



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

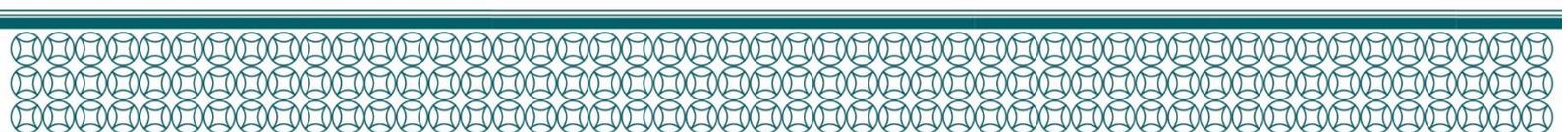
Inspection
Report of

ABC Private School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	ABC Private School		
School ID:	9273	School phases:	KG to High
School Council: **	n/a		
School curriculum: *	British	Fee range and category*	17,500 – 23,300AED Low to Medium
Address:	Al Shamkha City Abu Dhabi		
	Telephone:	+971 (0) 2 4445800	Website:

Staff Information			
Total number of teachers	82	Turnover rate	41%
Number of teaching assistants	5	Teacher-student ratio	1: 20

Students' Information				
Total number of students	1642	Gender	Boys and girls	
% of Emirati students	28%	% of SEN students	0%	
% of largest nationality groups	Egyptian 35%	Jordanian 13%	Syrian 8%	
% of students per phase	KG	Primary	Middle	High
	23%	45%	21%	11%

Inspection Details				
Inspection date:	from	<u>07/05/1440</u>	to:	<u>10/05/1440</u>
		13/01/2019		16/01/2019
Number of lessons observed:	123	Number of joint lessons observed:	12	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school population has grown and more than doubled in size since the last inspection. The school now provides a secondary phase and offers iGCSE, AS and A-level courses which will be examined in 2019 and 2020. This has meant a large increase in the teaching staff. The principal was appointed shortly before the previous inspection, since when the senior leadership team has changed and expanded.
- The overall effectiveness of the school remains acceptable. Achievement has improved in Arabic and Science but not in all phases of the school. Teaching is at least acceptable with a minority being good in the core subject areas. In lessons students are keen and are interested in learning. The curriculum follows the English National Curriculum and is adequately adapted to meet the needs of most students, although the most and least able are not always sufficiently challenged or supported. Leadership is effective and has strengthened the school, especially in improving students' behaviour and in ensuring that the procedures to ensure the welfare and safety of the students are robust.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Achievement is acceptable overall as attainment, progress and learning skills are acceptable in most subjects across each phase of the school.• Attainment and progress have improved to good in Arabic as a first language in KG, Islamic Education in the middle phase and science in the middle and secondary phases. Students learning skills across the school are acceptable. Students engage in learning and collaborate well, but their innovation and creativity are underdeveloped.• The most- and least-able students are not sufficiently challenged to make the progress they could in lessons.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Students are willing learners. Their relationships with each other and school staff are respectful and friendly.• Attendance to school is very high and punctuality to school and lessons is very good.• Students have few opportunities to using learning technologies in lessons or to be innovative and creative in their work.		

