



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Abu Dhabi International School – Branch

Academic Year 2015 – 2016

إقرأ

Abu Dhabi International School – Branch

Inspection Date	April 18, 2016	to	April 21, 2016
Date of previous inspection	N/A	to	N/A

General Information	
School ID	265
Opening year of school	September 2016
Principal	Pamela Issa
School telephone	+971 (0)2 205 7999
School Address	Street 61, Mohammad Bin Zayed City, POBOX 133311
Official email (ADEC)	adinternationbz.pvt@adec.ac.ae
School website	www.aisschools.com
Fee ranges (per annum)	Medium to High: AED 28,600 – AED 50,700
Licensed Curriculum	
Main Curriculum	American
Other Curriculum	-----
External Exams/ Standardised tests	Measured Progress Tests (MP); Advanced Placement (AP); International Baccalaureate Diploma (IBDP); Scholastic Assessment Test (SAT); Preliminary SAT (PSAT); Test of English as Foreign Language (TOEFL)
Accreditation	American International Accreditation Association

Students		
Total number of students	2616	
Number of children in KG	KG: 468	
Number of students in other phases	Primary:	908
	Middle:	638
	High:	602
Age range	3.8 to 18 years	
Grades or Year Groups	KG – Grade 12	
Gender	Mixed	
% of Emirati Students	22%	
Largest nationality groups (%)	1. Egyptian: 18%	
	2. Jordanian: 13%	
	3. Lebanese: 7%	
Staff		
Number of teachers	183	
Number of teaching assistants (TAs)	75	
Teacher-student ratio	KG/ FS	1:10
	Primary	1:10
	Middle	1:13
High	1:10	
Teacher turnover	19%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	144
Number of joint lesson observations	8
Number of parents' questionnaires	N/A
Details of other inspection activities	The team conducted several meetings with senior leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies and other documents. The leadership team was involved throughout the process and leaders conducted joint lesson observations with inspectors.

School	
School Aims	-----
School vision and mission	To support all students in attaining their full potential in personal development and active citizenship by providing the foundation for lifelong learning through quality education
Admission Policy	Admission to the school from Grade 1 to Grade 12 is determined by a placement test and meeting with parents.
Leadership structure (ownership, governance and management)	The leadership team comprises of the executive principal; principal; vice-principal (G6-12) (acting); director of primary (KG – G5); G6-8 teaching and learning coordinator; G9-12 teaching and learning coordinator; director of the special education department; director of co-curricular and environment,



	health and safety (EHS); financial controller; IB DP coordinator. Ownership is through a board of directors. A chair of governors is in place, with a full governing body in the process of being formed.
--	---

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	31	31
Specific Learning Disability	16	21
Emotional and Behaviour Disorders (ED/ BD)	18	24
Autism Spectrum Disorder (ASD)	12	12
Speech and Language Disorders	2	2
Physical and health related disabilities	7	7
Visually impaired	3	3
Hearing impaired	2	2
Multiple disabilities	3	3

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	15
Subject-specific aptitude (e.g. in science, mathematics, languages)	52
Social maturity and leadership	68
Mechanical/ technical/ technological ingenuity	39
Visual and performing arts (e.g. art, theatre, recitation)	45
Psychomotor ability (e.g. dance or sport)	46

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (A)	Good
--------------------------	-----------------	-------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

Abu Dhabi International School – Branch provides good education. Senior leaders and teachers have successfully established a good quality of learning environment and a positive work ethos in the short time the school has been open. There is a warm, caring ethos in all phases of the school. The successful establishment of a good quality provision in kindergarten (KG) is providing the platform for accelerating progress as students move through the school. The special educational needs (SEN) programme provides good opportunities for students to grow socially and academically in an inclusive and caring environment.

Attainment is in line with curriculum expectations in all grades across the school and in almost all subjects. Progress in subjects taught in English is good in most grades. There are some examples of very good progress in a few areas. Progress is acceptable in most subjects taught in Arabic.

Progress made since last inspection and capacity to improve

The school has not previously been inspected.

The school has quickly established a positive and purposeful learning environment since opening in September 2015, and has good capacity to continue to improve.

Development and promotion of innovation skills

The Senior Leadership Team is promoting a culture of innovation that is sharply focused on developing qualitative teaching and on improving student learning opportunities and achievement. All teachers develop individual professional development plans based on research and their individual needs and then present them to their colleagues and managers. The school has embedded innovation in the curriculum by making it more child-centred; with a focus on developing thinking skills and having students take more responsibility for their own learning. Teaching effectively integrates learning through cross-curricular projects. This helps children connect particular skills with an understanding of real world application. Thoughtful planning, lesson delivery and the provision of varied learning opportunities show an awareness of the importance of developing critical thinking, creativity, collaboration and communication skills. Carefully planned units of inquiry also encourage purposeful investigation and the development of problem-solving skills.

