



دائرة التعليم والمعرفة
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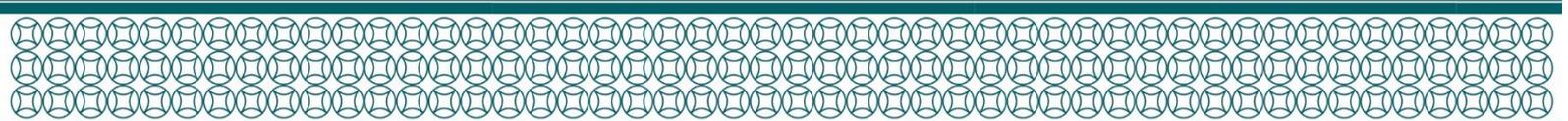
Inspection
Report of

Al Basma British School

Overall
Effectiveness

Very Good

Academic year: 2018-2019





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School Information

| School Profile | | | |
|----------------------|-----------------------------------|-------------------------|--|
| School Name: | Al Basma British School | | |
| School ID: | 9245 | School phases: | KG, Primary, Middle and High |
| School Council: ** | N/A | | |
| School curriculum: * | English National Curriculum (ENC) | Fee range and category* | AED 20,000-38,100 (Medium-to-high range) |
| Address: | Al Bahia, Abu Dhabi | | |
| Telephone: | +971 (0) 256 234 54 | Website: | albasma.pvt@adec.ac.ae |

| Staff Information | | | |
|-------------------------------|-----|------------------------|------|
| Total number of teachers | 108 | Turnover rate | 20% |
| Number of teaching assistants | 24 | Teacher- student ratio | 1:14 |

| Students' Information | | | | |
|---------------------------------|-------------|-------------------|----------------|------|
| Total number of students | 1486 | Gender | Boys and Girls | |
| % of Emirati students | 50% | % of SEN students | 5 | |
| % of largest nationality groups | Egyptian 9% | Pakistani 9% | Jordanian 5% | |
| % of students per phase | KG | Primary | Middle | High |
| | 24 | 52 | 21 | 3 |

| Inspection Details | | | | |
|-----------------------------|------|-----------------------------------|-----|-------------------|
| Inspection date: | from | <u>07/05/1440</u> | to: | <u>10/05/1440</u> |
| | | 13/01/2019 | | <u>16/01/2019</u> |
| Number of lessons observed: | 147 | Number of joint lessons observed: | 15 | |

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- Since the previous inspection, there has been a significant turnover of Arabic teachers, with most joining the school in September 2018. The senior leadership team has remained stable. The new Grade 11 intake has 18 students and is the school's first A-level group. The present Grade 9 is the first group that was accurately placed in age-related classes when joining the school. School numbers are now at capacity. Most (76%) students are in KG and primary phases.
- The overall performance of the school is very good. Achievement is now very good overall, supported by very good teaching and the curriculum, although attainment is not always as good as progress in some subjects. Students' very good personal and social development is underpinned by outstanding child protection and care. Leadership at all levels is very good with high quality communication, daily management and a strong emphasis on staff development, although opportunities for middle leaders to share best practice between Arabic and English-medium subjects is less well developed. Systematic and accurate self-evaluation identifies priorities for improvement.

| Performance Standard 1 | Students' Achievement | | |
|------------------------|--|---------------------------------|----------|
| Judgment | Very Good | Change from previous inspection | Improved |
| Justifications | <ul style="list-style-type: none"> • Achievement is strong across the school, particularly in English, mathematics, science and social studies, because of very good teaching and an engaging curriculum. • Attainment overall has improved in KG and primary because teachers' planning better meets children's and students' needs. • Learning skills are now very good in KG and primary, and good in middle and high, because most teachers encourage students to take responsibility for their learning. | | |

| Performance Standard 2 | Students' personal and social development, and their innovation skills | | |
|------------------------|---|---------------------------------|-----------|
| Judgment | Very Good | Change from previous inspection | No Change |
| Justifications | <ul style="list-style-type: none"> • Students enjoy very positive and respectful relationships with each other and with their teachers because values and diversity are respected. Attendance and students' understanding of health and well-being are very good. • Students' understanding of UAE culture and Islamic values is very good. Their understanding is celebrated and valued in lessons and across the school community. • Students show a very strong sense of social responsibility and environmental awareness, but innovation and enterprise skills are less well developed in primary, middle and high. | | |



