



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

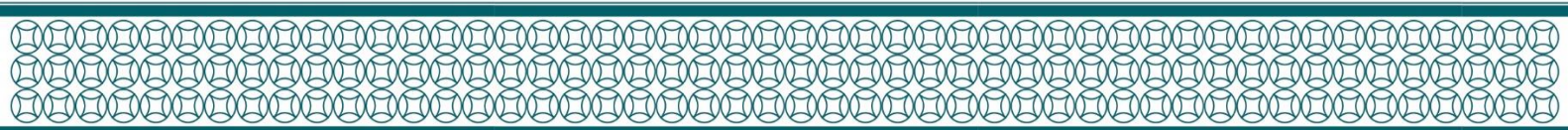
Inspection
Report of

Ajyal International School

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Ajyal International School		
School ID:	249	School phases:	KG - G12
School Council: **			
School curriculum: *	British	Fee range and category*	26,500 AED - 47,500 AED (medium - high)
Address:	Sector Z -15, Mohamad Bin Zayed City, Abu Dhabi.	Email:	ajyalint.pvt@adec.ac.ae
Telephone:	+971 (2) 696 8500	Website:	www.ajyal.sch.ae

Staff Information			
Total number of teachers	87	Turnover rate	52%
Number of teaching assistants	30	Teacher- student ratio	1:11

Students' Information				
Total number of students	939	Gender	Boys and girls	
% of Emirati students	82%	% of SEN students	3%	
% of largest nationality groups	Jordanian 3%	Egyptian 2%	Yemeni 1%	
% of students per phase	KG	Primary	Middle	High
	33%	44%	18%	5%

Inspection Details				
Inspection date:	from	28/01/1440	to:	01/02/1440
		08/10/2018		12/10/2018
Number of lessons observed:	104	Number of joint lessons observed:	10	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- Ajyal International school opened four years ago. It has shown continuous improvement over this time and now provides a good standard of education overall. English is the second language of almost all students. Governors have appointed new senior leaders and staff since the last inspection. Only the minority of students stay in the school for more than two years. High turnover has limited the school's progress in raising attainment. The school has raised entrance requirements and this has ensured that students entering the school are capable of learning successfully in the medium of English. The very high student turnover has therefore reduced, and improved progress is now evident in a more stable student cohort.
- The overall performance of the school is good because students are now making good progress across the majority of subjects. Progress is consistently good English medium subjects in the foundation and primary phases that account for over three-quarters of the school's population. Attainment has risen sharply in nearly all subjects in these phases from weak to acceptable, although Arabic standards remain weak in primary. Considerable improvement in the quality of the curriculum and the effective use of assessment can be attributed to strong leadership, particularly in the primary phase. Students in the foundation and primary phases now benefit from enjoyable and challenging learning experiences. There has been less marked improvement in the middle and high phases..

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	• Students are now making good progress across the majority of subjects although achievement is variable across the phases. • In kindergarten (KG) children are making good progress in building on their existing skills, enhanced by engaging activities and good teacher support. • Students' progress in the primary is good in subjects taught in English due to considerable improvement in teaching and learning; but only acceptable in subjects taught in Arabic. • Students' attainment in the middle and high phases is weaker because their learning is being built on weak foundation skills and knowledge, and they are not actively taking responsibility for their own learning.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	• Students behave well, and most have positive attitudes to their learning. • Students demonstrate, in their conduct and attitudes, positive Islamic values and pride in their heritage and culture. • Students, particularly those in higher years, do not develop enough independence and initiative, for example through organising events and taking leadership roles around the school.		



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Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The skills of teachers have improved because the large majority have been replaced with skilled teachers, experienced in delivering the English national curriculum. The remaining staff have been supported by good quality continuous professional development. - Teachers' plans cover the curriculum outcomes and those in KG and primary give good attention to delivering the curriculum in an engaging way. Most, particularly those in the primary, provide good quality support to students during lessons. - Teaching and assessment in the middle and high phases are not meeting students' needs. Direct teaching and low-level tasks are limiting these students' progress.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The curriculum has been reviewed and developed to deliver the English national curriculum effectively. - In the primary phase, topics based on children's stories engage students and help them to develop their English skills, make connections between curriculum subjects and understand the purpose of their learning. - The curriculum is not adapted well enough to meet the needs of students with special educational needs, or to promote the skills required for innovation and enterprise.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The school is very well maintained and provides high-quality, safe, hygienic facilities. Students are supported to develop healthy lifestyles and respect for others. - Students benefit from positive relationships with teachers. They behave responsibly and are kind to one another. - Arrangements to identify students with special educational needs are now robust.		

