



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



Private School Inspection Report

Ajyal International School

Academic Year 2016 – 2017

lqraa

Ajyal International School

Inspection Date	February 12, 2017	to	February 15, 2017
Date of previous inspection	April 27, 2015	to	April 30, 2015

General Information	
School ID	249
Opening year of school	2014
Principal	Adrian May
School telephone	+971 (0) 2 5522668
School Address	MBZ City, Abu Dhabi
Official email (ADEC)	Ajyalint.pvt@adec.ac.ae
School website	www.ajyal.sch.ae
Fee ranges (per annum)	Average to Very High Categories: AED 27,700 to AED 50,350
Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	EMSA (Arabic) International Benchmark Tests (IBT) International GCSE
Accreditation	-----

Students		
Total number of students	1031	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	360
	Primary:	371
	Middle:	215
	High:	85
Age range	3.8 to 16 years	
Grades or Year Groups	KG1 to Grade 10	
Gender	Boys and Girls	
% of Emirati Students	82%	
Largest nationality groups (%)	1. Jordanian 3% 2. Egyptian 2% 3. Pakistani 1%	
Staff		
Number of teachers	77	
Number of teaching assistants (TAs)	25	
Teacher-student ratio	KG/ FS	1:17
	Other phases	1:11
Teacher turnover	19%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	16
Number of lessons observed	105
Number of joint lesson observations	5
Number of parents' questionnaires	179; (return rate: 17%)
Details of other inspection activities	The team conducted meetings with senior leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work and reviewed many of the school's policies and other documents. The leadership team was involved throughout the process and undertook joint lesson observations with inspectors.

School	
School Aims	'To contribute to the development of human capital in Abu Dhabi by providing the community with high quality education resulting in the achievement of significant learning outcomes by as many national and expatriate residents of Abu Dhabi as we can serve.'
School vision and mission	'To ensure that each and every one of our students is 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 endeavour 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	The admissions policy is open, in line with ADEC guidelines. Students complete a baseline cognitive ability tests (CAT) and have an interview in Arabic and English. The school will only reject students if they have special needs the school cannot meet.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, 2 vice principals and 3 assistant principals, each responsible for a phase of education. Middle Leadership includes a special educational needs coordinator, heads of year up to Grade 5 and subject heads for Grades 6 to 10. The Board of Governors comprises the representative of the owner, the principal, two parent representatives and a teacher's representative.

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	1
Autism Spectrum Disorder (ASD)	6	0
Speech and Language Disorders	3	0
Physical and health related disabilities	158	0
Visually impaired	0	0
Hearing impaired	3	1
Multiple disabilities	1	0

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

G&T Category	Number of students identified
Intellectual ability	1
Subject-specific aptitude (e.g. in science, mathematics, languages)	10
Social maturity and leadership	15
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	1

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 B	Acceptable
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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 School provides education of acceptable quality. Opened 3 years ago, its roll is still expanding. Students arrive at school with wide variations in their previous levels of attainment. Attainment is weak in most subjects, but students make at least acceptable progress against their starting points thanks to acceptable and better teaching in most lessons. Students make good and better progress in English at all phases and good progress in mathematics and science in the kindergarten (KG) and the primary phases. Attainment and progress in Arabic are weak. Students' personal development is good and most have a positive attitude to learning, supported by good arrangements for their health, safety and safeguarding. The principal sets out a clear vision and direction for the school and has the respect of the school community. Processes for self-evaluation and development planning are acceptable

Progress made since last inspection and capacity to improve

The school has made acceptable progress since the last inspection, while managing the rapid growth in student numbers well. The school's provision for children in KG has improved. In most phases, particularly in the subjects taught in English, lesson planning is clearer, and is starting to take account of students' different abilities. Behaviour has improved thanks to teachers' better classroom management.

There is now less poor marking of students' written work, but a minority of teachers still provide unhelpful feedback. In the middle and high schools, lessons still do not take account fully of the low levels of some students' English proficiency. New processes for assessing students' learning are not yet developed sufficiently well for senior leaders to evaluate overall progress across the school or to link staff training and performance targets to students' outcomes. Students' overall attainment is slowly improving in most subjects. With better teaching, the pace of progress in lessons is increasing, except in Arabic. A small minority of teachers and students still have low expectations of what they can achieve.

