



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

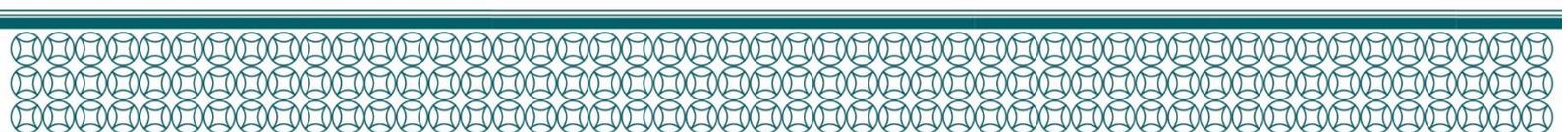
Inspection  
Report of

ADNOC school Sas Al Nakhli

Overall  
Effectiveness

Good

Academic year: 2018-2019





دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

## Table of Contents

School Information .....	2
The overall performance of the school:.....	3
Progress made since last inspection and capacity to improve .....	5
Provision for Reading.....	6
Key areas of strength and areas for improvements:.....	7
Performance Standard 1: Students' Achievement .....	8
Performance Standard 2: Students' personal and social development and their innovation skills .....	14
Performance Standard 3: Teaching and assessment .....	15
Performance Standard 4: Curriculum .....	16
Performance Standard 5: The Protection, care, guidance and support of students ....	17
Performance Standard 6: Leadership and management .....	18



## School Information

School Profile			
School Name:	ADNOC school Sas Al Nakhl		
School ID:	9267	School phases:	KG to High
School Council: **			
School curriculum: *	American	Fee range and category*	19,000 – 36,000 AED (Medium-high)
Address:	Sas Al Nakhl Abu Dhabi	Email:	ADNOC.SasAlnakhl.pvt.ade k.ac.ae
Telephone:	+971 (0) 25992003	Website:	www.adnoc.sch.ae

Staff Information			
Total number of teachers	196	Turnover rate	35%
Number of teaching assistants	41	Teacher- student ratio	1:19

Students' Information				
Total number of students	3651	Gender	Boys and Girls	
% of Emirati students	98%	% of SEN students	3%	
% of largest nationality groups	Yemeni 1%	Jordanian 1%		
% of students per phase	KG 12%	Primary 39%	Middle 27%	High 22%

Inspection Details				
Inspection date:	from	<u>04/07/1440</u> 10/03/2019	to:	<u>07/07/1440</u> 13/03/2019
Number of lessons observed:	200	Number of joint lessons observed:	32	

\*Relevant for Private schools only

\*\* Relevant for Government schools only



## The overall performance of the school:

- ALDAR Academies assumed responsibility for the management of the school immediately following the previous inspection. There followed a period of unstable leadership, relatively high staff turnover and multiple changes to the school's organisational structure. A new principal and senior leadership team took up position between August 2018 and January 2019.
- The overall performance of the school continues to be good. Students' achievement is good overall. Teachers deliver good quality lessons which engage most students. Those in the middle phase are less successful in engaging boys. Students' attendance and behaviour have improved, but both remain a concern in the boys' section of the middle phase. The curriculum has been developed to provide for more active learning, particularly in English-medium subjects. The new senior leadership team have quickly formed a clear view of the school's strengths, and have addressed key priorities for improvement. As a result, the school is now beginning to deliver improved outcomes for students.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"><li>• Children's attainment in KG is good in all subjects. Attainment is only acceptable across most subjects in the middle phase. Students achieve high standards in science and art, and all groups of students make good progress in most other subjects.</li><li>• Students make very good progress across the high phase where they think deeply and learn independently. Attainment is very good in mathematics in high.</li><li>• Most students are enthusiastic learners and are taking increasing responsibility for their own learning. The extent to which students develop problem-solving and innovation skills through thinking and acting independently is variable.</li></ul>		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"><li>• Most students have positive attitudes to learning. They show a well-developed understanding of, and respect for, the UAE.</li><li>• Students in KG and primary attend regularly and punctually. However, those in the middle and high phase are too often late or absent.</li><li>• Most students demonstrate respectful behaviour, and value others in the school and wider community. However, the behaviour of a minority of boys in the middle phase adversely affects their learning.</li></ul>		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

