



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

Future International School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The overall performance of the school:.....	4
Progress made since last inspection and capacity to improve	6
Performance Standard 1: Students' Achievement	9
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 6: Leadership and management	18
Provision for Reading	20



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Information

School Profile			
School Name:	Future International School		
School ID:	9157	School phases:	Primary - High
School Council:**			
School curriculum:*	American	Fee range and category*	AED13,350 - AED28,275 (low to medium)
Address:	Al Salam Street Al Neyadat, Al Ain	Email:	9157@adek.gov.ae
Telephone:	03-7666771	Website:	fis.fischools.com

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	77	Turnover rate	12%
Number of teaching assistants	12	Teacher- student ratio	11%

Students' Information				
Total number of students	881		Gender	Boys and girls
% of Emirati students	50 %		% of SEN students	1 %
% of largest nationality groups	Egypt 10%, Oman 9%, Syria 8%			
% of students per phase	KG	Primary	Middle	Secondary
	23 %	47 %	19%	11 %

Inspection Details			
Inspection Hijri dates from:	27/03/1441	to	30/03/1441
Inspection Gregorian dates from:	24/11/2019	to	27/11/2019
Number of lessons observed:	99	Number of joint lessons observed:	10



The overall performance of the school:

- The current principal has been in the school since 2015 - 2016 and the vice-principal joined in 2018.
- The overall performance of the school is acceptable. Achievement is acceptable overall and good in High phase. Leadership has improved assessment processes, but in KG, Primary and Middle phases, the quality of teaching is inconsistent in meeting all students' needs. The leadership has evaluated the school appropriately and the School Development Plan (SDP) addresses most of the recommendations, but new strategies have not yet raised attainment sufficiently.

Key areas of strength and areas for improvements:

Key areas of strength

- Good achievement in Arabic-medium subjects, and the majority of subjects in High phase.
- Respect for, and appreciation of, the heritage and culture of the UAE.
- The establishment of KG since its re-introduction two years ago.

Key areas for improvement

- Achievement in all subjects, particularly English, mathematics and science by:
 - setting a reading development target for each student against which to track progress, and sharing the targets with students and parents
 - developing the scientific investigative and experimental skills of all students in Primary and Middle through regular practical activities
 - developing students' knowledge of number, mental mathematics and problem-solving skills in mathematics.
- The support for less-able students and the challenge offered to more-able students by:
 - refining teachers' understanding of Measuring Academic Progress (MAP) data to give them a clearer picture of less-able and more-able students' learning needs
 - ensuring that more practical tasks in lessons are designed to engage less-able students at an appropriate level.
- Curriculum modification to provide students with problem-solving tasks, critical-thinking challenges and opportunities to innovate by:
 - increasing opportunities for students, particularly the more-able, to conduct research and share their learning with other students
 - designing and implementing regular problem-solving and critical-thinking tasks to stimulate higher order thinking skills for all students.
- The monitoring and development of teachers, and the impact upon students' learning, by:
 - reviewing and modifying the current lesson observation process to prioritise student learning rather than teacher performance

