



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Al Bateen Scientific School

Academic Year 2016 – 2017

iqraa

Al Bateen Scientific School

Inspection Date	April 24, 2017	to	April 27, 2017
Date of previous inspection	May 10, 2015	to	May 13, 2015

General Information		Students		
School ID	90	Total number of students	1034	
Opening year of school	1988	%of students per curriculum (if applicable)	Main Curriculum	100%
			Other Curriculum	0
Principal	Afra Al Awani	Number of students in other phases	KG	212
			Primary:	416
			Middle:	221
			High:	185
School telephone	+971 (0) 2 666 7911	Age range	4 to 18 years	
School Address	Street 16, Abu Dhabi	Grades or Year Groups	KG – Grade 12	
Official email (ADEC)	albateensci.pvt@adec.ac.ae	Gender	Boys and Girls: KG1 – Grade3 Girls: Grade4 – Grade12	
School website	http://albateen.fdf.ae	% of Emirati Students	62%	
Fee ranges (per annum)	Low to average categories: AED16,138 - AED26,348	Largest nationality groups (%)	1. Jordan 10%	
			2. Egyptian 8%	
			3. Syrian 6%	



Licensed Curriculum		Staff		
Main Curriculum	American	Number of teachers	68	
Other Curriculum (if applicable)	----	Number of teaching assistants (TAs)	0	
External Exams/ Standardised tests	Measurement of Academic Progress (MAP) International English Language Testing System (IELTS) Common Educational Proficiency Assessment (CEPA) Scholastic Aptitude Test (SAT)	Teacher-student ratio	KG/ FS	1:17
			Other phases	1:15
Accreditation	AdvancED	Teacher turnover	28%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	123
Number of joint lesson observations	5
Number of parents' questionnaires	60; (return rate: 6%)
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	• Offer a curriculum that provides knowledge, challenge and progression delivered through high quality teaching, learning and assessment • Ensure students are equipped with the skills and attributes they need to succeed as lifelong learners in a 21st century world – information technology, creative thinking, critical analysis, problem solving and decision-making. • Provide opportunities for students to develop individual abilities and talents through creativity, sport, teamwork, leadership, performance and service • Provide a caring and supportive environment in which students respect each other, feel safe and happy, and in which they thrive. • Ensure that no student is left behind by providing a student learning support program and a curriculum that follows world class standards • Promote the national identity, intercultural understanding and support mother-tongue language development through the curriculum, enrichment and activities. • Establish genuine partnership with the family and the wider community to attain the paramount welfare of our students.
School vision and mission	Vision: Joyful learning, world class quality, distinctive ethics Mission: Preparing a generation of pioneers who are academically, ethically and culturally distinct; able to skillfully practice critical thinking and independent life-long learning and participate in the sustainable development of their societies via a pedagogic system competent to face the international challenges.
Admission Policy	Student admission procedures for Grade 1 - 12 include a test together with an interview with parents and student. All students are admitted unless student numbers are at maximum capacity.

Leadership structure (ownership, governance and management)	The school leadership team (SLT) includes: the principal, supported by the academic vice-principal and the technical vice-principal. The middle leadership includes section supervisors and subject coordinators. The school is owned by the Family Development Foundation (FDF). The school is governed by a board of trustees and includes: the FDF General Manager (owner's representative), FDF School Development Sector representative, parental and staff representatives.
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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	1	0
Specific Learning Disability	2	1
Emotional and Behaviour Disorders (ED/ BD)	0	2
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	0	0
Physical and health related disabilities	1	0
Visually impaired	1	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	8
Subject-specific aptitude (e.g. in science, mathematics, languages)	20
Social maturity and leadership	6
Mechanical/ technical/ technological ingenuity	6
Visual and performing arts (e.g. art, theatre, recitation)	15
Psychomotor ability (e.g. dance or sport)	10

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

Al Bateen Scientific School provides a good quality education. The achievement of most students in kindergarten (KG) is acceptable in most subjects. It is good in most subjects in primary, middle and high schools. Most students in middle and high schools show good ability in applying their higher order and problem-solving skills. Most students behave well. They show good levels of interest, application and determination in their learning. The majority of teaching is good. The school offers a curriculum of good quality. Parents are positive about the quality of education and care their children receive. There is good leadership and management. Senior leaders and teachers create a safe, caring and supportive learning environment for children and students.

