دائـرة الـتعلـيـم والـمـعرفـة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE
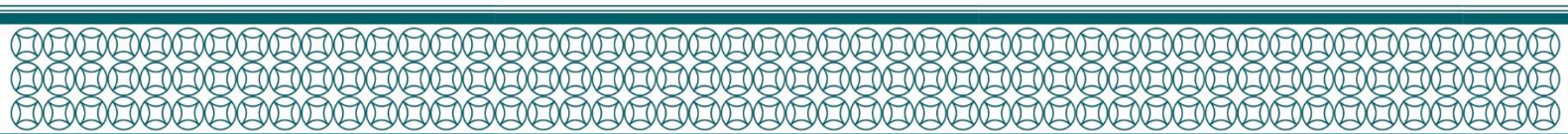
| Inspection Report of | Good Will Children Private School |
|---|---|
| Overall Effectiveness | Acceptable |

Academic year: 2018-2019

# Contents

# School Information

## School Profile

| | | | |
|---|---|---|---|
| School Name: | Good Will Children Private School | | |
| School ID: | 9023 | School phases: | KG-Middle |
| School Council: ** | | | |
| School curriculum: * | British | * Fee range and category | AED23,900 to AED30,800 Medium to High |
| Address: | Mohammed Bin Zayed City, Musaffah Area, ME-10, Abu Dhabi | Email: | goodwillchildren.pvt@adec.ac.ae |
| Telephone: | +971 (0)2 553 4277 | Website: | https://goodwillschool.edupage.org |

## Staff Information

| | | | |
|---|---|---|---|
| Total number of teachers | 58 | Turnover rate | 30% |
| Number of teaching assistants | 20 | Teacher-student ratio | 1: 10 |

## Students' Information

| | | | | |
|---|---|---|---|---|
| Total number of students | 589 | | Gender | Boys and Girls |
| % of Emirati students | 7% | | % of SEN students | 1% |
| % of largest nationality groups | Pakistani 43% | | Sudanese 10% | Egyptian 9% |
| % of students per phase | **KG** | **PrimaryPrimary** | **MiddleMiddle** | **HighHigh** |
| | 26% | 49% | 25% | |

## Inspection Details

| | | | | |
|---|---|---|---|---|
| Inspection date | from: | 20/01/1440 | to | 23/01/1440 |
| | | 30/09/2018 | | 03/10/2018 |
| Number of lessons observed: | | 105 | Number of joint lessons observed: | 8 |

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

## The overall performance of the school:

- A new principal was appointed in January 2018. Since the previous inspection teacher turnover has increased to 30%. At the time of this inspection, over 200 new students had either joined or were in the process of joining the school, most with low levels of English. New teachers were arriving during the inspection week.
- The overall performance of the school is acceptable because most students' achievement is in line with curriculum standards in all key subjects. Progress overall, and students' learning skills, have declined to acceptable from good at the last inspection, linked to high staff turnover and student mobility. Significant changes in assessment and staff development introduced by the principal have yet to raise the quality of the curriculum, teaching and assessment above acceptable. Students now benefit from very good protection, care, guidance and support which underpin their continued good personal and social development. However different groups of students do not receive sufficient support and challenge in their learning.

| Performance Standard 1 | Students' Achievement | | |
|---|---|---|---|
| Judgment | Acceptable | **Change from previous inspection** | Regressed |
| Justifications | <ul><li>Students' achievement is acceptable. Attainment remains acceptable but overall progress has declined since the previous inspection report (PIR). This is reflected in standardised external tests as well as inspection evidence.</li><li>Achievement has improved to good in Kindergarten (KG) and middle phase in science, and been maintained at good in KG in English.</li><li>Students have positive attitudes to learning and cooperate well, but their ability to work independently and take responsibility for their own learning is underdeveloped and they are not skilled in innovation, research, and the use of technology.</li></ul> | | |

| Performance Standard 2 | Students' personal and social development, and their innovation skills | | |
|---|---|---|---|
| Judgment | Good | **Change from previous inspection** | No Change |
| Justifications | <ul><li>Students' attitudes to learning, behaviour and relationships remain good overall.</li><li>Students continue to demonstrate a clear appreciation of Islamic values and respect and understanding of UAE culture and heritage. Their awareness of other cultures is acceptable.</li><li>Students' skills of innovation, enterprise and social responsibility are less well developed.</li></ul> | | |