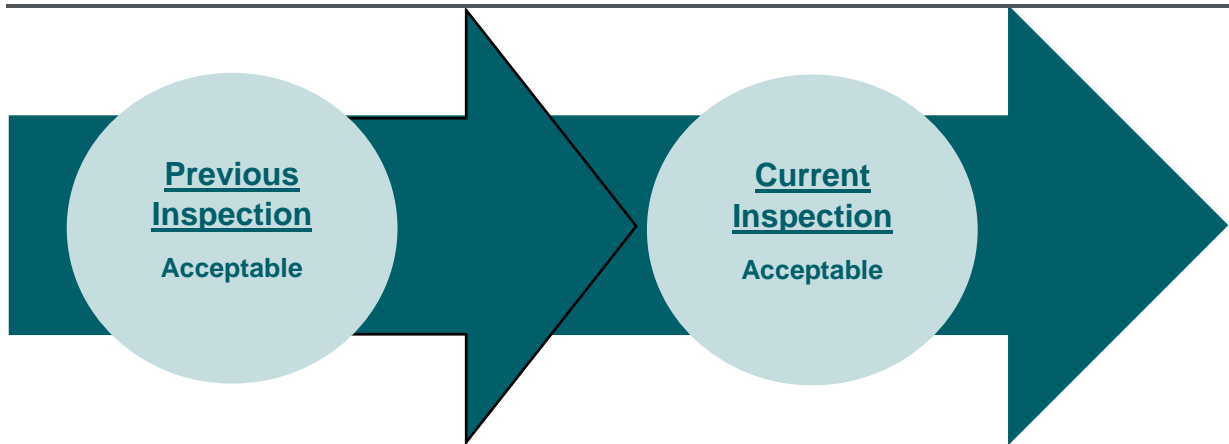


دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- ensuring that all feedback to teachers includes the promotion of effective learning
- identifying and deploying very effective teachers to promote and model student-centred learning.



Progress made since last inspection and capacity to improve



- There has been acceptable improvement since the last inspection, but it is not yet reflected fully in raised attainment across the school.
- Leaders have improved assessment processes. The school has introduced baseline diagnostic and progress tests and uses MAP data to track students' progress.
- Teachers now plan lessons which are differentiated at two or three levels but not all use MAP data effectively to plan lessons which ensure engagement for less-able, and sufficient challenge for more-able students.
- The English department sets more written work and gives detailed feedback to help students improve. All students have models of writing genres to support written tasks.
- The school has improved the assessment of reading skills by using MAP data and has purchased interactive A-Z software to meet individual needs. All students have a graded reader which reflects their reading ability and data indicates steady progress in reading skills in Primary and Middle.
- The school has provided a STEM room and increased opportunities to innovate, but higher-order thinking is still underdeveloped across the curriculum.
- Students' punctuality to assembly and to lessons has improved marginally.
- The current leadership ensures that teachers are monitored regularly and receive useful feedback, but the emphasis in observations has been on teacher performance rather than student learning. Not all middle leaders share the same vision about how students learn best.
- The foundations that have been laid, since the last inspection, indicate that the current leadership has a clear strategic direction and acceptable capacity to improve the school further.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Students' achievement is acceptable overall and good in High. It is good in Arabic-medium subjects, mathematics in High and English in KG and High phase. In High, achievement in English has improved since the last inspection. Overall, all groups of students make acceptable progress, but progress is limited for the less- and more-able students due to lack of support and challenge. Learning skills are acceptable overall, but good in High where group work is stronger. Innovation, inquiry and critical thinking skills remain less well developed. 		

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"> Students are well behaved, and have positive attitudes towards school and each other. Attendance is outstanding. Students are very respectful of the culture and heritage of the UAE. They understand and appreciate Islamic values. Students are responsible members of the school and wider community. Enterprise and entrepreneurship are less well developed. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Teaching is good in Arabic-medium subjects and overall in High. Overall, teachers have acceptable subject knowledge, but the setting of problems for students to solve themselves or stimulate students' critical thinking is inconsistent. Differentiation is applied inconsistently, so the learning needs of all ability groups are not always met. Assessment processes have improved but the use of assessment by teachers to plan tasks which meet all students' needs is varied. 		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The curriculum is broad and relatively balanced. The leadership has made some beneficial changes, such as additional reading literacy lessons. 		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

	<ul style="list-style-type: none"> • Cross-curricular links are well planned, particularly with Emirati culture and heritage. • Modification of the curriculum is acceptable but the support for less-able, and challenge for more-able students is inconsistent. Innovation appears only in a few lessons.
--	---

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Child protection policies are thorough and arrangements for health and safety are effective. • Behaviour management is good and staff-student relationships are positive. Considerate care is given to all students. • The identification of students with special educational needs (SEN) and those who are gifted and talented (G&T) is good but academic challenge for G&T, and support for SEN students across the curriculum is inconsistent. 		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Leaders have made acceptable improvements since the last inspection, although monitoring of teaching is still not sufficiently focused on student outcomes. An acceptable foundation has been put in place for leaders to improve the school further. • The school communicates well with parents, but there is no guidance to parents about students' personal or academic development in reports. • The school runs smoothly through effective management processes. 		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Students' Achievement