Progress made since last inspection and capacity to improve

The school has successfully addressed most of the identified areas for improvement from the last inspection. International benchmarking is now in use to track students' progress through MAP standardised testing. Systems for setting targets in respect of student progress are not yet established. The school has made good progress in the development of students' higher order skills. They are fully integrated into the planning in most lessons and are particularly strong in the middle and high school classes. In KG, more active learning is now in place in the majority of classrooms; activities are not yet sufficiently aligned to the identified needs of different groups of children. The use of technology by students as part of the learning process has improved well since the last inspection. Activities are matched effectively to students' needs in a large majority of lessons across the school. The school has good capacity to continue its improvement.

Development and promotion of innovation skills

Innovation is a positive feature of lesson planning and extra-curricular activities. Staff and students collaborate to create programs and projects that challenge ingenuity and originality. For example, mathematics lessons combine graphing and urban planning into three-dimensional displays of students' predictions and analysis. The school is nationally recognized for its high level participation in science fairs and engineering competitions. The school received notification on the last day of the inspection that they had won 1st place in the Red Crescent Abu Dhabi competition: 'Mother's Contribution', and 2nd place competing with other Abu Dhabi schools. The school has been nominated to compete nationally.

The inspection identified the following as key areas of strength:

- the clear vision and direction provided by senior leaders in driving the continuous school improvement agenda
- the positive engagement of all staff in ensuring that good quality and consistent planning supports students' learning
- the school's effective strategies for ensuring students' personal development, care and guidance, create a safe and nurturing environment resulting in enthusiastic, confident and happy learners
- the development of effective critical thinking, problem solving and innovation strategies in most subjects in the middle and high school grades
- the school's positive promotion of the heritage and culture of the UAE and strong Islamic values, which is fully embraced by students

The inspection identified the following as key areas for improvement:

- further raising of students' achievement in all subjects, particularly that of children in KG
- the quality of teaching and age-appropriate learning practices in kindergarten classes
- consistency of learning strategies to create greater challenge matched to the needs of higher achieving students in the younger age groups
- accountability and goal setting procedures for all teachers and leaders aligned to the improvement in students' achievement



Performance Standard 1: Students' Achievement

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

The achievement of most students is good overall. It is acceptable in KG and good in other phases of the school in most subjects. In KG, children's attainment and progress are acceptable in most subjects; attainment is good in Arabic and progress is acceptable. In primary grades, attainment and progress is good in Islamic education, social studies, mathematics and science; they are acceptable in English and Arabic. In middle school grades, attainment and progress are very good in mathematics; good in Islamic education, Arabic and science; acceptable in social studies; attainment is good and progress is acceptable in English. In high school grades, attainment and progress are very good in mathematics and good in all other subjects. On entry to KG1, most children have little or no English. All students in the school are learning most subjects in their second language.

Students took MAP standardised tests for the first time this year and the results show a majority of students reaching scores in line or above national mean scores. Very few are above the international average score. Almost all Grade 12 students achieved good passing average scores in the 2016 SAT mathematics, IELTS and CEPA external tests. EMSA tests for most grades show good or better reading levels; there is variable writing ability in Arabic. Most students with special educational needs (SEN) and gifted and talented (G&T) students make similar rates of progress to other student groups in relation to their starting points.

