each other's contributions and use these to refine and develop their own ideas. In one Grade 11 English class, a small group of students discussed how 'time' is understood in different cultures. They were then able to draw out some key themes, which enabled them to put their own cultural understanding into a wider perspective.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

The quality of teaching has improved since the last inspection and is now outstanding. Teachers' knowledge of their subjects and how students learn is exemplary. Teachers expertly apply their knowledge particularly skilfully in science, English, music, art and design and technology. This has a very positive impact on learning and is reflected in students' outstanding progress. Teachers' planning for learning is outstanding in all sections of the school, ensuring the needs of students of all abilities, including those who learn at a slower or quicker pace or those who think differently are met.

Outstanding use is made of the available human resources in EY and teaching assistants (TA) are trained to provide extension and remedial classes in mathematics in grades 2 – 5. In mathematics, students are put into ability based classes from Grade 9 onwards. Teachers also make excellent use of the available material resources, including students own electronic devices, such as iPads and laptop computers. Time is used exceptionally well in science and English. The stimulating learning environment ensures that students make outstanding progress and teachers and students share a very clear sense of purpose. Interactions between teachers and their students are excellent throughout the school. The shared rapport is mature and business like and teachers engender students with the confidence to ask questions or challenge ideas in a mature manner, reminiscent of a university.

Very effective teaching strategies ensure that the needs of students of all abilities and ages are met very well. Teachers maintain high expectations of their students; for example, in English and science teachers ask differentiated questions and provide activities that challenge the more able. Teaching to develop critical thinking, problem solving, innovation and independent thinking is outstanding in all sections of the school. From the time students enter EY, teachers very successfully develop students' independent learning skills, providing frequent opportunities for them to collaborate in groups, solve problems, review their own learning and set their own targets for improvement. Even the youngest children choose the most appropriate level of challenge within a single learning activity. For example, when learning to tell the time using an analogue clock face, EY2 students could choose from full hour or half hour worksheets.

Internal assessment procedures are exceptionally thorough and are directly linked to the school's curriculum standards. During lessons highly interactive teaching and skilful questioning ensures that teachers constantly probe students' knowledge and understanding. Teachers take regular opportunities to use informal assessment information to adapt the curriculum, even as lessons are progressing. Students who are identified as gifted and talented are able to use the open ended projects to extend their learning into new and more challenging areas. One Grade 11 student successfully designed and made a hologram generator that was an extension of her learning in physics course.

The school uses a wide range of external, standardised assessment tests including those providing international benchmarking between grades 3 and 10. These provide useful information that ensures the school is constantly measuring itself against world standards. The school has introduced a thorough and comprehensive system for tracking student progress in science and mathematics. It is proving effective in predicting student achievement in the DP. Almost all teachers have an outstanding appreciation of each students' strengths and potential. Information about teaching and learning and student progress is very transparent. Digital technologies are used in innovative ways to support learning. The use of new and advanced software to allow students instant access to self and peer assessment has made learning more efficient. Students can see and interact with their teachers' lesson plans, parents have open access to their child's academic programme and teachers provide almost daily progress updates.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding
<p>The school is outstanding in its implementation of the IB curriculum. The curriculum has a very clear rationale. It provides breadth and balance across all subjects and within each programme so fulfilling all the requirements of the authorised curriculum. Committees meet regularly to plan and give focused attention to ensuring continuity and progression within and between the primary, middle and diploma programmes.</p>				



Collaboration in programme planning ensures smooth transitions within the connecting grades. Through the school wide planning of approaches to learning, the curriculum provides a successful focus and meaningful development of learning skills from EY to Grade 12 in all subjects. For example, in the MYP, students are able to make choices in grades 9 and 10 within arts, mathematics and languages. Classroom implementation of the curriculum also provides extensive choices to students. In the PYP, teachers plan differentiated activities by a student's readiness, learning style and interests to ensure choice. The transdisciplinary programme ensures meaningful cross-curricular links are built into planning so that students experience cohesive learning opportunities. Curriculum review is continuous. In the PYP, reflection is built into each unit of inquiry and at the end of each year these reflections inform review of subject specific schemes of work.

At all levels including, by subject, grade and individual teacher, the school successfully plans and implements programmes and learning opportunities that engage all groups of students. These provide challenge and support for the full range of learning abilities and styles. The structure and systems within the curriculum are creative and result in relevant and purposeful planning to promote enterprise and innovation. For example, the extensive use of blogs by secondary students. These blogs open students creative writing in English writing to a wider audience. As a result, students are better able to review their own work and make changes to style and content. Additionally, opportunities for innovation are embedded into curriculum planning and successfully motivate individual students and whole grade levels. The use of 'wonder' walls in PYP classrooms engage students' critical thinking prompting them to ask questions that go beyond the purely factual. The curriculum is further enhanced by the extensive use of digital technologies. There is regular use by all older students of 'Google Classroom' to interact with lesson planning, examine curriculum content and receive immediate feedback on completed work.

The school remains a very busy campus at the end of the regular school day. The extra-curricular programme offers students an extensive range of activities to enhance and extend their skills and interests. Community Action Service (CAS) is an integral aspect of the IB curriculum and one students embrace with enthusiasm and creativity. The school purposefully plans to create learning experiences in all subjects that develop high levels of understanding about the culture and heritage of the UAE, such as a two-week focus in MYP, when students in social studies research the work of local scientists and in English study the work of local poets. Emirati students are valued ambassadors who share the traditions of their country with peers in primary grades.