The inspection identified the following as key areas of strength:

- establishment of effective procedures and systems to successfully launch the newly opened school, which is actively promoting students' development
- most students' positive attitudes, good behaviour and enthusiasm for learning
- the quality of teaching and learning enhances student progress in most lessons
- the emphasis on the development of English competencies and skills enabling students to confidently access all curriculum areas
- rigorous and effective assessment and planning in Kindergarten and in primary years supporting students' learning
- the well-developed care and guidance procedures create a safe and supportive environment for learning for all students, including those identified with social and learning needs of students with special educational needs.

The inspection identified the following as key areas for improvement:

- the quality of teaching and learning to improve achievement, in particular: range of skills in subjects taught in Arabic
- increased consistency in differentiating learning activities
- developing greater student understanding of UAE culture
- increased integration of technology into learning across the curriculum.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	N/A	Weak	Weak	Weak
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Very Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Very Good	Good	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Very Good	Good	Good	Good



Students' achievement overall is good. Most students attain levels that are in line with curriculum standards. In lessons, attainment is acceptable and progress is good. Learning skills are good in most subjects and grade levels.

Attainment and progress in Arabic are acceptable overall. Most children's Arabic language and reading skills are in line with curriculum expectations. For example, children in KG 1 and KG2 recognise letters and KG 2 children can give examples of words that contain a given letter. Only a minority of children recognise short and long vowel sounds of letters or attempt to use them to read words. In lessons, listening and reading skills in Arabic are generally in line with curriculum expectations. For example, Grade 5 students read and understand main theme in the story of 'سمكة' 'السلمون'. Grade 9 students are able to read the poem 'اللغة العربية تعاتب أبناءها' and understand its main vocabulary. Low expectations, lack of meeting individual learning needs and lack of pace in some lessons slow students' progress. Attainment in Arabic as an additional language is below expectations, though students make adequate progress.

In Islamic education, attainment and progress are acceptable. Most children develop adequate knowledge of Islamic education concepts. However, they do not have an in-depth understanding of how they link to real life examples. Progress is acceptable in primary; good in middle and high school because of greater opportunities for independent research. Most students understand Islamic concepts and values and can recite the holy Quran. For example, Grade 4 students can speak knowledgeably about the prophet Mohammad life (peace be upon him). Grade 7 students know how to correctly recite 'Surat Al Rahman'.

In social studies, attainment is in line with expectations. Progress is acceptable in the primary; good in the middle and high school phases. In most lessons, students are able to acquire knowledge and develop community values well. For example, Grade 5 students know the importance of family in the community. Grade 8 students are able to gather information from the textbook about physical features of China, Mongolia and Taiwan.

In English, attainment is in line with curriculum expectations and progress is good. Speaking and listening skills are well-developed. Reading and writing are effectively promoted. Most children enter kindergarten (KG) with little or no English. They make good progress in developing their personal, social and academic skills. Attainment in English is good and progress is very good. Children's reading skills are above curriculum expectations. The majority of children in KG2 are able to read words and sentences. Primary students speak confidently, listen carefully and follow detailed instructions. Comprehension, analysis and competent reading of texts for information are good features in primary and middle age groups. Discussions

demonstrate fluency in speaking and depth of vocabulary use. Older students read texts with secure comprehension and demonstrate well-developed analysis skills. They have appropriate summarising skills for main idea of a text.

In mathematics, students' attainment and progress are good overall, with good levels of attainment and very good progress for children in KG, and good in primary. In KG1 students count objects from one to ten and model subtraction using play dough, toys or cotton balls to solve simple problems. Attainment is in line with curriculum expectations in middle and high school and progress is good. Students build appropriately on their number skills and develop a secure understanding of geometrical concepts. They are confident in using mathematical language when explaining their learning. For example, Grade 5 students can name different types of triangles and confidently articulate their properties. When given the opportunity, students work well in collaborative groups, solving problems and sharing their ideas. For example, Grade 11 students worked well together to successfully undertake very challenging problems involving proof by induction.