| Performance Standard 3 | Teaching and Assessment | | |
|---|---|---|---|
| **Judgment** | Acceptable | **Change from previous inspection** | Regressed |
| **Justifications** | • Teaching and assessment are now acceptable in all phases, with teaching having declined from good at the previous inspection. <br> • Teachers' subject knowledge is secure, and they interact positively with students using a range of strategies to make learning interesting. However, teachers new to the school lack familiarity with curriculum content and assessment systems. <br> • Internal assessment systems are consistent, but teachers do not yet use assessment precisely enough in their planning, feedback and target setting to challenge and support all groups of students, especially the more able. | | |

| Performance Standard 4 | Curriculum | | |
|---|---|---|---|
| **Judgment** | Acceptable | **Change from previous inspection** | Regressed |
| **Justifications** | • Curriculum planning and delivery do not effectively address gaps in the prior learning of current students and weaknesses in their learning skills. <br> • Subject options meet the needs of older students appropriately and strong links are planned with Emirati culture and UAE society. The curriculum is enhanced by an appropriate range of extra-curricular activities. <br> • The curriculum is not modified to fully meet the needs of all students, especially the more able and gifted and talented (G&T), or to encourage students to develop their creative and innovation skills | | |

| Performance Standard 5 | The protection, care, guidance and support of students | | |
|---|---|---|---|
| **Judgment** | Very Good | **Change from previous inspection** | Improved |
| **Justifications** | • Students are now very well cared for and supported in very safe, secure and well-maintained facilities due to the principal's implementing of more rigorous systems. <br> • Strong relationships between staff and students support a purposeful learning environment. <br> • Improved systems identify Special Educational Needs (SEN) and G&T students well, but support for them in class is not consistent. | | |

| Performance Standard 6 | Leadership and management | | |
|---|---|---|---|
| Judgment | Acceptable | **Change from previous inspection** | Regressed |
| Justifications | <ul><li>Overall, leadership and management are acceptable because achievement is acceptable. The principal provides clear direction, but self-evaluation and improvement planning do not focus sufficiently on achievement.</li><li>The effectiveness of the Continuing Professional Development (CPD) programme including mentoring support for new teachers, and of new internal assessment systems, have been limited by high staff turnover.</li><li>Partnerships with parents remain good. Governance, and the management of staffing, facilities and resources, are acceptable. Governors have not been sufficiently active in holding the school accountable for its performance.</li></ul> | | |