In Islamic education, students' attainment and progress are acceptable in KG; they are good in other sections of the school overall. In KG1, a majority of children can memorise short verses of Quran, such as Surat 'Al Fatihah'. Grade 4 students demonstrate good ability in memorising longer verses of Quran and reading Hadith correctly. Grade 8 students work well in groups to describe and discuss the value of 'sincerity' in the belief. They are able to reflect on their work in relation to Quran Rules. Grade 12 students show good ability in reading the Quran correctly, making links to the real world.

In Arabic, attainment is good and progress is acceptable in KG; attainment and progress are acceptable in primary grades; they are good in middle and high school grades. In KG1, most students identify letters and can name a few words that begin with a specific letter. Children collaborate well in pairs to complete puzzle pieces to form picture words about letters. In Grade 3, students match synonyms and antonyms. They can read aloud a paragraph with intonation. In Grade 7, most students are able to read and understand a passage and compare it adequately to the style in classic Arabic literature novels. In Grade 12, most students differentiate between the meanings of homophones in an Arabic literature context. Students' writing skills show increasing levels of skill between grades. In Grade 5, most students can write short, simple sentences with acceptable grammar. In Grade 8,

most students can write with more complexity and organise their ideas well. Most students in the high school grades are able to write for a variety of purposes with few errors. The majority are able to structure their work well and present their ideas clearly and accurately.

In social studies, students' achievement is good in primary and acceptable in middle school. Grade 3 students enthusiastically and successfully discuss and debate the contributions of the different characters that have had an influence on the major development of the UAE. Grade 6 students confidently discuss and distinguish the difference between goods and services, they are able to give good examples and explain the differences. In middle school, most students show a secure understanding of the geography of the UAE and the effects of the physical environment on the economic and social development of the region. Most are less knowledgeable about global issues such as climate change and the effects of industry on the environment.

In English, students' attainment and progress are acceptable in KG and primary grades; attainment is good and progress acceptable in middle school; attainment and progress are good in high school. In KG1, lessons on the letter 'U' are supported well by strong visuals such as pictures of umbrellas. Grade 1 students demonstrate good ability in a wide range of activities to increase their knowledge and use of the 'ar' blend. Grade 6 students link their reading and writing well; for example, by illustrating their comprehension of textbook information on Ancient Egypt in preparing creative booklets. Grade 12 students analyse complicated novels through challenging questions; for example, thoughts on cowardice and negligence. Most students in KG, primary and middle schools make acceptable progress in writing skills. By Grade 6, most can use an acceptable range of vocabulary in their work and produce mainly short sentences with some inaccuracies in grammar. The writing of most students in Grades 8 and 9 contains a good variety of vocabulary with accurate spelling and well organised ideas. In the high school, most students write confidently and at length to explain opinions or write reports, such as the results and conclusions from science experiments.

In mathematics, attainment and progress are acceptable in KG; good in primary; and very good in middle and high schools. KG1 children can successfully categorise and sort objects by size, shape and colour, with the majority able to name triangles, squares and circles. Grade 5 students use a wide range of strategies and resources well to demonstrate their understanding of equivalent fractions. Grade 8 students demonstrate very good abilities in representing linear functions using tables and graphs. Most students in middle and high school make very good progress and gain good levels of competence in applying their knowledge to solving problems. By Grade 11, most students can confidently use problem solving strategies successfully

to explore properties of ellipses.

In science, students' attainment and progress are acceptable in KG; they are good in primary, middle and high school classes. By KG2 most children know that temperature is measured with a thermometer and know that the sun gives us light and warmth. Most Grade 2 students can confidently talk about how and why liquid particles do not have a definite shape. They can carry out investigations in groups and use mathematical skills of measurement and graphing to communicate their findings. In Grade 7, most students are able to demonstrate and explain how temperature, density and salinity affect the ocean structure. Most Grade 11 students in physics can find the focal length of a converging lens and find the changes in size and images for different positions by manipulating variables in the experiment. They can organize and analyse the data collected and come to a conclusion. Most students make good progress in their development of both scientific knowledge and the skills required to carry out investigations and fair tests.