The school recognises its weaknesses, and has recruited additional senior staff to improve support for teachers. Middle managers possess a secure understanding of best practice in teaching. The school's capacity for further improvement is acceptable.

Development and promotion of innovation skills

Managers' promotion of innovation is acceptable. Innovations in teaching include projects that relate well to the outside world. For example, a class of Grade 9 boys created a 'sales pitch' for Dragon's Den, and in a Grade 8 class students designed soft toys to meet a specific design brief. These approaches are not sufficiently widespread. Primary and middle school students engage in projects such as how a river may support the development of a city. Teachers and students use innovative technology to communicate with parents and to facilitate students' independent learning.

The inspection identified the following as key areas of strength:

- relationships between teachers and students
- students' progress in English
- arrangements to ensure students' health, safety and safeguarding
- the school building and resources
- managing the growth of student population in the school

The inspection identified the following as key areas for improvement:

- students' achievement in all subjects
- students' critical thinking, enterprise and problem-solving skills
- assessment for learning to support the acquisition of learning skills for all students, particularly in Arabic and Islamic Education
- school self-evaluation and development planning



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Arabic (as a Second Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Social Studies	Attainment	Weak	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Weak	Weak	Weak	Weak
	Progress	Good	Good	Good	Very Good
Mathematics	Attainment	Weak	Weak	Weak	Weak
	Progress	Good	Good	Acceptable	Acceptable
Science	Attainment	Weak	Weak	Weak	Weak
	Progress	Good	Good	Acceptable	Acceptable
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	Good	Acceptable	Weak
	Progress	Good	Good	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Acceptable	Acceptable	Acceptable

In 2016 students' attainment in International Benchmark Tests (IBT) was well below international averages in all grades in English, mathematics and science. Attainment in Arabic, indicated by the results of EMSA tests, was below UAE averages. Students make good or very good progress in English at all phases and good progress in mathematics and science in the KG and primary phases. Progress in Arabic is weak.

Achievement in Islamic education is acceptable. Students demonstrate their understanding of Islamic etiquette when they are respectful and helpful to one another working in groups. In KG, most children understand the significance to Islam in washing their hands correctly before and after meals. In primary, the majority of students are starting to appreciate the connections between Islamic values and the culture of the UAE. In middle school, most students are familiar with the Islam doctrines of Mathaheb, but only minority can analyse and explain the differences between them. By Grade 9, most students have a more secure knowledge and can explain, for example, the reasons for the restrictions of Halal. The majority of Grade 10 students can describe acceptably how safe and secure living links Islam to UAE values, culture and government policy.

Students' attainment and progress in Arabic language are weak. Students' literacy skills are weak, and below curriculum minimum expectations. The majority of students throughout the school do not have adequate skills in reading for comprehension or extended writing, while their reading aloud lacks expression. In KG, the majority of children attain below the standards expected of those who have Arabic as a first language. Older children attain less well as they do not develop literacy skills. In primary, only a minority can follow teachers' instructions. In Grade 1, the majority of students are tracing letters, not using them to develop literacy skills. In Grades 4 and 5, most students have some reading skills and can select relevant answers when given choices, but cannot produce text independently. In middle school teachers devote too much time to learning about topics, for example in silent reading and class discussions, and too little to developing skills in extended writing. For example, Grade 6 students learned about water pollution, and Grade 9 about water consumption. Neither group could write an account of their topic with sufficient fluency or structure, nor could they explain the literacy techniques expected of them.

The small number of students who are learning Arabic as an additional language also make only weak progress in all aspects of the subject. Children make acceptable progress in the KG, but it is not sustained in the primary, middle and high school phases. Students typically work on simple tasks which demand only low levels of language skills. Lesson activities are insufficiently linked to the

development of competent speech and writing in Arabic.