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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

The school provides outstanding protection, care, guidance and support for all its students. There are rigorous procedures for safeguarding students including child protection and staff, students and parents are fully aware of these. The school is highly effective in protecting students from abuse, including bullying via the internet and social media. During the meeting with students all agreed that the school environment is safe and secure. Safety checks are frequent and rigorous. Supervision of students is exceptionally effective and discrete at all times. Relationships between students and staff are excellent and this contributes to a sense of community. Students reported that their strong relationship with the teachers is something they highly appreciate. This is clearly evident during the lessons. Parents also report that their children are very happy at school which is reflected in the students' good attendance rate.

School buildings and equipment are maintained in an excellent condition. The school maintains very detailed and secure records, including records of incidents and any subsequent actions. School premises and facilities provide an excellent physical environment, which meet the learning needs of all. The school's promotion of safe and healthy living is successful. It is given a high profile and clearly influences all aspects of school life.

The school strives to be inclusive and this is not simply an aspiration. The care with which the school treats all its students demonstrates that it sees each student as special. The school also gives great emphasis to the fact that all teachers are teachers of all students and this ethos is clearly visible. The specialist student support team effectively identify the additional learning needs of students. The school works very closely with teachers and parents to provide the most appropriate support programme for each child. Students also play a central role in determining what support they need and in reviewing how well they are achieving their targets.

The staff working with students with special educational needs produce an individualised ‘Student Passport’ which alerts teachers to students’ needs and the accommodations that will best help the student in the class. Some students are closely supported by an Individual Learning Support Assistant (ILSA). In one Early Years class, a child with a severe learning disability was carefully guided to participate in class activities at an appropriate level. Students with their own support ‘passport’ make very good progress against their individual learning targets. Where the school identifies students who might be gaining English, or Arabic, at a much slower rate than their peers it provides additional classes. Students, identified as EAL make very good progress so that the majority of students cease to need the extra support after two years.

The school delivers very good care and guidance to students at all stages of their school life. As students prepare to move from the middle phase into Grade 11 the school provides guidance for parents to students on the courses available in the DP and the student’s suitability for the course. This advice is not always followed with the result that a minority of students do not gain the points needed to achieve their full IB Diploma. Students receive very good advice about career and university options. The regular career and university fairs provide older students and their parents with a wider choice of options than that normally available. For instance, in recent years, students have successfully progressed into courses in the visual arts.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding
<p>Leadership and management are outstanding. This is a school that has been well led and managed over a number of years. The school articulates a clear vision for its students and this influences every aspect of its activity. The steady improvements in performance and facilities are reflected in the school’s ability to produce mature, well qualified young people who have a passion for learning and are prepared to excel</p>	

locally and globally. The school recruits teachers and administrators who are well qualified and experienced in their field. The Principal and senior leaders go out of their way to demonstrate that teachers and staff at all levels are valued. This has led to a strong loyalty to the school and a relatively low staff turnover. The professional competence of middle managers is a strength of the school. They provide their staff with high quality support as well as maintaining a strong presence in classrooms.

The school is committed to a policy of continual improvement. The recommendations contained in the previous inspection report were speedily acted upon. Building work was commissioned and two new buildings are all but complete. They are now awaiting necessary approvals before being made operational. There is a strong emphasis on the importance of teaching, learning and assessment. Observations of teachers, formal and informal, are a very regular part of the quality assurance and improvement process. Observations are graded according to the UAE Inspection Framework and feed into each teacher's annual performance review. Feedback to teachers is robust and developmental.

The Board of Governors provides the school with professional support and holds it accountable very effectively for its performance. The principal reports to the board on a monthly basis providing a detailed written report. The report provides accurate information as to how well the school is achieving its performance targets. Targets set by the Board are specific and demanding covering all key performance indicators.

The school has an excellent relationship with its parents. They are made welcome and are encouraged to play a very active role in the life of the school. There is a 'Parent Team' of nearly 50 volunteers who provide a point of contact for new parents, arrange social events and give enthusiastic support for planned school activities. The Parental Advisory Board, a smaller group, meet with the principal and school leadership team to represent the views of the parent body and play the role of a critical friend when discussing school policies. The school communicates very effectively with its parents about the attainment and progress of students. There are six key reporting points during the academic year to which students, parents and teachers all contribute. The on-line communication is outstanding. Parents have 'real-time' access to all student work, curriculum planning and student outcomes. This keeps them very well-informed about all aspects of their child's performance.

The school has established a wide range of local, national and international partnerships and has a high profile in the Abu Dhabi community. The school maintains a good relationship with major sporting events providing the Formula One (F1) Grand Prix and AD Golf Championship with student volunteers. It also provides volunteers for the AD Film Festival. The school offers exceptional support for the many trainee teachers from Zayed University that undertake part of their training in the school.

What the school should do to improve further:

1. Strengthen the guidance available to students and parents in the middle school to ensure students make choices that prepare them for success in their Diploma Programme (DP) by:
 - i. preparing students and their parents at an early point in their MYP to build awareness of the rigour of the DP
 - ii. using the detailed assessment evidence on student attainment and progress to provide predictive outcomes a student's likely outcomes in the DP
 - iii. ensuring Grade 10 students and their parents are aware and accepting of the school's expectations concerning student achievement at the end of the DP.
2. Raise the standards achieved by students in subjects taught in Arabic by:
 - i. ensuring staff teaching Islamic education and UAE social studies can match their subject knowledge with teaching and learning strategies that will successfully motivate students and gain their interest
 - ii. ensuring staff teaching these subjects understand how the IB curriculum works and match more closely student experience in these classes to student experience in other subjects
 - iii. providing staff with professional training and subject coaching that will support them in enhancing their classroom skills.