



دائرة التعليم والمعرفة
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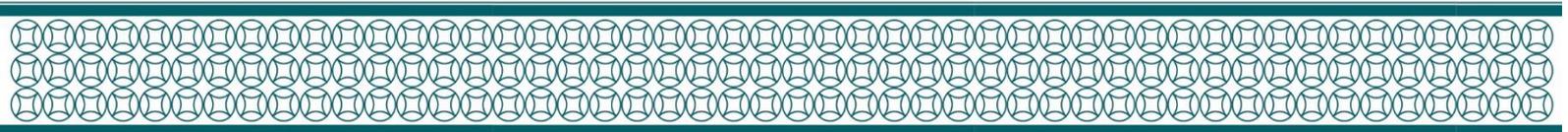
Inspection
Report of

Al Dhafra Private Schools - Abu Dhabi

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 | 13 |
| Performance Standard 3: Teaching and assessment | 14 |
| Performance Standard 4: Curriculum | 15 |
| Performance Standard 5: The Protection, care, guidance and support of students | 16 |
| Performance Standard 6: Leadership and management | 17 |



School Information

| School Profile | | | |
|---------------------|--|-------------------------|--|
| School Name: | Al Dhafra Private Schools – Abu Dhabi | | |
| School ID: | 17 | School phases: | KG, Primary, Middle and High |
| School Council**: | NA | | |
| School curriculum*: | American | Fee range and category* | AED24,000 to AED41,400, average to high. |
| Address: | ME09, Mohammed Bin Zayed City, Abu Dhabi | Email: | aldhafraad.pvt@adec.ac.ae |
| Telephone: | +971 (0) 26108 400 | Website: | www.dhafraschools.com |

| Staff Information | | | |
|-------------------------------|-----|------------------------|-----|
| Total number of teachers | 128 | Turnover rate | 15% |
| Number of teaching assistants | 29 | Teacher- student ratio | 11 |

| Students' Information | | | | |
|---------------------------------|------------------|-----------------------|--|--------------------|
| Total number of students | 1407 | Gender | KG-G4: Boys and Girls G5-12: Boys/Girls | |
| % of Emirati students | 53% | % of SEN students | 3% | |
| % of largest nationality groups | Egyptian 12% | Jordanian 9% | Syrian 5% | |
| % of students per phase | KG 23% | Primary 40% | Middle 21% | High 16% |

| Inspection Details | | | | |
|-----------------------------|-------|-----------------------------------|----|------------|
| Inspection dates | from: | 13/01/1440 | to | 16/01/1440 |
| | | 23/09/2018 | | 26/09/2018 |
| Number of lessons observed: | 127 | Number of joint lessons observed: | 25 | |

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school is in the last year of phasing out the British curriculum. Almost all students now follow the American curriculum.
- The overall performance of the school is good. School leaders have driven improvements and responded effectively to the recommendations of the last inspection. The school is now stronger in all areas. The full impact of improvements has yet to lead to very good outcomes across all phases.

| Performance Standard 1 | Students' Achievement | | |
|------------------------|--|---------------------------------|-----------|
| Judgment | Good | Change from previous inspection | No Change |
| Justifications | <ul style="list-style-type: none">• Students' achievement is good in all core subjects and is very good in other subjects across all the phases. It is very good overall in the high phase.• Students make very good progress in English in primary and high, improving their access to other English medium subjects.• Students with special educational needs (SEN) and the gifted and talented (G&T) make the same strong progress. The achievement of boys in the middle phase is less strong. | | |

| Performance Standard 2 | Students' personal and social development, and their innovation skills | | |
|------------------------|--|---------------------------------|-----------|
| Judgment | Very Good | Change from previous inspection | No Change |
| Justifications | <ul style="list-style-type: none">• Students' have respectful attitudes and behaviour and strong appreciation of Islamic values and UAE heritage.• Students show strong awareness of environmental issues.• Not all students have opportunities to improve their innovation skills in lessons. | | |

| Performance Standard 3 | Teaching and Assessment | | |
|------------------------|--|---------------------------------|-----------|
| Judgment | Good | Change from previous inspection | No Change |
| Justifications | <ul style="list-style-type: none">• Teaching is good from Kindergarten (KG) to middle and very good in the high phase because teachers have strong subject knowledge and know how students learn.• Teachers' interesting and engaging lessons help students make good progress overall.• Critical thinking and innovation skills are not always sufficiently promoted. | | |

| Performance Standard 4 | Curriculum | | |
|------------------------|--|---------------------------------|-----------|
| Judgment | Good | Change from previous inspection | No Change |
| Justifications | <ul style="list-style-type: none">• The school effectively delivers the American curriculum.• The school's moral education programme is well delivered and evaluated.• The curriculum is not always well modified in the middle phase. | | |