In science, attainment is in line with curriculum expectations and progress is good. The majority of students acquire knowledge of science terms to describe concepts. In KG2, students make predictions and record their observations in tables. Students have a good understanding of technical vocabulary and how to make predictions and develop hypotheses. Teachers develop students' critical thinking skills through good questioning techniques and challenging activities. For example, students were asked to predict which objects in their investigation would melt in the sun. Support for special educational needs (SEN) students is very well structured and is highly effective. As a result, students make good progress in meeting their specified learning goals.

Most children in KG exhibit very well developed independent learning skills. They take ownership of their learning and are able to choose and take responsibility for completing their activities. Children exhibit very good communication and cooperation skills. Most students have good attitudes to learning, behave well and are enthusiastic and happy learners. When given the opportunity, they work well together. They communicate confidently to explain and demonstrate their learning. They are able to make connections between their learning and the world around them. In the majority of lessons, students apply their own ideas to come up with solutions to problems.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Personal development	Very Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Good	Good	Very Good

Students' personal and social development is good. There are positive relationships between teachers and children. Students share warm and positive relationships with their peers and teachers and they are sensitive to the different backgrounds of their peers and respect their differences.

Children in KG have very good attitudes and enthusiasm for learning. They eagerly follow routines, behave very well and work supportively together. Older students exhibit good attitudes to learning as well. They are well-behaved and bullying is rare. They are generally self-disciplined. Behaviour of a few students, especially boys, in middle school is not always of the same good standards displayed by others in the school. Students in high school are more self-reliant, and motivated to meet their goals and initiate projects.

Students demonstrate a good understanding of how to live healthy lifestyles. It is reflected in the variety of events and activities that students initiate and participate in. For example, the high school student council led a health and hygiene campaign. It included presentations by high school students to those in lower grades and a breast cancer awareness campaign. Grades 1 to 4 create small businesses, with the healthy eating theme, from a 100-dirham investment. This included creating business plans to make and sell salads and to create games that emphasised the importance of exercise for a healthy lifestyle. Attendance is outstanding at 98%. There are a few internal punctuality issues as students change rooms between lessons.

Students exhibit strong respect for Islamic values. KG children sit respectfully as Quranic verses are read. Students respond to Islamic greetings and are given an opportunity to pray after school. For example, the anti-bullying campaign involves



high school students giving presentations to younger students to raise awareness about bullying and how to help their peers. Students gain basic knowledge and appreciation of UAE culture and heritage through activities such as National Day, Flag Day and Martyr Day. There are limited opportunities for students to learn about UAE heritage, culture and values within the taught curriculum, in the middle and high school phases in particular. Students are sensitive to other world cultures due to the diversity of backgrounds of their peers. They only possess a basic understanding of other world cultures.

The school provides students with good opportunities to take leadership roles. There is an elected student council in the primary and secondary schools. They take a major role in initiating, leading and coordinating events and activities, including volunteering to contribute to the wider community. An elected class representative relays messages between students and the school administration. Other leadership roles include a 'big brother/big sister' peer-tutoring programme, where Grade 12 provide academic or social support for younger students. High school students make a positive contribution to the local community. For example, the Literacy Campaign involves high school student council members provided English training for support workers in the school; 'Feel Great Campaign' students collect donations to support female labour workers in Musaffah. Primary school student council collect book donations for charities and organise collections to support of an orphanage in Nepal.

Students exhibit a good awareness and actively promote the importance of their environment. For example, the 'Water Bottle Campaign' was initiated and led by grade 11 and 12 students who cycle on the Abu Dhabi Corniche and distribute water bottles to the labour workers there. Other examples include the Environment Club student members organising events for Environment Week, including a clean-up campaign of Raha Beach.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

Teaching and learning are good across the school. Teaching is good or better in a majority of lessons observed. Teachers have a good knowledge of their subjects and apply it well in most lessons. The use of a common lesson plan format is in place for all teachers. A large minority of plans lack detail in respect of key aspects of learning, assessment strategies and expected student outcomes.

In KG, teachers are effective in using activity based hands-on learning to stimulate children's interest and enthusiasm. Learning centres are used well to provide a variety of learning experiences. A wide range of resources provide stimulating opportunities to learn through play and experimentation. Teachers develop children's critical thinking skills through questioning techniques and tasks they give students. For example, children are asked to predict why they think a particular event happened in the story; in KG 2, students play detectives and make conclusions using clues to solve the mystery.