## Progress made since last inspection and capacity to improve

**Previous Inspection:**

**Good**

**Current Inspection:**

**Acceptable**
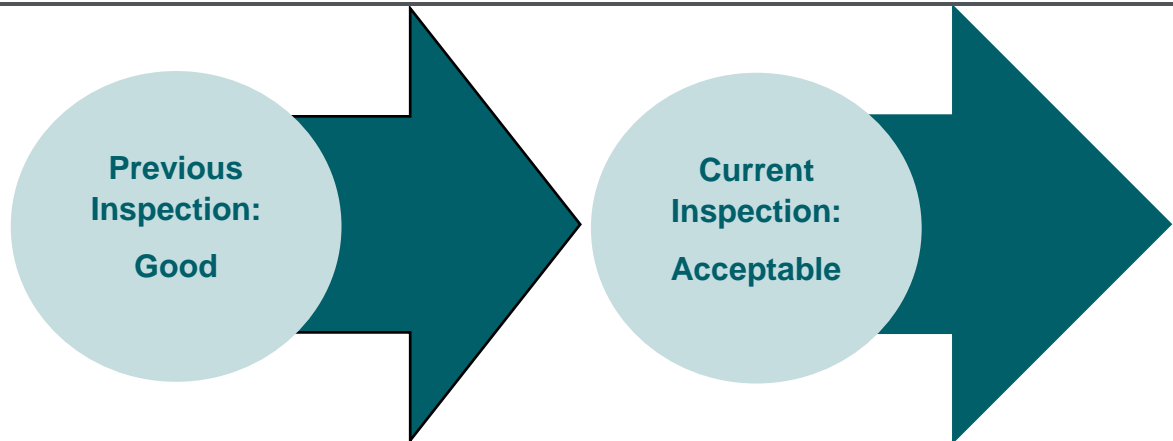
- The new principal and newly constituted senior leadership team (SLT) have introduced many well-judged changes, but their full impact has yet to be seen.
- More rigorous assessment and moderation systems now ensure that assessment of students' achievement is now more consistent, but it is not yet linked well enough to curriculum standards. The development of more formal assessment during lessons has begun to help students further understand the learning which is intended. Targets have been introduced to allow students to assess their own progress, although these are not sufficiently personalised. More reliable achievement data is helping to improve teachers' planning to meet the needs of different groups of students, particularly the less able. SEN, more able, and G&T students are not sufficiently supported and challenged in lessons.
- Leaders have increased the focus on students developing their critical thinking skills through a range of strategies, including incorporating these in a new lesson planning format, delivering Continuous Professional Development (CPD) to teachers, and introducing projects in science.
- Aspects of governance have been improved by appointing parental representatives to the governing board and setting goals which hold senior leaders more accountable for the school's performance. The principal periodically reports on students' achievement but governors' impact on raising student achievement remains an area for improvement.
- Senior leaders and governors are very aware of the need for further improvement and committed to improving students' learning. They have made progress in addressing most of the recommendations in the previous inspection report. Overall, school leaders' capacity to improve the school is acceptable.

# Provision for Reading

- The school library is housed in a recently converted classroom and provides a stimulating learning environment to encourage reading and research skills. It houses 6000 suitable books as well as electronic resources in Arabic, Urdu and English. Arabic resources are on order to improve provision for students in the upper grades. Weekly library sessions for Grade 2-8 encourage students to research and to read for pleasure at home. The librarian liaises with subject co-ordinators to ensure relevance in students' activities.
- To promote reading in KG there are class libraries and reading corners in the corridors. The home-room approach integrates reading across subjects in primary phase.
- The school's whole-school literacy development plan supports the acceptable promotion of reading in Arabic and English across all subjects, but has yet to lead to good standards of reading in Arabic or English.
- Reading for comprehension is taught in Arabic and English through storytelling, questioning and practical activities that check students' understanding.
- The school's 'accelerated reading programme' encourages students to extend their reading skills through end-of-book quizzes and challenges. A period in the timetable accommodates the Drop Everything And Read (DEAR) programme to further develop independent reading skills.
- Professional development supports teachers to develop their skills in teaching guided reading. Teachers conduct base-line reading assessments and track students' progress in reading skills. Guided reading for teachers of Arabic subjects commenced only this year, so tracking of progress across the school is in early stages.
- Workshops for parents encourage their participation in the school reading improvement strategy, both through reading stories to their children and hearing them read. Students are also encouraged to read in the buses.
- Reading in Arabic is further promoted by participating in national reading competitions. The school has been successful in entering ten finalists, with one student gaining an award.

## Key areas of strength and areas for improvements:

### Key areas of strength

- Students' understanding of UAE culture and appreciation of Islamic values.
- Teachers' positive relationships with students that establish a positive learning environment.
- The range of clubs and extra-curricular activities.
- Improved health and safety and care and protection of students.
- Positive partnerships with parents.
- Attainment has been maintained as acceptable in Islamic education, Arabic, English, mathematics and science since the last inspection.