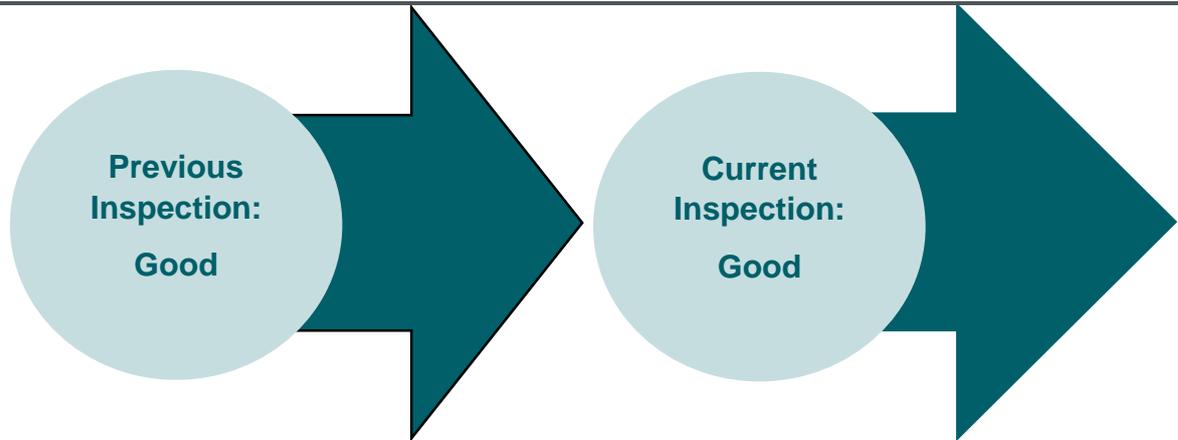
دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

| Performance Standard 5 | The protection, care, guidance and support of students | | |
|-------------------------------|---|--|-----------|
| Judgment | Very Good | Change from previous inspection | No Change |
| Justifications | <ul style="list-style-type: none">• The school places the highest priority on the health, safety and security of students.• SEN and G&T students are swiftly identified and well supported. A minority of boys in middle phase are not always well managed and supported.• Students in the high phase benefit from expert academic and careers guidance leading to 100% success in university admissions. | | |

| Performance Standard 6 | Leadership and management | | |
|-------------------------------|---|--|-----------|
| Judgment | Good | Change from previous inspection | No Change |
| Justifications | <ul style="list-style-type: none">• The vision and strategic direction of the principal and senior leaders, shared with all stakeholders, has resulted in improvement since the last inspection.• Leaders know their school very well and have well-focused goals for further improvement.• The newly broadened leadership team has yet to have an impact in raising standards in all phases of the school. | | |



Progress made since last inspection and capacity to improve



- Achievement in Arabic has improved in line with the recommendation from the last inspection. Attainment is now good and is very good in the high phase.
- As a result of improvements in teaching, learning skills have improved in Arabic and across the curriculum, particularly in the high phase. Teachers now deliver more effectively targeted support and challenge for students in KG, primary and high phases.
- Frequent, accurate assessment of students' progress, particularly the use of MAP testing, informs teachers' planning.
- The team of middle leaders, both academic and pastoral, has recently been enlarged. An effective middle leadership programme has supported leaders through observing peers, coaching and mentoring. This has led to improvements in teaching and learning that are yet to have a full impact on raising standards.
- The school's board of trustees now includes parents, staff and students and leads to improved communication. Trustees have yet to receive additional training in their roles.
- School leaders at all levels demonstrate a good capacity to improve. They have made significant progress in addressing the recommendations of the last inspection and maintaining a high level of school performance.