Attainment in Social studies across the school is weak. Students are making acceptable progress in a majority of lessons. In KG majority of children can recognize the colours of the UAE flag and they enjoy colouring it. In primary, most students find it easy to name the places around their home and they recognise UAE culture and heritage in displays and models around the school. However, in both phases teachers emphasise developing craft skills rather than an understanding of UAE heritage and culture appropriate to their age. By Grade 9, most students can explain the nature of population growth in the UAE and its impact on society, but only a minority can contrast it to other periods of history or to other countries. They understand that the UAE has a pluralist culture, but cannot explain how this makes the UAE similar to or different from other countries. In Grade 10, a majority of students know the names of the major currencies of the GCC, but have insufficient understanding of the factors affecting these countries' economies.

Attainment in reading and writing English is weak at all phases. Few students have English as a first language, and most make good progress from their low starting points. Almost all students speak English confidently and fluently. In Kindergarten and Grade 1, students can communicate their ideas and offer confident explanations during discussions. In primary and middle school, students' handwriting is acceptable and improving, but they do not do enough written work. In the best lessons pupils develop critical thinking skills well. For example, Grade 8 students made good progress in developing an understanding of a dramatic character using excerpts from Shakespeare. High school students make very good progress. Most girls belong to a school book club and read widely. They can explain what they read, and contribute well in class discussions. They are familiar enough with curriculum requirements to mark each other's work. Grade 10 boys extended their vocabulary well in a role-play exercise of salesmen trying to sell a product.

Attainment in mathematics is weak at all phases. Students make good progress in the subject in the KG and primary school and acceptable progress in the higher grades. Students progress well in number work. In KG 1 a majority are already beginning to add single digits, while Grade 2 know their five times table and can relate it to a clock face. Grade 3 students can represent plants' growth in a bar chart, and find missing factors in multiplications. Lesson objectives are generally achieved in the higher grades, but the pace slows as most students use calculators for simple arithmetic. Grade 8 students can compute a mean value, but are unsure of how to round numbers up and down. Higher achieving students are not always challenged with higher level work. Work provided for students with special educational needs is generally appropriate in meeting their learning needs.

Attainment in science is weak at all phases. Students make good progress in the subject in the KG and primary school because the teachers' subject knowledge is secure and they make good use of available resources. Students make acceptable progress in the higher grades. In all phases the majority of students demonstrate secure knowledge and understanding of how science relates to the outside world. For example, Grade 1 students can identify the similarities and differences in the life cycles of butterflies and frogs. Grade 3 students can use scientific language to describe how sound travels. Grade 8 students can describe different types of energies, geothermal, solar, nuclear, oil, gas, and relate them to their daily lives. Grade 9 students can collaborate with each other to make predictions and test them. One class used litmus paper to estimate the acidity and alkalinity of household items like milk, toothpaste, bleach. In the higher grades most students, including those with special educational needs, make acceptable progress overall, but progress for high achievers is limited due to the low expectations of their teachers.

Students' demonstrate good attainment and progress in most other subjects. In physical education (PE), students make good progress in acquiring skills and techniques needed for games. In KG, most children develop good coordination and physical skills such as running, jumping, throwing and catching. In design and technology, most students make good progress in researching and organising creative ideas for designs, handling equipment safely and making usable products. Grade 10 students, for example made inventive and well constructed picture frames. Most students throughout the school progress well in experimenting with and using a good range of media and techniques in art lessons. Students learn French as an additional language and make good progress in gaining new vocabulary and in understanding and using the language. For example, in a Grade 4 lesson, most students demonstrated confidence and competence in speaking as part of basic conversation in French. Most students make acceptable progress in acquiring ICT skills.

The development of learning skills is good in the KG and acceptable at the other phases. Students of all ages engage well in most lessons. They show respect for teachers and support each other well. Most students can work in pairs or groups when given the opportunity. Team work is particularly good in some English lessons where students have different roles in groups. A majority of students are too reliant on their teachers to organise their learning. For instance, in mathematics, those who finish work quickly rarely volunteer to undertake the more difficult extension work. Online technology is available in most lessons to support learning, but it is rarely encouraged to be used or being promoted.