### Key areas for improvement

- Raise achievement in all subjects by:
  - raising teachers' expectations of students' achievement
  - further improving students' language skills in Arabic and English through the whole-school literacy strategy
  - improving provision and support for SEN and G&T students within classes.
- Improve students' learning and subject skills by:
  - providing further opportunities in lessons to develop skills of creativity, innovation and enterprise
  - encouraging them to take greater responsibility for their own learning
  - extending their use of technology to support learning
  - further developing investigative skills in science
  - further developing number, shape, measures and problem-solving skills in mathematics
  - providing more opportunities to link learning in social studies with their own experiences and apply this to a local context
  - providing additional opportunities to develop skills of social responsibility through involvement in the wider community.
- Improve teaching and assessment by:
  - developing teachers' use of questioning skills to extend students' higher order thinking
  - improving teachers' use of assessment to adapt lessons to more effectively support and challenge all students, including G&T and more able students
  - improving the quality of teachers' planning, feedback, and target setting for all students, especially those who are more able
  - rigorous monitoring to ensure teachers use strategies and resources effectively and consistently to promote learning.
- Improve the curriculum by:
  - planning additional activities which develop students' skills of creativity, innovation, enterprise and social contribution, including the use of cross-curricular links
  - reviewing the curriculum to systematically address gaps in prior learning and weaknesses in learning skills
  - modifying the curriculum to better meet the needs of more able students
  - planning further opportunities for students to develop their appreciation of other world cultures.
- Improve leadership and management by:

- further developing the CPD programme to cater more fully for the needs of new teachers, including familiarising them with the school's curriculum and assessment systems
- strengthening self-evaluation and improvement planning through increasingly rigorous use of data and evaluation of the impact of actions
- ensuring governors gain further detailed knowledge of the school to more actively hold senior leaders accountable for its performance, including achievement.

## Performance Standard 1: Students' Achievement

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

*Relevant for Private schools only

| Islamic Education | <ul><li>Achievement in Islamic Education is acceptable.</li><li>Attainment is acceptable overall and has improved in KG since the last inspection. Internal assessments indicate outstanding attainment in primary and middle phases. In lessons and students' work attainment is acceptable because most students attain in line with curriculum standards. Students' knowledge and understanding and application to life of Islamic concepts and values, and their recitation skills are acceptable.</li><li>Students make acceptable progress across the school because teachers do not yet plan consistently to challenge all groups of students and develop their critical thinking skills.</li></ul> |
|---|---|

| Arabic | <ul><li>Achievement in Arabic FL and Arabic SL is acceptable.</li><li>Attainment remains acceptable overall. Internal assessments indicate outstanding attainment across phases. IBT assessments show attainment is weak for FL students and acceptable for SL students. In lessons and students' work attainment is acceptable because most students attain levels of reading, writing, speaking and listening that are in line with curriculum expectations.</li><li>Students make acceptable progress in all phases from low levels of literacy on entry because a minority of new teachers do not consistently challenge the different groups of students to explore, research and think critically.</li></ul> |
|---|---|

| Social Studies | <ul><li>Achievement in social studies is acceptable and has declined from the previous inspection.</li><li>Attainment is acceptable. Internal assessments indicate outstanding attainment across phases. In lessons and students' work attainment is acceptable because most students are attaining levels that are in line with curriculum expectations. Students have acceptable understanding of the important stages of UAE history, founders and rulers and the 7 Emirates and the UAE anti-drug initiative.</li><li>Students make acceptable progress in all phases because teachers' plans do not yet differentiate activities to consistently challenge different groups.</li></ul> |
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| **English** | • Achievement is acceptable overall. It has declined in primary and middle phases since the previous inspection.<br>• Attainment is acceptable. This is evident in lessons and in students' work, where most students attain levels in line with curriculum standards. Listening, speaking, reading and writing skills are acceptable, although reading and writing are relatively less developed, particularly spelling, grammar and punctuation. Internal assessments indicate good attainment overall. Attainment as measured against recognised international standards is acceptable overall. It is weak in Cambridge Checkpoint tests, but acceptable in GL assessments, where more students are assessed.<br>• Progress is acceptable overall. Children starting KG possess little or no English vocabulary. They make good progress due to good teaching and assessment that ensure strong phonics and language skills. In other phases students make acceptable progress because teaching and assessment does not ensure their language skills are secure overall.<br>• More able and G&T students do not always make sufficient progress in lessons because teachers do not yet consistently plan challenging activities for them. |