<b>Justifications</b>	<ul style="list-style-type: none"> <li>• Most teachers plan enjoyable lessons which motivate students to learn and achieve. Teachers in the high phase have very high expectations and lessons are often inspiring.</li> <li>• Teachers in the primary phase promote effective learning using tasks and activities which enable students to learn both collaboratively and independently.</li> <li>• Teachers do not yet use assessment fully effectively to gauge students' achievement against curriculum, national and international standards.</li> </ul>
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<b>Performance Standard 4</b>	<b>Curriculum</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>• Staff have improved how well the curriculum is planned to meet the expectations of the American curriculum. They have introduced familiar examples and contexts which build students' understanding of their own country.</li> <li>• The curriculum successfully develops students' learning skills and supports those in the high phase to make very strong progress. However, it does not consistently engage boys in the middle phase.</li> <li>• The delivery of the curriculum is not consistent across Arabic-medium subjects, mainly because subject content has not been integrated as successfully as it has in English-medium subjects.</li> </ul>		

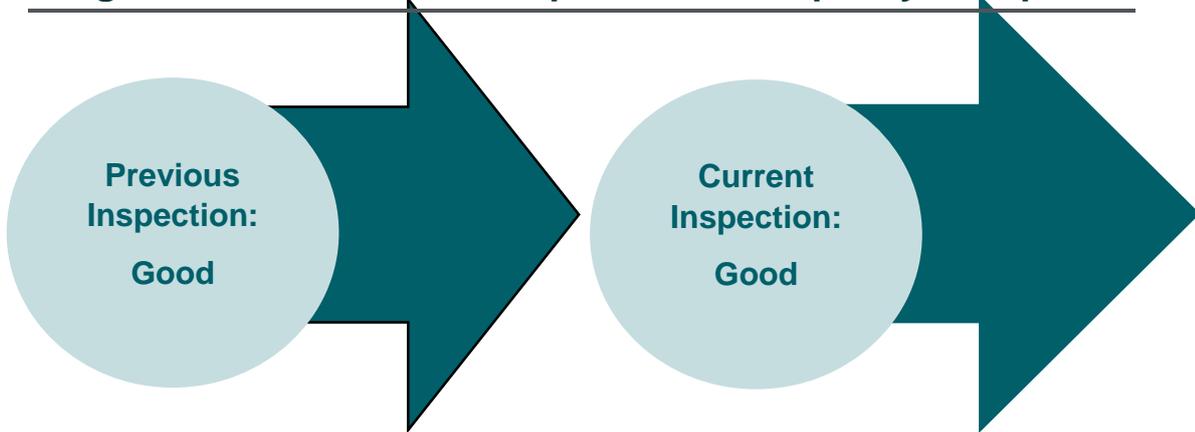
<b>Performance Standard 5</b>	<b>The protection, care, guidance and support of students</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>• The school provides a safe, secure and nurturing learning environment. Students in the high phase benefit from good quality careers advice.</li> <li>• The school promptly identifies and effectively supports students who require help with aspects of their learning.</li> <li>• Procedures for managing students' behaviour, attendance and punctuality are very good in KG and primary phases but not sufficiently robust in middle and high phases.</li> </ul>		

<b>Performance Standard 6</b>	<b>Leadership and management</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>• The new senior leadership team have quickly made strong headway in improving the school by providing good advice to teachers. However, there is not yet a strong enough link between the senior leadership team and Arabic-medium subjects.</li> <li>• The school provides a well-equipped learning environment for students and enriches their experiences using local and national partnerships.</li> </ul>		



- The school communicates effectively with parents, but has been less successful in engaging them in improving attendance and punctuality.

