



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



Private School Inspection Report

Ajyal International Private School- Al Falah

Academic Year 2016 – 2017

Iqraa

Ajyal International Private School- Al Falah

Inspection Date	April 17, 2017	to	April 20, 2017
Date of previous inspection	N/A	to	N/A

General Information	
School ID	284
Opening year of school	2016
Principal	Antoinette Brown
School telephone	+971 (0) 2 448 8479
School Address	Al Falah City, Abu Dhabi
Official email (ADEC)	ajyalafalah.pvt@adec.ac.ae
School website	www.ajyalafalah.sch.ae
Fee ranges (per annum)	Average to high categories: AED 20,000 – AED 33,000

Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	Measurement of Academic Progress (MAP) (First tests for KG2 – Grade 5 to be taken this term)
Accreditation	-----

Students		
Total number of students	345	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	-----
Number of students in other phases	KG	192
	Primary:	153
	Middle:	0
	High:	0
Age range	4 to 10 Years	
Grades or Year Groups	KG1 – Grade 5	
Gender	Boys and Girls	
% of Emirati Students	90%	
Largest nationality groups (%)	1. Pakistani: 2%	
	2. Jordanian: 2%	
	3. Egyptian: 2%	

Staff		
Number of teachers	25	
Number of teaching assistants (TAs)	4	
Teacher-student ratio	KG/ FS	1:25
	Other phases	1:30
Teacher turnover	N/A	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	72
Number of joint lesson observations	2
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	Giving our learners an education that is meaningful and relevant to their personal, academic, social and/or work-life Providing our learners with an active learning teaching experience, avoiding rote or passive learning. Using means of assessment that are educative in nature (assessment for learning), qualitative and quantitative, standardized, frequent, performance-based (criterion and standards) and involving self-assessment. Aligning our teaching activities and assessment activities to significant learning outcomes by a process referred to as backward design.



	Continuously assessing and collecting data to improve our performance at the teaching/training levels, course levels and at the wider institutional level. Our organizational culture will be data-driven – ‘self-study against set targets’. Institutional action planning and assessment will be guided by our findings and targets. Using technology to enhance learning and to not just facilitate teaching (learning-driven technology) Providing continuous professional development for our teachers/facilitators and staff. Populating or educational institutions with teachers/facilitators, senior managers and leaders that are trained to provide standards-based instruction that fully supports the learning and development of all our learners. Giving authority to the professionals we hire, yet holding them accountable to a clear set of Key Performance Indicators (KPIs) that will guide them and ensure the provision of quality performance at all times. Providing our learners with the highest standards of personal physical safety, health and above all, personal well-being.
School vision and mission	Vision: Our vision is to contribute to the development of human capital in Abu Dhabi by providing the community with affordable, high quality education resulting in the individual achievement of significant learning outcomes by as many national and expatriate residents of the Emirate of Abu Dhabi as we can serve. Mission: We are here to deliver on Bin Omeir Education Foundation’s vision of each and every one of our



	students achieving Significant Learning Outcomes. We seek to develop our students' in depth academic knowledge and help them use and effectively communicate it at school, in everyday life and in their future careers. We enable them to work across cultural and social boundaries as they demonstrate strong interpersonal skills and high levels of self-awareness leading them to have a clear vision of what they want to be, and always keep in mind, and work towards, the highest of values. We endeavor to help our students to actively pursue new interests, live life to the full, as lifelong learners, and become citizens of the world, proud of their national heritage
Admission Policy	Student admission procedures for Grade 1 - 12 include formal tests together with an interview with parents and student.
Leadership structure (ownership, governance and management)	The school leadership includes: the principal supported by the deputy principal (responsible for KG). There is no middle leadership structure presently. (One is in the planning stage to accommodate the school's future expansion to include middle and high school years.) The school's Governing Board includes: the CEO of Bin Omeir Educational Foundation; 3 parents; and 2 business representatives.

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 internally
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	1	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

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)

The school was judged to be:	Band A	Good
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	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						
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The Performance of the School

Evaluation of the school's overall performance

Ajyal International Private School opened in 2016. It provides an education of good quality. Students' achievement is good in most subjects; it is mainly acceptable in Islamic education and Arabic. Most students behave well, have a self-disciplined approach to their learning and are very respectful to other students and adults. The parent community is extremely supportive of the school and positive about the quality of education their children receive. Leadership and management of the school are good. The very good caring, supportive and safe learning environment provided by senior leaders, teachers and other staff enables students to flourish as enthusiastic happy learners.

Progress made since last inspection and capacity to improve

The school has not previously been inspected. Good progress has been made in establishing the school, and the SLT demonstrate good capacity to continue the school's development agenda as it continues to expand.