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



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Justifications	<ul style="list-style-type: none"> Teachers' subject knowledge is secure. Teachers' planning is detailed and promotes adequate learning for most students. Teachers do not use assessment information well enough to precisely match learning tasks to the abilities of all students.
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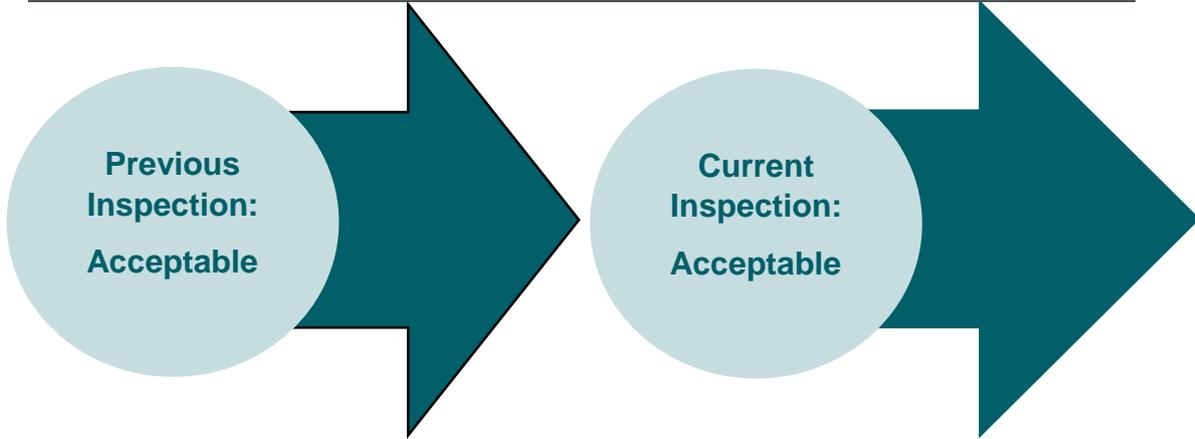
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The curriculum provision has improved and is now more broad and balanced with a wider range of artistic and sporting activities offered to the students. The curriculum is balanced and prepares students adequately for their next stages in education and for life after school. Moral education has a positive impact on students' values in all phases. Links to Emirati culture and society are well established. The curriculum is not fully adapted to the needs of all groups of students. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The systems to ensure students come to school regularly and on time are very successful. The care and support in school has been given a high priority by school leaders and ensures all students are safe and well looked after. The procedures to identify and support students with special educational needs (SEN) and those who are gifted and talented (G&T) are not sufficiently effective. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The school's ethos and environment has improved significantly due to effective leadership and management. The school leaders are accurate in their self-evaluation and this supports improvement. Parents value the guidance the school provides about their children and the systems for sharing this information. The Board of Trustees is not sufficiently well-informed about student achievement to assess how well the school is performing. 		



Progress made since last inspection and capacity to improve



- The school has moved forwards and has made progress in addressing many of the issues identified at the time of the last inspection.
- Students' achievement has improved and is good in Arabic in KG, acceptable in English in all phases and good in the middle and secondary phases in science due to more effective teaching. In nearly all non-core subject areas across the school achievement and teaching is acceptable. The school has recently introduced music into the curriculum but students' achievement in this area is weak.
- Most lessons motivate and interest the students. Learning activities however do not always enable students to be active in their own learning. Opportunities for students to take a lead in their learning and be creative and innovative are limited.
- Teachers mark students' work but do not provide clear feedback that would help them develop their work further. In lessons teachers do provide clear guidance that helps students learn.
- The system to track and monitor student progress is currently being upgraded. Teachers have information that identifies different ability groups in their classes but do not use this information as fully as they could. Consequently, tasks tend to be general rather than precisely matched to the different needs of all the students.
- School leaders are rigorous in their review of external standardised tests to benchmark the performance of the students against other school nationally and internationally.
- The systems to identify SEN and G&T students remain underdeveloped.
- Middle leaders are involved in the monitoring of the quality of teaching and learning, although their impact is inconsistent. They have undertaken reviews of the curriculum to ensure it adequately meets the needs of different groups of learners.
- The school works closely with parents to provide up to date information on the students' work.
- School leaders have improved school performance in several key areas. Overall, their capacity to improve the school is good.



Provision for Reading



- There are three libraries, one located in the primary school and two shared by middle and secondary phases. All can accommodate a class. All are understocked with a limited range of fiction and non-fiction texts in English and significantly less in Arabic. None have computer access to facilitate research.
- The librarians are not trained and do not teach library skills; they manage the stock. In middle and high school an informal book exchange system is encouraged. However, there is no procedure in place for students to borrow books. Classrooms do not have their own libraries.
- Students visit the library weekly in English and Arabic timetabled lessons and usually read privately or to the teacher. Activities to develop students' comprehension skills are included in lessons with a particular focus on vocabulary development.
- A new school-wide guided reading programme is being implemented in English. A complete set of books from a recognised guided reading scheme is available in the primary library.
- Teachers have not received targeted professional development to facilitate their understanding of teaching reading skills. There is no school wide plan to raise the standard of reading across different subjects.
- Reading in English and Arabic is assessed for fluency, intonation and understanding of punctuation and forms part of termly continuous assessment data. There are limited opportunities for students to read in Arabic and English in other subjects. There are no extra-curricular activities to promote reading but older students regularly make presentations on recently read novels in English lessons.



