



INSPECTION SYSTEM

School Performance Report

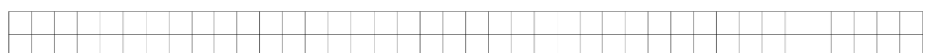
Combined Internal and External Evaluations

Al Basma British School

The overall performance of this school is Very Good .



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Basic information about school inspections

School inspections are structured around six Performance Standards:

- 1. Students’ achievement;
- 2. Students’ personal and social development, and their innovation skills;
- 3. Teaching and assessment;
- 4. Curriculum;
- 5. The protection, care, guidance and support of students; and
- 6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)



INSPECTION SYSTEM

Basic information about the school

Name: Al Basma British School

I.D. number: 9322

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: British

Fee category: High

Location: 12, Al Houri St, Al Bahyah, Abu Dhabi
25011

Web address: <http://www.albasmaschool.ae>

E-mail address: 9322@adek.gov.ae

Telephone: 025623454

Number of teachers: 118

Teachers' assistants: 23

Teachers' nationalities: United Kingdom (UK)

Number of students: 1511

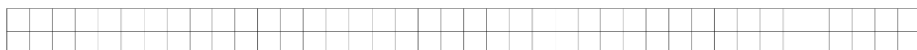
Teacher to student ratio: 1:12

Students' nationalities: UAE)

Proportion of Emirati students: 50.56

Proportion of students of determination: 5.23

Dates of inspection: 28-Feb-2022 to 03-Mar-2022

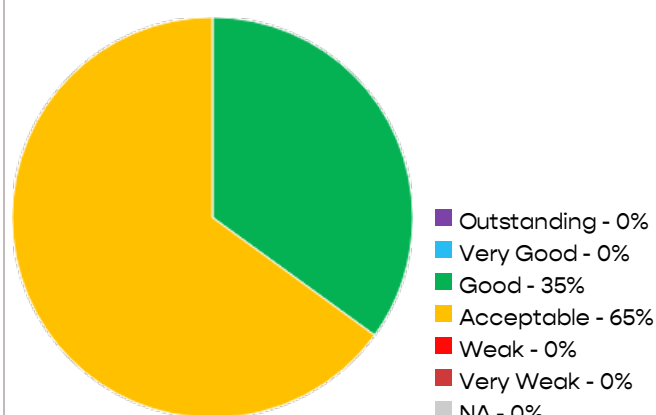




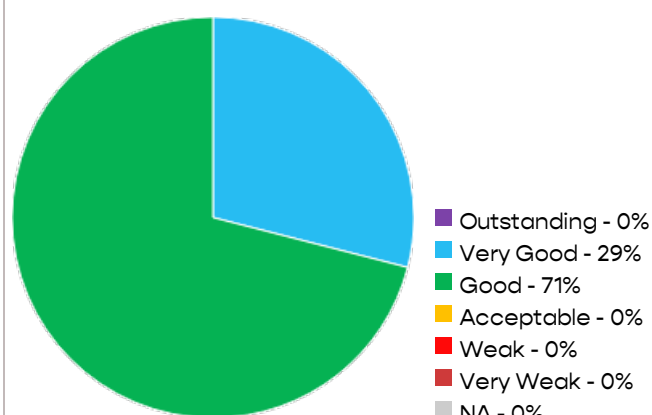
INSPECTION SYSTEM

The overall performance history of this school:

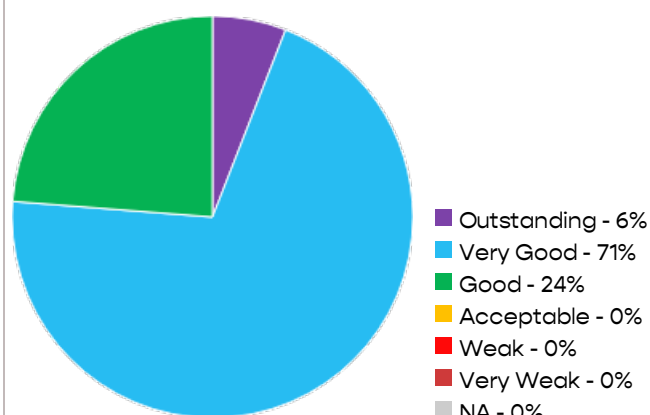
2014-2015



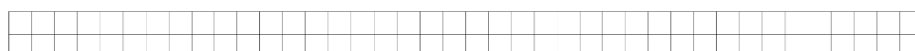
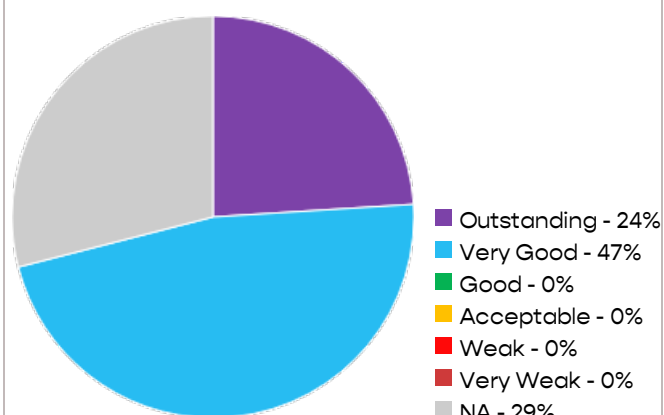
2016-2017



2018-2019



2021-2022



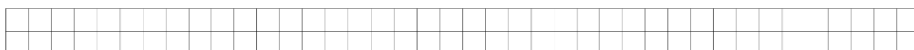


INSPECTION SYSTEM

Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Not Applicable *	Good *	Good	Very Good *
1.1 Students' attainment in Arabic First Language	Good	Good	Good *	Good
1.1 Students' attainment in Arabic Second Language	Not Applicable *	Good	Good	Good
1.1 Students' attainment in Social Studies	Not Applicable *	Good *	Very Good	Not Applicable
1.1 Students' attainment in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in English	Good	Very Good	Very Good	Outstanding
1.1 Students' attainment in Mathematics	Good	Very Good	Very Good *	Very Good
1.1 Students' attainment in Sciences	Good	Very Good	Very Good	Very Good
1.2 Students' progress in Islamic Education	Not Applicable *	Good *	Good	Good *
1.2 Students' progress in Arabic First Language	Good	Good	Good *	Good
1.2 Students' progress in Arabic Second Language	Not Applicable *	Good	Good	Good
1.2 Students' progress in Social Studies	Not Applicable *	Very Good	Very Good	Not Applicable
1.2 Students' progress in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in English	Very Good	Very Good	Very Good	Outstanding
1.2 Students' progress in Mathematics	Very Good	Very Good	Very Good *	Very Good
1.2 Students' progress in Sciences	Very Good	Very Good	Very Good	Very Good *
1.3 Students' Learning skills	Very Good	Very Good	Very Good *	Very Good



PS2: Students' personal and social development

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.3 Social responsibility & innovation	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Very Good	Very Good	Very Good	Very Good
3.2 Assessment	Very Good	Very Good	Very Good	Very Good

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
4.2 Curriculum adaptation	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *

INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care & support	Very Good *	Very Good *	Very Good *	Very Good *

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Outstanding
6.2 Self evaluation & improvement	Outstanding
6.3 Partnerships with parents	Very Good
6.4 Governance	Very Good
6.5 Management	Outstanding
Overall Judgement	Very Good



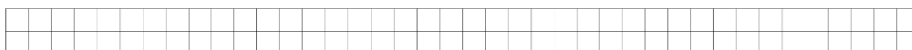
INSPECTION SYSTEM

Changes since the previous inspection

Since the previous inspection, the school has made very good progress in addressing most of the recommendations noted in the last inspection report. The school has improved students' achievement in the Arabic medium subjects from acceptable to good overall, in English from very good to outstanding in phase 4, and in mathematics and science to consistently very good overall. In social studies, achievement is now very good in phase 3 and it is very good overall in the phases taught in the school. In Arabic medium subjects, teachers generally model the use of accurate and precise Standard Arabic in lessons and discussions, except in phase 4, where few students do not always use Standard Arabic while speaking. Students have very good opportunities to use learning technologies in lessons and during remote learning. Innovation is very well embedded in the curriculum and students have excellent opportunities to be creative as seen in their engagement in art, music, drama, Stem work and the drome of artificial intelligence activities. Students take a very active part in enterprise, for example, to raise funds to help families that are affected by COVID-19, to learn about money value, budgeting and entrepreneurship through the 'Money Match' program devised and delivered by senior students. Students have many opportunities to research and to share their ideas with others. However, the use of research is not fully embedded in social studies. The school has strengthened the effectiveness of the middle leaders. Senior leaders have upskilled most of the middle leaders in the school and have provided them with training to help them improve their knowledge of the subjects taught. There are opportunities for Arabic and English-medium middle leaders to share best practice in teaching, learning and assessment. For example, in FS2, teachers of Arabic and English translate some of the children's favorite books to help children develop their reading and comprehension skills in both languages. The senior leaders have acknowledged that there is more work to do to further improve the middle leadership team role in monitoring their subjects. The senior leaders use external benchmarking to measure the school's performance and use such data to compare with internal assessments to help set targets for improvement. Overall, the school's capacity to improve is outstanding.

Provision for reading

The library is very well stocked with a wide range of books for all age groups. There are levelled guided reading books in both Arabic and English. The school also has a range of reading books for the clusters across the school. For example, Year 4 and 5 students have an allocated book area on their floors, where they can read at their own leisure and at age-appropriate levels. The school promotes the love of reading and for information and pleasure across the school. Older students use the library for research and to read independently. The school staff use the library regularly to support students' reading and comprehension skills. For example, in phase 1, students receive at least one reading session in English per week in addition to daily reading opportunities in the classrooms. The school translates students' favorite stories from English into Arabic so that students develop similar reading and comprehension skills in both languages. In phase 2, students receive a minimum of four guided reading sessions in English per week, and teachers assess their reading weekly. In Arabic, students have one guided reading session per week. Their reading is assessed every fortnight. Teachers of phases 1 and 2 have attended training in phonics and reading. They know how to promote early reading skills and to support early readers and students who have English as an additional language. For example, teachers and support staff provide regular reading intervention programs for students learning on-line and face-to-face. The school's designated leader for phonics collates and analyzes the phonics data termly. Such findings are shared with teachers so that they can plan for next steps. In phases 3 and 4, in English, students have access to the library where they study novels, such as Wonder in Year 7, Holes in Year 8, Sherlock Holmes in Year 9 and Shakespeare in all year groups. Students also have access to a range of poems from GCSE anthology. Planning for reading is integrated across the whole curriculum to encourage improved reading and comprehension skills. In all subjects, teachers encourage students to read. In all phases, teachers of Arabic listen to students read and help them improve their pronunciation and comprehensions skills. In Arabic and English, students' reading skills are assessed through observations, questions and learning tasks. Such information is entered into a computerized systems to assess and monitor students' attainment and progress. Across the school, existing teachers, staff who are new to the school and newly qualified teachers receive training in phonics, Talk for Writing and reading professional development. In response to COVID-19 restrictions, the school has organized an e-Library. This enables students to choose their favorite books and to access information in digital form. These include 'Alef-Baa-Taa' and 'Abdijiyat' reading programs for students in



phases 1 and 2. Students in phases 3 and 4, use 'MyOn' digital program that automatically assesses their ability in reading and guide them to read books based on their levels or scores. Teachers encourage students to read daily. There are book clubs, including Bug Club for young students, competitions, book reviews and 'text rich displays' around the school. Extra-curricular activities support reading and motivate students to compete and share their ideas about stories they have read. During the inspection, students of all ages enjoy the World Book Day, wear a uniform based on a character from their favorite books and share their stories with their teachers and their peers. Parents receive on-line and face-to-face training in phonics and reading to help them understand how to support their children's reading at home. The school's annual action plan prioritizes the importance of reading and the development of comprehension skills. This shows that students' reading skills are improving rapidly.