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



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is good. In lessons and over time, the majority of students make good progress. Attainment is good. Internal data and Grade 12 MoE examinations indicate that attainment is outstanding, but lesson observations indicate that the majority of students attain above curriculum standards. In KG, children memorise and recite the verses of short surahs accurately. Primary students gain good knowledge and understanding of Seerah, and the life of the Prophet Muhammad (PBUH). In Middle, students develop their knowledge of values, principles and the etiquettes of Islam. However, their skills in applying Tajweed rules in their recitation of verses of Holy Quran are underdeveloped. The majority of groups of students make better than expected progress. 	
	Relative Strengths <ul style="list-style-type: none"> Knowledge of values, principles and the etiquettes of Islam. KG children's memorisation and recitation of short surahs. 	Areas of Improvement <ul style="list-style-type: none"> Students' application of Tajweed rules in their recitation of verses from the Holy Quran.

Arabic	<ul style="list-style-type: none"> Students' achievement in Arabic as a first language (AFL) and in Arabic as a second language (ASL) is good overall. In lessons and over time, the majority of students make good progress. Attainment is good in Primary, Middle and High in both AFL and ASL. Internal data and Grade 12 MOE examinations indicate that attainment is very good overall. This is not seen in lessons and students' work, where the majority attain above curriculum standards in both subjects. In KG, the majority of children identify the names, sounds and shapes of letters and use them in the beginning, middle and end of words. In Primary and Middle, AFL and ASL students develop good listening, understanding, reading and comprehension skills. However, their skills in using standard Arabic in speaking and in extended writing are underdeveloped in both AFL and ASL. The majority of groups of students, in both subjects, make better than expected progress. 	
	Relative Strengths <ul style="list-style-type: none"> Skills in listening, understanding, comprehension and reading in Primary and Middle AFL and ASL. Children's letter recognition and phonic skills in KG. 	Areas of Improvement <ul style="list-style-type: none"> Students' speaking skills in standard Arabic and their extended writing skills in Primary and Middle, in both AFL and ASL.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good. In lessons and over time, the majority of students make good progress. Attainment is good. Internal data indicate that attainment is outstanding, but in lessons the majority of students attain above curriculum standards. Most students make good progress. Primary students locate oceans and continents on a map but have limited knowledge of UAE geography. Their knowledge of global environmental issues is secure. They discuss human responsibility and protection of the environment, such as conservation of energy, light and water. Middle phase students discuss current events, such as plans for Expo 2020, effectively. They develop good understanding in geography and can identify the causes of overpopulation, such as migration, but find it difficult to apply their learning for example in completing a written task thoroughly. The majority of groups of students make good progress. 	
	Relative Strengths <ul style="list-style-type: none"> Understanding of contemporary events in the UAE in Middle. Awareness of the global environmental and sustainability issues in Primary. 	Areas of Improvement <ul style="list-style-type: none"> Understanding UAE geography in Primary. Students' application of their learning in geography.