## Progress made since last inspection and capacity to improve



- The school has made variable progress in addressing the recommendations of the previous inspection, although progress has accelerated more recently with the actions of the new senior leadership team. Senior leaders provide considerable support to teachers, particularly those in the middle phase boys' section.
- Collaborative planning is helping teachers to reduce their reliance on text books. Teachers have introduced more practical activities to lessons, and these are now beginning to motivate students more successfully. However, their approaches to behaviour management are still inconsistent. Senior leaders are monitoring the impact of recent improvements and are aware that continued support is required.
- Gifted and talented (G&T) students have only recently been identified, although most teachers provide activities at a range of levels for their classes. The school's policy for marking students' work is not yet implemented consistently by teachers.
- Teachers use assessment rubrics to help students to understand what they need to improve. Continuous assessment and the effective use of questions are now embedded in the majority of lessons. Comments in students' notebooks are still too vague to give students sufficient guidance.
- Traffic management systems have been improved outside school, so students experience fewer delays in the morning. Parents of younger children support the school's attendance policy, but older students' attendance and punctuality is still weak.
- Although limited progress has been made in raising standards throughout the two-year period since the last inspection, the new senior leadership team have quickly developed a clear understanding of what the school needs to do to improve and taken decisive action. Considerable improvement has been achieved in a short period, and the school's capacity to continue to improve is now good.



## Provision for Reading



- The school has a library in the primary, boys' and girls' sections, containing a wide selection of fiction and non-fiction texts in English and a smaller selection in Arabic. KG classrooms have their own 'mini-libraries'. The school librarians and the head of Arabic promote reading in the school. The librarians for the primary and girls' sections have detailed plans for improving the promotion of reading.
- Students in KG and primary phases have an English library lesson every second week, in which they are guided to graded reading texts based on MAP testing in English, and on Arabic benchmarked data. Students in middle and high have regular lessons with their teachers in the libraries. Primary students volunteer as 'friends of the library' and catalogue the books. Older students support younger Arabic and English readers and have their own reading club.
- While the promotion of reading is strong, the school has yet to develop a coherent annual Arabic and English reading plan. Students' reading for comprehension in English and Arabic is systematically assessed by teachers. The school's literacy programme provides effective daily English phonics sessions for reading and writing skills development. The school has introduced 'Drop Everything and Read' (DEAR) sessions.
- English teachers have recently received training in aspects of teaching reading.
- Arabic and English reading are regularly promoted through competitions, debates and spelling activities. The promotion of older students' research skills is well developed in English but less so in Arabic.
- There are comfortable areas to encourage reading in the library and primary classrooms, but reading is less well promoted in the middle phase or around the school.



## Key areas of strength and areas for improvements:

### Key areas of strength

1. Students' achievement in high school, in science in the primary phase, and in art across the school.
2. The adaptation of the American curriculum to use the UAE as a context for learning.
3. Curriculum review and development in the primary phase.
4. Academic and pastoral support for students' learning, particularly those with special educational needs (SEN).

### Key areas for improvement

- Continue to raise achievement across the school by:
  - increasing the consistency of the highest quality teaching evident within the school
  - developing the curriculum in Arabic-medium subjects to integrate learning more meaningfully
  - improving representation of Arabic-medium subjects in the senior leadership team
  - improving the accuracy and use of internal assessment data to monitor and improve achievement.
- Improve attendance and punctuality by:
  - improving supervision and recording of students' punctuality
  - continuing to work with parents to help them to understand the link between attendance and punctuality and achievement.
- Improve the learning and behaviour of boys in the middle phase by:
  - involving students and parents in reviewing behaviour expectations and creating a code of conduct
  - implementing and applying consistently a discipline policy, and rewards and sanctions linked with the code of conduct
  - implementing a recording and referral system and providing appropriate behaviour support to students and teachers
  - continuing to adapt the curriculum to provide stimulating and relevant learning experiences for boys.