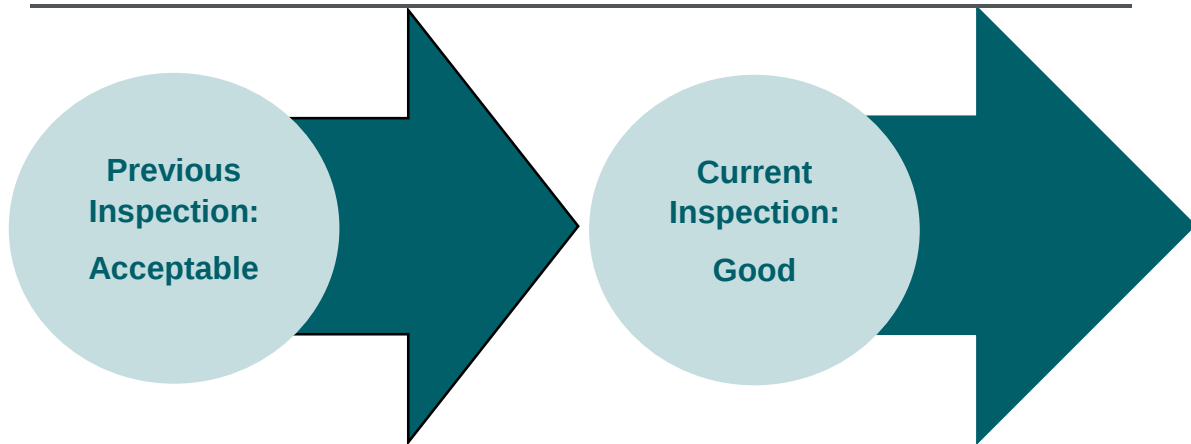


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Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	• A very strong leadership team in the KG and primary phases have made considerable improvement in provision and outcomes for students. • The governing board has taken prompt and decisive action to raise standards. They have replaced all of the school's leaders, and the majority of the teachers, and upgraded the school's resources to support more successfully the delivery of the curriculum • Governors and senior leaders have won the confidence of many parents and the rate of student turnover has reduced.		



Progress made since last inspection and capacity to improve



- The school has made good progress in addressing the recommendations of the previous inspection.
- Students' attainment has improved in Islamic education and social studies. Students now make more secure progress in almost all subjects, particularly in the KG and primary phases. Although their attainment in these phases is still below curriculum standard it is improving. Students' achievement has not yet improved significantly in the middle and high phases.
- Students in the KG and primary phases are now more independent learners and are aware of their strengths and next steps in learning. They are able to apply their learning more successfully and are beginning to show more inquisitiveness, creativity and initiative. However, across the stages students are not yet consistently developing the higher-order skills required to develop enterprising and innovative attitudes.
- Staff have developed the curriculum to ensure it is closely aligned with the requirements of the English national curriculum. In doing so, they have recently implemented curriculum-linked assessment which is beginning to provide them with clearer information about students' strengths and weaknesses. Teachers in the middle and high phases have not yet used this data to address weaknesses in students' learning.
- The school's approaches to self-evaluation have improved. Senior leaders monitor closely the quality of teaching, students' learning and, in the KG and primary, their progress. The two school development plans each set out clearly how each part of the school is continuing to improve, but these plans do not yet demonstrate a coherent strategy for whole-school improvement.
- The strong leadership of the KG and primary phases, which constitute 77% of the student body, means that the school has good capacity to continue to improve.



Provision for Reading



- The school library is well stocked and equipped with a range of reading areas, Information and communications technology (ICT) and text resources. Books written by students themselves and books about the UAE feature prominently in the displays. Further reading areas in KG and primary classrooms provide students with access to a broad range of texts.
- The school benefits from books and print media across a range of genres. Each primary class spends a period in the library each week. During this time, the librarian reads to them and engages them in discussing the story. However, this period is only used to support reading in English and not in Arabic. The library is not well used as a resource by older students as they are not consistently engaged in independent learning tasks.
- Across the school, a well-planned, good quality programme of reading for information and reading for understanding develops students' skills over time in English lessons. Students' reading skills are carefully tracked in English using curriculum-linked assessment resources. This is a less-developed feature in Arabic.
- The school engages students and parents effectively in reading for pleasure. Termly book fairs alternate between Arabic and English books, and are well-supported by parents. Competitions, visiting authors and events organised in the library further the place of reading at the heart of learning.
- Teachers of English and Arabic in primary phase are training together to develop their teaching approaches. As a result, there is increasing consistency in the quality of teaching of reading in this phase.