| | | | |
|-------------------------------|--|--|----------|
| Performance Standard 3 | Teaching and Assessment | | |
| Judgment | Very Good | Change from previous inspection | Improved |
| Justifications | <ul style="list-style-type: none"> Teaching is very good in KG and primary, and good in middle and high. Very good teaching engages children and students very well with purposeful and interesting activities in lessons, which are well planned to differentiate learning for students' abilities. Most teachers' very good subject knowledge helps secure students' understanding. The pace of questioning accelerates students' learning and teachers use dialogue very well to assess individuals and groups. Teachers of Arabic do not always use standardised Arabic well, or questioning skills, to meet the precise needs of all students. | | |

| | | | |
|-------------------------------|--|--|----------|
| Performance Standard 4 | Curriculum | | |
| Judgment | Very Good | Change from previous inspection | Improved |
| Justifications | <ul style="list-style-type: none"> Regular review and development are significant strengths in designing a curriculum that engages, interests and motivates students' learning very well across the school. Very effective planning ensures the needs of almost all students are met successfully. Opportunities to develop innovation, and particularly enterprise skills, are less well developed in lessons. | | |

| | | | |
|-------------------------------|---|--|----------|
| Performance Standard 5 | The protection, care, guidance and support of students | | |
| Judgment | Outstanding | Change from previous inspection | Improved |
| Justifications | <ul style="list-style-type: none"> Health and safety procedures are robust, extremely thorough and very well documented. Arrangements for safeguarding, care and welfare of students are frequent and rigorous. Supervision is exceptionally effective. Behaviour management is very positive and highly effective. The pastoral care and guidance of all students is very good. Very thorough systems identify SEN and G&T students although support for them is not always well planned in Arabic lessons. | | |



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| Performance Standard 6 | Leadership and management | | |
| Judgment | Very Good | Change from previous inspection | Improved |
| Justifications | <ul style="list-style-type: none">• The inspirational principal facilitates an inclusive community ethos that is fully supported by leaders at all levels, and by well-informed parents.• Facilities are spacious and of high quality. Day-to-day management is highly efficient and make a very positive contribution to this vibrant learning community.• Middle leadership's sharing of best practice between Arabic and English subjects is not as effective in primary, middle and high as the good practice seen in KG. | | |



Progress made since last inspection and capacity to improve



- Overall very good progress has been made to address the recommendations made at the previous inspection, resulting in improvement in the school's overall performance.
- Promotion of Arabic reading and phonics in KG has supported very good progress that has extended into lower primary classes. Islamic studies is now good and is beginning to support improving reading and writing skills in Arabic. KG children are using phonics, guided reading and more child-centred approaches well to improve their Arabic speaking, reading and writing skills. Progress is observed and tracked very well in KG. These successful approaches are beginning to be developed by new teachers in other phases.
- The majority of overall teaching is now very good, and assessment is now very good in KG, English, mathematics and science. Teachers use assessment well to inform students' personalised planning; regular feedback to students helps them understand what to do to improve. More skilled questioning ensures more able students are challenged.
- Leaders at all levels demonstrate a very clear understanding of what needs to be done to improve with a vibrant curriculum that interests and promotes very good learning overall, particularly for G&T students. Arabic- and English-medium teachers are beginning to share best practices more often, but this is still an area for further development.
- Overall, school leaders' capacity to improve the school is now very good.



Provision for Reading



- The library stock has increased for all age groups in Arabic and English. There are weekly guided reading lessons for KG, primary and middle phases. Librarians organize reading competitions, and quizzes about favourite authors. Comprehension is taught discretely in English and Arabic lessons and is integrated across the curriculum. In KG, children take English and Arabic books home and parents support phonics and reading for enjoyment.
- Planning for reading is integrated across the whole curriculum to encourage improved reading skills. There are book clubs, competitions, book reviews and 'text rich displays' around the school. Extra-curricular activities support reading and motivate students to compete and share their ideas about stories they have read.
- Teachers in English and KG are skilled in improving children's communication skills with a focus on phonics and reading skills across the curriculum, there is an extensive professional development for all teachers to support students' reading and comprehension skills.
- Reading programmes are effectively integrated in daily school-life. They provide opportunities for teachers and parents to work in partnership across different themes.
- Apart from the library, there are reading areas all around the school. Displays are interactive and celebrate students' choices of reading. Students are encouraged to read at play times, on arrival to school and at home.
- Guided reading lessons are used to address any gaps, improve reading, and expand vocabulary in all subjects.
- NFER reading tests are carried out for Grade 5 and 8. Students' reading skills in both English and Arabic are assessed through direct observation, content-based questions and learning tasks.