Provision for Reading



- The school has a small library for KG and Grade 1 with a wide range of high quality texts in both Arabic and English. Younger students enjoy reading in the library's comfortable and welcoming areas.
- Another library caters for the rest of the school. This is less well resourced, particularly for Arabic fiction or non-fiction texts. There is a limited range of contemporary English literature with little to appeal to boys in middle school. There is a wider range of teachers' resources. There are few facilities for research using technology in the library.
- The school's annual reading plan includes reading for comprehension in regular guided reading sessions in Grade 3 to 5. Daily phonics sessions take place in KG1 to Grade 2 to promote foundational reading skills. Students read their own choice of books at set times during the school week. Primary students also have one library lesson each week.
- Staff have received effective training in the teaching of reading to English as an Additional Language (EAL) learners. Similar Arabic language training has yet to be implemented. Effective additional assessment systems are in place to evaluate students' English, but not Arabic, guided reading.
- Reading has yet to be seen as a fully integrated activity across all subjects and areas of the school. Students in the middle and high phase have less support and encouragement to enjoy reading.



Key areas of strength and areas for improvements:

Key areas of strength

- The teaching, guidance, achievement and personal development of students in the high phase.
- Teachers' knowledge of their subjects and ability to convey it to their students.
- The health, safety and safeguarding of students.
- The identification and support of students with special educational needs and those who are gifted and talented.
- Leaders' commitment to the UAE vision, knowledge of the school, and accurate identification of key priorities.

Key areas for improvement

- Improve the provision and outcomes for a small minority of boys in the middle phase by:
 - teachers maintaining high expectations for the academic performance and personal development of all students
 - ensuring that teachers are trained in and implement consistent and effective behaviour management strategies
 - adapting the curriculum to ensure it is relevant to and engages younger teenage boys.
- Develop the schools' libraries as learning resource centres for all subjects by:
 - improving the range and quantity of Arabic and English resources available to students
 - ensuring that all students make more regular use of the facilities for research, lessons, meetings and events.
- Ensure the impact of leadership further improves achievement, teaching and innovation below the high phase by:
 - maintaining the focus of the recently extended leadership team and board of governors on continuing to raise attainment
 - identifying and sharing, across all subjects, the teaching practice that most effectively accelerates students' progress
 - curriculum planning that consistently promotes students' innovation skills and critical thinking in lessons through extended, creative and challenging project work
 - ensuring strong representation of the Arabic medium curriculum at all levels of leadership.



Performance Standard 1: Students' Achievement

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

*Relevant for Private schools only



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

| | |
|-------------------|---|
| Islamic Education | <ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall and is now very good in high.• Attainment is good overall and very good in high. In Grade 12, students' attainment in MoE examinations has consistently been very good. Internal assessment indicates very good to outstanding attainment in other phases however in lessons and students' work attainment is good.• The majority, including SEN students, make good progress due to teachers' emphasis on basic skills. In the high phase, progress is very good. Recitation skills are relatively less developed in the lower grades.• Students' learning skills are good overall and very good in the high. Students communicate knowledge well and can relate what they learn to the real world. Students' higher-level thinking skills are not always as well developed. |
| Arabic | <ul style="list-style-type: none">• Students' achievement in Arabic FL and Arabic SL is good and has improved since the last report.• Students' attainment in Arabic is good, overall. It is very good in the high phase. The majority in Arabic FL and the few students who take Arabic SL attainment in lessons and students' work is above curriculum standards. Grade 12 attainment in MoE examinations has been consistently outstanding. In lessons and students' work, attainment is good in reading, writing, speaking and listening. A small minority of boys' attainment in middle school is in line with curriculum expectations.• Students make good progress throughout the school. However, in middle phase, a small minority of boys are only meeting curriculum expectations because they are not given sufficient challenge and activities are not effectively adapted to suit their needs and interests. |
| Social Studies | <ul style="list-style-type: none">• Students' achievement in social studies is good.• The majority attain above curriculum expectations because of strong cross curricular links with other subjects.• Students' progress is good. It is consistent across grades and includes all groups of students. Students' work shows good progress in developing knowledge of the history and geography of the UAE.• Students' learning skills are good. They know how to use technology such as tablets to search for information and synthesize their own opinions. Students' do not demonstrate well developed innovation skills in lessons. |