English	<ul style="list-style-type: none"> Students' achievement in English is acceptable overall although it is good in KG and High. In lessons and over time, most students make acceptable progress in Primary and Middle and good progress in KG and High. Attainment is very good according to internal data but in observations and students' work from KG to Middle, attainment is acceptable. It is good in High. MAP data from Grade 3 to 9 show weak attainment although it shows that progress is good in High. Progress is acceptable overall and good in KG and High. KG children make good progress as they develop phonic knowledge and recognize sight words. The reading skills of most students are acceptable, but a minority of students in Primary read below age-related standards. In Middle phase, most students can read extended texts and infer the meaning of words, using context clues. Most students' reading and writing skills are acceptable overall, and good in High. A minority of students in Primary and Middle find extended writing tasks very challenging. All groups of students make expected progress in Primary and Middle. Progress is stronger for groups of students in KG and High and weaker for less- and more-able students. 	
	Relative Strengths <ul style="list-style-type: none"> Reading and writing skills in High. Phonic recognition and pre-reading skills in KG. 	Areas of Improvement <ul style="list-style-type: none"> Reading skills in Primary. Extended writing skills in Primary and Middle.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is acceptable overall. It is good in High phase. In lessons and over time, most students make acceptable progress in KG, Primary and Middle, and good progress in High. Attainment in mathematics is acceptable overall, but good in High. MAP external data shows attainment as good in Primary and weak in Middle. SAT results in Grade 12 mathematics are outstanding. This does not match attainment seen in lessons and students' work. KG children develop acceptable mathematics skills and secure understanding of number. In Primary, most students build on these skills to solve addition questions although a minority struggle with subtraction. In Middle, most students write and solve multiplication problems but a minority lack confidence in mental mathematics and applying their knowledge to solve mathematical problems. In High, students develop and consolidate skills to solve challenging problems involving algebraic equations. All groups make at least expected progress but in a minority of lessons more-able students could make better progress. 	
	Relative Strengths <ul style="list-style-type: none"> Solving challenging problems involving algebraic equations in High phase. Secure number skills in KG. 	Areas of Improvement <ul style="list-style-type: none"> Subtraction skills in Primary. Students' mental mathematics and problem-solving skills in Middle.