Key areas of strength and areas for improvements:

Key areas of strength

- Students' overall achievement, particularly in KG, English and mathematics.
- Students' behaviour, relationships and attitudes to learning, and their respect for UAE heritage and culture
- The overall quality of teaching, particularly in KG, English and mathematics.
- A curriculum that supports the needs of all students, particularly the promotion of English-speaking skills.
- Health and safety arrangements and care of students.
- Leadership at all levels, led by the principal in partnership with parents, which is committed to providing an inclusive learning community.

Key areas for improvement

- Raise students' attainment further, particularly in Arabic, by:
 - ensuring the modelling and use of accurate and precise standardised Arabic in lessons and conversations in Arabic-medium subjects
 - developing students' research, innovation and enterprise skills, including through the use of learning technology.
- Continue to strengthen the effectiveness of middle leadership teams, by:
 - further supporting planning between Arabic- and English-medium middle leaders and teachers
 - sharing best practice in teaching, assessment and planning of language skills across all subjects.
- Develop further the use of external benchmarking to better inform overall assessment by:
 - comparing internal assessments with international standards to further support individual target setting and personalised learning goals.



Performance Standard 1: Students' Achievement

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

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| Islamic Education | <ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. Attainment is acceptable in middle and high.• School internal assessment data indicates outstanding attainment; however, in lessons and students' work, attainment is good.• The majority of students demonstrate knowledge, skills and understanding above curriculum standards. KG children can recite short verses of the Qur'an accurately with understanding. In primary and middle phases, students' knowledge and understanding of Islamic faith, ethics and values are good. They can make meaningful links between their faith and daily life in the UAE. Recitation skills are very good in primary but are less well developed in high.• In KG and primary, students make good progress. Students in middle and high make acceptable progress but lack independent learning skills through enquiry and research. |
| Arabic | <ul style="list-style-type: none">• Students' achievement in Arabic AFL and Arabic ASL is acceptable overall and is good for children in KG.• Students' attainment in internal examinations is good in KG, acceptable in primary, weak in middle and good in high. In lessons and in their work, most AFL and ASL students attain levels of knowledge, skills and understanding that are in line with curriculum standards.• KG children speak confidently and sound letters clearly. Other students speak adequately in conversation, although a minority of them use local, rather than Standard, Arabic to communicate their ideas. Most students' speaking, comprehension and reading skills are acceptable and they appreciate the meaning of poetry. A minority of them have underdeveloped extended writing skills.• KG children's progress is good. In other phases, students' progress is acceptable as most groups, including those with SEN, make expected progress. |



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| Social Studies | <ul style="list-style-type: none">• Students' achievement in social studies is very good overall.• School internal assessment data indicates outstanding attainment in lessons. In students' work, attainment is good. The majority of students demonstrate knowledge, skills and understanding above curriculum standards.• In KG, children develop very good knowledge of the UAE geography and governance. Primary students develop deeper awareness of the difference between the past and present of the UAE and connect its history with modern-day living. Middle school students have good awareness of economic factors., Older students' have good knowledge and understanding in social studies although their mapping and skills are less well developed.• The large majority of KG and primary students make very good progress in lessons. Middle students make good progress overall although their research skills are not fully developed to support better progress. |
| English | <ul style="list-style-type: none">• Students' achievement in English is very good.• Attainment in all phases is very good. Grade 10 IGCSE results were very good. Internal assessments and students' work indicate very good attainment overall, with the large majority attaining levels above curriculum standards.• Children's speaking and listening skills on entry are low. KG children make rapid progress that is maintained throughout the school. Speaking and listening skills are very well developed across the curriculum. Reading, comprehension and grammar skills are very good.• Handwriting is well formed. Extended writing is improving across the curriculum but is generally less well developed.• CAT 4 assessments indicate very good progress against predicted individual targets. Students in all phases, including students with SEN and G&T make very good progress. |