## Performance Standard 1: Students' Achievement

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

\*Relevant for Private schools only



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good overall, as at the previous inspection, and acceptable in middle phase.</li><li>• The school's 2017/18 end of year internal assessments indicate outstanding attainment in all phases. 2018 Grade 12 MOE results also indicated outstanding attainment. However, this is not borne out in students' work and in lessons observed.</li><li>• In lessons and in students' work, attainment is acceptable overall. In KG and the high phase, the majority of students attain above curriculum standards. In KG, children can recite short 'Surah' and explain their meaning. In primary and middle phases, students demonstrate acceptable knowledge of prescribed Islamic teaching, however their understanding of how it is applied in real-life situations is less evident. By Grade 11 students demonstrate good skills in recitation following 'Tajweed' rules.</li><li>• Most groups of students make good progress, but students' progress is only acceptable in the middle phase.</li></ul>
<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' overall achievement in Arabic first language (AFL) is good, as at the previous inspection. It is very good in KG and in the high phase. Achievement for the small number of students who study Arabic as a second language (ASL) is good in the primary and middle phase, and very good in the high phase.</li><li>• The school's internal assessments indicate outstanding attainment. 2018 Grade 12 MoE examination results are outstanding. This is not borne out in lessons observed.</li><li>• In lessons and in their recent work, most students attain in line with curriculum standards in AFL in the primary and middle phase. In KG and high phase, and in ASL, the majority of students attain above curriculum standards.</li><li>• Children in KG accurately identify letter sounds and read simple words. Primary students can identify themes in stories. Those in middle phase can read a range of texts and share their opinions with their peers. In high phase, students show understanding of poetry and discuss the use of metaphor and simile. Students in all phases do not always use Standard Arabic when speaking. Students' skills in extended writing are less well developed.</li><li>• All groups of students make good progress. In KG and the high phase, progress is very good.</li></ul>



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good as it was at the previous inspection.</li><li>• The school's 2017/18 end of year internal assessment indicates outstanding attainment. However, this is not consistent with students' work and in lessons observed.</li><li>• In lessons and in students' work, most students show knowledge and understanding in geography in line with curriculum standards. They show a secure understanding of the economy of the UAE. Those in the middle phase use maps confidently to identify directions, latitude and longitude. Students can explain the relevance of their learning, but are not skilled in presenting their findings in graphs and charts. Older students lack the skills in predicting the impact of economic change.</li><li>• Most groups of students make good progress.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall, as at the previous inspection.</li><li>• Weak results from the externally validated Measures of Academic Progress (MAP) tests do not reflect students' skills and understanding. The school's outstanding internal assessment data is also not an accurate reflection of the work in students' books and in lesson observations.</li><li>• Attainment is good in KG, primary and high phases and acceptable in the middle phase. In the KG and primary phases, most students' reading, speaking, listening and comprehension skills are well developed. However, they demonstrate less skill in extended and creative writing. By the middle and high phases, the large majority have become confident in speaking, debating and discussing although they lack confidence in making presentations to audiences. Reading levels, particularly for girls, rise swiftly but their creative writing is not as well developed.</li><li>• Most groups of students make good progress, and progress is very good in the high phase.</li></ul>



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good overall, as at the last inspection. Achievement is very good in the high phase.</li><li>• Externally validated MAP tests demonstrate weak achievement. However, these tests do not reflect accurately students' skills and understanding. The school's internal assessment indicates outstanding attainment. However, this assessment is not aligned closely enough with curriculum standards.</li><li>• In lessons and in their recent work, the majority of students attain above curriculum standards, and the large majority are doing so by the high phase. In KG, children have a secure understanding of measuring and number facts, and a few can add and subtract single digits. In primary, they can solve mathematical problems by measuring accurately and graphing their findings. Their mental calculation skills are less well developed. Students in the middle phase can convert between fractions, decimals and percentages. Older students can solve simultaneous equations and the more able can use calculus to explain problems in the real world.</li><li>• All groups of students make good or better progress. More-able students are capable of achieving higher standards.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is very good, as at the last inspection.</li><li>• The school's 2017/18 end of year internal assessments shows outstanding attainment. Results for those students on the AP programme in high phase were very good. However, this is not an accurate reflection of students' overall skills and knowledge in lessons and in their recent work.</li><li>• The majority of students attain above curriculum standards in KG, middle and high phases and the large majority attain well above in the primary phase. KG children can discuss animal lifecycles and the impact of environmental damage on local ecosystems, but their scientific enquiry skills are less well-developed. In the primary phase, students learn about scientific principles through independent research and enquiry. In the middle phase students can explain the chemical reactions taking place in photosynthesis but boys' skills in testing and explaining their own hypotheses are less well-developed. By the high phase, students can apply their understanding of physical laws when carrying out practical investigations.</li><li>• All groups of students make good progress in KG and the middle phase and very good progress in the primary and high phase.</li></ul>