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

In most lessons, students are keen to learn, especially when they are actively involved. Teachers and students are friendly and helpful to each other and demonstrate mutual respect. Students understand and follow clear classroom routines, behave well and waste little learning time in lessons. A minority of middle and high school boys become loud and too boisterous in communal areas towards the end of the day. The school promotes healthy life styles well. Food in the cafeteria is healthy and nourishing. Students can distinguish between healthy and unhealthy foods. Children in the KG are taught the value of eating fruits and drinking milk for strong bones while middle and high school students learn about making healthy foods in food technology. Attendance is very good at 96%. Punctuality to lessons is good. Punctuality at the start of the day is weak. The school has no system for identifying the large minority of students arriving after the National Anthem, but in time for lessons.

Students' demonstrate acceptable understanding of Islamic values in their mutual respect, helpfulness, charity work and day to day behaviour. The school celebrated the National Day of UAE with great enthusiasm. Students also celebrated the prophet's (PBUH) birthday. There are many heritage centres throughout the school, especially in KG and Grades 1 and 2. In KG children can wear traditional Emirati clothes in the dramatic play area. Links to Emirati culture are limited in middle and high school. Students are proud of their heritage and identity, but their knowledge of UAE and world cultures is too limited.

The school provides many opportunities for students to participate in activities during and after school. Clubs include sports, robotics and Jujitsu. Social initiatives

include fund raising for charity and health initiatives, such as Breast Cancer Awareness. Students have few opportunities to volunteer outside the school. The students' council has limited opportunities to play an active role in decision making in the school. Students are insufficiently involved in leadership, enterprise and entrepreneurship roles to meet the UAE vision of citizens for the future.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching was deemed acceptable or better in most of the lessons observed. It was good or very good in a large minority and weak in a minority of them. A large majority of the very good teaching was observed in English and science lessons. A majority of the weak teaching was observed in Arabic lessons.

Most teachers have secure subject knowledge and employ methods that match the ages of the students they teach. For example, in KG children learn well through direct teaching and well-planned practical experiences. In English lessons in high school, the more able students are taught how to analyse and critically interrogate classic texts. In Arabic, students do not learn these techniques and so their summarising and account writing skills are weaker. In most lessons, teachers explain the planned learning to students. Interactive whiteboards, mini whiteboards and pre-prepared materials are used well, though there is a lack of subject resources in science and mathematics.

Teachers' promotion of learning through questioning is acceptable. A majority of teachers pose questions which challenge students to think creatively about their responses. In a large minority of lessons close ended questioning strategy is used. Questioning is more effective in the subjects delivered through the English language than in Arabic lessons. For instance, in one Arabic class, most students sat passively throughout the session, with only two answering questions.

Teachers' planning to meet different students' abilities is acceptable. In English and mathematics, more able students make good progress as they work through challenging activities. In other lessons, particularly in middle and high school, all



students usually work through easy work first, leaving little time to extend higher achievers. Lessons delivered in Arabic were not closely matched to pupils learning needs

In a minority of lessons, students develop critical thinking, problem solving, innovation and independent learning skills. For example, in KG children use large building materials collaboratively to build a 'kitchen', while Grade 10 boys develop enterprise and entrepreneurial skills, planning how they would launch a new product commercially. In the majority of lessons students do not develop independent and higher order skills as teachers set the work and control their activities. For example, In Arabic language lessons pupils rarely get to work independently without teachers' instructions.

The school has acceptable assessment practices for regularly monitoring students' attainment and progress in social Studies, English, mathematics and science. They align well with external assessments such as the International Benchmark Test. In Islamic education and Arabic, internal assessment is not well aligned with curriculum requirements and indicates much higher attainment than seen by inspectors. Results in EMSA Arabic tests show much poorer attainment than internal tests, and are poorly understood by the school. Baseline tests, on-going teacher assessments and unit tests check students' understanding of all strands of learning. Results do not sufficiently inform plans for curriculum development or teachers' professional development and performance management.

Teachers monitor learning well. Most employ techniques that check the understanding of all students, for instance asking all students to display answers on whiteboards. Teachers know their students' strengths and weaknesses and give regular individual marking and feedback.

Performance Standard 4: Curriculum

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

The school curriculum is sufficiently broad. Continuity and progression in subjects are acceptable. Teachers make insufficient use of assessment data to support smooth transitions between grades and phases. Written descriptions of students' strengths and weaknesses provide an adequate alternative in English language subjects. In the Arabic language subjects in particular, teachers do not take sufficient account of the low levels of students' skills and knowledge in planning the curriculum.