In the best lessons observed in Grades 1 to 12, the pace of learning was rapid. Students were fully engaged in activities matched to their learning needs. They had opportunities to work independently and collaboratively. Challenging activities required them to analyse, solve problems, draw conclusions and articulate their thought and ideas. Regular assessments were used to check students' progress and adjust teaching and learning strategies when needed. In the few less successful lessons, the pace of learning was slow. Students had limited opportunities to think for themselves as they spent long periods listening to and following step-by-step directions from the teacher. In such lessons, students spent much of their time as passive observers. The same work was often given to all students, leaving some with insufficient challenge, finishing early and having periods of time with nothing to do.

The majority of teachers plan for and employ a wide variety of strategies to meet the general needs of students. The planning of effective activities to match the identified individual needs of students is inconsistent in a majority of lessons. In these lessons, the higher achieving students are often insufficiently challenged. Teaching strategies and classroom management techniques are enhanced by teaching and learning coordinators providing regular and effective professional development. The use of

technology to enhance students' learning experiences is limited across the curriculum. Most students are eager to learn and work well in collaboration with their peers. For example, Grade 11 mathematics students worked well together to undertake challenging problems involving proof by induction.

In KG, a baseline assessment is used to differentiate student levels in English as emerging, developing 1, developing 2 and advanced. Assignments are aligned to meet students' needs at the different levels in the acquisition of language skills. Students are given different activities and more advanced work according to their ability levels. Teachers and teaching assistants work effectively to check student understanding and learning in the classroom. Individual student portfolios give an account of each student's work and progress in the various subjects.

The school used Measured Progress (MP) standardised tests as a baseline at the start of the year. Only one set of results is available, with the school only being open for two terms. They use the data well to identify starting points for students, analyse curriculum strands in need of enhancement and to make plans for students with the greatest need of improvement. Formative and summative assessments are conducted and the results are analysed and made known to the teachers. Regular testing for Grades 6 to 12 is part of the students' weekly timetabled activities. These are used effectively for end of unit progress monitors and to influence planning and curriculum modification.

The provision for meeting the needs of SEN students is well structured, resulting in them making good progress. The director of student support services provides effective leadership and is a strong advocate for SEN students and their parents. Parents actively seek enrolment of their children at the school because of the receptive and inclusive provision. Facilities, such as the adaptive physical education (PE) room and sensory room, further enhance the learning opportunities for SEN students. The identification process for gifted and talented (G&T) students is in the early stages of development.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

The curriculum has a clear rationale based on the Massachusetts State curriculum standards. It provides a good provision to support learning for subjects taught in English. It is broad and balanced. As well as the core subjects, the curriculum is further enriched with the opportunity to study art, music, French, information and communication technology (ICT) and PE. The Ministry of Education (MOE) curriculum is followed in Arabic, Islamic education and social studies. There is a slight shortfall in the required time allocated to Islamic education in Grades 1 to 3. The curriculum is comprehensively structured through a scope and sequence programme. It provides effective continuity as students move through the school and a good range of pathways for older students. These include American graduation, advanced classes and an International Baccalaureate (IB) program. Cross-curricular links are stronger in primary and high school. Multi-discipline projects and themes create exciting opportunities for students to link different skills and disciplines. The school has effective plans to conduct an extensive review to consolidate and further develop the curriculum as it moves towards its second year of operation.

The school is successful in ensuring that teachers modify the curriculum to meet students' needs. This is happening effectively in English where students in KG, Grade 1 and 2 are in ability sets in their first period each day to develop their basic language skills. Plans are in place to extend the programme to mathematics. In the primary phase, students have exciting opportunities to develop their enterprise and innovation skills. They also have good opportunities to develop their understanding of Emirati culture. For example, students studying ancient Greece are asked to make a comparison with UAE life. In middle and high school lessons, there are limited opportunities for students to develop further their understanding of the Emirati traditions. The curriculum is insufficiently modified in Arabic taught to non-Arabic speakers to match their prior knowledge and skills.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good
The school has very good procedures for safeguarding students. In a very short time from the school opening, the leadership, teachers and other staff have established a safe, calm and caring school ethos. In most classrooms, effective routines, well-established behaviour expectations and high levels of respect create a very positive environment for learning. The school has a child protection policy in which teachers, parents and all support staff received training at the beginning of the year. Training for support staff was given in their first language. This effectively ensures a clear understanding of policy and procedures by all key personnel. There are very good procedures in place to ensure student's safety. For example, the very good supervision around the school and in school transportation, shadow teachers provide SEN students with excellent support in class and around the school to ensure their safety and wellbeing. The school has very good provision for promoting healthy life styles. For example, Islamic education integrates the teaching of the values of Islam with the projects highlighting the dangers of drugs and smoking. Staff have very positive relationships with students, which is in evidence in classrooms and at break times. There are effective policies and systems for managing students' behaviour. In most classrooms, students demonstrate good levels of self-discipline. The high school students show high levels of maturity, both in lessons and in voluntary activities to support younger students. The school has highly effective procedures for the identification of and support for students with special educational needs. For example, two parents gave a glowing account of the exceptional care and love their children, with particular needs, had received and the excellent social and academic progress they had made since joining the school. The identification and support for G&T students is in the early stages of development. There are effective systems of guidance and support for senior students. They visit different universities and university representatives visit the school to provide guidance. The school has very good levels of security procedures in place, with visitors required to leave photo ID at the gate for collection on leaving. The school is well maintained, equipment checked and evacuation procedures practiced regularly. The school clinic is well equipped and has a full-time nurse.				