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is good, as at the last inspection. Achievement in art is very good, and an area of strength. Students' achievement in physical education (PE) is only acceptable.</li><li>• The school has not analysed students' attainment against curriculum standards using internal or external assessment data.</li><li>• In art, primary students use contour lines to show a human figure in motion and students in the middle phase create mandalas with links to Islamic art. Students in the high phase can make detailed observational drawings in watercolour and acrylic. In PE, students develop their skills in a range of sports. However, they do not develop appropriate skills in performance analysis. In music, primary students can perform a number of songs in Arabic and English. Students make good progress in French where they speak and read competently.</li><li>• The progress of most groups of students is very good in art, acceptable in PE and humanities, and good in other subjects.</li></ul>
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<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Most children and students are engaged and enthusiastic learners. The majority take increasing responsibility for their own learning, particularly when given challenging tasks and opportunities to learn independently. In the best lessons, they assess their own and others' work and make improvements without prompting.</li><li>• Most students collaborate regularly and effectively in group tasks. They enjoy discussing their ideas with teachers and peers.</li><li>• In English-medium subjects, students are good at making connections across their learning. Students' understanding of the UAE is developing very effectively because they use their own nation as a context for projects and investigations. Students do not apply their learning between Arabic-medium subjects so readily.</li><li>• In the best lessons, such as art and science, students think critically and creatively to produce work of a high standard. In most subjects, students use learning technologies to find out information independently. Students in the high phase regularly research topics independently. Across the school, there is variation in the development of students' problem-solving and innovation skills through thinking and acting independently.</li></ul>
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<b>Subjects</b>	<b>Relative Strengths</b>	<b>Areas of Improvements</b>
<b>Islamic Education</b>	<ul style="list-style-type: none"> <li>• KG children's understanding of prescribed 'Surah'.</li> <li>• Students' recitation skills following "Tajweed" rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary and middle phase students' understanding of Islamic teaching as it links to their own lives and behaviour.</li> </ul>
<b>Arabic</b>	<ul style="list-style-type: none"> <li>• Students' reading, listening and comprehension skills in all phases.</li> <li>• Students' understanding of poetic devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' skills in speaking in Standard Arabic.</li> <li>• Students' skills in extended writing.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Students' skills in using maps.</li> <li>• Students' knowledge about the economy of the UAE.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' skills in presenting their ideas using graphs and charts.</li> <li>• Older students' ability to predict the impact of economic change.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Students' skills in listening and responding in discussions and debates.</li> <li>• Younger students' reading comprehension skills and older students' analytical reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of students' extended writing.</li> <li>• Students' skills in making presentations to audiences.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• KG and primary students' skills in measuring.</li> <li>• Middle and high phase students' ability to reason mathematically and solve mathematical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' mental calculation skills in the primary phase.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Primary students' achievement in science, particularly their scientific thinking.</li> <li>• High phase students' progress, particularly in independent research.</li> </ul>	<ul style="list-style-type: none"> <li>• KG children's skills of scientific enquiry.</li> <li>• The skills of boys in the middle phase in testing and explaining their own hypothesis.</li> </ul>
<b>Other subjects:</b>	<ul style="list-style-type: none"> <li>• Students' skills in art in all phases.</li> <li>• Primary students' performance of traditional songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' skills in analyzing and improving performance in PE.</li> </ul>
<b>Learning skills</b>	<ul style="list-style-type: none"> <li>• Students' enthusiasm for learning, particularly in the KG and primary phase</li> <li>• The skills of students in the high phase in critical thinking and independent research.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' skills in making connections between areas of learning and applying their skills in Arabic-medium subjects</li> <li>• Students' skills in problem solving and enquiry-based research, particularly in the middle phase.</li> </ul>