Cross-curricular links between the subjects taught in English are good in KG. They are insufficient between the Arabic language and English language lessons. Linkages between learning in clubs and voluntary activities and key subjects are under-developed. In KG in a large minority of the lessons children are allowed to choose activities. Students in middle and high school can choose from a good variety of subjects including food technology, art and design, design technology, textiles, business studies and French. It is a broad enough choice to enable older students to study subjects in which they are interested. An extended stream offers more challenge for higher achievers in high school.

The curriculum is under constant review, taking account of students' and teachers' comments. For instance, lessons are now longer in order to reduce time lost between them. Insufficient attention is paid to student attainment in curriculum review. The new assessment recording process is designed in part to address this.

The curriculum is adapted adequately to build English language and communication skills for a majority of students, and to help them understand expectations of their behaviour. Adaptation is insufficient for a large minority of students whose weak writing and reading skills limit their access to the curriculum. The curriculum lacks adaptation to meet the needs of gifted and talented students. Adaptation to meet the needs of students with special educational needs (SEN) is variable, and for a minority of students, it is ineffective. Teachers are beginning to adapt the curriculum better to the needs of different ability levels, and to reduce the over-reliance on text books. This needs further development to improve students' opportunities to

engage in activities that promote enterprise, entrepreneurship and innovation.

Links with Emirati culture and UAE society are acceptable. Each phase has an acceptable number of curriculum programs to develop student's knowledge, understanding and appreciation of Emirati history and culture, and the factors that influence UAE society.

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	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

Arrangements for students' health, safety and safeguarding are good. Site security is effective. Staff, parents and students have a clear understanding of the child protection policy, and know who to talk to if they have any concerns. Students know how to keep safe from online abuse.

Arrangements to ensure students' health and safety are good. The school provides a clean and hygienic environment. It has two clinics. The nurse is supported adequately by a health and safety supervisor. Procedures to ensure safety on buses are appropriate. Students know how to evacuate the school in case of emergency. In termly fire drills they reach the safe assembly points quickly.

The quality of maintenance and record keeping is very high. Systems to ensure that maintenance is timely and effective are very good, and records are up to date. The school premises and buildings are outstanding. They provide an exceptionally attractive learning environment with many well-resourced facilities. These include two indoor swimming pools, a large auditorium, design technology and food technology workshops in addition to the art, music and science facilities generally found. Lifts and ramps ensure access for those with restricted mobility.

The school regards healthy living as an important part of the curriculum. Most subjects include programmes promoting healthy lifestyles and students understand them well. Food in the student cafeteria sets a good example. Outside play areas are



covered against the sun and students have good access to fresh water.

Care and support for students are acceptable. Relationships between staff and students are good. Teachers' effective behaviour management and students' growing self-discipline are strengths of the school. A relatively new system of rewards and escalating consequences is well understood by all students and results in an atmosphere of mutual respect.

Promotion of attendance and punctuality is acceptable. The school has no systems to identify the students who arrive a few minutes late and so miss the National Anthem. As a result, it is unable to target actions to promote better punctuality towards these students

Support for students with special educational needs or who are gifted and talented is acceptable overall. The identification of special educational needs (SEN) is acceptable. It relies mainly on clinical and behaviour diagnosis. The school does not identify gifted and talented students. Individual education plans (IEPs) set appropriate targets for students with SEN. The SEN Coordinator (SENCO) has insufficient resources and time to provide better than acceptable support to students and the staff who support them. A minority of IEPs are not implemented sufficiently well.