Performance Standard 6: Leadership and management

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

Leadership and management are good. There is a clear vision and procedures in place to address the needs of a newly established school and create a positive learning environment. Good quality leadership by the executive principal and senior staff provides the momentum for building on the sound start. They have quickly established procedures and systems, which are effectively promoting students' social and academic development. The principal and senior team, are ably supported by a coherent middle leadership team. This provides a very clear accountability structure covering all the phases of the school. Positive relationships and a caring ethos throughout the school community provide an encouraging and supportive environment for learning. Accountability procedures are well-developed and used to good effect to monitor the quality of teaching and learning. It is particularly effective in KG and primary, where the focus on the quality of learning is driving the agenda for improving students' attainment and progress.

The School Development Plan (SDP) is very realistic in setting a manageable number of goals (5) for the year. It gives a clear direction in establishing the new school and for continuously moving the school forward. The goals are broken down into well-structured plans and activities. They contain measurable goals and make clear links to the performance standards being targeted. Timelines for monitoring and review are realistic and personnel responsible for development areas identified. There are robust and effective self-evaluation procedures in place. These are based on the regular and rigorous reviews of the progress made in the implementation of the SDP priorities. The reviews are well documented, with sophisticated analysis to demonstrate successes and identify areas for further growth. For example, observations of the effectiveness of formative assessments in classrooms are graphed against students' progress data to demonstrate a clear correlation. This information is used effectively to target further improvements in this aspect of assessment. The school has a



consistent and effective system for lesson observations. They are appropriately focused on the effectiveness of students' learning. Where major concerns are identified, improvement plans are agreed and follow up visits monitor the targeted improvements. Regular walkthroughs are also used well by senior and middle leaders to continuously check focused aspects of classroom provision. Performance management procedures for teachers are used effectively to hold them to account for student outcomes, set goals for improvement and agree professional development requirements. Having successfully launched the new school, the executive principal has measured plans in place to identify future goals for all senior and middle managers to continue the journey of improved achievement across the school.

The school has effective communication with parents. They are in the process of forming a parents' group and to extend opportunities for mothers' to be involved in the life of the school. For example, many mothers volunteered and contributed well to the school's innovation week. The parents praised the school for the quality of education and its caring family ethos. Weekly newsletters provide good information about the curriculum, school events and students' awards. The student planner has useful information that parents can access. The parent portal gives them good access to personalised academic and social information about their child. They receive a progress report and meet with the teachers each term. Parents' workshops provide a valuable source of information on a wide range of issues. Parents feel confident in approaching the school, which operates an open-door policy. The school is in the early stages of developing community, national and international links. The IB students have good opportunities to widen their knowledge and experiences through an exchange program.

Governance is acceptable. The school does not yet have a representative board in place and is still in the process of recruiting members, with the exception of the chair of governors. In the interim, there are already procedures in place for holding the school to account for the quality of educational provision. This is the remit of the executive principal, who has overall responsibility for the two schools in the group. She meets weekly with senior leaders to focus on the progress in respect of the key developments and is responsible for holding the principal to account for all aspects of the work of the school. The school runs very well on a day-to-day basis. It is calm and has a caring ethos. This is strongly evidenced in the highly supportive programmes for SEN students. The buildings and facilities provide a very good environment for learning.

What the school should do to improve further:

Further improve teaching and learning in order to improve achievement by:

- i. developing a wider range of skills for students in subjects taught in Arabic
- ii. creating more consistency in the use of assessment for learning to plan differentiated activities matched to students' identified needs, particularly for high achievers
- iii. creating more opportunities for students to develop a greater understanding and appreciation of UAE values, traditions and culture
- iv. provide more effective integration of technology in activities across all curriculum areas to enhance students learning experiences
- v. ensure that requirements for time allocated to Islamic education are fully met.