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| Mathematics | <ul style="list-style-type: none">• Students' achievement in mathematics is very good.• Attainment in KG, primary and middle phases is good. It is judged very good in high because Grade 10 IGCSE results were very good. Internal assessments and students' work indicate good attainment in KG, primary and middle phases, with the majority attaining levels above curriculum standards.• KG children's understanding of number and of shape is very good, and they can design number stories beyond 30. Students use number well when adding and subtracting, and can measure acute, obtuse and reflex angles accurately. Older students use distance line graphs well, such as when Grade 10 girls simplified algebraic fractions successfully. Students' recall of multiplication and division facts is not always secure when problem solving.• Progress is very good in KG, primary and middle and good for the current cohorts in high school. CAT 4 assessments indicate very good overall progress against individual targets. Students' mathematical understanding is related well to the outside world. |
| Science | <ul style="list-style-type: none">• Students' achievement in science is very good overall.• Attainment in all phases is good. Internal assessments and students' work indicate good attainment overall, with the majority attaining levels above curriculum standards.• KG children enjoy exploring and investigating materials, and primary children are able to conduct simple experiments and make predictions. Older students have secure scientific knowledge and understanding, but their enquiry and investigative skills are less developed and their ability to formulate hypotheses is more varied.• Progress is very good in KG and primary, and good in middle and high. CAT 4 assessments indicate very good progress against predicted individual targets. Application of scientific learning to the real world is very good but older students' independent enquiry and research skills are less developed. |
| Other subjects | <ul style="list-style-type: none">• Achievement in other subjects is very good overall.• Attainment in other subjects is good overall and acceptable in high. In Grade 10 for 18 students, attainment as measured by iGCSE in art, media studies, ICT and computer science was weak in 2018. However, in lessons and recent work, current high school students attain above standards in media, music and ICT, and their progress is good. They make less effective use of ICT to support their learning in lessons.• Middle phase students make outstanding progress in art and music lessons. For example, students use materials innovatively to design images in two and three dimensions. |



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| Learning Skills | <ul style="list-style-type: none">• Students' learning skills are very good overall, and good in middle and high.• Students enjoy independent and interactive activities that support very good communication skills. They are 'critical friends' always wanting to improve. KG children make suitable choices and take responsibility for their learning.• Students use English communication and collaboration skills very well across the curriculum. They make clear connections in their learning between subjects and relate this well to their understanding of the world.• Students are resourceful in solving problems, but students' skills of innovation and enterprise, and using technology to research information and extend their thinking, are less well developed in high. |
|------------------------|---|



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| Subjects | Relative Strengths | Areas of Improvements |
|--------------------------|---|---|
| Islamic Education | <ul style="list-style-type: none"> • Primary and middle students' ability to connect Islamic learning with their personal lives • Quran recitation by KG children. | <ul style="list-style-type: none"> • Attainment in middle and high school, especially in Quran recitation skills. • |
| Arabic | <ul style="list-style-type: none"> • Students' comprehension of their assigned texts. • Students' appreciation and understanding of poetry. | <ul style="list-style-type: none"> • Use of more accurate Standard Arabic in conversations. • Extended writing skills. |
| Social Studies | <ul style="list-style-type: none"> • KG children's understanding of the geography of UAE and its Emirates. • Primary students' ability to connect traditional life with the modern-day UAE. | <ul style="list-style-type: none"> • Interpretation of UAE locations using mapping skills. • Older students' research skills. |
| English | <ul style="list-style-type: none"> • Students' ability to speak confidently about the books they are reading and studying. • Students' use of reading and comprehension skills across the curriculum. | <ul style="list-style-type: none"> • Extended writing skills across all subjects. |
| Mathematics | <ul style="list-style-type: none"> • KG children's design of number stories to 30 and beyond. • Students' application of their mathematical understanding to real-life examples. | <ul style="list-style-type: none"> • Use of mental recall of multiplication and division facts. |
| Science | <ul style="list-style-type: none"> • KG and primary students' ability to carry out simple experiments and to discuss what happens next. | <ul style="list-style-type: none"> • Older students' enquiry and investigative skills and their ability to formulate hypotheses. |
| Other subjects: | <ul style="list-style-type: none"> • Middle phase students' outstanding progress in art and music lessons. | <ul style="list-style-type: none"> • Students' overall achievement in external examinations in IGCSE. |
| Learning skills | <ul style="list-style-type: none"> • Students' interactions, collaboration and English communication skills across subjects. • Students' engagement in their own learning. | <ul style="list-style-type: none"> • Enterprise, research, critical thinking skills and use of learning technology skills. |