In other subjects, most students' attainment and progress are good in all phases of the school. In KG2, children are able to collect and organise simple data using a spreadsheet program. They know the rules for using a computer. In physical education (PE), Grade 2 students learn taekwondo using the correct stances and listening well to the teacher's instructions to increase their command of the martial arts. In Grade 5 art, students successfully make a bag using their own designs. Students demonstrate good ability to put their own creative ideas into their product. Grade 11 students learn about how to run a business and the importance of planning and implementation. They can write mission statements, business plans and marketing strategies. They successfully link their learning to other subjects such as Nutrition, ICT and English.

The development of learning skills is acceptable in KG. Most students' learning skills are well developed throughout the other phases of the school. Most students demonstrate good self-discipline. They work well independently, in pairs and in collaborative groups. They regularly undertake peer assessments and support each other to enhance their knowledge and understanding. Most middle and high school students demonstrate high levels of confidence in articulating and demonstrating their learning. Most students are enthusiastic learners. They show commitment through their good engagement and positive communications in most lessons. In middle and high school grades, students take ownership and responsibility for their learning; elementary students are more reliant on teacher direction. In KG, most children have limited opportunities to make choices in their learning and play activities. In most lessons, teachers make real life connections to the learning which is taking place. For example, Grade 6 students are able to discuss renewable energy and know that Masdar City has solar energy power plants. They also make links with



other projects that take energy from the wind and water. Technology to support learning is a developing feature in a large minority of lessons. The use of Quick Response (QR) code reader to generate questions provides good levels of interest and challenge for students. Critical thinking, enquiry and creativity are in evidence in most middle and high school lessons and are an improving feature in elementary lessons.

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

Students' personal and social development and their innovation skills are very good. Students have very positive attitudes to learning and are supportive of each other. They consistently volunteer their time to support their teachers in managing younger students' behaviour through discipline committees. The anti-bullying committee helps with behaviour in school and on school transport. Students practice very good self-discipline inside and outside lessons. A caring ethos and warm relationships dominate and demonstrate values based on and underpinned by respect for others

In the inspection meeting with students, they displayed a very good understanding about how to stay healthy. They engage in several clubs including: the karate club; ballet club; and drama club. They cook healthy UAE meals with the Mothers' Council. Grade 10 nutrition students examine their own lactose intolerance and further develop their understanding about sugar. Attendance is very good at 96%.

Students' appreciation of Islamic values in UAE society is very good. Students engage actively in the My Identity "Hawweyati" program and they are showing good progress in the program's learning outcomes. They enjoy the tradition day that the Mothers' Council organizes to emphasize the national identity. During the 'grandparents' night', idioms, old stories and traditional costumes emphasize the UAE heritage. Students in the International day celebrated other world cultures under the anchor of the UAE.

The Student Support Organisations (SSO) undertakes voluntary work within the school and in the local community. Fifty students are registered volunteers with Red Crescent. Students in high school work on "the supporting widows" project. They



fundraise through movie night activity and garage sales. Donations are given to support the local community. Students in middle school read stories to support children in the cancer department in Khalifa hospital. Students create props from scratch for the drama club. They use movie maker, create brochures, flyers and banners for the activities they are leading on. They advertise their projects on social media. The students take part in “the sustainable school competition”. They collect used batteries for recycling. They play a part in ‘the green summit school planting’ where they work on a recycling project and are supported by the Mothers’ Council. Post graduates visit the school regularly to feedback on how well the school helped facilitate the next stage of their lives.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment is good overall. Teaching is acceptable in a large majority of KG lessons and good in a minority of lessons at this phase. It is good or better in a majority of primary lessons; a large majority of middle school lessons; most high school lessons. Teaching is very good in middle and high school mathematics lessons. Teaching is not as strong in English lessons in KG and primary phases.