Key areas of strength and areas for improvements:

Key areas of strength

- Improved attainment in Arabic as a first language in KG, Islamic Education in the middle phase and science in the middle and secondary phases.
- Students' behaviour and attitudes to learning.
- Students' attendance.
- The safeguarding of students and the care they receive in school.
- The school's communication systems with parents.

Key areas for improvement

- Continue to raise achievement in all areas across the school by:
 - improving students' skills in reading in Arabic and English
 - increasing the frequency that students can take a lead and be active in their own learning
 - providing more opportunities for students to be more innovative and creative in problem solving in their work
 - improving the opportunities students have to review and improve their own work
 - enabling students more frequent of learning technologies in lessons
 - ensuring students are exposed to a wider range of musical styles and opportunities to make their own music.
- Further improve the quality of teaching and learning by:
 - ensuring teachers understand how to review student progress data effectively
 - teachers planning activities that are precisely matched to the needs and abilities of all groups of learners using this information.
- Ensure that students with special educational needs and those who are gifted and talented are identified quickly and effectively supported:
 - ensuring the school has robust procedures to identify students who may have special educational needs
 - teachers' utilise students' individual action plans when preparing lessons.
- Continue to develop the expertise of the middle leaders by:
 - providing extended training to:
 - develop their skills in monitoring and reviewing the quality of teaching and the achievement of groups
 - ensure reading is improved across the school.
- Ensure that the Board of Trustees can better monitor all aspects of the work of the school by:
 - building the capacity within the Board to analyse the progress different groups of students are making in across all subject areas
 - implementing an independent process of review to assess the academic progress students make in school. .



Performance Standard 1: Students' Achievement

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

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable.• Most students attain levels of knowledge and understanding that is in line with curriculum standards. Internal assessment shows that students' attainment is very good. Overall their attainment in lessons is acceptable overall.• Most students make acceptable progress adequately understanding key Islamic concepts which they can relate to their real lives.• Students have difficulty in understanding new vocabulary in suras. The most-able students do not make enough progress because they lack challenge.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic overall is acceptable.• Students' attainment is good in KG and acceptable in other phases in lessons. Most students' attainment is in line with curriculum standards with adequate skills in listening and writing. Reading for comprehension is acceptable. Older students find picking out ideas from a story difficult. Most students have underdeveloped skills in speaking standard Arabic.• Students make acceptable progress overall but progress is good in KG due to their work generally being appropriately pitched at their ability levels. The most-able and the least-able students do not always make enough progress because they are not given sufficiently challenging or complex tasks that extend their learning.• The achievement of the very small number of students studying Arabic as a second language is acceptable. Their attainment and progress are both in line with curriculum expectations.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable.• Students' attainment is acceptable. Internal assessments indicate outstanding attainment. In lessons and written work attainment is acceptable because most students attain levels in line with the curriculum standards.• Students' progress is acceptable. Most students are able to discuss the different geographic features of the UAE and their impacts on their daily life. In the middle phase, students can discuss the reasons of the rise in population and the links to countries policies.• In all grades more able students are not given sufficiently challenging tasks to extend their understanding and this restricts their progress. Research into social issues is limited by a lack of use of learning technology.