Key areas of strength and areas for improvements:

Key areas of strength

1. Students' good behaviour and positive relationships between students and staff.
2. Students' understanding of UAE culture and their Islamic values.
3. Support for students' learning in English as a second language across the curriculum.
4. The development of the curriculum to provide progressive learning experiences linked to the English national curriculum.
5. The high-quality learning environment and resources.

Key areas for improvement

1. Raise attainment across all subjects and phases by:
 - i. developing students' Arabic and English skills across the curriculum, giving particular attention to the skills of speaking and writing
 - ii. raising expectations across the school, and planning more challenging learning activities
 - iii. increasing the breadth and depth of learning in the high phase
 - iv. modifying the curriculum to meet the needs of students with SEN.
2. Use assessment to inform planning and support teaching by:
 - i. developing further baseline and curriculum-linked continuous assessment to track students' progress across all subjects and stages
 - ii. making skilful use of formative assessment techniques throughout lessons to increase the level of support and challenge during learning
 - iii. involving students more consistently in assessing their own achievement and improving the quality and usefulness of feedback given to them.
3. Develop opportunities for students to take responsibility and learn independently by:
 - i. promoting critical and creative thinking through dialogue with and between students.
 - ii. enhancing opportunities for innovative and enterprising thinking within the curriculum
 - iii. increasing opportunities for students to take leadership roles in school
 - iv. providing effective pastoral and academic guidance in the middle and high phases.
4. Continue to develop a shared vision and values across the school by:
 - i. working closely with parents to explain the school's approaches to learning and engage them in supporting their children effectively
 - ii. developing a coherent, strategic plan for improving provision across the whole school.



Performance Standard 1: Students' Achievement

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

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Islamic Education	- Students achievement in Islamic education is acceptable in all phases, as it was at the last inspection. The achievement of the few students learning Islamic education in English is also acceptable in all phases. There is no examination class in high phase. - Most students demonstrate age-appropriate understanding of Islamic concepts and values. They apply what they learn in their daily lives as they show deep respect and tolerance. In KG, most children can recite prayers and link these to where they should be used. By year 6, most students can read and discuss the main ideas in the hadeeth. By high school, most can explain the rules and meaning of verses. At all stages, their skills reading Quran are less well-developed. - In all phases, students are not making better progress because teaching is restricted to the pace dictated by following the textbook. This means that students cannot extend their knowledge beyond minimum curriculum standards.
Arabic	- Students' achievement in Arabic first language is acceptable and has improved since the last inspection, but students' attainment remains weak in primary. Achievement is similar for the few students who learn Arabic as second language. There is no examination class in high phase. - Most children in KG can identify common simple words with long and short sounds. In primary, students' reading, spelling and handwriting are below curriculum standards. In middle and high phases, most students read and speak Arabic well, but their extended writing is less well-developed. - Students' attainment has improved through more active and engaging teaching, but is not better because teachers' planning does not build on accurate assessment of what students can do and need to improve.
Social Studies	- Students' achievement in social studies is acceptable overall, as it was in the previous inspection. Students' attainment has improved and is now acceptable in both primary and middle phases. - The achievement of the few students who learn social studies in English is also acceptable. Across both phases, most students' achievement is in line with curriculum standards. - Students in primary demonstrate age-appropriate understanding of facts about the UAE including its geography and the natural environment. Throughout the middle phase, students understand the influence of the UAE in the wider Arab world but not how the history of the UAE has shaped its present-day status. - Achievement has improved because lessons are now more active and engaging. However, teachers' expectations of the depth of students' written work and oral responses to questions are still too low.