Most teachers demonstrate a good level of knowledge related to their subject specialty. There is inconsistency in KG, with only a few teachers' understanding of how young children learn best. In a large minority of KG lessons, children spend long periods as passive listeners. Learning tasks are not sufficiently targeted at the children's starting points. In a minority of KG lessons, teachers are beginning to plan and implement different activity centres to stimulate children's interest. The learning areas within classrooms are not always designed to target learning matched to the children's identified needs. Middle and high school teachers have a clear understanding of how their students learn and use it well to accelerate progress.

Lesson planning is detailed and consistent throughout the school. Plans identify activities aligned to the needs of different groups of students and have detailed timings for each component of learning. Most teachers are very supportive and interact well with students. Students at every level are supportive of each other's learning. In Grades 1 to 12, most teachers pace their lessons well, allowing time for student interaction through paired and group discussions. They engage students well in dialogue and questioning. Activities are targeted to challenge and support students' differing learning needs effectively. SEN students have good support in most lessons. In a minority of primary lessons there is insufficient challenge for higher achieving students. The development of students' higher order learning skills is good in primary phase lessons and very good in middle and high school lessons. For example, a Grade 12 mathematics teacher challenged groups of students to explore the link between definite integrals and areas under graphs. Student projects demonstrate their innovative and higher level thinking skills, particularly in competitions and events such as science fairs and Red Crescent charity



contributions. In KG lessons, learning is more directed, with fewer opportunities for children to explore and make choices.

Internal assessment systems are well structured and thorough. They are used well to monitor students' progress in all subjects and classes. The school has a rigorous system of continuous assessment including teacher assessment, tests and quizzes. Well planned and consistent rotational tests for each grade occur twice a term. They have common marking rubrics and test the content and skills in the learning units covered in all subjects. National benchmarking is used through SAT mathematics, IELTS and CEPA external tests for Grade 12. MAP standardised tests are now in place to provide extra external checks on students' progress. In Arabic, diagnostic, continuous, formative and summative assessments are consistently used well by the majority of teachers. EMSA test outcomes are used well to provide further valuable information on students' skills development. Assessment in KG is not consistently used well by a majority of teachers to plan individual programs for children based on their identified starting points. All the available data is analysed well by senior leaders to review students' progress and to plan interventions for students in need of extra support.

Performance Standard 4: Curriculum

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

The broad and balanced curriculum creates good learning opportunities for students across the school. It is fully aligned to the Common Core Curriculum standards. The school follows the American Common Core Curriculum in English and mathematics; New Generation of Science Standards (NGSS) in science and Ministry of Education (MoE) curriculum for the subjects taught in Arabic. The well-structured curriculum planning at whole school, grade and subject levels enable teachers to provide continuity and progression within and between grade levels and phases. Two curriculum specialists from the Family Development Foundation meet regularly with teachers to review students' progress based on data and lesson observation outcomes. The core subjects are enhanced by PE, art and ICT. Grade 10 students study nutrition; Grade 11 business; Grade 12 history; and students have choices in their research topics. There are strong links between the content of different subjects and the Competence Framework and values are well integrated within the curriculum. The curriculum specialists meet termly with teachers to conduct curriculum reviews across all subjects. The impact of one such review in science resulted in the switch to the NGSS curriculum last year. Curriculum maps are regularly reviewed to ensure continuity and progress across grades and between phases.

The curriculum is adapted well to meet the needs of SEN students who receive good support from the SEN team. There is inconsistent modification of the curriculum in a large majority of lessons in the younger age groups to provide sufficient challenge for higher achieving students. Good support for students who find learning difficult is provided through classes offered by teachers after school each Thursday. High achieving high school students receive extra valuable support for SAT II biology and chemistry from volunteer teachers who give extra lessons during the week. For SAT mathematics, there are special classes and preparation books are provided.

Most students have many good opportunities to engage in activities that promote enterprise, creativity and social contribution across the curriculum. The school offers a good range of extra-curricular activities in the form of clubs after school on



Thursdays. Students who are gifted and talented can take part in activities such as ballet, soccer, art, Taekwondo and drama. During lessons, most students enjoy learning science practically using hands on activities; the school holds a yearly science fair where students prepare their own projects. The majority of students from Grades 1 to 12 undertake Interesting research projects in core subjects to promote and encourage the development of research, problem solving and creative thinking skills.