Development and promotion of innovation skills

Innovation is in its early stages as a consequence of the school being in its first year. Innovative initiatives are underway across the school and in specific lessons. At the classroom level, Science/Technology/Engineering/Mathematics (STEM) has been introduced to stimulate higher order thinking skills. The school uses an online individualised information, communication and technology (ICT) program to help students consolidate and accelerate their learning in English, mathematics and science. The program is accessible in school and at home, with parents having access passwords to monitor their children's progress.

The inspection identified the following as key areas of strength:

- the vision, direction and solid foundation provided by the leadership team in successfully establishing the new school
- students' progress in a large majority of the subjects
- the positive and supportive learning ethos that permeates throughout the school
- the caring, nurturing and safe environment to support students' learning and personal development
- the effective collaboration and planning by senior leaders and teachers to enrich students' educational experiences.



The inspection identified the following as key areas for improvement:

- attainment in Islamic education and Arabic language
- extended writing in Arabic, including more effective feedback to support students' improvement
- the consistency and effectiveness in matching learning activities to students' needs, particularly for more able students
- opportunities to develop students' critical thinking, problem solving and innovation skills
- students' attendance.



Performance Standard 1: Students' Achievement

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

Achievement is good in all phases of the school and in most subjects. In KG, children's attainment and progress are good in social studies, English, mathematics and science; they are acceptable in Islamic education; attainment is acceptable and progress is good in Arabic. In primary grades, attainment and progress is good overall in social studies, English, mathematics and science; they are acceptable in Arabic; attainment is weak and progress acceptable in Islamic education.

On entry to school in September 2016, most children in KG and students in Grade 1 had little or no English. Students in other grades arrived with many different educational experiences. All students throughout the school are learning in their second language. Most students make good progress. In October 2016, diagnostic tests in KG1 revealed only 8% above or in line with expected levels in English language development; diagnostic tests in March 2017 demonstrated a significant improvement, with 65% above and 30% in line with expected levels. In KG2, 53% in line or above expected levels in October tests improved to 79% in line or above by March. The first standardised Measurement of Academic Progress (MAP) will be taken in KG2 to Grade 5 at the end of term 3 2017.

In Islamic education, attainment and progress are acceptable in KG; attainment is weak, with progress acceptable in elementary grades. In KG1, most children can name creatures of the sea created by God. They can describe how 'good Muslims' behave by referring to different types of behaviour. In KG2, most children are able to classify good deeds/bad deeds in reference to pictures and by relating them to Islamic values. In Grade 3, only a few students are able to answer comprehension questions about prophet Mohammad's "Esraa and Meraj" journey. In Grade 4, only a minority of students could recite simple verses from the Quran.

Attainment in Arabic is acceptable across the school. Progress is good in KG and acceptable in Grades 1 to 5. In KG1, most children can identify, for example, letter "ج", trace it with play dough and identify three picture words beginning with the letter. High ability students know all letters in the alphabet and can name one word for each letter. In KG2, most students are able to identify, for example, letter (س) and match two words that begin with it. They make good use of visual cues predict events in a story. In Grade 1, most students can accurately read simple sentences with the correct pronunciation. In Grade 2, most students can confidently read a short paragraph and answer basic information about the island of Seer Baniyas in a reading comprehension passage. In Grade 3, the majority of students are able to read a paragraph and successfully write one sentence about it. Arabic taught as a second language is acceptable. The students' attainment and progress are in line with the curriculum age expectations. The school provides one to one lesson support for the three non-Arab students who are in grades 1 and 2.

Students' attainment and progress are good in social studies. In KG, most students sing along the National Anthem and demonstrate respect when singing it. They can correctly colour the silhouette of the UAE flag and know about UAE traditional dress. In Grade 2, most students can describe how underground water is formed in wells and they can compare it to the over ground water. In Grade 3, most students know about Sheikha Fatima Bint Mubarak and her life story. For example, they discussed briefly her achievements and her role in the UAE. In Grade 5, most students can successfully define overpopulation and describe briefly three causes in specific areas.

In English, students' attainment and progress is good overall. In KG1, most children write their own name and can identify a number of key sounds and words. For example, most can pronounce, write and identify the letter 'V'. They know some words that begin with the letter sound. In KG2, most children understand the structure of words and are beginning to write letters clearly. The school's phonics program is significantly accelerating children's progress in letter development. Most Grade 3 can successfully identify nouns and verbs and Grade 4 use nouns, verbs and describing words in sentence construction. Their handwriting is legible and the majority write simple sentences with accurate spelling and punctuation.