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English	- Students' achievement in English is good overall. Attainment has improved in KG and primary, but is still below curriculum expectations in the middle and high phases, as it was in the previous inspection. Almost all students speak English as a second language and therefore achieve well in assessments designed for first-language speakers. Students' attainment in IGCSE second language examinations in the high phase is weak. - Students make good progress in the KG and primary where attainment is coming closer to curriculum standards. The English skills of the majority of new students arriving each year are well below age-related expectations. - In lessons and in class work, the majority of students in KG and the lower stages of primary now achieve above the curriculum standard in reading, writing, speaking and listening. By middle and high phases, students' listening and reading skills are developing well, but their talking and writing skills are below expectations. - Students' progress is best in KG and primary because teachers plan lesson activities based on children's story books that engage them and develop their vocabulary very well.
Mathematics	- Students' attainment in mathematics is acceptable and has improved since the last inspection. Students' progress is good overall, but acceptable in middle and high phase. Attainment in IGCSE examinations is weak. - In lessons and in written work, students in KG and primary are developing a secure understanding of how numbers work and can explain how they arrive at solutions. In the middle and high phases, students have weaknesses in basic mathematical concepts which hinder further progress. - Students' achievement is better in KG and primary because they are engaged in exploring number and mathematical concepts, developing deep understanding. In other phases, students are taught mathematical facts rather than applying their skills to solve problems.
Science	- Students' achievement in Science is acceptable overall. Attainment in KG and primary has improved since the last inspection. However, it remains weak in the high phase. Students make good progress in KG and primary, and acceptable progress in other phases. Students' attainment in IGCSE examinations is weak. - In lessons and in their recent work, the majority of students in KG and primary demonstrate knowledge and skills above the curriculum standards. Throughout the primary phase, students develop skills of scientific enquiry. By grade 12, students follow instructions to conduct experiments. However, this is below the curriculum expectation at this stage for students to design and carry out investigations independently. - Achievement has improved in in KG and primary because students now think scientifically and design investigations. At other phases, students are taught facts about science and are not designing and conducting practical investigations regularly.



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Other subjects	• Students' achievement in other subjects is good overall. Their attainment is broadly acceptable across the primary and they are now making good progress. Levels of achievement are lower in the middle and high phases where students are more frequently passive learners. • In music in primary, students make instruments, explain how they work, and describe their response to different kinds of music using drawings. Students in the middle phase demonstrate a good range of well-developed skills in art. In physical education, students learn how to keep fit but follow instructions rather than apply their learning. • Students are developing their understanding of the wider world through additional subjects in the middle and high phases including history, geography. Design technology lessons at all phases are developing students' creativity and independence effectively.
Learning Skills	• Almost all students enjoy lessons and focus on tasks. In the KG and primary, they show resilience and determination when learning independently. Students in other phases work hard in lessons and follow teachers' instructions, but are generally more passive learners showing less resilience and determination. • Students in the KG and primary regularly work with others to share their ideas and collaborate to achieve tasks. In the middle and high phases, students cooperate in group work but generally work more productively independently. • Students in the KG and primary readily use skills developed in one subject to achieve in others. In the middle and high phases, students are developing a coherent understanding of the world through discrete subjects but generally lack opportunities to apply inter-disciplinary skills. • At all stages, students' skills in innovation and enterprise are less well developed. Approaches in primary are beginning to develop students' higher-order thinking skills more effectively.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- Students' secure understanding of Islamic concepts. - Students' application of their learning in their lives.	- Students' skills in reading Quran. - Students' progress beyond minimum curriculum standards.
Arabic	- Students' achievement in Arabic in middle and high phases. - Students' reading and speaking skills.	- Students' attainment in primary. - Students' skills in extended writing across the school.
Social Studies	- Improvements in attainment in both phases. - Students' knowledge about the UAE history and economy.	The depth of students' understanding about cause and effect relationships in UAE history.
English	- Students' very strong progress from low entry points in KG and the early primary years. - Primary students' listening and reading skills.	- Students' attainment at all stages, particularly in IGCSE examinations. - Progress of students in middle and high phases, particularly in extended writing.
Mathematics	- Students' progress in KG and primary in developing secure basic concepts. - Most students' skills in mental calculation.	- Attainment and progress of students in middle and high. - Students' skills in solving mathematical problems.
Science	- Students' achievement in primary phase. - Students' investigative skills in the primary phase.	Students' practical skills in the middle and high phase.
Other subjects:	- Students' achievement in art in the middle phase. - Students' knowledge about the world around them in primary topics and humanities.	Students' knowledge and skills across the full range of curriculum expectations in PE.
Learning skills	- Students at all stages are responsible learners. - Students in the primary phase work very well with one other.	- Students' skills in working independently. - Students' higher order-thinking skills