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| **Mathematics** | • Achievement in mathematics is acceptable and has declined in all phases since the last inspection.<br>• Attainment is acceptable. This is evident in lessons and in students' work, where most students attain levels in line with curriculum standards.  Number, shape, measure and problem-solving skills are acceptable. Internal assessments indicate very good attainment overall. Attainment as measured against recognised international standards is good overall: it is weak in Cambridge Checkpoint tests, and good overall in GL assessments where more students are assessed.<br>• Children make good progress in KG due to teaching and assessment that provide an appropriate foundation of skills in numbers, calculating and shape, space and measure against the EYFS criteria. In other phases students make acceptable progress because teaching and assessment develop only the basic skills they need in working on mathematical tasks.<br>• More able students do not progress as rapidly as they should because they are not sufficiently challenged by the tasks they are given. |

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| **Science** | • Achievement in science is acceptable overall. It is good in KG and middle phase but has declined in primary since the last inspection.<br>• Attainment is acceptable overall. This is evident in lessons and in students' work, where most students attain levels in line with curriculum standards. Scientific skills are acceptable. Internal assessments indicate good attainment overall. Attainment as measured against recognised international standards of Cambridge Checkpoint is weak. However, these examinations are taken by a small proportion of the students in the school.<br>• Progress is acceptable overall. In KG children make good progress from low entry points because their progress in scientific understanding improves as they gain language skills. In primary students make acceptable progress because they have insufficient opportunity to handle equipment and carry out investigations. In high phase students develop practical investigative skills that allow them to make good progress in applying their knowledge across different scientific areas and to real-life.<br>• The most able students do not always make enough progress because they are insufficiently challenged. |

| | |
|---|---|
| **Other subjects** | • Students' art is a strength in terms of originality and creativity. Children in KG learn to express themselves using colour, shape and texture and in other phases can use a range of media.<br>• In Urdu, children can listen, speak, read and write well using phonics in KG. In other phases most can speak, listen and comprehend, but reading and writing are less well-developed, especially for a minority of students who speak a different dialect at home.<br>• In physical education (PE) students develop general fitness and understanding how exercise contributes to a healthy lifestyle.<br>• Students develop computer literacy in primary phase to support the development of learning skills. In high phase students' skills in programming code for software design and control are extended through challenging work.<br>• Overall, students demonstrate ability to link what they learn to a local UAE context and to learning in other subjects.  Their responsibility and independence in learning, including their ability to investigate for themselves, are less developed features of learning. |

| | |
|---|---|
| **Learning Skills** | • Students in all phases have positive attitudes to learning but their ability to work independently and take responsibility for their own learning is underdeveloped.<br>• They co-operate well within groups and can share ideas about their learning<br>• They can link what they are learning to other subjects, and to the local context.<br>• Students' critical thinking, problem-solving, innovation and research skills, and their use of technology are developing features of learning. |

| Subjects | Relative Strengths | Areas of Improvements |
|---|---|---|
| **Islamic Education** | • Second language learners' achievement in upper grades.<br>• Students' abilities to link to Islamic values and application of teachings to their daily life. | • Achievement across all levels.<br>• Students' critical thinking skills. |
| **Arabic** | • Students' basic understanding of the elements of Arabic language.<br>• Students' ability to work as a group, co-operating to complete tasks. | • Further development of all language skills from a basic level.<br>• Students' critical thinking, research and use of technology. |
| **Social Studies** | • Students' fundamental knowledge of social studies concepts.<br>• Students' ability to link content to UAE culture, heritage and vision. | • Students' applications of their learning to real-world examples.<br>• Students' critical thinking, innovation and research skills. |
| **English** | • Students' listening, speaking and ability to communicate their learning.<br>• Students' application of their learning to real-life. | • Students' reading and comprehension.<br>• Students' writing skills, especially their spelling, grammar and punctuation. |
| **Mathematics** | • Students' basic understanding of number, measurement, shape and solving problems.<br>• Students' positive interactions with teachers and each other. | • The progress of more able students.<br>• Students' ability to solve more complex tasks and problems. |
| **Science** | • Students' knowledge of scientific principles and developing investigative skills.<br>• Students' application of their knowledge across different subjects and to real-life. | • The extension of higher achievers.<br>• Insufficient opportunity for students to handle equipment and carry out investigations in primary. |
| **Other subjects** | • Students' ability to make links of what they have learned with local UAE context.<br>• Students' abilities to link their learning to other subjects. | • Students' independence as learners, and ability to find out things for themselves using a variety of different sources.<br>• Students' responsibility for their own learning. |

| Subjects | Relative Strengths | Areas of Improvements |
|---|---|---|
| **Learning skills** | • Students' abilities to link their learning to other subjects.<br>• Students' positive attitudes to learning. | • Students' use of technology to support their learning.<br>• Students' responsibility for their own learning. |