In mathematics, most students' attainment and progress are good. In KG1, children demonstrate good ability to identify numbers and count up to 10, with more able children able to count out objects to numbers greater than 10. In KG2, most children show a good understanding of how to categorise objects by weight, with the majority able to predict the lighter and heavier objects. Grade 1 students show a good knowledge of addition with two digit numbers, using tens and units. Most Grade 5 students confidently identify and extend sequences of numbers using different operations. Most students can apply their knowledge of number rules in solving problems.

In science, students' attainment and progress are good overall. Classroom observation and work scrutiny confirm that all students understand the Common Core science concepts defined for their age group, and most comprehend scientific concepts above curriculum standards. KG2 children demonstrate very good ability to describe the feel and properties of rocks in the 'Rocks as part of our Earth' project. Most show a secure knowledge of the natural world and living things such as the animals of the UAE and what is needed for their survival. By Grade 5 students' scientific knowledge is secure. Most make good progress in investigative science. For example, they successfully designed a maze and experimented to measure the force of different wind speeds by timing a ball travelling through the maze.

In other subjects, most students' attainment and progress are good. Most students



make good progress in acquiring skills and techniques in art. For example, following story time in KG1, most children were able to recall and represent aspects of their story in drawings. In Grade 5 art, students were allowed the freedom to complete their watercolour painting of their own pencil drawing of a flower arrangement. They devised their own colours and shading very well to represent the flowers, leaves and stems. In PE, a variety of activities enables most students in all grades to participate with enthusiasm. In Grade 1 for example, activities included individual fitness tasks and team activities and all students participated in them with obvious enthusiasm. Most students' skills in ICT develop well and enhances their learning in other subjects. For example, in a Grade 2 ICT lesson, learning was linked very well with mathematics, English and science through a software program. This was individualised to students' levels and allowed them to enhance their knowledge and skills well through timed test activities.

The development of learning skills is good overall. Children and students are highly engaged in most lessons and show self-discipline in staying on task when routines and expectations are well established. They are encouraged to take responsibility for their own learning and most fully understand and comply with the consistent expectations of individual and small group work. Students work well together in paired and group activities. Teachers regularly link learning to everyday life and students' own experiences; for example, KG2 students weighed everyday objects to determine which is heavier and lighter. The development of English language skills is fully integrated in all curriculum subjects, resulting in most students demonstrating rapidly improving speaking and listening skills. The school is in the early stages of enhancing the opportunities to develop students' critical thinking, problem solving and innovation skills.

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

Most students have positive attitudes to learning and enjoy school. They are keen, enthusiastic learners who are well behaved and practice self-discipline most of the time. Relationships are positive and warm and students feel well cared for. Healthy living is a strong feature in the school and emphasised in KG, for example, through lunchbox monitoring, a policy of encouraging children to eat healthy snacks. In a meeting with older students, they described different ways of staying healthy, such as eating vegetables and meat and exercising. In KG1, children showed good knowledge of healthy foods by successfully preparing a lunch. Attendance is acceptable at 92%.

Students show pride in their Emirati heritage by assertively singing along with the National Anthem. They are respectful to their Islamic background which shows in their conduct. Students enjoy UAE celebrations. They also celebrated a recent International Day, with each class adopting a nationality and presenting it through its cuisine, costume, culture and habits.

Students in Grade 3, 4 and 5 demonstrate good community awareness by participating in a Red Crescent charity project where they collected donations for an orphanage in Abu Dhabi and for a reading room for children in a local hospital. There is a positive and cooperative work ethic throughout the school. This is evident in the daily interactions with teachers and fellow students from different cultures. The school is in the early stages of the development of innovation. Students take good care of their school environment. Children in KG take care of their planted seeds in science and art students prepare colourful displays of their work to brighten up the entrance hall and corridors.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Good		
Assessment	Good	Good		

Teaching and assessment is good overall. Effective teaching is evident in most subjects. During the inspection, the large majority of teaching was good or better in KG; in Grades 1 to 5, the majority was good or better. Teaching is good overall in social studies, English, mathematics and science. It is acceptable overall in Islamic education and Arabic. In the best lessons, teachers' good planning and interesting differentiated activities create a positive and vibrant learning environment, where students are excited, collaborative and successful learners. Most of them fully engage with each other in group, paired or independent tasks. They successfully demonstrate their learning practically or by giving everyday examples. In KG, well-structured centres enable children to work in differentiated subject groups or have guided choice of activities, including free play in well-resourced areas such as sand or water areas and art. In the few less successful lessons, students undertake the same tasks that fail to challenge or support their learning. They experience periods of inaction, where they are passive observers with few opportunities to solve problems or share their ideas.