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students' personal and social development is good and their innovation skills are acceptable.
- Across the school, students behave well and have positive attitudes to learning. Those in the high phase depend on teachers too much for direction and should be demonstrating more self-reliance. Relationships between students are positive overall, particularly in the KG and primary. Students across the school show respect for staff and caring attitudes to one another.
- Students demonstrate a good understanding of the importance of a healthy diet and regular exercise, and the link between lifestyle and disease. They participate enthusiastically in PE, food technology and a range of sporting clubs including ju jit su.
- Attendance is acceptable at 93% and has improved considerably since the last inspection. Punctuality to school has also improved, but a few students, particularly older boys, still arrive late for lessons.
- Students show good appreciation of the role and values of Islam in UAE society. They recite the Quran and Hadith during assembly and celebrate all Islamic events including Eid and Miraj. They demonstrate tolerance and respect, practise sadaqah, and show appreciation to staff who help them. Most students have good understanding of UAE culture and heritage. Their art and craft work in particular honours the leaders and symbols of the UAE.
- Students demonstrate good understanding and appreciation of their own and other world cultures. A few are members of the student council or assume roles as prefects and helpers. Overall, however, they have too few opportunities to take on important responsibilities in classrooms and within school. Consequently, they do not demonstrate skills in planning and organising, or in innovative thinking.

Areas of Relative Strength:

- Students' behaviour.
- Students understanding of Emirati culture, and Islamic values.

Areas for Improvement:

- Opportunities for students to take leadership roles in school that develop their skills of enterprise and innovation, particularly in middle and high phases.
- Students' attendance and punctuality



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Acceptable	Acceptable
Assessment	Acceptable	Good	Acceptable	Weak

- The quality of teaching is good in the KG and primary, and acceptable in the middle and high phases. Assessment is acceptable overall. Since the last inspection, the large majority of teachers have been replaced with more skilled practitioners, mainly from the UK. Teachers have also benefited from regular, helpful feedback and professional development. As a result, most at the KG and primary phases now have a good understanding of the approaches required to deliver the curriculum. Across the KG and primary stages, this has improved student progress in most subjects.
- Across the school, teachers plan lessons effectively using the national curriculum learning outcomes. They provide resources and activities that help students to learn effectively. Lessons in the middle and high phases often lack pace because they are teacher-directed and focus more on learning facts than on developing learning skills.
- In the best lessons, particularly in the primary phase, teachers use dialogue with and between students to deepen their understanding. In other phases, teachers use questions to check students' understanding of lesson objectives.
- A key feature of the school is how well English is taught across all subjects. Teachers use a range of strategies including word-walls and discussion to develop students' vocabulary, and this is supporting them to achieve better in subjects delivered in English. Only a few teachers are planning sufficient opportunities for students to think analytically and creatively, or develop independent learning and innovation skills.
- Teachers' use of assessment in the primary phase is good. Almost all use assessment effectively to track carefully students' progress. They frequently adjust the scope and direction of learning based on student responses to questions. Teachers are helping students in the KG and primary phases to become more independent learners, aware of their strengths and next steps in learning.
- In the KG and middle phases, teachers' use of assessment is acceptable. They test students regularly, provide support when students are struggling and sometimes challenge students with more difficult examples. In the high phase teachers' use of assessment is weak. In these phases, teachers do not yet use baseline and curriculum-linked continuous assessment effectively to track students' progress. They do not yet make skillful use of formative assessment techniques throughout lessons to increase the level of support and challenge during learning. Feedback to students is inconsistent and is not supporting them to take responsibility for their own achievement.

Areas of Relative Strength:

- Teachers' interactions with students in the primary phase which support their learning.
- Tracking of student progress in primary which is informing planning to meet students' needs.

Areas for Improvement:

- Activities that promote critical and creative thinking, particularly in middle and high phases.
- Continuous assessment and feedback in middle and high phase