The school took part in PISA examinations in 2018 and TIMSS in 2019. In PISA, the majority of students attained above the national standards. In TIMSS, a large minority of students from Years 5 and 9 attained below the international standards. The school leaders are aware of the targets set for the school. The school leaders and teachers have set challenging targets for the large majority of students to attain above the national and international standards in TIMSS and PISA examinations. To achieve and to monitor such targets, the school has reviewed the curriculum content to integrate TIMSS and PISA-style questions into every day teaching and learning. TIMSS and PISA targets are also included in English, mathematics and science department plans and the whole school development plan, highlighting the importance of teaching students how to think critically and to learn to solve problems. Teachers of mathematics and science have attended training to help them know how to meet such targets. They work together to share expertise and how to teach some aspects of the curriculum to meet the TIMSS and PISA expectations. Teachers have introduced questions and assessments in mathematics and science with a major focus on strengthening students' problem-solving and critical thinking skills. They also teach students the literacy skills to understand the questions and encourage them to read regularly to help raise their attainment. Students have access to past papers to help them improve their learning. Teachers assess students' learning regularly and encourage them to assess the quality of their work. Teachers keep parents fully informed about on-line tests and provide them with guidance on how to support their children's achievement, including the use of homework. Support during the intervention sessions in face-to-face and on-line provide the opportunity for students to develop their problem-solving and critical thinking skills.

1. The school has improved students' attainment and progress in most of the Arabic subjects, and in English, mathematics and science. This is because senior leaders and teachers continue to raise their expectations of what students can learn and achieve. Teachers provide stimulating activities that help motivate students to learn. For example, the 'drome and artificial intelligence' activities provide a high level of challenge for students to think critically and to solve ways for the drome to gather evidence. 2. Teachers have very good subject knowledge and use it very well to help students learn new skills and difficult concepts. For example, in a Year 6 science lesson, students learn about electrical circuits and can identify insulators and conductors. Teachers promote dialogue and help students to interact with one another. They use questions very well to test students' understanding and to deepen their learning. 3. The school has rigorous procedures to safeguard children. For example, staff have attended safeguarding training to help keep students safe in the school. The health and safety teams undertake frequent and rigorous checks on the premises and resources. Staff supervise students in all part of school and are very clear about their roles to help students remain safe and secure in the school. 4. Leaders at all levels, inspired by the principal share a very clear vision and direction for the school. They are highly committed to inclusion and UAE national and Emirate priorities. For example, to achieve the TIMSS and PISA expectations, the school leaders have reviewed the curriculum content to include aspects of teaching problem-solving and critical thinking skills. They ensure that the school is fully inclusive. 5. Parents contribute very well to the life of the school, including involvement in special days and events, such as National, Martyr's and Tolerance Days, Eid celebrations and organizations of Sports Days. Parents are proactive in the way they raise funds to aid families affected by COVID-19. Parents value highly the accessibility of teachers and leaders. 6. The governing body regularly seeks the views of the wider community to acquire a wider understanding of the school's needs. Governors support the work of the school very well and help ensure it meets the needs of students and their parents. 7. All aspects of day-to-day management of the school are highly effective.

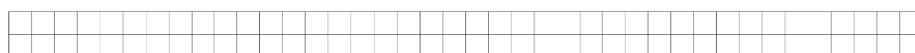


INSPECTION SYSTEM

resulting in very good achievement and personal development and well-being. Premises and resources are of a high quality and teachers use them extremely well to support and extend students' learning.

Recommendations for improvement

1. Improve students' achievement in all subjects by: - providing more opportunities in Islamic education for students to make links with the Qur'an and their daily lives to further enhance their Islamic values in phases 2 and 3 and to improve their knowledge of the Islamic laws and the importance of relationships, including marriage in phase 4. - offering more learning experience in Arabic as a first language for students to learn new vocabulary, to speak in range of situations and to make more attempt at writing in phases 1 and 2 and to write for different purposes and genres in phases 3 and 4. - providing more opportunities for students in Arabic as a second language to learn new words and to use them in their speaking and comprehension in phase 2, to improve extended writing skills in phases 3 and 4 and to help students engage more in dialogues and discussions and read regularly to further improve speaking and comprehension skills in all phases. - assisting students in social studies to improve their knowledge of geographical terms and mapping skills in phase 2, research and presentation skills in phase 3, and inquiry skills in phase 3. - offering more opportunities for students in English to improve their speaking and writing skills, particularly for low attainers in all phases, to take part in discussions for a long period and read a wide range of books to consolidate and extend learning, including high attainers in phase 2, and to build on writing to improve their skills, in all phases. - encouraging students in mathematics to form numbers correctly in phase 1, to improve problem- solving, and reasoning in phases 2 and 3, and to strengthen higher order thinking skills in phase 4. - providing more learning experiences for students in science to understand the meaning of scientific terms in phase 1, to predict, experiment and make conclusions in phase 2, and to encourage students to think critically, compare, record, conclude and share their scientific findings in phases 3 and 4. 2. Improve teaching and learning and use of assessment by: - working with teachers to make sure that challenge and support is built into all lessons across the school to help high attainers and G&T students make high levels of progress they are capable of. - ensuring that teachers provide more opportunities for all students to take part in research in social studies and to develop high order thinking skills in all subjects and phases. - reminding teachers not to rush lessons so that those who need it can reflect on what they have heard and have time to practice their skills and to accomplish their tasks. - ensuring that teachers use assessment data precisely to match lessons with the different abilities and needs, including the higher attainers and G&T students. - monitoring the learning of SOD when they resume face-to-face learning in the school and provide extra enrichment activities once permitted. - ensuring that students respond to teachers' comments to improve the quality of their work. - providing the opportunity for students to evaluate the quality of the work of their peers to help them strengthen their assessment skills. - helping students understand the importance of healthy eating and the possible impact this might have on their health and well-being. 3. Strengthen the role of the leadership in school by: - providing training for teachers so that they can learn how to meet the needs and abilities of all students. - providing bespoke training for the middle leaders so that they know how to monitor the subjects taught and hold colleagues more accountable for students' performance, and especially in the Arabic medium subjects. - providing more information for parents on how the school is improving due to COVID-19 challenges. - ensuring that there is a student representation within the governing body. - ensuring that the governors re-engage in the activities to support and monitor the effectiveness of the school's work once permitted. - making more use of the facilities, including swimming pools once permitted to do so.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 The majority of students attain levels that are above curriculum standards. 1.1.2 In Year 13 MOE external examinations all students attain levels that are above national standards. 1.1.3 In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards with a majority demonstrating levels above curriculum standards. 1.1.4 Over the past three years, the attainment of a majority of students has been above national standards. 1.2.1 Internal assessment information indicates that a large majority of the students make better than expected progress in relation to individual starting points and the curriculum standards. 1.2.2 In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. 1.2.3 The large majority of groups make better than expected progress.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain levels that are above the curriculum standards in all phases. The school does not teach Islamic education in phase 1. The school's internal assessment data for 2021 indicates that the large majority of students attain above curriculum standards in phases 2 to 4. IGCSE examination results for the last two years note that the large majority of students attain above the international standards. In 2021, MoE examination results for Year 13 show that most students attain above the national standards. These results are not observed in lessons and in students' work, where the majority of students attain above the curriculum standards in the phases taught in the school. For example, in phase 2, students develop good knowledge and understanding of Islamic etiquettes and creed. In Year 5, students can demonstrate the importance and steps of scientific thinking and research about the existence of Allah. However, not all students cite Qur'anic verses to demonstrate Allah's in the way to urge Muslims to infer His existence and the greatness of His creation. In Year 6, students are able to explain the etiquettes of using means of transportation, such as respecting and showing consideration to elderly people on transport. However, only few students can memorize the supplication (Duaa) for riding. In phase 3, for example, students in Year 8, can explain the concept of working in Islam and explaining the conditions of righteous work such as respecting the code of work and efficiency. However, few can demonstrate how righteous work is part of the Muslim faith. In phase 4, for example in Year 11, students discuss the wisdom of legalizing marriage and describe its effect on families and society. However, few students can express their opinions on the birth</p>

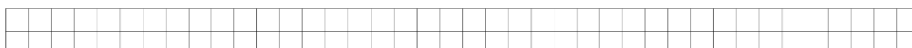


INSPECTION SYSTEM

rate. The school has analyzed its internal assessment data and this shows that trends in attainment over the past three years are good in the phases taught in the school. This inspection has validated the school's assessment data through the classroom observations, a scrutiny of students' work and displays around the school. This concurs with the good attainment seen in lessons and students' work in phases 2 to 4. The school's internal assessment information and external examination data note that the majority of students, including SOD, make good progress in relation to their starting points, over time and the curriculum standards. In lessons and in students' work, the majority of students make good progress overall and it is very good good in phase 4. For example, in phases 2 and 3, students learn how to respect and consider the views of others, including in travel. In phase 4, for example, students progress very well in the way, they refer to how marriage benefits families and society. There are no G&T students. The majority of students, including boys, girls, Emirati, SOD, low and higher attainers make good progress overall. In phase 2, in a Year 6 lesson, SOD recite simple Sura and say the five pillars of Islam. However, not all high attainers are sufficiently challenged. This is because on occasions, they have to wait until all the students finish their tasks before they move on to the next challenging piece of work.