Teachers have good knowledge of the subjects they teach and most understand how students learn best. Lesson planning is very thorough. Lesson plans identify the learning levels for groups of students, correlate to the common core curriculum and include the use of learning materials that fully engage and interest students. In most lessons, students work in ability groups on tasks that effectively meet their needs. There is inconsistent use of differentiated activities in a minority of lessons to provide greater challenge for more able students. Teachers use questioning well at the beginning of most lessons to extend students' understanding and challenge their higher order thinking. Almost all lessons include good opportunities for independent and collaborative learning. There is a strong learning ethos in the school. Teacher and student interactions are frequent, positive, engaging and productive. In most lessons, teachers encourage dialogue to enable students to extend their use of vocabulary and improve their speaking and listening skills in English and Arabic. They use open ended questions well to enable students to demonstrate their knowledge and to check they are learning effectively. There is



inconsistency in providing opportunities for students to develop their critical thinking, problem solving and innovation skills.

The school has good internal continuous assessment practices and uses them well to regularly track students' progress. MAP testing is scheduled for later in term 3 to provide the school with external benchmarking of students' attainment and progress. Baseline tests at the start of the year led to the school targeting the development of English skills as a major priority. The school adopted a phonics learning program with a robust assessment component. The successful implementation of this intervention program, aligned to the identified needs of each student, has produced a dramatic improvement in students' English language skills in two terms. Continuous assessment is used well by most teachers to target learning aligned to the needs of individual and groups of students. Senior leaders rigorously review the data outcomes in all subjects, grades and classes to monitor the impact of teaching on students' learning. They plan well-structured intervention support for identified students who find learning difficult.

Performance Standard 4: Curriculum

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

The broad and balanced curriculum provides good support for students' learning. The school follows the American Common Core curriculum and all plans and lesson plans are aligned to Common Core standards. The school follows the Ministry of Education (MoE) curriculum in Arabic, Islamic education and social studies. The curriculum is reasonably broad and balanced for a relatively new school. The KG curriculum is a mixture of English foundation stage practices and common core curriculum standards, including the core subjects, circle time, PE and ICT, with art and music integrated into the learning in other subjects. The core subjects in primary phase are supplemented by PE, ICT, library studies and art. Being a new school, there has been a conscious decision not to align with any specific U.S. state, at the present time, to focus on basic learning standards. As a result, there is a direct pathway from standards, skills and assessment rubrics to report cards to inform parents of their children's progress. Links between the content of different subjects are a common feature of planning and implementation and a key element of the school's learning policy. For example, many science lessons include new word vocabulary and mathematical skills. Senior leaders monitor lesson plans each week to confirm adherence to the common core standards. The curriculum is reviewed regularly to ensure it is fully aligned to the identified needs of different groups of students. Teachers meet weekly to review and design lessons targeted at individual students' needs. Senior leaders provide each teacher with a condensed summary of common core learning standards for second language learners of English as a useful reference for lesson planning and adaptation.

The school's innovative modification of the curriculum is most evident in the initiative to support students with weak English language competency. For example, 'streaming' in English in the first term allowed for targeted learning through an interactive phonics program for all groups of students. Intensive provision was provided for students with very limited English. It resulted in significant language skill development over two terms for most students. The curriculum is insufficiently moderated to address the varying needs of students in



most Arabic and Islamic education lessons. The school provides a few opportunities for students to show creativity and innovation within lessons and in extra-curricular activities. For example, the theme of the jungle environment was expanded to create masks, make and taste 'jungle food' and dress as favourite animals. The school is in the early stages of planning for innovation and enterprise within the curriculum. The school serves a predominantly Emirati community and it has a strong focus on promoting Emirati culture, heritage and values. Parental participation is strong, particularly in taking part in national, international and celebratory events. Morning assemblies include Islamic prayers, the national anthem and special lessons on the prophet's teachings. Displays, flags and artefacts around the school are a further celebration of UAE culture.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good		
Care and support	Good	Good		

The quality of protection, care, guidance and support of students are very good overall. The school has a robust child protection policy. Staff received extensive training during their induction, with the staff who joined later in the year being fully informed about their responsibilities. The school provides a safe environment for all students. Entrances, hallways and staircases are well supervised by security guards and a sufficient number of adults. All visitors have to provide evidence of their identity, sign in and are provided with visitor passes. CCTV cameras provide further useful security measures to monitor the premises. A certified nurse takes good care of students' health and follows up with their vaccination records. She also provides valuable awareness sessions about different health and hygiene topics. Safety kits are present in every classroom. Record keeping is high quality and regularly updated to note any incidents or accidents. The school has a lift to meet the needs of students and adults with mobility issues. Fire drills are regular, timed, and logged. A post-drill reflection on the effectiveness of procedures is documented. The school has good procedures for promoting safe and healthy lifestyles through the integrated curriculum activities across the subjects.