| | |
|-------------|--|
| English | <ul style="list-style-type: none">• Students' achievement in English is good overall and has improved since the last report.• Students' attainment in English is good. The majority attain above curriculum standards. Weak results from Measures of Academic Progress (MAP) tests do not reflect the skills and understanding of additional language learners. The same tests show strong progress. The few British curriculum students achieved outstanding results in the 2017 IGCSE examinations but weak AS level results. Students' results for SAT1 were acceptable in 2018 and show strong improvement. Internal assessments show good attainment overall.• In lessons and current work, students' attainment is good in reading, writing, speaking and listening in KG and middle and very good in primary and high. A minority of boys' attainment in middle school is less strong and is in line with curriculum expectations as a result of them being less well engaged in their learning.• Children make good progress in KG, where they enter with little or no English. Students make very good progress in primary, supported by their strong learning skills. In the middle phase, girls continue to make strong progress but boys progress slows. In the high phase progress again accelerates and is very good for both boys and girls. |
| Mathematics | <ul style="list-style-type: none">• Students' achievement has improved since the last inspection and is now good.• Attainment is now good in primary and middle and very good in high. Attainment in KG continues to be good. Boys achieve less well, particularly in the middle phase. Attainment in the now phased out IGCSE and AS Level examinations was good overall. Students' results for SAT1 were very good in 2018 and show strong improvement over time.• Attainment results from MAP tests are weak but the same tests show strong progress. Students make good progress overall and very good progress in high phase.• The majority of students have a secure understanding of mathematical concepts and vocabulary which they apply in lessons but investigations and research are under-developed. Critical thinking and innovation skills are not well enough developed through mental maths, problem solving and extended reasoning below the high phase. |



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

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| Science | <ul style="list-style-type: none">• Students' achievement in science continues to be good overall and has improved since the last inspection to very good in KG and high.• Attainment is good overall. Results in IGCSE, and AS level show weak attainment overall in the high phase, and acceptable attainment in physics. Internal assessment indicates attainment ranging from acceptable to outstanding across phases.• From a low entry level knowledge of science in KG, children make good progress overall in developing proficiency in scientific language, supported by the holistic KG curriculum. Students across most phases develop a high-level understanding of scientific concepts and practical investigative skills through an inquiry-based learning approach. In middle, innovation and investigative skills are less well developed. Applied learning in-class is enriched by extra-curricular activities that extend student's critical thinking, and problem-solving skills. |
| Other subjects | <ul style="list-style-type: none">• Students' achievement in other subjects is very good. It is built on foundational knowledge acquired through the holistic early years' curriculum.• Students' art is of a high standard, both technically and in terms of originality and creativity, and they make strong progress in using a range of media. In physical education (PE) students develop water confidence and understand how exercise contributes to a healthy lifestyle. Students also make strong progress in the large majority of other subjects, demonstrating well-developed talents in music and design and technology. Occasionally, less able and more able students achieve less than they should because they are not fully supported and challenged. |
| Learning Skills | <ul style="list-style-type: none">• Students' learning skills are good overall and very good in the high phase. Students have positive attitudes to learning and take increasing responsibility for their work.• Students' interactions are strong in all phases. In the KG, children learn how to relate to others and are seen helping each other to learn. In the early grades they collaborate effectively. Students are very confident oral communicators in higher grades.• Students make clear connections between different subjects and relate these to their understanding of the world.• Students demonstrate strong innovation skills in the robotics club, and in work on the environment and recycling. In KG children show a strong development of curiosity. Students use technology well to aid research in upper grades; in lower grades and KG they use it adequately to support their learning through pictures and stories and songs. Students' own innovative projects and higher order thinking skills are yet to be fully developed through all phases. |



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

| Subjects | Relative Strengths | Areas of Improvements |
|--------------------------|--|---|
| Islamic Education | <ul style="list-style-type: none"> Students' progress in the majority of lessons. Students' achievement in the high phase. | <ul style="list-style-type: none"> Recitation in the lower grades. |
| Arabic | <ul style="list-style-type: none"> External examination results in the high phase. Improved attainment since the last inspection. | <ul style="list-style-type: none"> The attainment of a minority of boys in middle school. |
| Social Studies | <ul style="list-style-type: none"> The good achievement of all groups of students, including SEN students. Student's effective communication skills. | <ul style="list-style-type: none"> Students' innovation skills. |
| English | <ul style="list-style-type: none"> The progress students make as learners of English as an additional language, particularly in the primary and high phases. | <ul style="list-style-type: none"> Boys' reading skills in the middle phase. |
| Mathematics | <ul style="list-style-type: none"> Improvement in students' attainment in primary and middle and strong improvement in the high phase. Students' understanding of mathematical vocabulary. | <ul style="list-style-type: none"> Critical thinking and innovation skills below high phase. |
| Science | <ul style="list-style-type: none"> Achievement in high phase and KG. Students' understanding of concepts and investigative skills. | <ul style="list-style-type: none"> Development of enterprise and innovation skills. |
| Other subjects: | <ul style="list-style-type: none"> Students' improved achievement since the last inspection. | <ul style="list-style-type: none"> The achievement of more and less able students. |
| Learning skills | <ul style="list-style-type: none"> Students' collaboration, communication and application of learning to the real world. | <ul style="list-style-type: none"> Students innovation and higher-level thinking skills. |