Islamic Education - Next steps for students:

1. Engage more in the reading of the Qur'an and strengthen the ability to cite Qur'anic verses that infer the existence of Allah to further enhance Islamic values in phase 2. 2. Enhance the understanding and representation of the individual and collective values of Islam in their behaviour and how to apply in everyday situations such as in travel in phase 3. 3. Improve the knowledge of Islamic laws with regards to relationships, including marriage and its impact on society in phase 4.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
1.1.1 The majority of students attain levels that are above curriculum standards. 1.1.2 In Year 13 MOE external examinations all students attain levels that are above national standards. 1.1.3 In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. 1.1.4 Over the past three years, the attainment of a majority of students has been improving and is above national standards. 1.2.1 Internal assessment information indicates that a majority of students make better than expected progress in relation to individual starting points and the curriculum standards. 1.2.2 In lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. 1.2.3 All majority of groups make better than expected progress.	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain levels that are above the curriculum standards in all phases. The school's internal assessment data for the academic year 2021 indicates that the large majority of students attain above curriculum standards in phase 2, while the majority attain above curriculum standards in phases 1, 3, and 4. IGCSE examination results for the last two years indicate that the large majority of students attain above the international standards. In 2021, MoE examination results for Year 13 show that most students attain above the national standards. In lessons and students' work, the majority of students attain levels that are above the curriculum standards. For example, in phase 1, students develop good speaking and listening skills. They can recognize letters and the sounds of short letters, as they read them with diacritics. They also, write letters and link them with the corresponding pictures. However, few students can write new words using these letters. In phase 2, for example, in Year 3, students confidently read and comprehend texts of short stories, such as 'he Little Artist ' and elicit the main ideas. They can identify synonyms, antonyms, plural and singular relationships between words. By Year 6, students can read stories aloud and identify the elements of the story, characters, most important events, and how the author is able to link them together. However, only few can write complete sentences using the new vocabulary. In the phase 3, for example, in Year 8, students confidently analyze the informative literary text and assess the extent to which the author has achieved the purpose of the text. They interpret words, terms, and phrases in the informational text, including semantic and figurative meanings and citing multiple sources of evidence that support its analysis,</p>



INSPECTION SYSTEM

such as statistics, figures, and attitudes. However, they rarely describe how the author relates the thought to the details, citing examples as needed to illustrate the author's description. In phase 4, students continue to develop good listening, speaking and reading skills. For example, in Year 13, they can identify the incomplete verbs of approach, hope and initiation and use them in full sentences expressing real life situations. Students follow grammatical rules correctly. They determine the syntax of the noun phrases and how they change when using the verbs in several cases. However, there are less opportunities for students to use such verbs in their writing. The school has analyzed its internal assessment and external examination data, including IGCSE and MoE. This shows that trends in attainment over the last three academic years are good in all phases. This inspection has validated the school's attainment data through joint observations with the subject co-ordinator and the sample of the scrutiny of books. The attainment seen is good overall. The school's internal data indicates that the majority of students' make better than expected progress in relation to their starting points, over time and the curriculum standards. These results concur with the good progress observed in lessons where the majority of students make better than expected progress in all phases. For example, in phase 1, students begin to identify the alphabet letters when they are separate and in different locations in a word and master their sounds with different diacritics. By phase 2, students continue to make good progress in the way they distinguish between short and long sounds of letters and use a set of words that help them in their speaking and writing. This enables them to read out aloud short paragraphs and short stories, identify the meanings of new words, grammatical and morphological concepts. In phase 3, students can read the informational text in depth and identify the central idea and main thought. By phase 4, Students become more able to use grammatical structures to formulate

		more accurate and expressive sentences about different life situations. There are no G&T students. The majority of different groups of students, including boys, girls, Emirati, SOD, low and high attainers make similar progress to their peers. For example, in a Year 1, SOD receive good intervention from support staff and can use simple words and phrases to describe their feelings. However, the high attainers are not sufficiently challenged.
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1. Use new vocabulary and attempt writing for different purposes in phases 1 and 2. 2. Engage more in extended writing and explore narrative, informational, persuasive and descriptive texts to help further improve the language skills in phases 3 and 4. 3. Participate in discussions in a variety of contexts, demonstrating command of Standard Arabic, particularly in phase 4.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 The majority of students attain levels that are above curriculum standards for the number of years they have been studying Arabic.</p> <p>1.1.2 In external examinations (MOE, GCSE and A Level) the large majority of students attain levels that are above national and international standards.</p> <p>1.1.3 In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards for the number of years they have been studying Arabic.</p> <p>1.1.4 Over the past three years, the attainment of a majority of students has been improving and is now above national standards.</p> <p>1.2.1 Internal assessment information indicates that the majority of students make better than expected progress in relation to individual starting points and the curriculum standards.</p> <p>1.2.2 In lessons, the majority students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.</p> <p>1.2.3 The majority of groups make better than expected progress.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain levels that are above the curriculum standards in all phases. The school does not teach Arabic as a second language in phase 1. The school's internal assessment data for the academic year 2021 indicates that the majority of students attain above curriculum standards in all phases. IGCSE examination results for the last two years indicate that most students attain above the international standards. In 2021, MoE examination results for Year 13 show that most students attain above the national standards. In lessons and students' work, the majority of students attain levels that are above the curriculum standards in all phases. In phase 2, for example, in Year 3, students develop good reading skills as observed during guided reading sessions and can write down the new vocabulary. However, they do not always share their ideas about what they have read. In Year 6, students can read short paragraphs describing the farm animals and their main characteristics. They are able to communicate their ideas to their peers and teachers, using the new vocabulary they have learnt from the texts. In phase 3, for example, in Year 10, students develop good listening, speaking, reading and comprehension skills. For example, they can read texts, describing different hobbies. Students can write short paragraphs, using the new vocabulary they have learnt. However, they encounter some difficulties when they narrate or describe and make grammatical mistakes. Students are not able to write at length. In phase 4, for example, in Year 13, students can understand the main ideas and most supporting details when listening to an extended descriptive text including detailed descriptions of the Emirati astronaut Hazza Al Mansouri and the UAE's achievements in science. They can speak confidently and actively</p>

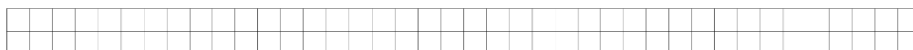


INSPECTION SYSTEM

participate in most discussions and describe different professions and their importance in society. However, they do not always understand the meaning of long and complex texts. The school has analyzed its internal assessment and external examination data, including IGCSE and MoE. This indicates that trends in attainment over the last three academic years are good in all phases. This concurs with the good attainment seen in lessons. The school's internal assessment data and external examination results show that the majority of students make better than expected progress in relation to their starting points, over time and the curriculum standards in all phases. In lessons, the majority of students make better than expected progress in all phases. In phase 2, students generally read well and listen carefully to instructions. In phase 3, students pay attention to instructions, read and comprehend instructions and texts. In phase 4, students listen, speak well in different contexts and comprehend less complex texts. There are no G&T and SOD students. In lessons and students' work, the majority of groups of students, including boys, girls, Emirati, low and high attainers make better than expected progress. However, the high attainers do not always receive enough challenge to optimize their learning.

Arabic Second Language - Next steps for students:

1. Learn new vocabularies and use them in speech to improve speaking and comprehension skills in phase 2. 2. Improve extended writing skills in a wide range of contexts, using different tenses and produce long paragraphs in phases 3 and 4. 3. Engage more in dialogues and discussions and read regularly to improve speaking and comprehension skills in all phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 The large majority of students attain levels that are above curriculum standards. 1.1.2 There are no external examinations for UAE SS. 1.1.3 In lessons and in their recent work a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. 1.1.4 over the past three years the attainment of a large majority students has been consistently above national and international standards. 1.2.1 Internal assessment information indicates the large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards. 1.2.2 In lessons the large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. 1.2.3 Most groups of students make better than expected progress.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students in phase 2 attain levels that are above the curriculum standards. In phase 3, the large majority of students attain above the curriculum standards. The school does not teach social studies in phases 1 and 4. The school's internal assessment data indicates that attainment is very good overall in phases 2 and 3. There are no external assessments or international standards for comparison. In lessons and in students' work, the majority of students attain levels above the curriculum standards in phase 2. The large majority of students attain levels above the curriculum standards in phase 3. In phase 2, students develop good knowledge and understanding of the UAE culture, heritage and history. For example, in Year 4, students confidently share their ideas about the importance of collaboration and contribution to the UAE society, including education and military defence. By Year 6, students can locate which part of the UAE where Sheikh Zayed was born and brought up and the seven UAE on the map. However, few students have not developed the mapping skills to use geographical terms and to locate other countries situated on the UAE borders. In phase 3, for example, students in Year 9, develop very good knowledge of the different countries in South America, exploring historical places, natural resources and climates. They explain how pyramids such as Cholula in Mexico are used for the burials of the kings and religious ceremonies. Students are able to make connections with UAE with reference to natural resources such as petrol, and with iron and gold in South America. Students talk about the different languages spoken in South America and link it to how in the UAE, people speak different languages, highlighting the importance of tolerance. While students use learning technologies</p>

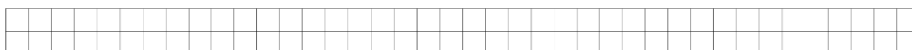


INSPECTION SYSTEM

in the lessons, they do not use it very effectively for improve their research and inquiry skills. There are less opportunities for work presentation. The school has analyzed its internal assessment data and this shows that trends in attainment over the past three years are very good in phases 2 and 3. There are no external assessments or international standards for comparison. This inspection has validated the school's assessment data through the classroom observations, a scrutiny of students' work and displays around the school. This concurs with the very good attainment seen in lessons and students' work in phase 3 only. The school's internal assessment data notes that the large majority of students in both phases, including SOD, make very good progress in relation to their starting points, over time and the curriculum standards. In lessons and in students' work, the large majority of students make better than expected progress in both phases. For example, in phase 2, students share their ideas about places in the UAE and the location of the Emirates on the map. In phase 3, students progress very well in the way, they share examples about the historical places and the natural resources in South America and the UAE. There are no G&T students. In lessons and students' work, most students, including boys, girls, Emirati, SOD, low and higher attainers make more than expected progress in both phases. In phase 2, in a Year 6 lesson, SOD share their ideas how hunting of animals in the UAE is not allowed. This helps the UAE to protect special species. However, not all high attainers are sufficiently challenged. This is because on occasions, they start with the same work as their peers before they access more challenging tasks.

Social Studies - Next steps for students:

1. Learn new geographical terms and improve knowledge how to locate countries at the borders of the UAE to help improve mapping skills in phase 2. 2. Refer to books and journals and use ICT to help improve research and presentation skills in phase 3. 3. Ask questions and find ways to solve problems to help improve inquiry skills in phase 3.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
	<div>1.1.1</div> <div>Against curriculum standards</div> <div>1.1.2</div> <div>Against national and international standards</div> <div>1.1.3</div> <div>Knowledge, skills & understanding</div> <div>1.1.4</div> <div>Trends in attainment over time</div> <div>1.2.1</div> <div>Progress against starting points and over time</div> <div>1.2.2</div> <div>Progress in lessons</div> <div>1.2.3</div> <div>Progress of different groups</div>	

Instructional Language - Next steps for students:



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 A large majority of students attain levels that are above curriculum standards. 1.1.2 In external examinations a large majority of students attain levels that are above national and international standards. KS5 results are outstanding. 1.1.3 In lessons and in their recent work a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. 1.1.4 Over the past three years, the attainment of a large majority of students has been above national and international standards and continues to improve. 1.2.1 Internal and external assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards. 1.2.2 In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with expected curriculum standards. 1.2.3 Most groups of children make better than expected progress.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Most students attain levels that are above the curriculum standards in phase 4. The large majority of students attain above the curriculum standards in phases 2 and 3, and the majority of students attain above the curriculum standards in phase 1. The school's internal assessment data shows that students' attainment is outstanding in phase 4, very good in phases 2 and 3 and good in phase 1. In lessons and students' work scrutiny, most students attain above the curriculum standards in phase 4. The large majority of students attain above the curriculum standards in phases 2 and 3, and the majority of students attain above the curriculum standards in phase 1. IGCSE examination results for 2019-20 and 2020-21 indicate very good attainment. AS and GCE (A level) examination results for the last two years indicate very good attainment. In PISA examinations in 2019, attainment for 15-year-old students is very good. CAT4 tests for the last two years from Years 7 to 13, show very good performance. Currently, students from Years 4 to 13 have taken part in CAT4 examinations. Such results are not made available to the school as they are marked externally. The school has not received such data during the inspection. In lessons and in recent work in books, students demonstrate good knowledge and skills in phase 1. For example, in FS2, children are able to sound out phonemes and blend them to read words and simple sentences in a book. In Year 1, students can decode and segment words. They can write simple words using long vowels and apply these to simple and compound sentences. In phases 2 and 3, the large majority of students demonstrate skills and knowledge that are above curriculum standards. For example, in a Year 6 lesson students are able to discuss, write about events in</p>