Relationships are very positive and behaviour is well managed. The school has clear policies that are discussed and followed up with parents. The school counsellor gives helpful anti-bullying talks to students. The school has robust procedures to encourage regular attendance and punctuality including first day calls or SMS messaging to parents for any absence. The procedures have yet to significantly raise attendance figures. A special educational needs coordinator (SENCO) takes part in informal assessments for students with possible special educational needs (SEN). Individual education plans (IEP's) are in place and reviewed termly. Teachers receive training on accommodating students with SEN in lessons. The procedures for the identification of students with special gifts and talents are in the early stages of development. The school counsellor provides useful support for students and

parents with any academic or welfare issues.

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	Good
Management, staffing, facilities and resources	Very Good

Leadership and management are good. The senior leaders provide a clear vision, direction and solid foundation for the school to continue to grow following its successful launch at the start of this academic year. The school leadership presently consists of the principal and deputy principal, with no middle leaders because of the present small size of the school. The establishment of effective relationships and communication were a high priority during the establishment of the new school, with policies and procedures implemented successfully. The principal's effective strategic leadership and high level organisational skills provide a clear direction for all staff. This successful combination is a key reason for the rapid improvement in students' attainment and progress in such a short space of time. The senior leadership team has very clear and effective plans for the way forward as the school continues to expand.

The Self Evaluation Form (SEF) is very detailed and sets out the evidence well to support the school's judgements. The self-evaluation process in creating the SEF embraces the views of all staff; all judgements are supported by relevant evidence. The detailed data analysis across all grades is articulated well to give an accurate picture of the progress achieved in the first two terms. Overall, the SEF is well constructed, very detailed and sets out a clear rationale for the judgements made. The school's well-structured and detailed performance management policy includes peer and management lesson observation. Senior leaders undertake regular lesson observations and walk-throughs. They provide valuable feedback to teachers. Any concerns are followed up well with detailed improvement plans, professional development and support, together with further classroom visits.



School development plans (SDP) initially focussed on the key requirements of opening the new school. The school successfully established and implemented effective policies and procedures for all key operational and educational aspects of its work. Due to the incomplete building, regular discussions took place and day to day improvements identified and acted upon. General planning, communication, staff training, organisational logistics were driven by the senior teams' monthly planning objectives and ensured that focus on students' achievement successfully and significantly raise standards during the first 2 terms.

Parental involvement is not yet formalised, but parents are represented in the board of trustees and are extremely supportive and turn up in great numbers for functions and events. For example, 253 mothers attended the mothers' day event organised by the school. Communication with parents is regular, including: circulars and newsletters; emails and SMS messaging. The principal's open door policy is welcomed by parents. Parents are extremely positive about the school, particularly the safe and caring environment provided for their children. The school has good links with charitable organisations, hospitals, Civil Defence and local police. Students eagerly take part in activities that provide funds to help children in orphanages and hospitals.

The school is governed by a Board of Trustees and the principal attends all meetings and provides regular reports to the governors. The Board is highly focussed on ensuring that the principal's duties are purely focussed on the improvements in the academic provisions within the school; they set clear and demanding goals for these. They are fully involved in the next stages of recruitment of staff and the planning for the significant growth in student numbers in the next academic year.

The school runs very smoothly on a day-to-day basis. There is a full complement of staff. The building is very high quality, clean, well-maintained and consists of a single building on 3 floors. Rooms are of a very good size to allow for flexible learning. The KG section has large break out areas to enhance small group activities. Classrooms are very well resourced and they provide good support for students' learning. There is a good range of sports facilities and teaching areas.

What the school should do to improve further:

1. Improve attainment in Islamic education in primary grades by:
 - i. accelerating the progress of students' learning
 - ii. aligning learning activities to the needs of different groups of students
 - iii. maximising the time students spend as active learners
2. Improve achievement in Arabic by:
 - i. providing more opportunities for students to undertake extended and creative writing
 - ii. giving more detailed and constructive feedback to students to inform them of their next steps of learning
3. Further improve teaching and learning to continue to accelerate students' progress by:
 - i. improving the consistency and effectiveness of differentiated learning activities, particularly in providing higher levels of challenge for more able students
 - ii. providing more opportunities to develop students' critical thinking, problem solving and innovation skills
4. Continue to improve students' attendance so that the rate is consistently 94% or better.