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English	<ul style="list-style-type: none">• Students' achievement is acceptable with improving attainment in KG, primary and middle phase of the school.• Internal school assessments indicate attainment is very good. In lessons it is observed to be acceptable overall and for most students in line with curriculum standards.• Students make acceptable progress because they develop phonic knowledge and reading comprehension skills. Students' range of vocabulary is adequately being developed so they confidently use English orally across all phases. By secondary phase most can discuss topics in groups with greater depth and use appropriate language to justify their arguments. Students' extended writing skills are not as well developed. Most students' longer pieces of writing are not very imaginative or creative.• There is no discernible difference in the progress made by different groups of students.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is overall acceptable.• Lesson observations and students' work indicate that overall attainment is in line with curriculum standards for most students. Students' attainment is acceptable. They are able to competently use the main mathematical operations to solve questions.• Overall the progress students make against their starting points is acceptable. This is linked to the quality and effectiveness of teaching in all phases, and variations are reflected in the inconsistent progress the most-able make.• Students enjoy working in groups but limited practical activities do not enable students to be investigative and to work in innovative ways to apply mathematical ideas.
Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable• Attainment in internal assessment tests is high in the primary section but generally less secure in the middle phase. Initial assessments of students who have joined the high phase this year show attainment is at least acceptable. In lessons the attainment seen by students in the high and middle phases is good. In the other phases attainment in lessons is acceptable.• Students make good progress in lessons in the high and middle phases of the school because of the more secure teaching. Most students develop a sound understanding of scientific ideas and can apply them to the real world. Students have limited chances to carry out practical activities, as a result, their investigative skills are less developed.• Activities in lessons do not always enable students to be active learners in practical lessons.



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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall and most students achieve in line with curriculum expectations. In music, students' achievement is weak and only a minority achieve in line with expectations. Students have limited understanding of different types of music.• In ICT, students understand and can explain subject-specific terminology at an appropriate level. In computer science, younger students can understand basic programming to operate simple robots.• Students of PE have good practical skills, showing stamina and agility in indoor and outdoor activities. Students can lead warm-up sessions, demonstrating exercises to their classmates.• Students of art in secondary understand symmetry and proportion and use this in portrait drawing. Younger students are less creative or imaginative in their work.
Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. Students engage well with their learning tasks. When given the opportunity they can collaborate on tasks effectively.• In the best lessons students can make clear links between their work and the real world. This is not consistent in all subjects.• Students' critical thinking and problem-solving skills are not developed effectively in lessons. They are not sufficiently innovative and creative in their work. The use of learning technologies in lessons is infrequent.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Understanding of Islamic concepts. Application of Islamic values to real life. 	<ul style="list-style-type: none"> Explaining the new vocabulary in short suras. Progress of the most-able students.
Arabic	<ul style="list-style-type: none"> Improving listening and writing skills. Older students' skills in extracting the main ideas out from a poem or a story. 	<ul style="list-style-type: none"> Extended speech in standard Arabic Progress in lessons of less able and most-able groups of students.
Social Studies	<ul style="list-style-type: none"> Understanding of UAE contribution to the world. Linking concepts with students' own experiences in the UAE. 	<ul style="list-style-type: none"> Progress of more able students in lessons. Innovative use of learning technologies to extend and research social issues.
English	<ul style="list-style-type: none"> Vocabulary development via grade specific weekly spelling lists. 	<ul style="list-style-type: none"> Extended writing skills for a variety of audiences and purposes. Creativity and imagination when writing.
Mathematics	<ul style="list-style-type: none"> Understanding of the main mathematical operations. Collaborative work to solve mathematical problems 	<ul style="list-style-type: none"> Inconsistent progress of the most-able in lessons. Limited practical activities to apply mathematics.
Science	<ul style="list-style-type: none"> Good achievement of students in lessons in the middle and secondary phases of the school. Ability to link scientific ideas with familiar situations in the real world. 	<ul style="list-style-type: none"> Opportunities for individual students to carry out practical tasks. Students' development of investigative skills
Other subjects:	<ul style="list-style-type: none"> Knowledge of key concepts and subject-specific terminology in computer science. Collaborative skills in leading warm-up activities in physical education lessons. 	<ul style="list-style-type: none"> Students' limited ability to evaluate their work in art. In music students have a limited range of genres to enjoy.
Learning skills	<ul style="list-style-type: none"> Engagement in lessons and a willingness to learn Collaboration skills in group work. 	<ul style="list-style-type: none"> Innovation and creativity in approaches to tasks. Use of learning technologies.