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Acceptable	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, and their innovation skills are good overall. Their understanding of Islamic values and Emirati heritage and culture is very good.
- Most students have positive attitudes to learning. They take increasing responsibility for their own learning. A minority of boys in the middle phase show a lack of commitment and find it difficult to focus in lessons. Most students behave well. They are courteous, friendly and work well with others. A minority of students in the middle phase do not always show respect for teachers.
- Most students feel safe in school and say that any bullying is reported and addressed. Students exercise regularly in PE and in sports clubs. Primary students are particularly knowledgeable about healthy diet and lifestyle.
- Students' attendance and punctuality is acceptable overall at 93%, however it is weak in middle and very weak in high phase where attendance is only 86%. This is compounded by occasional truancy and significant levels of lateness. Students' attendance in the primary phase has improved.
- Students respect the Holy Qur'an, and Hadeeth Shareef in the morning assembly and senior students choose to use the prayer room independently. They show a well-developed understanding of the UAE culture and heritage.
- Students demonstrate secure understanding of other world cultures. They respect diversity in society and showed considerable respect for visiting Special Olympics athletes.
- Students are becoming increasingly innovative and enterprising as they carry out a wide range of responsibilities in the life of the school, although the development of their independence in learning varies between lessons. Younger students keep the school tidy and recycle waste, and older students can explain how they can influence environmental sustainability. The ambitious student council would like even more responsibility for shaping the future direction of the school.

### Areas of Relative Strength:

- Students' positive work ethic and relationships, particularly in the KG, primary and high phases.
- Students' understanding of, and value for, the role of people of determination in society.

### Areas for Improvement:

- Attendance and punctuality in middle and high school.
- Behaviour and respect shown by middle school boys.



## Performance Standard 3: Teaching and assessment

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

- Most teachers use their knowledge of subjects to plan interesting and engaging lessons. Most lessons are well paced and interactive. Teachers consistently make the curriculum meaningful by linking it with its real-world application. Teachers in KG structure children's activities which sometimes reduces their freedom to explore ideas independently.
- Where teachers use critical questions, particularly in the primary phase, students develop greater depth of understanding and achieve higher standards. In the primary phase, teachers support students' development of literacy skills across their learning. In the middle phase, lessons are less inspiring. Teachers in the boys' section spend much time managing behaviour.
- In best practice, particularly in the high phase and in many science lessons, teachers use questioning skillfully to support and challenge students at the right level. However, across the school there is insufficient challenge in lessons for more-able students.
- Most teachers ensure that students understand what they are expected to learn. The majority ensure that students take responsibility for checking and improving their own work. However, the feedback they give to students on their work is variable and does not always identify their next steps for learning.
- Teachers mostly adapt their planning, based on their assessments, to meet students' needs. The majority of teachers make effective use of assessment during the course of teaching to support or develop students' thinking although the challenge for more-able students is still inconsistent. The analysis of students' progress to inform planning is less effective in the middle phase.
- The school takes a systematic approach to internal assessment and uses the outcomes to identify groups of students in classes. However, assessment is not accurately calibrated against curriculum standards, or national and international benchmarks. The school has not received sufficient external support in improving internal assessment processes.

### Areas of Relative Strength:

- Inspiring teaching in the high phase.
- Tasks and activities which encourage critical thinking in the primary phase.
- The linking of teaching and learning to the real world.

### Areas for Improvement:

- Teachers' use of questioning and assessment during lessons.
- The analysis of students' progress to inform and refine teachers' planning in the middle phase.
- The school's analysis and calibration of student achievement against curriculum standards, and national and international benchmarks.



## Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is good. Its clear rationale is aligned to the American Common Core and Next Generation Science standards.
- The curriculum is well planned to build learning on students' existing skills and knowledge in all subjects. A recent curriculum review has improved its relevance and appeal to students, and introduced opportunities for students to develop a broad range of learning skills.
- The curriculum provides meaningful links between subjects and the real-life application of learning. However, these are less well developed in the middle phase. The curriculum is particularly effective in promoting students' English literacy skills and across learning in the primary phase.
- Teachers modify the curriculum to meet the needs of almost all groups of students. The curriculum in the middle phase is less well adapted to interest and engage students, particularly boys. The time given to teaching Arabic has been reduced and the curriculum across Arabic-medium subjects has not yet been adapted to compensate for this.
- The curriculum provides opportunities for innovation and creativity in a majority of subject lessons. It is enriched by a range of extra-curricular activities, projects and events. Most curriculum subjects have been adapted to use local examples and contexts. This is contributing to students' very clear understanding of UAE society and economy.
- The curriculum meets requirements for providing Moral Education lessons. The promotion of positive moral values is also embedded in other lessons, activities programmes and events.