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Acceptable
Curriculum adaptation	Good	Good	Acceptable	Acceptable
- The overall quality of the curriculum is good. - The curriculum has clear rationale and delivers the requirements of the English national curriculum successfully. In the KG stage, children experience seven key areas of learning through exciting indoor and outdoor activities, and frequently initiate their own learning. - The curriculum in the primary phase is preparing students to be inquisitive, independent learners. It features enjoyable topics which link subjects and develop students' understanding progressively over time. - In the middle and high phases, the curriculum provides progressive lessons which develop subject knowledge. It is less successful in developing students' skills in applying this knowledge across the curriculum. - In the high phase, students can choose scientific or vocational subject combinations. Overall, however, the curriculum in this phase is too narrow, and most students leave school with only a few IGCSE qualifications. The focus on developing students' English language skills is supporting their achievement across their current and future learning. - The curriculum has recently been reviewed, re-structured and resourced. It is now more effectively developing students' knowledge and skills, and raising achievement. However, it is rarely adapted well enough to meet the needs of students with special educational needs (SEN). Students' skills in enterprising and innovative thinking are developed in the primary curriculum, but overall the development of these skills is not yet embedded across the curriculum at all phases. A key feature is how well it uses local contexts to enhance students' understanding of their heritage, culture and moral values. - Students at all stages receive a well-planned weekly lesson in moral education.				
Areas of Relative Strength:				
- Links between subjects in primary, especially the support for English language. - The impact of recent curriculum review and development. - Cross-curricular links with UAE society and culture.				
Areas for Improvement:				
- The breadth and depth of learning in the high phase IGCSE curriculum. - Modification of the curriculum to meet the needs of students with SEN. - Innovation and enterprise within the curriculum.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- Health, safety and child protection arrangements are very good, and the quality of care and support given to students is acceptable. All staff, students and parents are informed about the school's child protection procedures. - The school's ethos promotes tolerance and respect, and helps students to prevent bullying. Teachers manage students' behaviour very effectively using praise and encouragement. - The school's facilities are safe and very well maintained. Students are carefully supervised by vigilant staff and arrangements for students' safety on the buses are robust. Fire drills are held regularly and reviewed to improve procedures. - All facilities are fully accessible to disabled users. Additional resources, including a sensory garden, provide alternative settings for children who find class routines challenging. - Senior leaders have designed nutritional standards and check daily that meals are compliant with these. Regular physical education and clubs support students' active participation in sport. Students from KG to middle school benefit from health and nutrition education embedded across a range of subjects. - The school's approaches to promoting attendance and punctuality have successfully raised attendance from 74% to 93%. - A recently-appointed inclusion co-ordinator has begun to assess all students' support needs. Across the school, students with special educational needs make too little progress because class teachers do not understand how to support their learning. The majority of more-able students have opportunities to extend their learning, particularly in the primary phase. - Students in the KG and primary phases receive effective pastoral support from caring class teachers and assistants. Arrangements to provide pastoral support and academic guidance to students in the middle and high school are under-developed.				
Areas of Relative Strength:				
- The development of safe, attractive, well-maintained learning environments. - Consistent expectations, and positive behaviour management.				
Areas for Improvement:				
- Support for students with special educational needs in lessons. - Pastoral and academic guidance in the middle and high phases.				



Performance Standard 6: Leadership and management

Indicators:

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

- Leadership and management is good overall. The school's senior leadership teams comprise a newly appointed principal, vice principal KG and primary, and vice principal middle and high school. These teams share the ambitious vision of the board of governors. Their missions are closely focused on raising standards. However, differences between the aims of the KG/primary and the middle/high school teams give the impression of two separate strategic directions within one school. The aims of the primary phase are more closely aligned to the requirements of the English national curriculum.
- Most leaders in primary are knowledgeable and experienced in the English national curriculum and are bringing about transformational change. Senior leaders have taken decisive actions across the school including curriculum reform and replacing under-performing staff. Teachers in the middle and high phases are less involved in decision making, and therefore lack the clear sense of direction evident across primary.
- School self-evaluation is systematic, based on thorough data analysis and a sound understanding of best practice. Overall, monitoring and evaluation processes in the KG and primary are more successful in raising standards because they are aligned to the UAE School Inspection Framework.
- The school has made good progress in addressing the recommendations of the last inspection. School development plans contain detailed goals aligned with the school's vision. The KG and primary have been particularly successful in bringing students' attainment closer to the curriculum standards.
- The school involves parents in special events and provides a welcoming, open-door ethos. Parents are informed about their children's progress. In best practice in the KG phase, parents share and contribute evidence to children's learning journeys. Parents do not yet fully understand how the school's improved approaches are promoting more deep and meaningful learning. A range of links to the local and wider community positively enhance students' learning,
- The board of governors has clear and accurate understanding of the school's strengths and improvement needs. It has taken bold and decisive action to address important weaknesses in the quality of provision which had led to parental disaffection and low standards. However, parents and students do not have a clear voice in the governance of the school.
- Management of the school is well organised. The premises are of a high quality and provide a very good range of specialist facilities designed to deliver the English national curriculum.
- The school prepares students for international examinations using a 'question-a-day' approach but has undertaken no further promotion of these examinations.

Areas of Relative Strength:

- The leadership of transformational change in the KG and primary phases.
- The school's premises and resources to support the English national curriculum.



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Areas for Improvement:

- Partnerships with parents to support students' learning.
- Coherence between the improvement plans of the primary and middle/high phases.

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