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	Acceptable	Acceptable	Acceptable	Acceptable

- Students' personal and social development is good and their innovation skills are acceptable.
- Students display positive and responsible attitudes toward each other and with staff. Students have positive attitudes to their studies. Most students behave well, although some off-task misbehaviour occurs occasionally where students are not well supported or challenged.
- Students' adoption of healthy lifestyles is good but a few students sometimes do not follow the rules and they eat unhealthy food.
- The latest attendance figures indicate that the attendance percentage is 96% which is very good.
- Students demonstrate a clear understanding of Islamic values. They respect the heritage and culture of the UAE and show this through their good behaviour and caring manner. Students demonstrate an adequate respect but only a basic knowledge about other cultures.
- Students care for their school and keep the school environment clean and tidy. Opportunities as yet for students to take on leadership and volunteering roles within school are limited. Grade 12 do support younger students in their classes. Students take part in national and local events including charity activities such as 'Pink Day' to raise funds and awareness for cancer charities.
- In lessons, students across the school are able to successfully discuss ideas and work in groups. They do not though take the initiative in their learning and do not evaluate their own work as a matter of routine. They are not innovative in the way they tackle learning activities.

Areas of Relative Strength:

- The respectful and friendly relationships between students and the school staff.
- Student's attendance and punctuality.

Areas for Improvement:

- Student's higher level skills in self and peer evaluation.
- Opportunities for students to be innovative and creative in their work, and to take leadership roles in school
- Students' awareness of other world cultures.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Overall, the quality of teaching and assessment is acceptable.
- Teachers in all subjects and phases have secure subject knowledge and plan lessons using an agreed school format. Teaching is more effective in Arabic in KG and in science in the middle and high phases of the school. Here teachers are more effective in planning activities at the right level that engage and challenge all groups of students. While planning includes differentiation, most teachers are not demonstrating this consistently in lessons. In KG and primary the learning environment is stimulating; it is less effective in middle and high.
- Most questioning is closed resulting in students offering short responses and a lack of development of extended thinking skills. Students respond positively when asked to justify their answers. Limited use of available learning resources results in lessons being largely textbook or worksheet based. Too many lessons are front-led by the teacher so students do not develop their critical thinking, problem-solving and independent learning skills.
Teachers use different strategies to meet the needs of most groups. However, students with lower- and higher-ability needs do not receive the support and challenge required to enable them to reach their potential. There is insufficient provision in lessons and extracurricular activities for students to develop their research, innovation and enterprise skills and to use learning technologies.
- Assessment procedures are consistent and systematic in all subjects. CAT4 data enables national comparison. Assessment data is collated and analysed by class teachers. This is newly introduced and is not yet used effectively to inform and adapt planning to meet the needs of groups, particularly the less and more able.
- Marking does not consistently provide students with the next steps to improve their learning. Students are not yet routinely involved in self or peer assessment.

Areas of Relative Strength:

- Teachers' secure subject knowledge.
- Consistent approach to lesson planning in all phases.

Areas for Improvement:

- Teachers' effective use of data to plan activities that meet the needs of all groups of students.
- Opportunities for critical thinking, problem-solving and innovation in lessons.
- Students' higher level skills in self-and peer- assessment.



Performance Standard 4: Curriculum

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

- Overall, curriculum design, implementation and adaptation are acceptable. It now provides a wider range of artistic and sporting activities. It is better but still not fully adapted to meet the needs of all student groups.
- The school follows the English National Curriculum. It fulfils statutory requirements and provides a balanced curriculum which meets the needs of most students. However, the emphasis is on the acquisition of knowledge, rather than the development of critical thinking and independent learning.
- The transition between stages of school life and beyond is well managed. Students currently have a limited curricular choice, especially in the high phase, although additional subject options have been introduced. Students make some links between areas of learning, but cross-curricular links are not well established as yet.
- There are periodic curriculum reviews and modifications. However, adaptations made by teachers to meet the needs of students with special educational needs and the gifted and talented are not systematically planned. Consequently, not all students are always fully challenged or supported.
- Opportunities for students to develop innovative and creative ways of working are limited, and the curriculum is largely functional and based around textbooks. Extra-curricular activities, especially in the high phase, do enable students to demonstrate initiative and creativity.
- Activities are well linked to Emirati culture and the UAE's heritage, often through teaching and extra-curricular events and activities. Subject specific links to the real world and the students' own experiences are good.
- Moral education is delivered through stand-alone lessons for all year groups. Teaching strategies emphasise the relevance of moral education to students' own lives. Older students relate what they learn to the wider world. Within the school, students reflect what they learn in their behaviour, which is generally respectful and courteous.