### Areas of Relative Strength:

- Review and development of the curriculum to make it more stimulating and develop students' learning skills.
- The adaptation of the curriculum to use UAE examples and contexts.

### Areas for Improvement:

- Adaptation of the curriculum to improve its relevance to boys in the middle phase.
- Development of the curriculum in Arabic-medium subjects to integrate learning.



## 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	Very Good	Very Good	Good	Good
Care and support	Very Good	Very Good	Good	Good

- The overall quality of protection, care, guidance and support is good. All staff, students and parents are aware of the school's child protection policy. The school's building is safe, secure, clean and very well maintained. Staff maintain comprehensive records and risk assessments, and address any weaknesses promptly.
- The school building is accessible to those with disabilities. Nurses in each building maintain detailed records and provide a caring service to students. Students are taught about healthy lifestyles and younger students are particularly conscientious about the nutritional value of meals in their lunchboxes.
- Staff-student relationships are positive overall. A very effective positive behaviour management policy in KG and primary is applied consistently by staff. In the middle phase, particularly in the boys' section, the procedures for managing behaviour, and promoting attendance and punctuality, are not sufficiently robust.
- The school effectively identifies SEN students and those who would benefit from support with aspects of learning. Individualised support for students promotes good progress, and equips them with strategies to achieve in lessons. G&T students have only recently been identified and do not yet have specific provision.
- The school provides appropriate careers education, and pastoral staff give guidance about subject choices. Older students benefit from well-informed guidance when making university applications, and consequently several have secured places at prestigious universities.

### Areas of Relative Strength:

- The quality of pastoral care and support for students in KG and primary phases.
- Very well maintained buildings and resources that provide an effective learning environment for all students.
- The identification of students who require support with aspects of their learning.

### Areas for Improvement:

- Promotion of attendance and punctuality in middle and high school.
- Behaviour management in the middle phase boys' section.
- Specific provision for G&T students.



## Performance Standard 6: Leadership and management

### Indicators:

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

- The quality of leadership and management is good. The school's new senior leadership team has established and shared a clear vision for the school's future development. A decline in standards during a period when the school was without stable leadership has been reversed.
- School leaders show a sound understanding of the American curriculum, and are collectively raising standards across the school. There is no representation of Arabic-medium subjects on the senior leadership team which is hindering further improvement in these subjects. There are inconsistencies in the strategies used in different sections of the school for increasing attendance and promoting positive behaviour.
- Senior leaders carry out an appropriate range of activities which contribute to well-informed and accurate self-evaluation. However, the school has an overly positive view of standards of attainment because international benchmarks have not been used accurately. Senior leaders' regular monitoring visits and walk-throughs are closely focused on securing improvement in learning, teaching and achievement.
- The school's improvement plan is focused on making high-impact changes to the curriculum and learning and is bringing about positive change, particularly in the primary phase. The school has made acceptable progress in addressing the recommendations of the previous inspection.
- The school communicates regularly with parents about their children's progress, and values their views. It has been less successful in gaining support to improve attendance and punctuality in the middle and high phases. The school makes good use of its ADNOC connections to provide a range of learning partnerships including the Special Olympics and LEGO innovation.
- The governing board now holds the school accountable for improving standards and is currently addressing the staffing provision to support the school's improvement priorities. Parents are represented on the local strategic governance group but not yet represented on the governing board that controls resourcing.
- The school is well organised, and day-to-day routines run smoothly. High-quality professional development supports the school's improvement plans well. The school benefits from a very good range of quality resources which have been specifically developed to support students' learning.
- The school is preparing students for TIMSS international assessments by promoting the 'Question-a-Day' approach.

### Areas of Relative Strength:

- The relevance and range of resources for effective teaching and learning.
- Monitoring of teaching and professional development.

### Areas for Improvement:

- Engagement of parents in improving attendance and punctuality.
- The impact of senior leadership within Arabic-medium subjects.

\*Relevant for Private schools only