Science	<ul style="list-style-type: none"> Students' achievement in science is acceptable overall. In lessons and over time, most students make expected progress. Attainment is acceptable. Internal assessment indicates good attainment overall, but this is not seen in lessons. The school did not provide MAP data for grades 9 – 12 in science. KG children learn scientific facts, such as motion, but have limited skills in finding things out for themselves. Primary students develop acceptable understanding in life sciences, such as how human activities affect the ecosystem. In Middle, students develop their scientific inquiry skills, such as exploring osmosis. In High, students solve chemical equations and use scientific vocabulary to describe scientific processes. Skills of predicting, hypothesizing, and experimentation are not developed sufficiently. All groups of students make expected progress. Progress is improving in High where students are developing investigation skills. 	
	Relative Strengths <ul style="list-style-type: none"> Investigative skills in High. Understanding of life sciences in Primary. 	Areas of Improvement <ul style="list-style-type: none"> Exploration skills in KG. Independent experimentation skills and ability to make hypotheses in Primary and Middle.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is acceptable. No internal or external data is available, but in lessons and their work, students' attainment is acceptable overall. <p>Most students make acceptable progress. In KG physical education (PE), children learn to throw a small ball, although catching skills are less well developed. In Primary art, students make links with mathematical shapes when creating patterns, but struggle to follow basic instructions. In music, students demonstrate skills in singing and instrumentation. In French, students have acceptable speaking and listening skills. In Business, Grade 11 students demonstrate sound knowledge of aspects of international trade. In ICT Grade 12 students demonstrate high level research, critical thinking and creativity in planning an animated video to celebrate National Day. Most groups of students make acceptable progress, although it is less rapid for less- and more-able students.</p>	
	Relative Strengths <ul style="list-style-type: none"> Speaking and listening skills in French. Students' ICT skills in High 	Areas of Improvement <ul style="list-style-type: none"> Ball skills in KG PE. Following basic instructions in art in Primary.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable overall, but good in High. Students have positive attitudes to learning and are well engaged. They interact and communicate well with each other in pair and group work, particularly in High. Connections in learning between most subjects and the culture of the UAE are well established. Students find it more difficult to make connections between their learning and real-world contexts. Students in High solve problems independently, use technology effectively and can think critically. In other phases, students use learning technologies adequately but higher thinking and innovation skills are less developed. 	
	Relative Strengths <ul style="list-style-type: none"> Attitudes to learning. Engagement and communication skills, particularly in High. 	Areas of Improvement <ul style="list-style-type: none"> Applying learning to the world. Higher thinking and innovation skills.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none"> The quality of students' personal and social development is good. Their innovation skills are acceptable. Students show positive attitudes towards their school, teachers and peers. Students demonstrate self-discipline and are helpful and considerate towards each other. High school students are more self-reliant than in other phases and take a lead role in organising activities and assemblies. Attendance is outstanding at 98%, but students are not always punctual to school. Students have a good understanding about how to lead a healthy lifestyle and are well engaged in activities such as Nutrition Day and Diabetes Awareness Day. Students demonstrate very good respect for Emirati culture and heritage and are proud of contemporary events to promote the UAE, like Expo 2020. Students fully appreciate the importance of Islamic values in the UAE, as seen in displays around the school. Students participate in Tajweed competitions and show respect during the National Anthem in assembly. They demonstrate understanding of the importance of tolerance linked to Islamic values. Students have good awareness of other cultures. They take part in International Day and learn about other world cultures. Students take pride in caring for the environment and for their community, for example, collecting recycled materials for use in science projects, and STEM projects to design attractive recycling bins. Students' work ethic is good but their skills in innovation, enterprise and entrepreneurship are less well developed, particularly in lessons. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none"> Positive attitudes to learning. Respect for the heritage and culture of the UAE <p>Areas for Improvement:</p> <ul style="list-style-type: none"> Morning punctuality. Innovation, enterprise and entrepreneurship in lessons. 				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> The overall quality of teaching and assessment is acceptable, and good in High. In High phase and Arabic-medium subjects, teachers show good knowledge of how students learn, and use time and resources effectively to accelerate students' progress. This is less effective in other subjects and phases. Teachers use appropriate questions to monitor the knowledge of their students. Teachers in High plan lessons to meet students' learning needs and use effective strategies to extend learning in group work. This is less effective in Primary and Middle where less and more-able students often become disengaged with repeated worksheet tasks, and have insufficient practical tasks to meet their learning needs. The most effective teachers, particularly in High, set problems or challenge students to think critically but this is not consistent across all phases, especially in Middle. Internal assessment processes have improved, and teachers now have access to diagnostic progress, and external MAP data to track student progress and modify their planning. In High, teachers use assessment data effectively to meet the majority of students' needs. In other phases, teachers create three ability bands to facilitate differentiation but do not use data well, particularly from MAP, to set precise individual targets for students, particularly for the less- or more-able, or to give constructive feedback and next steps in learning. Teachers give feedback to students about their progress both orally and in workbooks, although the precision of this feedback varies, particularly in Primary and Middle. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none"> Teachers' subject knowledge and how students learn in High. Teachers' planning and use of data in High. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> Teachers' use of MAP data to plan lessons which more precisely match all students' learning needs, particularly to challenge the more-able in KG, Primary and Middle. Planning of practical tasks to engage, and support the learning of, less-able students. 				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> The overall quality of the curriculum is acceptable. It is good in High where teachers modify the curriculum effectively to support students' good overall achievement. The curriculum is fully aligned with California State Common Core Standards. It is broad, relatively balanced and provides adequate progression in most subjects. The KG curriculum gives children a wide range of activities, particularly in 'freezone' lessons where children make links between areas of learning. Older students in High make choices from an adequate range of subjects, such as French, Art and economics. Cross-curricular links are integrated into planning and are most effective where they help students link their learning to their lives and culture in the UAE. For example, the role of women in UAE society was well researched and debated in Grade 12 English. In most subjects, links to current UAE national priorities are regular features in students' learning. Extra-curricular activities and the timetabled STEM lessons support innovation, but the promotion of innovation skills is not planned systematically through the curriculum. Senior and middle leaders conduct periodic reviews of the curriculum after assessments of student outcomes and make some adjustments, such as the introduction of extra reading lessons in Primary. Modification of the curriculum across subjects is inconsistent in supporting the less-able, and challenging the more-able students, particularly in English-medium subjects in Primary and Middle. In Moral Education, teachers promote the responsibilities of UAE citizenship. They promote values of honesty, respect and tolerance across subjects which has led to improved behaviour and attitudes. 				
Areas of Relative Strength:				
<ul style="list-style-type: none"> Links with Emirati culture and UAE society. Curriculum provision for students in High. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Curriculum modification in English-medium subjects to match learning to the needs of less- and more-able students. Opportunities for student innovation within lessons. 				