Areas of Relative Strength:

- Arrangements for progression through the school and beyond, especially at the end of KG and in the newly-established high phase ('secondary section').
- Links with UAE society and Emirati culture.

Areas for Improvement:

- Modifications to the curriculum to meet the needs of all students, particularly the less able and those who are gifted and talented.
- Limited scope for students to develop independent critical thinking skills.



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	Acceptable	Acceptable	Acceptable	Acceptable

- Overall, the quality of protection, care, guidance and support of students is good. The protection and safeguarding of students is good, and their care and support is acceptable.
- The school is a safe environment for students and staff. Effective safeguarding arrangements are based on well-implemented policies and procedures for behaviour, fire safety and security. These are known to staff, students and parents.
- A large staff effectively maintains the cleanliness and good order of the school premises. Supervision of students is well managed. Arrangements for the arrival and dismissal of students ensure they are safe.
- The school promotes healthy life styles, in PE lessons and through corridor displays. The school clinic is hygienic and school nurses provide good quality of care and provide guidance on healthy choices.
- Relationships between staff and students are respectful and friendly which promotes good behaviour in class and around school. The school has effective systems to manage very good attendance and punctuality to school.
- Procedures for identifying and supporting SEN students and G&T students, although in place, are underdeveloped and are not rigorous. The school has only recently appointed effective specialized SEN expertise to develop and share individual education plans. In most lessons support provided for SEN students, those less able and G&T students is only adequate at best.
- There is adequate guidance to older students to help them make decisions about further education and this is being developed as the high phase of the school and links with universities grow.

Areas of Relative Strength:

- Procedures to promote attendance and punctuality
- The level of care shown to all students in the school to ensure they are safe and well looked after.

Areas for Improvement:

- Identification of and support for students with special educational needs and those who are gifted and talented.
- Further development of advice and guidance on careers and further education to students in the high phase.



Performance Standard 6: Leadership and management

Indicators:

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

- Leadership and management are good. The senior and middle leaders currently in post continue to build on the effective work done to improve the school since the last inspection by the previous senior team. There is a continuing commitment to school improvement and to achieving the UAE national goals for education.
- The self-evaluation form (SEF) clearly identifies the strengths and aspects the school needs to continue to improve. The school development plan (SDP) is based on these improvement points with SMART targets that clearly identify steps to success for this academic year. Middle leaders continue to develop their expertise in monitoring student progress and the quality of teaching. The effectiveness of their work is still inconsistent across the school.
- Parents are well engaged in the life of the school. Homework planners identify the students' work for the week so parents can support their child's learning at home. The school is involved in a small range of activities supporting local and national events, but has limited wider international links.
- The Board of Trustees supports the school with financial and business expertise. It does not however review students' achievement to assess the effectiveness of the school.
- The school runs smoothly on a day-to-day basis. Classrooms are clean and providing appropriate learning environments. Modern learning technologies have still to be integrated into lessons.
- Leaders recognise the importance of benchmarking students' achievement against that of others both nationally and internationally. They are preparing students for the Trends in International Mathematics and Science Study (TIMSS) in 2019 through the 'Question-a-Day' programme.

Areas of Relative Strength:

- Effective senior leadership to effect improvement.
- Accuracy in self-evaluation to inform school improvement planning.

Areas for Improvement:

- The ability of the Board of Trustees to review student achievement.
- Further develop the skills middle leaders have in monitoring the quality of teaching and learning and student progress.
- Integration of learning technologies in to classroom activities.
- Development of partnerships for students to take part in activities to develop their wider awareness of other world cultures.

*Relevant for Private schools only