INSPECTION SYSTEM

Macbeth and evaluate the motivation of characters, as well as describing scenes using noun phrases and a range of descriptive devices such as similes, metaphors and personification. In Years 9 and 10, they can explore the features of semantic fields, narrative and descriptive texts, including the impact of literary devices such as metaphor and pathetic fallacy on the creation of mood and atmosphere. Students in Year 12 demonstrate excellent knowledge in the way they analyze and create presidential speeches, replicating language structures, as well as thinking critically about topics such as whether youth prisons are a good solution to youth crime. However, speaking and writing skills for the low attainers are not fully developed in all phases. In phase 2, few students are not able to talk at length. High attainers and the G&T students do not always produce extended writing work. The school has analyzed its internal assessment and external examination results, including IGCSE, AS and A level. Trends in attainment over the last three years are good in phase 1, very good in phases 2 and 3 and outstanding in phase 4. This concurs with the attainment seen in lessons and students' work. The school's internal and external assessment information indicates that a large majority of students, including SOD make better than expected progress in relation to starting points, over time and the curriculum standards, in phases 2 and 3 and the progress is outstanding in phase 4. In lessons and students' work, a large majority of students make better than expected progress in learning in relation to appropriate objectives linked to curriculum standards in phases 1 to 3. The progress is outstanding in phase 4. In phase 1, students use letters and sounds very well to make familiar words and sentences according to ability. In phase 2, students speak very well and use the language of the books to talk about their favourite characters and events. In phase 3, students progress very well in the way, they explore semantics and descriptive texts. In phase 4, students expertly use the style of



INSPECTION SYSTEM

		public and presidential speeches to attract the attention of the audience. Most groups of students, including boys, girls, Emirati, SOD, low and high attainers make better than expected progress. For example, in two Year 10 classes, boys and girls in parallel classes were supported in making better than expected progress as a result of appropriate strategies used by the teacher, for example, in depth questioning. As a result, students are able to read with expression, extract metaphors from the text and provide an alternative example, strengthening their language and literature skills. In phase 1, SOD and low attainers receive very well targeted-support to help them develop their phonological skills and to develop their reading skills. G&T and higher attainers could make even more better than expected progress. This is because they do not receive a consistently high level of challenge.
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English - Next steps for students:

1. Improve speaking and writing skills and make more use of resources such as images, word banks and writing frames to help, particularly low attainers in all phases. 2. Take part in discussions for a long period and read a wide range of books to consolidate and extend learning, including high attainers in phase 2. 3. Build on extended writing to reflect on the work produced and make more attempts to write for different purposes, especially for the high attainers and G&T students in all phases.





INSPECTION SYSTEM

PS1: Students' Achievements

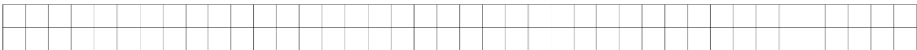
Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
1.1.1 A large majority of students attain levels that are above curriculum standards. 1.1.2 In external examinations a large majority of students attain levels that are above national and international standards. 1.1.3 In lessons and in their recent work a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. 1.1.4 Over the past three years, the attainment of a large majority of students has been above national and international standards and continues to improve. 1.2.1 Internal and external assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards. 1.2.2 In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with expected curriculum standards. 1.2.3 Most groups of children make better than expected progress.	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students attain levels that are above the curriculum standards in phases 2, 3 and 4. The majority of students attain levels that are above the curriculum standards in phase 1. The school's internal assessment information for 2021 shows that the large majority of students attain levels that are above the curriculum standards in phases 2, 3 and 4 and it is good phase 1. IGCSE examination results for 2019-20 and 2020-21 indicate very good attainment. AS and GCE (A level) examination results for the last two years indicate very good attainment. CAT4 tests for the last two years from Years 7 to 13, show very good performance. Currently, the school has taken part in CAT4 tests from Years 4 to 13. However, these results are not made available to the school. This is because the school has not received such examination results. TIMSS tests for 2019 show that the large minority of Years 5 and 9 students performed below international standards. PISA results 2018 note very good attainment. In phases 2, 3 and 4, in lessons, and in students' work, the large majority of students attain above the curriculum standards. The majority of students in phase 1 attain above the curriculum standards. In FS2, the majority of children can recognize and talk about 2-D shapes. They can construct simple patterns using colors, shapes and objects and predict as they think what might be in the box and recall what they have learnt. They know how to count up to 11 and recognize numbers. However, writing of numbers is not as secure as most children tend to write numbers back to front. In phase 2, students develop very good mathematical skills. For example, they can calculate and recognize the values of different angles between the horizontal and vertical lines. They know how to work out how many millimetres are in 1cm and move quickly to work out</p>



INSPECTION SYSTEM

how many millimetres are in 10cms. They apply their very good reasoning skills to calculate operations, involving multiplication facts to work out perimeters of shapes. In phase 3, the large majority of students can talk about negative and positive numbers and know that variables are the object and letters are the consonant. They can recall previous knowledge as they talk about inverse operations and can give examples of when to use these. They can explain calculus and understand why knowing this is important. They tackle a very good range of operations, involving frequency, range and median. They link learning to real life as they work out the mode, median and mean of the number of pets people own. While the majority of students in phase 3 are confident to use complex vocabulary, for some students their skills in problem solving and reasoning are not as secure. In phase 4, the large majority of students know about vectors and know how to apply Pythagoras rules. They know to underline vectors and understand about magnitude and finding the length of a segment. They can work out formulas and apply mathematical reasoning well to source the answer. The majority talk about what they have learnt but some students are not confident to use critical thinking skills to facilitate and process the information that they receive. The school has analyzed both its internal and external assessment data. This shows that trends in attainment over the last three years are very good in phases 2, 3 and 4 and good in phase 1. The school's internal assessment data for all phases and external examination results including IGCSE, AS and A levels indicates that the large majority of students make very good progress in relation to their starting points and over time. In phase 1, for example, children in FS2, progress very well in the way they say the number names in order, count the sides of triangles and rectangles while they play and differentiate between their shapes. Children learn to sort objects and numbers unaided. In phase 2,



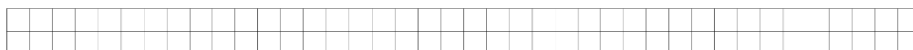


INSPECTION SYSTEM

students continue to make very good progress in the way they use geometry to work out the perimeters of shapes. They practice and refine working out different values of angles on lines and talk about what they find. In phase 3, students complete algebra tasks and multiplication to identify a solution to an equation with given numbers as well as using inverse operations. In phase 4, students work out formulas and apply mathematical reasoning well. For example, as they apply Pascal's triangle to identify binomial coefficients and work out formulas find square roots to identify the positive and negatives of variables. In lessons and students' books, most of the different groups of students, including boys, girls, Emirati, SOD, low and high attainers make better than expected progress. In a Year 2 lesson, SOD can recognize numbers and money value. In a Year 9, G&T solve complex operations related to frequency, mode and median. However. G&T students do not always receive consistent challenge to extend their learning.

Mathematics - Next steps for students:

1. Learn to practice number formation correctly in different contexts such as drawing numbers in the air, in painting and drawing activities to improve number skills in phase 1. 2. Improve reasoning in phase 3, more problem-solving in phases 2 and 3, use a range of situations to help understand how to solve problems and take time to think about what to do. 3. Strengthen critical thinking skills and understand the logical connection between ideas and the information received to improve mathematical skills in phase 4.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 A large majority of students attain levels that are above curriculum standards. 1.1.2 In external examinations a large majority of students attain levels that are above national and international standards. 1.1.3 In lessons and in their recent work a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. 1.1.4 Over the past three years, the attainment of a large majority of students has been above national and international standards and recently there has been a significant improvement in external examination results. 1.2.1 Internal and external assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards. 1.2.2 In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with expected curriculum standards. 1.2.3 Most groups of children make better than expected progress.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students attain levels that are above the curriculum standards in phases 2, 3 and 4. The majority of students attain levels that are above the curriculum standards in phase 1. The school's internal assessment data indicates that attainment is very good in phases 2, 3 and 4, and it is good in phase 1. IGCSE examination results for 2019-20 and 2020-21 indicate very good attainment. AS and GCE (A level) examination results for the last two years indicate very good attainment. CAT4 tests for the last two years from Years 7 to 13, show very good performance. Currently, students from Years 4 to 13 have taken part in CAT4 examinations. Such results are not made available to the school. This is because the school has not received the results for such tests. The PISA examination results for 15-year-old students for 2018 show that the majority of students attain above the national standards. TIMSS tests for 2019 show a large minority of students in Years 5 and 9 performed below the expected level. In lessons and students' work, the large majority of students attain above the curriculum standards in phases 2, 3 and 4. The majority of students in phase 1 attain above the curriculum standards. In phase 1, students in FS2 learn to explore resources around them and to find out how things work. For example, they mix water and flour and observe how texture changes. They also enjoy the opportunity to pour vinegar on bicarbonate of soda and express their excitement of how the mixture of the ingredients bubbles. By Year 1, students are able to predict materials that are absorbent and non-absorbent. They can carry out simple experiments and share their findings. A minority of EAL students are not fully clear about the scientific terms such as absorbent or non-absorbent when they explore certain materials. In phase 2, students develop very</p>



INSPECTION SYSTEM

good scientific knowledge and skills. For example, in Year 3, students confidently identify and describe the functions of a plant and explain how plants need water, sunlight, nutrients and air to grow. Students make very good links between how plants need food and space to grow, and how humans also require food to eat and a place to sleep and rest. In Year 5, students can identify the features and functions of male and female organs of a plant. In general, students confidently talk about the importance of planting trees to produce oxygen and to absorb carbon dioxide. However, students do not always have enough opportunities to predict, hypothesize and investigate. In phase 3, students have very good scientific knowledge and skills. For example, in Year 7, students confidently share their ideas about the cell functions of a plant, using scientific terms. They refer to movement, nutrients, sensitivity related to a plant cell. In Year 10, students describe the structure and the function of an eye and the response to changes in light intensity and how the iris controls the amount of light going on. In phase 4, students acquire very good scientific skills. For example, in a Year 11 biology lesson, students explain how abiotic and abiotic factors affect the population size and distribution of organisms. For example, they provide an example of how bluebells can be more abundant in a forest where there is a rich nutrient, a good water level and less disturbance from humans and animals. In a Year 12 physics lesson, students learn about polarization and unpolarization and confidently explain the reasons for direction. However, the level of investigation and recording are not highly developed. The school leaders have analyzed their internal assessment data for all phases and external examination results, including IGCSE, AS and A levels. This notes that trends in attainment over the last three years are good in phase 1 and it is very good in the other phases. This inspection has validated the school's assessment data through joint observations with the senior leadership team and a

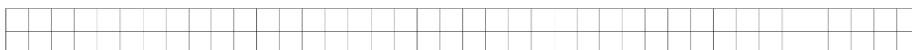


INSPECTION SYSTEM

large scrutiny of students' work. This shows that the attainment is good in phase 1 and very good in the other phases. The school's internal assessment data for all phases and external examination results, including IGCSE, AS and A levels indicates that the large majority of students make very good progress in relation to their starting points, over time and the curriculum standards. In lessons and in students' book reviews, the large majority of students make better than expected progress in all phases. For example, in Year 1, students differentiate between materials and share their ideas with others. In Year 3, students talk about how plants need food like humans. In Year 7, students progress very well as seen in their ability to talk about the plant cells and how they function. In Year 11, students learn how biodiversity can affect populations. Most groups of students, including boys, girls, Emirati, SOD, low and high attainers make better than expected progress. For example, in a Year 3 lesson, SOD share their ideas how plants need food to grow, and humans also require vegetables and water to drink so that they can survive. Emirati boys participate well in lessons as seen in a Year 7, exploring the functions of a plant, using scientific terms such as nucleus and mitochondria. High attainers and G&T students are not consistently challenged. This is because at times they start with the same tasks as others before accessing challenging work.