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

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

- Students' personal and social development is very good. The development of their innovation skills is good. Students demonstrate positive attitudes to learning in their very good behaviour and strong relationships with staff and each other. This is not always the case for a small minority of boys in the middle phase.
- Students know how to keep themselves safe and healthy. They enjoy coming to school and are punctual. Attendance, at 97%, is very good.
- Assemblies provide opportunities for students to demonstrate and acquire a keen appreciation of Islamic values in UAE society. They show a high respect for the national anthem and for recitation of the Holy Qu'ran.
- Students' very good understanding and appreciation of different nationalities is evident in their regular participation in Model United Nations (MUN) and in their curiosity about world cultures.
- Students have many and varied links to the local and national community. They regularly help at a special school and have volunteered to be ambassadors for the 2019 Abu Dhabi Special Olympics World Summer Games.
- Innovation skills are inconsistent across phases and students do not frequently have the opportunity to demonstrate them in lessons. Students develop environmental awareness very well through projects based around agriculture and are respectful of their school environment.

Areas of Relative Strength:

- The respectful behaviour students show towards the whole school community and visitors.
- Students' strong appreciation and respect for Islamic values and UAE heritage.
- Students' awareness of environmental issues and projects.

Areas for Improvement:

- Inconsistent innovation opportunities for students, particularly in lessons.



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment is good. It is very good in the high phase. All teachers have very good subject knowledge. They plan interesting lessons which enhance students' engagement in learning. Teachers make very good use of time and resources and this helps students to become successful learners.
- Relationships between teachers and students are good. Teachers use questioning well to consolidate students' learning or to correct misconceptions. In the high phase questioning encourages students to think critically but this happens less in other phases.
- In most lessons, tasks are very well adapted to the needs of SEN and G&T students. Adaptation to meet the needs of other students, especially boys in the middle phase, is not always consistently challenging.
- Collaborative learning promotes students' learning skills well, particularly their communication skills. Students have good opportunities to apply their knowledge and skills to tasks in lessons but there are few opportunities for innovation and problem solving linked to real life situations.
- The school has a coherent system of internal and external assessments. Students' achievement, especially that of older students, is benchmarked effectively against national and international data. The progress of all students is tracked rigorously over time. Data from assessment is used well to improve curriculum planning and teaching, for example through the introduction of on-line resources. The majority of students have regular feedback, challenge and support and can assess their own learning.

Areas of Relative Strength:

- Teachers' subject knowledge.
- Teachers plan interesting and engaging lessons which help students to make progress.

Areas for Improvement:

- Challenge for boys in the middle phase.
- Opportunities to develop critical thinking and innovation in lessons.



Performance Standard 4: Curriculum

| Indicators: | KG | Primary | Middle | High |
|--|------|---------|--------|-----------|
| Curriculum design and implementation | Good | Good | Good | Very Good |
| Curriculum adaptation | Good | Good | Good | Very Good |
| <ul style="list-style-type: none">• The overall quality of the curriculum is good. It is very good in the high phase. The curriculum is very well aligned to the UAE national vision.• The school continues to give strong support to the very few students in Grade 12 who follow the phased out British curriculum. The American curriculum has a clear rationale, aligned to the Common Core State Standards. It is under continuous review and provides students in all phases with a balance of knowledge, skills and understanding. It is modified very well for SEN and G&T students. Modification is less well developed for students in the middle phase, particularly boys.• The curriculum provides a good foundation for students in KG, preparing them well for the primary phase and transitions are well handled between all phases. The school offers a range of curricular and extra-curricular choices. It provides students in the high phase with a wide choice of elective courses and expert support in their decisions about university destinations. Participation in extra-curricular activities in the middle phase is less strong. Activities and events support innovation but this has yet to be fully embedded in lessons below the high phase. Cross-curricular links with UAE culture and traditions are particularly strong.• The moral education programme is well implemented in discrete lessons throughout the school. The school has developed innovative project assessment to measure its impact, which can be seen sustaining students' very good attitudes and relationships. | | | | |
| Areas of Relative Strength: | | | | |
| <ul style="list-style-type: none">• Provision and evaluation of the moral education programme.• Cross-curricular links with UAE culture and traditions. | | | | |
| Areas for Improvement: | | | | |
| <ul style="list-style-type: none">• Embedding opportunities for innovation fully in lessons.• Modification of the curriculum in the middle phase. | | | | |