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

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

- Students' personal and social development are very good, and their innovation skills are good.
- Students demonstrate very positive attitudes and take responsibility for their learning very well. They have very warm relationships with students and teachers, and consider and respect them as a reliable network of academic and personal support. Attendance is 96% and is very good.
- Students are well aware of how Islamic values impact the UAE modern society as seen in classrooms, assembly and students' work around school, highlighting values such as resilience and persistence.
- Students have a very good understanding about the importance of Islamic festivals, such as the Islamic New Year, Ramadan and Haj. They participate enthusiastically in charity activities to raise funds for those less fortunate. Through National Day celebrations, the school council, the Emirati Ambassadors and 'My identity' programmes, students participate in informative and purposeful activities about Emirati traditions and heritage, which promotes the school's harmonious culture very well.
- Students have a deep appreciation for their own culture, and the diversity of other cultures and backgrounds through many cultural events, such as 'International day'.
- Students take part in a wide range of activities that promote creativity, entrepreneurship, and innovation. These activities are not always accessible to all grades, and integrated across all subjects, especially Arabic-medium subjects.
- Overall students' innovation and enterprise skills are not consistently demonstrated in their learning; although these are very good in KG, such as when children designed a 'Healthy Food' board game. Students enjoy and support sustainability and conservation projects and are well informed on environmental issues.

Areas of Relative Strength:

- Students' very good attitudes to learning and contribution to school culture.
- Deep awareness and understanding of UAE culture and heritage.

Areas for Improvement:

- Students' innovation and enterprise skills.



Performance Standard 3: Teaching and assessment

| Indicators: | KG | Primary | Middle | High |
|---------------------------------|-----------|-----------|--------|------|
| Teaching for effective learning | Very Good | Very Good | Good | Good |
| Assessment | Good | Good | Good | Good |

- Overall, teaching is very good, and assessment is good.
- Teachers have very good subject knowledge and pedagogical skills, particularly the English-medium teachers. They are aware of how students learn and adapt their teaching skillfully. Lessons are very well-resourced and planned, teachers make very effective use of time and they plan to meet the needs of different groups of students well.
- Teachers in the KG and primary phase, and of social studies, English, mathematics and science throughout the school, provide a very good range of strategies to reinforce key learning. There is inconsistency in the teaching and modelling of accurate and precise standardised Arabic in lessons. Teaching in high is good but questioning skills are not as effective as in other phases. The needs of the SEN and G&T students are met very well in most lessons but is less well developed in Arabic-medium lessons.
- Most teachers make effective use of assessment for learning strategies and have focused on improving their questioning skills and marking of the students' work for improvement.
- Beginning of year assessments are used to group students into different ability settings within grades. Regular feedback is provided to students during progress meetings to share next steps of learning. KG assessment is very good with a range of evidence analysed and used to adapt the teachers' planning and practice.
- CAT4 assessments are analysed and used very well to inform and predict future student performance. Few students in high were entered for iGCSE examinations for the first time in 2018 but the results of these have only recently been benchmarked against international standards.
- The school's approach to external benchmarking in order to achieve a clearer picture of student progress and performance over time, particularly in primary and middle phases, is underdeveloped.

Areas of Relative Strength:

- Teaching in KG, and in social studies, English, mathematics and science in the primary phase.
- The developing use of assessment outcomes to adapt the provision for students, particularly in the KG and primary phase.

Areas for Improvement:

- Arabic teaching and learning through the sharing of best practice across the school.
- More rigorous benchmarking against external assessment outcomes in primary and middle phases.



Performance Standard 4: Curriculum

| Indicators: | KG | Primary | Middle | High |
|--|-----------|-----------|-----------|-----------|
| Curriculum design and implementation | Very Good | Very Good | Very Good | Very Good |
| Curriculum adaptation | Very Good | Very Good | Very Good | Very Good |
| <ul style="list-style-type: none">The overall quality of the curriculum is very good.The curriculum has a clear rationale and is broad, balanced and aligned to the English National curriculum and the UAE's national vision. Continuity and progression are very good because the curriculum is planned very effectively to meet the needs of almost all students.Curricular choices are very good because students are provided with an extensive range of options to develop artistic, musical, scientific, technical, linguistic, sportive or business-based skills. Cross-curricular links are very good, particularly the outstanding links to promote English communication skills.Through rigorous curriculum review processes, leaders regularly discuss curriculum changes and systematically improve its design to ensure it promotes interest and engagement.The school effectively ensures that most staff modify the curriculum to meet the needs of all students. Planned modifications in lessons is consistent and learning for all students is supporting learning for all students.Enhancement, enterprise and innovation are overall good. Students across the school are provided with a wide range of extracurricular activities and opportunities to enter competitions in school, and nationally, such as design technology and Robotics. Students' use of entrepreneurial skills are less developed in high.Links with Emirati culture and UAE society are very good and enable students to have a broad understanding of its past and its future.Moral Education is an integral part of the cross-curricular aspect of learning and has a positive impact on student behaviour, engagement and knowledge of Emirati culture and topics. It is delivered in discrete sessions once a week for all students by home room teachers and supports the strong teacher-parent partnerships. | | | | |
| Areas of Relative Strength: | | | | |
| <ul style="list-style-type: none">Coordination of the curriculum and the cross-curricular elements across all subjects, reading, and Moral Education.Ongoing reviews and modification processes of all aspects of an engaging curriculum design. | | | | |
| Areas for Improvement: | | | | |
| <ul style="list-style-type: none">Planned further innovation and enterprise activities across the school. | | | | |