Sciences - Next steps for students:

1. Improve understanding of the meaning of scientific terms to further support and enhance learning, in phase 1.
2. Engage more in prediction, hypothesis and experiments to improve scientific skills, in phase 2.
3. Build on scientific experiences through investigation, recording and drawing meaningful conclusions in phases 3 and 4.





INSPECTION SYSTEM

PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>1.3.1 Almost all students are keen to learn and take responsibility for their own learning. They know their strengths and weaknesses and act purposefully to improve. 1.3.2 Within the current operating regulations students and teachers have found innovative ways to collaborate using technology in addition to the traditional collaboration techniques. Almost all students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. They communicate their learning effectively. 1.3.3 Most students make regular meaningful connections between areas of learning and relate these well to their understanding of the world. 1.3.4 Most students are innovative and enterprising. They use enquiry and research skills, and learning technologies effectively. Critical thinking and problem solving skills are key features of learning in most lessons.</p>	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>Students engage very well in lessons, display positive attitudes to learn and show responsibility for their learning. For example, in phase 1, students take an active part in lessons and engage immediately with the tasks assigned to them. In the other phases, students take responsibility for their learning as they focus on tasks, complete them, and share their findings with others. In phases 2 to 4, the red marking response scheme helps students to assess their own progress in lessons, to know their strengths and what they need to do next to improve. For example, in a Year 13 chemistry lesson, students keenly respond to written feedback and know how to self-correct. Students interact very well with their teachers and peers. They use their very good English language skills to communicate their learning clearly. In Arabic, students use their good Arabic language skills to discuss their ideas and to share their views with others. Students collaborate purposefully when opportunities arise. Group work and students' presentation of their work are key features in most lessons to facilitate learning. In these activities, students discuss and shape ideas, work collaboratively to solve problems and present ideas to their peers. Students equally take responsibility to lead on their own learning. SOD are fully included by their peers who celebrate achievements with them and support their learning. Boys and girls in lower phase 2 work very well alongside each other. In a Year 6 social studies, students collaborate very well and actively listen to others' ideas and suggestions. Students regularly make meaningful connections between areas of learning and the real world. For example, Year 7 students speak about their knowledge about angles, rotation, and degrees that they have learnt in mathematics and how it has helped them program pathways for cars. In FS2,</p>



INSPECTION SYSTEM

children explore resources around them to find out how things work as they mix water and flour and observe how texture changes. Children are able to make links with the bread dough and the pureed soup they have at home. In a Year 11 biology lesson, students compare biodiversity in the forest with the sand found on the beach in the UAE, exploring disturbance of animals and humans and the availability of water and nutrients. Students engage highly in innovation. For instance, in art, students produce excellent work as seen in their portraits of observational painting and drawing in all parts of the school. In music, students compose their own songs and share them with others. In drama, students act out their favorite plays and create their own playscripts. Students use learning technologies routinely during lessons and use technology and design to create their own computer programs. The senior student councilors have helped initiate ways of introducing enterprise into the culture of the school. For example, they have designed 'Money Match' program, which enable students across all phases to learn entrepreneurial skills, to teach them how to recognize business opportunities and to understand money management. Students develop very good problem-solving and critical thinking skills. For example, in a Year 5 science lesson, students learn to solve problems, in the way they differentiate between male and female organs of a plant. In most subjects, students have very good opportunities to ask questions and to find out things for themselves. However, the use of inquiry and research in social studies is inconsistent. High order critical thinking experiences to challenge the higher attainers and G&T students even further to solve-problems are not fully developed in all subjects.

Next steps for students:

1. Ask questions and look for reasonable answers to help improve inquiry skills in phases 2 and 3. 2. Refer to books and use ICT to improve research and presentation of work to consolidate learning in phases 2 and 3. 3. Tackle more challenging work, learn to solve problems and expand critical thinking skills, particularly for the higher attainers and G&T students in all phases.





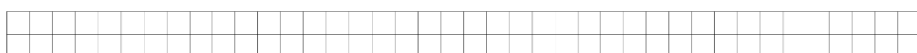
INSPECTION SYSTEM

PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
<p>2.1.1 Almost all students have very positive and responsible attitudes. Most students demonstrate strong self reliance and resilience, they are not averse to taking risks. Most students thrive on giving and receiving constructive feedback.</p> <p>2.1.2 Almost all students are consistently self-disciplined and respond very well to others. They work together to resolve their differences and any difficulties they encounter in a mature way. Bullying is extremely rare, children report that they feel safe, valued and supported. The very positive behaviour of almost all students contributes to a harmonious learning community.</p> <p>2.1.3 Almost all students are sensitive and show empathy to the needs and differences of others and almost always help each other. As a result, relationships among students and with staff are almost always very respectful and considerate.</p> <p>2.1.4 Almost all students demonstrate a secure understanding of safe and healthy living. Most students consistently make wise choices about their own health and safety. Almost all students are always keen to participate in activities that promote safe and healthy lifestyles.</p> <p>2.1.5 Attendance is at least 92%, most students have at least 96% attendance. Students almost always arrive at school and to lessons on time. Parents and students are aware of the impact of poor attendance and punctuality on attainment and progress.</p>	<p>2.1.1 Attitudes</p> <p>2.1.2 Behaviour</p> <p>2.1.3 Relationships</p> <p>2.1.4 Adoption of safe and healthy lifestyles</p> <p>2.1.5 Attendance and punctuality</p>	

Next steps for students:





INSPECTION SYSTEM

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
2.2.1 Almost all students have a secure appreciation and understanding of how Islamic values influence contemporary UAE society 2.2.2 Students fully respect and appreciate the heritage and culture that underpin and influence contemporary life in the UAE. When possible students initiate and all students involve themselves in a range of cultural activities. 2.2.3 Almost all students demonstrate an excellent understanding, awareness and appreciation of their own and other world cultures.	2.2.1 Appreciation of the values of Islam 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding of their own and other world cultures	

Next steps for students:





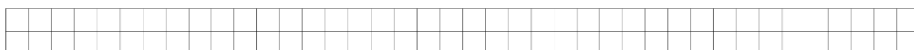
INSPECTION SYSTEM

PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
<p>2.3.1 Almost all students are proactive and responsible members of the school and wider communities. When possible, as volunteers, students purposefully and frequently initiate and lead activities. Most students make social contributions which have positive effects on the wider community.</p> <p>2.3.2 Almost all students show a very positive work ethic. Most students are resourceful, resilient, innovative and creative and when possible students successfully initiate and manage their own projects and are not averse to taking risks. Opportunities for students to develop their enterprise and entrepreneurship skills are expanding.</p> <p>2.3.3 Almost all students care for their school and seek ways to improve its environment. Some students initiate and almost all students engage with and are active in supporting schemes which contribute to sustainability locally and in the wider world environment.</p>	<p>2.3.1 Community involvement, volunteering and social contribution</p> <p>2.3.2 Work ethic, innovation, enterprise, entrepreneurship</p> <p>2.3.3 Environmental awareness and action</p>	

Next steps for students:





INSPECTION SYSTEM

PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>3.1.1 Most teachers effectively apply their knowledge of their subjects and how students learn them. 3.1.2 Most teachers plan engaging lessons, provide motivating learning environments and use time and resources effectively to enable students to be successful learners. 3.1.3 Most teachers' interactions with students ensure that they are keen to learn. Questioning promotes higher level thinking and considered responses in most lessons. Dialogue engages students in meaningful discussions in most lessons. In a minority of lessons questioning challenges students' thinking and promotes insightful responses. 3.1.4 Most teachers use strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support. 3.1.5 Most teachers purposefully develop students' critical thinking, problem solving, innovation and independent learning skills by providing appropriate learning opportunities.</p>	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Most teachers display very good knowledge of their subjects and how students learn them. Teachers teach students new skills and difficult concepts. For example, in a Year 10 science lesson, students learn about the structure and function of an eye. They observe responses to light and intensity and talk about how the iris controls the amount of light that travels through the eye. In a Year 9 mathematics lesson, students learn to calculate sequencing, mode and median and the ability to solve problems. Teachers provide a welcoming learning environment that is conducive to learning. Lesson planning is consistent across all subjects. For example, teachers of plan lessons that are closely linked to the licenced curriculum framework in both English and Arabic medium subjects. Planning also considers the importance of whole class, small groups, and active learning. Group work and classroom debates play a vital part of the lessons. Teachers share the learning objectives and success criteria with students so that they are clear about what is expected of them. In most lessons, teachers ask students to read and explain the learning objectives in their own words. Teachers use a very good range of resources and tools that motivate students to learn. For example, in FS2, children have access to materials and role play tools such as construction kits and mathematical games to help them play and learn at the same time. In science, students have access to practical resources, for instance, to learn about electrical circuits in Year 6. In a Year 1 mathematics lesson, teachers provide a range of interactive resources to support independent counting skills, such as cutting out the number 17 and beyond, counting with leaves and counting with number blocks. In general, teachers use time effectively to maximize students'</p>



INSPECTION SYSTEM

learning. For example, in a Year 7 science lesson, the teacher asks students to think about the function of a plant while displaying other questions on the board for them. This helps to save time and to focus students' attention on the lesson. In a Year 6 Islamic lesson, the teacher uses well established strategy to signal time for group discussions and for students to focus on learning. However, occasionally, the pace of the lesson is too quick and this does not allow enough time, particularly for the low attainers to think before responding to requests or accomplishing their tasks. Teachers encourage dialogue and provide very good opportunities for students to interact with one another and to share their ideas and findings. For example, in a Year 3 science lesson, students discuss the features and the functions of a plant, explaining how plants need nutrients, water and sunlight to grow, comparing with humans needing food to grow and to survive. Most teachers use questions very well to gauge students' understanding and to deepen their learning. In the most effective lessons, for example in an English lesson in Year 13, the teacher promotes dialogue and challenges students' analytical and critical thinking. As a result, students are able to compose high quality poems, drawing on the literature of the book. They use poetic techniques as metaphor, personification and onomatopoeia to strengthen the quality of their writing. In a Year 10 Arabic lesson, the teacher uses effective questioning techniques that enable students to listen and respond, for example, to find out how comic books align in with Arabic literature. Teachers use a very good range of strategies to meet the needs and abilities of students and provide appropriate challenge for them. For example, in FS2, teachers use songs and videos to stimulate children's learning. Teachers meet children's needs through active play and plan exciting activities that support children to develop language skills and understanding of the world. For example, teachers model the actions of 'Super Tatus' to help