Guidance and support are acceptable. Students' progress in core subjects is monitored every term. Catch-up classes are available to Grade 10 students approaching examinations. Managers and teachers make insufficient use of assessment data to identify potential underachievement and students do not have enough support in Arabic language subjects.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Good
The principal's vision sets out a clear strategy for promoting and managing the growth of the school. It is not fully focused on student attainment. Leaders have an acceptable knowledge of the curriculum. Managers observing English medium teaching understand where teachers need to improve, but do not always ensure the improvements take place. Managers observing Arabic medium lessons are less secure. Arabic teachers receive only weak support to identify the respects in which their teaching needs to improve. Professional relationships between staff are acceptable. Meetings are regular but do not have sufficient impact on performance. All staff understand their responsibilities for student behaviour and welfare but are not sufficiently accountable for student attainment. Managers have been effective in establishing this new school, which is growing rapidly. They have demonstrated acceptable capacity to improve teaching and student attainment. There have been improvements since the last inspection. Lesson planning and the use of teaching assistants in KG have improved and are now good. Behaviour management has improved, and is now a strength. The proportion of poor marking has declined. A reading scheme has been introduced that has had some success in raising standards in English. Teachers and students still have low expectations and student attainment is improving, but is still weak overall. A minority of lessons still do not take full account of students' low levels of English. Managers have taken effective steps to ensure they have sufficient reliable data to support decisions. Evidence to support the school's self-evaluation document (SEF) makes too little reference to student attainment and to the proportion of students meeting minimum expectations. As a result, a few of its evaluations are not fully accurate. The school has now set out clear goals and initiated action to give high attention to improvement in students' attainment. This is in its initial stages and has not yet had	

sufficient time to impact on students' attainment.

Monitoring and evaluating teaching are acceptable. Managers undertake regular observations. Records of observation focus on teacher performance rather than the progress students are making, their behaviour and their engagement. Action plans for improving teachers' performance are clear. Managers are beginning to follow up the effectiveness of consequent training.

Parents express particular concern about attainment in Arabic, mathematics, and science. Communication with parents is acceptable. Strategies to inform parents about their children's progress have improved. The parents of a majority of students now attend termly parents' evenings. Parents can also access their children's progress reports on the school portal. These are up to date, but do not provide enough detail on what students need to do to improve. The school makes good use of mobile technologies to contact parents about absences and discipline issues. The school has links to the local community though it does not record the number of students benefiting from these.

Governance is acceptable. Stakeholders are represented on the Governing Board, which consists of the CEO representing the school owner, teachers and parents. The CEO provides good support with recruitment, finance, contracts and resources. These contribute well to the sustainability of the school. Through the Board, the CEO holds the school accountable for its performance, though this relies too much on the outcomes of inspections and not enough on student attainment.

The school is managed well on a day-to-day basis. It is secure, safe, and well organised. Routines inside classrooms are largely effective in creating a positive environment for learning, students are calm and orderly as they move from room to room.

There are sufficient, suitably qualified English medium teaching staff who are provided with good training opportunities. Training is not matched well enough to the needs of Arabic medium teachers. Most lack the experience necessary to ensure that students make the progress they could and they receive insufficient support. Teachers' turnover affects the quality of teaching.

The premises are outstanding. They are clean, spacious and well designed to be rich in learning opportunities and accessible to all. Specialist facilities are of excellent quality and facilitate a wide range of subjects to broaden the curriculum. Teachers have access to good learning technologies in classrooms to provide good visual aids to teaching and learning. Students can access technology easily. The library is well stocked and used well as learning resource by teachers and students to promote effective learning.

What the school should do to improve further:

1. Increase students' achievement in all subjects by:
 - i. improving the planning of learning strategies and activities to match the identified needs of different groups of students, including those whose attainment is low
 - ii. fully engaging all students as active learners throughout the lesson
 - iii. ensuring that staffing is sufficient to support gifted and talented students, students with special educational needs, and those requiring pastoral support
 - iv. ensuring that learning activities are challenging and promote the development of students' higher order thinking, problem solving and research skills across the curriculum.
2. Improve the effectiveness of teaching and assessment in Arabic and Islamic education by:
 - i. enhancing teachers' understanding of the use of assessment to align students' targets to their expected learning outcomes and rate of progress
 - ii. ensuring teachers have good access to appropriate targeted training
3. Improve self-evaluation and improvement planning by:
 - i. implementing more rigorous lesson observation strategies and follow-up
 - ii. introducing greater rigour in analysing assessment data to set targets for attainment and measure students' progress towards meeting them
 - iii. ensuring that accountability goals for all staff are linked to achieving students' agreed attainment outcomes.