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 | Very Good |
| Care and support | Very Good | Very Good | Very Good | Very Good |

- The quality of protection, care, guidance and support for students is very good.
- The school's rigorous procedures for safeguarding are outstanding. All students, staff and parents are fully aware of the Child Protection Policy.
- The school's outstanding adherence to health and safety regulations is evident in the highly effective levels of supervision at all times, including dismissal procedures. Students' health is monitored very closely, with detailed records on every student. Follow up on chronic and acute cases is swift and thorough. The promotion of healthy food and healthy living is built into daily life.
- The friendly, very well-maintained learning environment meets the needs of all students, including SEN students.
- Attendance and punctuality are very good. Staff-student relationships are very good in KG and primary, very good in the girls' section and outstanding in high school. Systems and procedures for managing behaviour are very effective in the lower grades, the girls' section and high school. Relationships and the behaviour management of a minority of boys in the middle school are not always as strong or as effective.
- The school's further improved systems to identify and support SEN and G&T students are highly effective. Individualised, well-monitored programmes are in place to ensure the needs of SEN and G&T students are met.
- All students' well-being and personal development are efficiently monitored. The school offers expert, personalised advice and guidance of the highest quality about career choices and higher education pathways which leads to a 100% success rate in university admissions.

Areas of Relative Strength:

- The health, safety and safeguarding of the students.
- The identification and support of SEN and G&T students.
- Academic and careers guidance and support for high school students.

Areas for Improvement:

- The behaviour management of a minority of boys in the middle school.



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Very Good

Partnerships with parents and the community

Good

*** Governance**

Good

Management, staffing, facilities and resources

Very Good

- The overall quality of leadership and management is good. Senior leaders have consolidated good performance and made improvements. Educational leadership is good. The very good vision and direction of the new distributed leadership has helped share aspirational goals with all stakeholders and is highly committed to the UAE national priorities. Senior leaders show secure knowledge of the American curriculum but have less expertise in the Arabic medium curriculum. Very good relationships and communication have led to a strong learning culture, with the exception of aspects of the middle boys section. Leaders have ensured high standards of students' personal development throughout the school and of achievement in the high phase. The newly broadened leadership team's capacity to improve is good, although their full impact is yet to be established.
- Self-evaluation and improvement planning are very good. The school's self-evaluation form (SEF) is accurate and well evidenced and links closely to the school development plan (SDP). The Arabic medium curriculum is not always rigorously evaluated. In depth monitoring and evaluation of teaching and learning allows leaders to plan effective improvement of teachers' performance.
- Partnership with parents and the community is good and parents are more included in school decision making. This has yet to make a highly positive contribution to raising standards. Communication with parents is good and reporting of students' achievement is very good. Partnerships with local and national institutions include volunteering at a local special school and a scholarship programme with the University of Sharjah. There are fewer regular international partnerships.
- Governance is good. Greater stakeholder representation for parents, staff and students means governors are more knowledgeable about the school. Governors' increased influence on the school's performance has yet to impact on students' outcomes.
- Management, staffing, and facilities are very good. In a calm, orderly and friendly school, well-qualified and deployed staff are strongly supported with appropriate training. The premises provide high quality facilities that promote healthy lifestyles. Resources are generally relevant but the senior library lacks the facilities to promote learning effectively.
- Leaders ensure the school positively promotes the UAE in international assessment. Grades 4 and 8 follow the TIMSS 'Question a Day' initiative for mathematics and science, using their electronic tablets. Students' performance was above the Abu Dhabi minimum benchmark in the 2017-18 PISA mock examination. Modification of internal assessments in middle and high phases has included PISA style questions. The number of higher attaining students receiving specific IELTS coaching sessions has increased since the last inspection.

Areas of Relative Strength:

- The clear vision and strategic direction set by the principal and senior leaders.
- Processes for school self-evaluation and improvement planning.
- Management of the day-to-day running of the school and deployment of well-qualified staff.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement:

- The further impact of leadership on achievement, teaching and innovation below the high phase, particularly in Arabic medium subjects.
- The development of library facilities and resources.

*Relevant for Private schools only