INSPECTION SYSTEM

children learn, rehearse, and respond to the different vegetable characters in the book. In most lessons, teachers differentiate questions for the different groups of students and provide suitable tasks to meet the needs of most students, although this is less consistent in few lessons observed in different subjects across the school. In less effective lessons, learning activities are not consistently well matched to the needs of groups and individuals, and all students work and learn at the same pace. Teachers are innovative in the way they provide activities that help students to fully use their imagination. For example, in a Year 7 design and technology lesson, students design and create their own comic books and discuss how they can produce them to sell. In a Year 9 drama lesson, students create short plays that are linked to the 7 deadly sins. In phase 4, students use learning technologies to produce compositions in music. In phase 1, students benefit from a wide range of opportunities to help them develop their creativity and imagination, for example, to produce colorful paintings about their favorite fruit. Students have very good experiences to develop their enterprise skills. For example, across the school, students have raised funds to donate to charities in order to support families that are financially affected by COVID-19. In Year 2, students design their own toys and work how much to charge. Students in phase 4, design their own jumpers and jackets and work with companies to produce such products to sell in the school for students. The school councils in phases 3 and 4 lead on the teaching of the 'Money March' program to help students develop their understanding of how to manage their pocket money and to budget effectively. In business studies, students work together to look at supply and demand when creating a business. Most teachers are very skilled in the way they ask questions and allow students to develop their inquiry skills. For example, in phase 3, in a history lesson, students work very well together to discuss why they think Germany lost World War II. In most subjects, teachers



INSPECTION SYSTEM

		<p>provide the opportunity for students to research and present their work as seen in their ability, for example, in an English lesson in phase 4, to compare the literature between Shakespeare and contemporary authors. However, in few lessons, for example, teachers of social studies do not always promote the importance of research to help students look for information and to present ideas to others. In most subjects, teachers encourage students to solve problems and to think critically. For example, in Years 12 and 13, students develop very good knowledge and skills to solve problems in mathematics as seen in the way they tackle algebraic equations. However, the high levels of order thinking skills are not fully developed to challenge students, particularly the high attainers and the G&T students in all subjects and phases. Teachers use learning technologies very well to teach face-to-face and remote learning. Teachers provide very good learning experiences for students to use computers in the classes and ICT suites to develop their technology skills. Students use MS Teams and Google to break out into teams to work and to share their ideas with others.</p>
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Next steps for teachers:

1. Ensure that teachers use the information they gather on students to plan and deliver lessons that include a high level of challenge for all students, particularly the high attainers and G&T students. 2. Remind teachers to provide enough time for students, particularly the low attainers to think and to reflect on their learning so that they can accomplish their tasks. 3. Ensure that teachers offer more opportunities for students to refer to books and use learning technologies to improve research skills and their high order thinking skills.





INSPECTION SYSTEM

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>3.2.1 Internal assessment procedures are coherent and consistent. They are linked well to the schools curriculum standards to provide valid, reliable and comprehensive measures of students' academic development. A system is being rolled out to reliably and comprehensibly track student's personal and social development.</p> <p>3.2.2 The school effectively benchmarks students' academic outcomes against appropriate external, national and international expectations. 3.2.3 Assessment data is analysed well by most teachers. Information about students' progress as individuals and as groups is accurate and very detailed. It is monitored well by almost all leaders. 3.2.4 Assessment information is used very effectively by most teachers to influence teaching and the curriculum in order to meet the learning needs of all groups of students and to enhance their progress. 3.2.5 Most teachers have very good knowledge of the strengths and weaknesses of individual students. Most teachers provide personalised challenge and support. Feedback to students is mostly constructive. Students are involved in assessing their own learning in most lessons.</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>The school's internal assessment processes are very well established and link to the school's curriculum standards in all phases. For example, teachers assess students at the beginning of the academic year, and this is followed by internal quizzes, mid-term, end of term examinations, formative and summative assessments. Subject teachers also conduct regular tests at the end of every term by assessing students' knowledge and skills. Teachers in FS2 assess children using informal ongoing assessments and formal observations, that contribute to children's learning journals. Summative assessments take place at the end the Foundation Stage and form the basis for learning plans as students move into Year 1. This helps the school to effectively measure students' attainment, progress, personal development and well-being. The school benchmarks students' outcomes against national and international expectations, including PISA, TIMSS, IGCSE, AS and A level examinations and ADEK Benchmarking system and Assessment Policy. The analysis of data is comprehensive and effective and enables the school to measure students' attainment and progress over time, identify trends and gaps in achievement and make adaptations to the curriculum when necessary. The school leaders analyze assessment data regularly and share it with teachers to inform future planning. For example, in phase 1, teachers use phonics assessment data to help them provide very well-tailored interventions to help students develop their phonological skills and early reading. Most teachers use assessment information to provide stimulating activities and help students make the best possible progress. However, a minority of teachers in all subjects do not use assessment data with rigor to meet the different learning abilities of</p>



INSPECTION SYSTEM

students and to provide sufficient challenge for the high attainers and G&T students. Teachers know students' strengths and weaknesses. They set learning targets for students, share and review them with students and their parents termly. For example, parents say that teachers share targets with them and give them guidance on how to support their children's learning at home. Parents of SOD are well involved in devising and implementing their children's targets. They attend regular meetings with their children's teachers and the special educational need co-ordinator (SENCO) to help them know how to meet their children's targets. Due to COVID-19 restrictions, meetings have been on-line. Teachers provide helpful and informative oral feedback to students during lessons and mark their written work regularly. In most lessons observed during the inspection, students respond very well to their teachers' oral feedback and improve their work. However, a minority of students in all subjects do not act on the suggestions of their teachers to further improve the quality of their work. Most students in phases 3 and 4 evaluate the work of their peers so that they can learn from each other. However, this is not consistent throughout the school.

Next steps for assessing learning:

1. Use assessment data with rigor to cater for all abilities, including the high attainers and G&T students in all phases. 2. Encourage students to respond to their teachers' comments so that they can improve the quality of their work in all phases. 3. Provide the opportunities for students to evaluate the work of each other so that they can improve their assessment skills in phases 2 and 3.



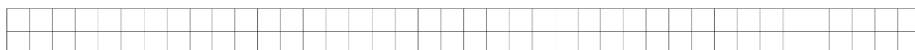


INSPECTION SYSTEM

PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
4.1.1 The curriculum has a very clear rationale aligned to the school, Emirate and national visions. It is relevant and promotes innovation, creativity and challenge. It is effective in developing a balance of knowledge, skills and understanding. It fulfills all the requirements of the school's authorised and licensed curriculum and the national statutory requirements. 4.1.2 The curriculum is very well planned to ensure structured progression in all subjects. It meets the needs of all students. Continuity of learning is smooth and students are very well prepared for the next phase of education within school and beyond. 4.1.3 The excellent range of curricular options provides older students with extensive choices and opportunities to benefit from learning experiences that nurture their talents, interests and aspirations. 4.1.4 Cross Curricular links are meaningful and planned purposefully and innovatively. They are managed well and enhance students' transfer of learning and skills between subjects. 4.1.5 The school conducts regular and rigorous reviews of its' curriculum in relation to students' achievements, aspirations, and Emirati and national priorities. The curriculum is continuously developed to ensure excellent provision in all subjects and to meet in full the academic and personal development needs of all students.	4.1.1 Rationale, balance and compliance 4.1.2 Continuity and progression 4.1.3 Curricular choices 4.1.4 Cross curricular links 4.1.5 Review and development	





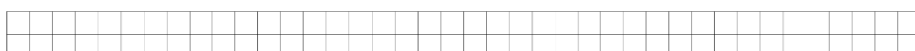
INSPECTION SYSTEM

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
4.2.1 The school is very successful in ensuring teachers modify the curriculum to meet the needs of almost all students in most lessons. 4.2.2 The curriculum is rich offering an excellent range of opportunities designed to motivate all students. Opportunities for enterprise, innovation and creativity and are provided through almost all curricular areas. A wide and stimulating programme of extra curricular activities within the school when able and outside the school consistently significantly enhances student's academic and personal development. 4.2.3 Innovative and coherent learning experiences are embedded through all aspects of the curricular and extra curricular programme and are often initiated by students enabling all students to develop an excellent understanding of the UAE's culture and society.	4.2.1 Modification of curricula to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society	

Next steps for curriculum leaders:





INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>5.1.1 The school has rigorous procedures for the safeguarding of students including child protection. All staff, students and parents are fully aware of these. The school is highly effective in protecting students from all forms of abuse, including bullying and via the internet and social media. 5.1.2 The school consistently provides a fully safe, hygienic, and secure environment for students and staff. Safety checks are frequent and rigorous. Supervision of students is exceptionally effective at all times. 5.1.3 Buildings and equipment are maintained in excellent condition. The school maintains very detailed and secure records, including records of incidents and subsequent actions. 5.1.4 The school's premises and facilities provide an excellent physical learning environment, which is well suited to meet the learning needs of students of all ages. The premises are accessible to students with physical disabilities. 5.1.5 The schools promotion of safe and healthy living is very effective. It permeates almost all aspects of school life including periods of online learning. Almost all students engage in physical activities with enthusiasm and are aware of how to lead a healthy lifestyle at an age appropriate level. Almost all students make sensible choices regarding adopting a safe and healthy lifestyle almost all of the time.</p>	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>The school's policies and procedures for safeguarding students, including child protection are rigorous. These are made available to staff, parents, students and others on the school's website and in paper format. All staff are fully aware of the school's child protection procedures. All staff and governors have received safeguarding training and are clear about the different types of abuse, including domestic violence and e-safety. Staff know how to keep students safe and themselves from allegations. Parents receive training on safeguarding, such as awareness of the different types of abuse, including domestic violence. Parents say that the school has helped them know how to keep their children safe when they study on-line. Through 'Anti-Bullying Week', students in phase 1 have learnt that they need to use kind words towards others. In phases 2 and 3, students have created and displayed posters in their classroom to remind them that bullying hurts. In phase 4, students have developed excellent knowledge of the different types of abuse, including physical, emotional and cyber- bullying. Members of the school council in phases 3 and 4 conduct assemblies to highlight the importance of positive relationships and how social media can have a negative impact on the life of others. Older students say that they are very confident to ask for help when required. The school's safety and security checks are regular and rigorous. All staff attend health and safety training to help them understand their roles to keep students safe. For example, security staff undertake rigorous checks of the building and premises. They check the temperature of staff, students and others before they enter the school. They also verify the validity of PCRs for the visitors and provide them with a sticker to wear while they are in the school.</p>



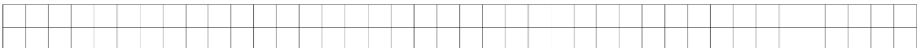
INSPECTION SYSTEM

Health and safety teams conduct thorough risk assessments on all parts of the school to ensure that students are fully safe in the school. The school also provides a hygienic learning environment and cleaning rotas are checked regularly to protect students, staff and visitors from the potential risk related to COVID-19. Fire risk assessment processes are rigorous and fire evacuation procedures are regular, helping staff and students know how to evacuate the buildings safely and calmly in the event of an emergency. The school ensures that fire equipment and electrical appliances are checked by external firms to ensure that they are in very good working order. Staff supervise students in all parts of the school and on the school's transport. For example, the bus supervisors check students' temperatures before they enter the buses, sanitize their hands and remind them of the social distancing rules. Buildings and facilities in all parts of the school, including science laboratories, physical education spaces, drama and art workshops are maintained in excellent condition. The school keeps detailed records of accidents and incidents and addresses issues immediately. The clinic is very well organized with extra spaces to meet the needs of students, including a self-isolation room. The school nurses keep staff and students' medical records in secured and locked cabinets. They provide excellent care for students with medical problems, monitor their health and address their needs effectively, including the daily administration of medication as well as checks on students' temperatures, height and weight. The nurses also provide guidance to staff and parents on how to monitor their weight and to manage underlying health issues, including diabetes. The school's stimulating learning spaces are all accessible to students, staff and visitors with mobility difficulties. For example, there are lifts in all buildings, ramps and suitable toilet facilities for students and others to use. The classrooms are large, well ventilated and lit. Corridors are wide and enable easy access for a



INSPECTION SYSTEM

wheelchair user to classrooms and other parts of the school. There are allocated interventions places for SOD in all buildings. The school gives a high priority to students' healthy living. For example, the school nurses and teachers teach students the importance of hand washing, wearing masks to reduce the spread of COVID-19, dental health and hygiene, sleep for the brain to rest and how to manage emotions. The school is highly successful in the way they promote physical exercise through a wide range of opportunities, including football, tennis, volleyball and racing tracks. Students in FS2 have designated outdoor areas where they can climb the apparatus, ride bikes and scooters safely. The school provides guidance to students on healthy eating. The school's canteen menus show wholesome meals. Due to COVID-19 rules, the canteen is not operating. At present, students bring packed lunches from home. Few students consume unhealthy snacks. The school nurse and teachers are providing guidance to parents on the importance of healthy packed lunches.





INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>5.2.1 Almost all staff have extremely high expectations of student behaviour and manners. Almost all staff have very positive and purposeful relationships with almost all students. Systems and procedures for managing students' behaviour are highly effective and are applied consistently in almost all lessons. 5.2.2 The school's approach is successful in promoting attendance and punctuality and continues to improve both. 5.2.3 The school has comprehensive and rigorous systems to identify students with special educational needs and those who are gifted and/or talented accurately and promptly. 5.2.4 The school provides highly effective support for almost all students with SEND and provision for those who are gifted and/or talented. Accurate identification and swiftly engaging parents' support leads to highly appropriate intervention. The quality of support enables almost all students to make their best personal and academic progress. 5.2.5 The well being and personal development of all students are efficiently monitored. The information is used to provide very effective personal and academic guidance and support and, for senior students careers guidance.</p>	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>Relationships between staff and students are very positive and respectful. Systems for managing students' behavior in classrooms and around the school are very successful. This results in a harmonious and conducive environment for learning. For example, the school has a behavior policy with clear rewards and sanctions. This is shared with parents and students so that they are clear about the expectations. All teachers implement the school's behavior rules consistently and deal with challenging behavior in a calm way. Parents are very well informed about their children's behavior and attitudes to learn. For example, the social workers contact parents when there are concerns about their children's behavior and provide them with very good support and guidance on how to manage their children's learning at home. Attendance and punctuality are exceptionally well promoted, leading to rates of attendance at 98%. The school counselors and attendance officer have forged strong links with parents and conduct follow-up calls to find out about students' absence and punctuality. Senior leaders conduct learning walks in corridors to ensure that students are punctual to lessons. The school leaders rightly acknowledge students' efforts in attendance and reward them accordingly. The school has comprehensive systems and processes to identify SOD and G&T students. Teachers and SENCO quickly identify and categorize students based on the level of their needs. Such information is shared with parents. SENCO helps parents to make referrals to professionals, including child psychologists and devise an individual educational plan for students. The G&T co-ordinator also liaises with parents to discuss their children's gifts and talents. The school also uses CAT4 data to identify G&T and students who</p>



INSPECTION SYSTEM

require additional support. G&T students are provided with extra-curricular activities to optimize their learning. The support provided for SOD and G&T are carefully considered and very well matched to their outcomes. Intervention programmes in the school enable most of the SOD to make very good progress, academically and personally. However, it is not clear how the school monitors the progress of SOD who attend remote learning. Leaders are aware that a minority of these students will need more targeted support to improve their achievement once they attend learning in the school. In the most effective lessons, G&T are very well challenged. However, this not consistent across the school. Students' personal development and well-being are very well monitored and supported. For example, this is facilitated through a tracking system that enables teachers to guide and support students in their social, emotional and academic development. Admission arrangements are very well organized. For example, in FS2, parents and their children visit the setting to meet the teachers. Transition between phases is very well supported through 'meet the class days', parent information meetings and presentations to younger students by older students. Visits by professionals from different careers and links with external higher educational establishments along with dedicated guidance help students prepare for different career pathways. Discussions with students from phase 4 indicate that they receive support and guidance on the choices of subjects in phase 3. Students say that teachers organize career fairs, support on UCAS system and interview skills.

Next steps for leaders:

1. Help students understand the importance of healthy eating and the possible impact this might have on their health and well-being. 2. Provide extra support and challenge for the G&T students in lessons, and extra enrichment activities once permitted to do so in phases 2 to 4. 3. Monitor the learning of SOD when they resume face-to-face learning in the school.





INSPECTION SYSTEM

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>6.1.1 Leaders at all levels, inspired by the Principal, set an exceptionally clear strategic direction and promote an ambitious vision that is shared by the whole school community; 'Striving to be the Best'. Senior Leaders are highly committed to the UAE National and Emirate priorities. These are very firmly embedded within the school's vision and strategic plans. Leaders ensure a fully inclusive school. 6.1.2 Leaders at all levels, including the Principal, demonstrate comprehensive and thorough knowledge of the curriculum and best practices in teaching, learning and assessment. They are focused on optimising students' achievement. Collectively they are highly effective in establishing an inclusive school with a purposeful learning culture and in achieving very high standards of students' progress and personal development. 6.1.3 Relationships and communication with all stakeholders are consistently professional and effective. The school's distributed leadership builds capacity, empowers individuals and teams, and creates an ethos of collective responsibility. Morale throughout the school is positive. 6.1.4 Leaders at all levels demonstrate clear and accurate understanding of what needs to be done to innovate and improve the school. They are very effective in anticipating and addressing potential barriers to sustained improvement. 6.1.5 Leaders have been innovative and highly successful in developing the school. An ethos of collective accountability ensures consistently excellent school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.</p>	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>The principal and her senior leadership team articulate an exceptional clear and strong vision which is shared by staff and the wider school community. Leaders at all levels are highly committed to inclusion and the UAE national and Emirate priorities. This is evidenced in the way they have organized the SOD provision and employed additional staff to optimize students' learning. The school is taking part in TIMSS and PISA examinations. To achieve and to monitor such targets, the school has reviewed its curriculum content and provided training for staff to help the large majority of students attain above the national and international standards. The senior leaders are highly skilled practitioners and demonstrate a high level of professional competence, sustaining very good performance and improving students' attainment and progress in all of the Arabic medium subjects from acceptable to good despite the challenges the school has faced due to COVID-19. They demonstrate thorough knowledge and understanding of the best practices in teaching, learning and assessment. They have been highly successful in upskilling new staff to teach different subjects in the school, including Arabic subjects, English, mathematics and science. The school leaders have also trained new leaders on succession planning. They are highly focused on establishing an inclusive learning environment and achieving very high standards of students' learning and development. The school has distributed leadership very effectively across the school. This builds and empowers individual staff and teams. For example, the school leaders have provided training for the heads of departments so that they can support teachers on how to plan lessons and to implement the curriculum. They have also recruited new senior leaders. This</p>



INSPECTION SYSTEM

has helped to build the school's capacity, to empower others and to bring new expertise to the school such as in the recruitment of teachers for mathematics and science. For example, the senior leaders ensure that middle leaders and teachers of the English curriculum, in phases 1 and 2 have a thorough knowledge of phonics, the English National Curriculum, the EYFS Curriculum and the Learning and Development Matters. There are also opportunities for Arabic and English-medium middle leaders to share best practice in teaching, learning and assessment. Overall, leaders have raised teachers' expectations in all subjects, including the Arabic medium subjects. However, some aspects of leadership, such as the strategic use of assessment data by few teachers is not fully embedded. The school is aware of its priorities to improve all Arabic subjects even further to bring them in line with the other English subjects. The school leaders are aspirational and have acknowledged that there is more work to do to improve the school's work and to provide more training for the middle leaders so that they can hold teachers more accountable for students' outcomes. Relationships and communications with all stakeholders, are highly professional. Morale throughout the school is highly positive. Discussions with a group of teachers indicate that they like to work in the school because the senior leaders support and help to upskill them. Staff say they have very clear roles, responsibilities and lines of accountability. Teachers collaborate very well to implement best practice. They set themselves challenging targets, and senior leaders hold them accountable for students' achievement. For example, the school leaders check students' attainment and progress data with the teachers and conduct a scrutiny of students' work. They ask questions to find out how teachers are helping students to quickly catch-up and how they can provide additional support for students, for example, SOD and lower attainers to narrow the gaps

INSPECTION SYSTEM

in their learning. Leaders have sustained very good performance since the previous inspection and have now improved achievement in Arabic medium subjects from acceptable to good, in English from very good to outstanding in phase 4 and in mathematics and science from good to very good in all phases. In Social studies, achievement is now very in phase 3. The school leaders ensure that the school is compliant with ADEK requirements. For example, they ensure that there are suitable staff to teach the different phases and to deliver the Arabic and the English curriculum. The school's capacity to improve is excellent.



INSPECTION SYSTEM

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>6.2.1 Systematic and rigorous self evaluation, using both internal and external data is embedded in the school's improvement planning and in its practices at all levels in almost all teams. The school knows its strengths and areas for improvement very well. The key priorities are accurately identified and analysed. 6.2.2 Systematic and rigorous monitoring ensures that there is accurate evaluation of teaching and learning and their effect on students' achievement and progress. 6.2.3 School improvement plans are coherent and based on accurate self evaluation. They contain strategic and operational actions, which promote creative and innovative solutions to address the school's and the UAE's national priorities. They result in sustained positive effects on students' achievements and rates of progress. 6.2.4 All the recommendations from the previous inspection report have been implemented or are in the process of implementation. The school has shown sustained improvement over time in all key areas.</p>	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>The school's self-evaluation is comprehensive and rigorous. It includes the views of staff, parents, other stakeholders and sources of information such as the internal and international assessments. The team leaders have also devised their action plans and subject SEFs to feed into the whole SEF. This helps the senior leaders to highlight strengths and to identify and analyse the key priorities for the school improvement. Senior leaders and middle leaders have robust systems in place to evaluate teaching and learning and its impact on students' learning and development. For example, they observe lessons regularly and provide detailed feedback to teachers on how they can improve the quality of their work. Middle leaders support staff to plan lessons, but few of the leaders are not monitoring the quality of their subjects rigorously to improve students' performance, particularly in very few of the Arabic lessons as a first and second language. The school's development plan (SDP) includes the school's priorities for improvement with measurable timescales and a system for monitoring and evaluation of the school's actions as well strategic actions to address the school's and the UAE national priorities such as the targets to meet the TIMSS and PISA expectations. It has resulted in sustained achievement. For example, students continue to improve their speaking and reading skills in English and the ability to solve problems in mathematics. In Arabic, guided reading and opportunities to read instructions during the lessons such as the learning objectives and success criteria are helping students to improve their comprehension skills. However, in few lessons, assessment data is not always used sufficiently to identify gaps in individual students' performance. Overall, the school has maintained a</p>

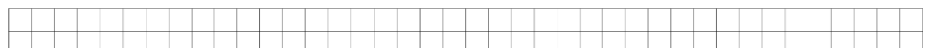


INSPECTION SYSTEM

		very good quality of education despite the challenges it has faced due to COVID-19 and has acted on most of the recommendations noted in the previous inspection report. For example, in the Arabic medium subject, students' achievement has improved from acceptable to good in all subjects and phases. The school has also improved students' attainment and progress in some of the phases, especially in mathematics and science from good to very good.
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Next steps for leaders:

1. Provide further training for staff on how to use assessment data to identify less achievement in students' performance. 2. Strengthen the roles of the middle leaders to further monitor all subjects effectively and how to hold colleagues more accountable for students' performance. 3. Make sure strategic use of data to inform teaching is fully embedded to optimize students' achievement further across the school.