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

| Indicators: | KG | Primary | Middle | High |
|--|-------------|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection/ safeguarding | Outstanding | Outstanding | Outstanding | Outstanding |
| Care and support | Very Good | Very Good | Very Good | Very Good |
| <ul style="list-style-type: none">The overall quality of protection care, guidance and support for students is outstanding. All staff, students and parents are fully informed of the rigorous, clearly written procedures for the highly effective safeguarding of students. The nurse, counsellor, child protection officers and the operations manager liaise very effectively, and ensure students' safety on the internet is given very high priority. Supervision of students is exceptionally effective.The school premises are very well suited to the educational needs of all students and are very safe, hygienic and very secure. Rigorous health and safety checks are made frequently, documented accurately and filed appropriately. Buildings and equipment are very well maintained. The school systematically promotes awareness of safe and healthy lifestyles.Trusting and respectful staff relationships with students are supported by successful behaviour management strategies. The school's approach to promoting very good attendance is highly effective.Comprehensive and rigorous systems identify SEN and G&T students and plans to support them are shared with staff and parents. SEN and G&T students benefit from personalised intervention programmes.Effective guidance and support are provided for all students because their development is regularly and closely monitored. Higher education opportunities and career advice are appropriately discussed with older students. <p>Areas of Relative Strength:</p> <hr/> <ul style="list-style-type: none">Health, care and child protection procedures.Highly effective strategies to promote behaviour and attendance. <p>Areas for Improvement:</p> <hr/> <ul style="list-style-type: none">Academic guidance and career support for students in high. | | | | |



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is very good. The inspirational principal and leadership team have established a very clear vision which is shared by all. Leadership is caring and respects diversity, and morale is high. A comprehensive Continuing Professional Development (CPD) programme, including mentoring, promotes best practice, but this is not yet consistently developed by middle leaders across the school. Collaborative planning between Arabic and English-medium middle leaders and teachers is less developed in primary, middle and high
- Self-evaluation is systematic and rigorous. The school self-evaluation form (SEF) is based upon data analysis, identifies key priorities accurately, and links closely with the comprehensive and detailed school development plan (SDP). Monitoring of teaching is very effective and involves all levels of leadership in systematic and in-depth evaluation of its impact on achievement.
- Parents are actively involved in the school life with daily online access to what their children are learning and by, for example, supporting reading in KG classrooms. Communication between the school and home is very good, with online messaging, curriculum and daily community news. Parents receive regular and accurate reports on students' progress and development. There are very strong links with the local community and organizations.
- Governors have a good understanding of school priorities, provide effective support and challenge to senior leaders and ensure appropriate staffing and finance is available. Governors' monitoring of academic progress and improvement priorities is increasingly systematic as data systems are strengthening but is not yet fully effective.
- The school's day-to-day management is an outstanding feature in its overall organization and is integral to the success of this 'learning community'. Staff are appropriately qualified and well deployed. Facilities are spacious and of high quality. A wide range of resources meet student needs effectively.
- The school employs internal assessments in primary and middle phase to evaluate standards in English-medium subjects, and CAT 4 assessments to evaluate the cognitive ability of each student from Grade 6.
- The ADEK 'Question-a-Day' initiative is used throughout the school and has influenced the design of internal assessment arrangements. PISA mock examination results indicate that the school is performing above other schools in Abu Dhabi and are used by the school in its self-evaluation process.

Areas of Relative Strength:

- Outstanding day-to-day management contributing to the school's learning environment.
- Very good partnerships with parents and the community



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Areas for Improvement:

- Use of further external benchmarking information to support governors' monitoring of primary and middle phase attainment.
- Collaborative planning and CPD between Arabic and English-medium middle leaders and teachers.

*Relevant for Private schools only