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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none"> The overall quality of protection, care, guidance and support for students is good. The effective child protection policy is reviewed annually, and is clearly known by parents, students and staff. High importance is placed on school security and safe transport on buses. The school keeps thorough records of maintenance and procedures, including regular fire drills. Premises are adequate, although outdoor sports facilities to promote exercise are limited. Students learn about healthy living in lessons and from the school nurse. Staff and students organise special events to promote healthy diet and personal hygiene. The behaviour policy is effective and staff have positive relationships with all students. Supervision is effective throughout the school day. Procedures to promote attendance are very good. The school administrator contacts parents of students who are absent or late but a minority of students are late in the morning. Identification of SEN students is from observations by teachers, the SENCO and external agencies. The school identifies G&T students from teachers' recommendations and showcases their talents, particularly in poetry, drama and music. SEN students have individual educational plans and their progress is monitored by the SENCO. However, support for them, and for less-able students, is inconsistent across subjects and phases. Academic challenge for G&T students is not implemented consistently across the curriculum. The social worker monitors the care and personal development of all students and contacts parents regularly. He works with the career guidance counsellor to discuss college opportunities and career pathways with students, and arrange university visits. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none"> Staff-student relationships and behaviour management. Attention to students' health and safety and well-being. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> Consistent support for SEN and less-able students in lessons. Academic challenge for G&T students. 				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">The overall quality of leadership and management is acceptable.The principal has a clear strategic vision and, with the vice-principal, demonstrates a secure knowledge of the curriculum and teaching and learning. They communicate their vision well and delegate responsibilities but not all middle leaders share the same understanding of what makes learning effective. The observation of, and feedback to, teachers have improved but do not focus sufficiently on the impact on student learning.The school uses assessment data appropriately in its self-evaluation processes. It has a realistic view of most of its own strengths and areas for improvement. School development plans respond specifically to recommendations in the previous report. Improvement has been made in most areas but has not been consistent across all subjects.Communication with parents has improved by using the portal and class dojo. The reporting system is regular but does not give parents specific guidance about students' academic or personal development. The school has established relationships with the community and local universities, and has a target to form international partnerships.The Board of Trustees monitors and supports the work of the school in an advisory capacity but is less effective in holding the school to account for its performance. Two Board members have given training to teachers on special education, differentiation and middle leadership but the impact is not yet seen fully in improved standards.Day-to-day management is effective. Teaching staff are deployed appropriately, and regular school development training takes place. The premises are appropriate but outdoor sports facilities are limited. The school has invested significantly in technology to improve digital learning.The school has implemented international assessment systems such as MAP, SATS, and EMSAT to support students in preparation for TIMSS and PISA. It has used the analysis of data to review the curriculum and embed more comprehensive differentiation in planning.	
Areas of Relative Strength:	
<ul style="list-style-type: none">Communication with the parents.Day-to-day management of the school.	
Areas for Improvement:	



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- Emphasis on learning by all leaders when monitoring teaching.
- Guidance to parents on their child's academic progress in reports.



Provision for Reading

Provision for Reading

- The library has adequate English and Arabic stock and fiction is graded. It is used daily for English and Arabic classes. The librarian awards students 'star reader' certificates.
- In Arabic, students follow the 'Kamkalima' programme and in English, students have regular lessons in the language lab. In Primary each class has a guided reading lesson and the teacher gives individual reading coaching.
- The KG department uses good quality picture books and the Jolly Phonics scheme.
- The A-Z company gives training on how to teach reading effectively
- The school enters teams for the Abu Dhabi and Al Ain reading competitions.
- The school uses external MAP tests to monitor the development of reading skills in each phase, but has not set reading development targets or shared these with students and parents.