INSPECTION SYSTEM

PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>6.3.1 The school is successful in effectively engaging parents as partners in their children's learning and in school life. The views of parents are fully considered when shaping school improvement priorities. The involvement of parents makes a highly positive contribution to raising standards.</p> <p>6.3.2 As a result of effective communication parents are well informed about their children's learning and development. They are empowered as partners, including when their children have special educational needs.</p> <p>6.3.3 Reporting on students' academic progress and social development is regular. Reporting strategies convey key aspects of students' achievements, next steps and areas for improvement.</p> <p>6.3.4 The school makes sustained social contributions to the local, national and/or international communities. Extensive and effective partnerships with local, national and international partnerships, including with other schools, have highly positive effects on students' learning, development and achievement.</p>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>Parents contribute very well to the life of the school, including involvement in special days and events, such as National, Martyr's and Tolerance Days, Eid celebrations and organizations of Sports Days. Parents are proactive in the way they raise funds to aid families affected by COVID-19. The school leaders, teachers and other staff seek regularly parents' views on a range of school initiatives, through questionnaires, surveys and meetings, and act promptly upon, their suggestions and comments. For example, the school has sought parents' views on the provision of computers and access to internet at home to support on-line learning. This has led to more provision of technology equipment and training for students and their parents how to use remote learning. However, parents would benefit from more information of how well the school is improving given the challenges it has faced due to COVID-19. They would also appreciate more enrichment activities to enhance their children's learning. Parents value highly the accessibility of teachers and leaders. The school communicates with parents using a wide range of effective methods, including the use of technology and considers the home language. For example, the support staff within the school speak different languages and communicate with parents. Parents appreciate the way teachers and staff keep them very well informed about their children's academic progress, personal development and well-being. The school has comprehensive systems to report on students' academic progress, personal and social development. This also includes strengths and improvement points as confirmed through the discussions with several parents and the scrutiny of a large sample of students' reports. For example, parents receive regular reports about their children's</p>

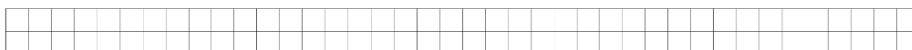


INSPECTION SYSTEM

academic achievement, efforts, targets, behavior, attitudes to learn, relationships and attendance. Parents confirm that their children make very good to outstanding progress. For instance, parents spoke about their own children in FS2 who have settled quickly into the school' routines, learnt phonics and become more confident readers. Parents say that teachers are very innovative in the way they plan activities and use different strategies and styles such as videos, games and short stories to enhance students' learning during remote learning. Parents also report on how the weekly newsletters are informative and help them know about future topic plans and achievement in subjects. Senior leaders use their considerable expertise in international education to provide excellent leadership, sensitive to the school's context. For example, they have established a number of productive partnerships with community groups such as health professionals that support the school community to keep safe from COVID-19 as seen in the regular testing of students and staff in the school. The school also works very well with other school's following the British curriculum in the UAE and beyond. The school has also forged more links with international educational institutions to enrich its curricula as seen in the training of staff on the English National Curriculum, the Early Years Curriculum and development Matters.

Next steps with parents and partners:

1. Provide more information for parents on how the school is improving due to COVID-19 challenges. 2. Offer more enrichment activities for students once permitted to do so in phases 2 to 4. 3. Re-engage with the community such as providing meetings on site once COVID-19 restrictions are lifted and permitted to do so.





INSPECTION SYSTEM

PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>6.4.1 Governance includes wide representation from almost all stakeholders. The Governing Body, which includes the school's owners, consistently seeks and considers stakeholders' views and, consequently, gains in-depth knowledge about the school. 6.4.2 The Governors regularly monitor the school's actions and hold senior leaders to account for the quality of the school's performance, including the achievements and personal development of students. It acts as a very effective, constructive critic for the school. 6.4.3 The Governing Body exerts a positive influence on the school's leadership and direction, based on ethical principles. The Governing Body ensures that good staffing and appropriate resources are available to address weaknesses and that all statutory requirements are met. The Governing body has had a positive impact on the overall performance of the school.</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The school's governance benefits from representation from parents, staff, school leadership and the local community. There are governors responsible for teaching and learning, curriculum, finance, buildings, welfare, health and safety. For example, governors who are in charge of health and safety conduct learning walks in the school and check the school's health and safety policies and procedures. Governors who are responsible for the British and Arabic curriculum check the coverage of the curriculum and talk to students about the subjects they enjoy most. However, there is no student representation within the governing body. Before COVID-19, governors have attended training by external professionals to help them strengthen their roles to support the school and to act as critical friends. For example, governors have learnt to conduct learning walks in the school, observe lessons and ask questions about students' achievement. Governors bring new knowledge and expertise to the school. They contribute very well to the work of the school. For example, the governors in charge of welfare, health and safety, check the school's health and safety policies and procedures to ensure that the school keeps students safe and secure. The governing body regularly seeks the views of the wider community to acquire a wider understanding of the school's needs. Governors support the work of the school very well and help ensure it meets the needs of the parents. For example, the governors have ensured that there is sufficient internet and computers for staff and students to use in school and at home. They have advised the leadership team to ensure that staff and students receive support on mental health and well-being. Two governors liaise between parents and the school. For example, they deal with any complaints,</p>

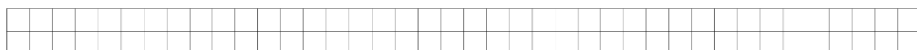


INSPECTION SYSTEM

suggestions, comments and compliments. They share their findings with the school to inform future improvements. Governors are aware of the school's key priorities and ask the school leaders the right questions about students' performance during COVID-19, holding leaders more accountable for students' performance. Before COVID-19, governors have observed lessons, spoke to students and staff and checked students' work. They have shared their reports with the school leadership and asked them questions about how the school acted on their recommendations. The owner supports the school, ensuring development priorities are supported financially and the provision of training is appropriate for the school. Due to COVID-19, governors undertake virtual meetings with the senior leadership team and ask how the school is improving. This has led to sustained improvement in the school. For example, reading and comprehension in English continue to be very well embedded in the school. The provision of computers has enabled students to access remote learning and continue to make very good progress. They have also ensured that teachers of Arabic have attended training, know how to deliver the curriculum and students achieve well. The governing body ensures that the school meets statutory requirements, in relation to suitable teaching staff, resources to support students' learning, health, safety and security of the buildings. For example, governors undertake learning walks in the school to check that students are safe and secure. They also ask questions to find out whether staff are suitable to teach the required curriculum.

Next steps for governors:

1. Include student representation on the governing body to share students' views. 2. Re-engage in the activities to support and monitor the effectiveness of the school's work once permitted. 3. Ensure the school continues to support parents and students as provision changes to meet Covid-19 requirements.





INSPECTION SYSTEM

PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>6.5.1 All aspects of the day to day management of the school are highly efficient, and impact very positively on students' achievements. The school's innovative procedures and routines are highly effective. 6.5.2 The school is appropriately staffed to fulfill the vision and mission of the school. All staff members are suitably qualified. All staff benefit from regular personalised professional development that is well matched to the school's priorities and the specific needs of individuals and teams. They are very well deployed to optimise student's achievement. 6.5.3 The premises are of high quality, with an extensive range of specialist facilities that are designed well to allow access for all. Almost all learning areas, including technology facilities are of high quality and used constantly to promote students achievement. The environment is conducive to teaching and learning. 6.5.4 A wide range of high quality resources, well matched to the curriculum requirements, teachers' and students' needs, promotes very effective teaching and learning.</p>	<p>6.5.1 Management</p> <p>6.5.2 Staffing</p> <p>6.5.3 Facilities</p> <p>6.5.4 Resources</p>	<p>The day-to-day management of the school and its procedures and routines are highly organized and have a high impact on students' achievements and personal development and well-being. This ensures that there is a calm and orderly learning environment. As a result, students continue to make very good progress overall. The school conducts PCR tests for students and sanitizations of the buildings and buses to ensure students and staff' safety. It has also installed thermal cameras at the entry point of the school and temperature checks are undertaken every day for all staff, students and visitors to the school. Senior leaders and staff welcome students when they arrive at the school and wish them a good day for learning. Senior leaders also undertake learning walks in the corridors to ensure that students are punctual to lessons and ready to learn. The school is appropriately staffed to fulfil its vision. All teachers are suitably qualified and support staff are very well experienced in the jobs they do. For example, in phase 1, support staff lead on extra physical activities to help students further improve their physical skills. All staff benefit from regular professional development opportunities, having a very positive impact on students' achievement. For example, teachers have attended training in mathematics and science to help students strengthen their problem-solving and critical thinking skills. All teachers of English in phases 1 and 2 have received training in phonics to support early literacy and Talk for Writing. In Arabic, teachers have attended training to equip them with the knowledge and skills to develop students' reading and comprehension skills. Teachers spoken to appreciate the valuable support they receive from the school leaders. Few teachers would appreciate further training to help</p>



INSPECTION SYSTEM

them widen their knowledge and expertise in the subjects taught. Premises and facilities are spacious and of the highest quality. Teachers and support staff make excellent use of indoor and outdoor open spaces to optimize learning for all students. For example, in phase 1, teachers use the outdoor space to provide extra activities for students to read and to act out stories with their friends. 'The Drome Unit' provides excellent opportunities for students in phase 4 to learn about artificial intelligence. Each phase in the school has its technology suite and the highest range of learning technologies, such as interactive white boards, laptops and printers in the classrooms that enable and facilitate students' face-to-face and on-line learning. This helps students to make at least very good progress in IT. Physical education facilities for football, volleyball, basketball, tennis and race tracks, provide a wide range of experiences for students to fully develop their physical skills, to promote their health and well-being and to support their talents. Year 12 and 13 students have their common rooms and break out spaces where they can relax and work independently. Students benefit from highly organized science, art, food and design and technology suites. For example, in art, students in phase 3, have excellent opportunities to learn about observational drawing and produce high quality work such as the drawing of a chair, inspired by the artist Vincent Van Gogh. The e-libraries are popular and teachers take every opportunity to read with students and to develop their comprehension skills. Computers are made available for students to read in the classrooms and during break times. Stem science resources provide excellent opportunities for students from phase 2 onward to be innovative in their work and to explore engineering. This is evidenced in the way they create high quality robotic work, for example, on how the robots can handle mechanic resources instead of humans. This inspires students to be innovative and to share their success with their teachers and peers. The school has



INSPECTION SYSTEM

two swimming pools. Due to COVID-19 restrictions, these are not in use.

Next steps for managers:

1. Provide training for teachers to match their needs so that they can improve their teaching skills even further. 2. Offer training to middle leaders so that they know how to monitor their subjects, especially in the Arabic medium subjects. 3. Make more use of the facilities, including swimming pools and canteens once COVID-19 restrictions are lifted and permitted to do so.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

- recommendations from the ADEK inspection team;
- areas identified by school leaders as requiring improvement;
- other external reports that evaluate the outcomes of the school;
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae