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

| Indicators: | KG | Primary | Middle | High |
|---|---|---|---|---|
| **Personal development** | Good | Good | Good | N/AN/A |
| **Understanding of Islamic values and awareness of Emirati and world cultures** | Good | Good | Good | N/AN/A |
| **Social responsibility and innovation skills** | Acceptable | Acceptable | Acceptable | N/AN/A |

- Students' personal and social development is good, and the development of their innovation skills is acceptable. Students have positive attitudes to learning and form respectful relationships with peers and teachers.
- Students know how to keep themselves safe and healthy. They participate in Healthy Food Day and enjoy playing sports. Attendance is good at 94% and students usually arrive on time.
- Students' understanding of Islamic values is reflected in their respectful behaviour. Cultural appreciation and pride in their identity is seen in their active participation in Islamic celebrations and national events. Their understanding of other world cultures is less well developed.
- Students show responsibility by routinely tidying up after activities and participating in the students' council. They raise donations for Red Crescent and volunteer in the local community, but participation is irregular.
- Students show creativity within specialist subjects, integrated learning sessions, art classes and clubs. Innovation and enterprise skills are less developed across subjects.
- Students keep their surroundings clean and take care of the school's garden. Some participate in environmental sustainability projects in the 'eco-club'.

### Areas of Relative Strength:

- Students' appreciation of Islamic values and understanding of UAE culture.
- Students' attitude to learning, positive relationships and environmental awareness.

### Areas for Improvement:

- Students' appreciation of other world cultures.
- Skills of innovation, enterprise and social responsibility.

# Performance Standard 3: Teaching and assessment

| Indicators: | KG | Primary | Middle | High |
|---|---|---|---|---|
| **Teaching for effective learning** | Acceptable | Acceptable | Acceptable | |
| **Assessment** | Acceptable | Acceptable | Acceptable | |

- The overall quality of teaching and assessment is acceptable.
- Most teachers demonstrate secure subject knowledge and use an appropriate range of strategies to enliven lessons. New teachers are not yet fully confident in curriculum content and assessment procedures. Teachers' planning is acceptable and uses a comprehensive agreed school template.
- Teachers' questioning checks understanding appropriately and teaching strategies enable most groups of students to make expected progress.
- Internal assessment processes are consistent. The recently introduced GL testing system now benchmark students' progress against National Curriculum standards.
- Teachers make acceptable use of assessment information to identify gaps in students' learning and to plan to meet the needs of groups of students. Challenge for more able students is not consistent across the school.
- Marking does not consistently provide students with the next steps to improve their learning, and the targets they are set are not sufficiently personalised. Students only sometimes assess their own progress.

### Areas of Relative Strength:

- Teachers' positive interactions with students.
- Teachers' use of a range of strategies to make learning interesting.

### Areas for Improvement:

- New teachers' confidence in curriculum content and assessment procedures.
- Teachers' planning, feedback and target setting for all students, especially the more able.

## Performance Standard 4: Curriculum

| Indicators: | KG | Primary | Middle | High |
|---|---|---|---|---|
| **Curriculum design and implementation** | Acceptable | Acceptable | Acceptable | |
| **Curriculum adaptation** | Acceptable | Acceptable | Acceptable | |

- The overall quality of the curriculum is acceptable. The school's implementation of the Cambridge curriculum and the Arabic medium subjects is reasonably broad and balanced, but does not help students consistently acquire learning skills in sufficient depth.
- The curriculum ensures adequate progression in learning, although gaps in the prior learning of current students are not always addressed effectively.
- Subject options, for example Urdu, and extra-curricular activities cater appropriately for student interests. Cross-curricular links are planned adequately. The curriculum is regularly reviewed to ensure work is broadly age-appropriate.
- Teachers modify the curriculum adequately to meet most students' needs, however more able students are insufficiently challenged to reach their potential
- Opportunities for students to work creatively and innovatively are inconsistently embedded within core subjects. Good links enable students to develop clear understanding of the heritage and culture of UAE society in lessons, clubs and displays.
- Moral Education is appropriately timetabled and delivered from Grade 1 to Grade 8 and within a holistic curriculum in KG. Students discuss moral dilemmas and apply their learning to real-life, for example in discussing conflict resolution.

### Areas of Relative Strength:

- Links with Emirati culture and UAE society.
- The regular review of the curriculum.

### Areas for Improvement:

- Addressing gaps in prior learning and weaknesses in learning skills.
- Planning activities to meet the needs of more able students and enhance skills of creativity and innovation.

# 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 | Very Good | |
| **Care and support** | Good | Good | Good | |

- The overall quality of protection, care, guidance and support for students is very good. Since the previous inspection leaders have established rigorous systems and continually monitor their effectiveness. Rigorous safeguarding procedures, including child protection, are fully understood by students, teachers and parents.
- The school environment is very safe, hygienic and secure, and very well-supervised. Health and safety, clinic and maintenance records are comprehensive and secure, and facilities are very well-maintained. The school very effectively promotes safe and healthy life styles.
- Relationships between staff and students are positive. Behaviour management systems are successful. The promotion of attendance and punctuality is effective.
- Improved systems identify SEN and G&T students generally well. Provision for these students does not consistently and fully extend their learning within lessons.
- Students' personal development and well-being is monitored to provide appropriate academic and personal guidance and support for all.

**Areas of Relative Strength:**

- Staff-student relationships.
- Rigorous procedures to ensure health, safety security and safeguarding of students and high quality maintenance and record keeping.

**Areas for Improvement:**

- Provision for SEN and G&T students within classes.

# Performance Standard 6: Leadership and management

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

- The overall quality of leadership and management is acceptable. This has regressed since the last inspection, because students' achievement has declined. The overall effectiveness of leadership is now good. The principal, well supported by a newly constituted senior leadership team (SLT) provides a clear direction, informed by UAE priorities and a commitment to inclusion. Leaders have improved communications, accountability and staff morale and are aware that further improvements need to be made.
- Self-evaluation and improvement planning are acceptable. The school increasingly uses internal and external benchmarked data in the self-evaluation form (SEF) to form a realistic view of key priorities but places an over-reliance on internal assessment results. The well-linked school development plan (SDP) contains appropriate actions and achievable goals but does not focus sufficiently upon evaluating their impact on achievement. Regular monitoring of teaching does not focus enough on the learning of different groups of students.
- Partnerships are good overall. The school successfully engages parents in school life through effective communications and access to staff, and regular reporting on their child's development. Community partnerships, for example with charities, local community groups and other schools are acceptable.
- Governance is acceptable. The Board of Governors is representative of most stakeholders and seeks views from Parents' Council. It ensures that appropriate staffing and resources are available and that all statutory requirements are met. It is developing the more comprehensive and accurate knowledge of the school, but has not yet held senior leaders fully accountable for school performance.
- Management, staffing, facilities and resources are acceptable overall. Day-to-day management is good. Despite high staff turnover, the school is staffed with suitably qualified, trained and deployed staff. Premises are adequate, and plans are in place to expand facilities to cater for growth in student numbers. Resources support acceptable teaching and learning.
- Leaders ensure positive promotion of international assessment. They benchmark student performance using internationally recognised assessments including Checkpoint Cambridge, GL Assessments and the International Benchmark Test (IBT). Feedback from students' participation in 'Question-a-Day' preparation for the Trends in International Mathematics and Science Study (TIMSS) examination is used to identify areas for future teaching and curriculum focus.

### Areas of Relative Strength:

- Partnership with parents.
- Day-to-day management of the school.

**Areas for Improvement:**

- Self-evaluation and improvement planning.
- Governors' role in holding the school accountable for its performance.
- Rigorous monitoring to ensure teachers use strategies and resources effectively and consistently to promote learning.

*Relevant for Private schools only