A strong sense of pride of being part of the UAE is prominent in the school's educational philosophy. It is fully embedded within the curriculum. The 'My Identity' program from Grades 1 to 5 reinforces a strong sense of Emirati culture and has an impact on students understanding of the values and heritage of the UAE.

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	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

The protection, care, guidance and support of students are very good. There is a highly caring, respectful culture across the school, where children and students thrive and develop as enthusiastic, happy learners. The school has a child protection policy. Regular professional development for all teachers and all other staff ensures that everyone fully understands the procedures and their responsibilities. There are very good safety procedures operating throughout the school. A security guard checks all visitors' identities and provides visitor badges. The guards touring the inside of the school ensure that no visitors go beyond the main entrance unless sanctioned by senior staff. All guards are required to log all their activities during their time on duty. CCTV cameras, covering all parts of the school, provide a further very good level of security. The school premises are well maintained and there are very good procedures for logging maintenance requests and the follow up actions taken. All equipment is well maintained and updated regularly. The school is suitable for all students including those with SEN. Although there is no lift, the school relocated a class to the ground floor to accommodate a student using a wheelchair. The qualified school nurse provides very good health care for students. The school has many initiatives for promoting healthy lifestyles. For example, healthy lunchbox competitions in KG; hygiene lectures for students and parents; a program for weight monitoring.

Relationships throughout the school are very positive, caring and supportive. The behaviour policy is well understood by students and most teachers have effective classroom routines. Two social workers liaise closely with section supervisors to provide students with very good support for academic and personal issues. They provide very good links between the school and families. The school has very good attendance and punctuality procedures. This has resulted in improved attendance since the last inspection. The processes and procedures for the identification and support for SEN students are very well established in the school. The SENCO provides support for SEN students and regularly monitors their progress. SEN



students with moderate to severe difficulties have shadow teachers to ensure they are supported all the time. Adjustments to meet the needs of SEN students in regular classes are also identified and shared with the class teacher. The quality of the practical implementation of the adjustments is variable. There are very good procedures for the identification and support of gifted and talented (G&T) students. Special programs are in place, mostly after school, to develop their talents. High school students receive very good guidance and support in making decisions about their future. They have good opportunities to find out more about higher education by visiting universities and having visiting speakers in school. All students receive very good support from the social workers and section supervisors.

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	Very Good
Governance	Good
Management, staffing, facilities and resources	Good

Leadership and management are good. Senior leaders provide a clear vision and direction that provides positive momentum for the school's continuous school improvement agenda. The principal is well supported by the academic vice-principal and the technical vice-principal. The school receives good support from two curriculum advisors from the Family Development Foundation (FDF). The middle leadership includes section supervisors and subject coordinators. Their roles, responsibilities and accountabilities are insufficiently defined and are being reviewed by senior leaders. Senior leaders positively engage all staff in ensuring that good quality and consistent planning across the school supports students' learning. Most teachers establish a positive and supportive learning ethos. There are good communications across the school, with regular meetings for teachers to plan and discuss students' progress.

Leaders, teachers and parents are consulted and involved at different stages of the development of the Self Evaluation Form (SEF), with committees for each standard. The SEF is well-structured and provides sufficient detail in evidencing improvements aligned to the performance standards. There are effective and detailed assessments in each subject to illustrate the attainment and progress of students using a variety of available internal and external measures. The school has an extremely thorough and effective performance management system. Lesson observation by senior leaders and the curriculum specialists are well focussed on the effectiveness of students' learning. Teachers undertake a self-evaluation against four focus areas that are monitored and scored against a rubric by their appraiser. Their assessments are compared and discussed with their appraiser. Plans and follow-up visits are put in place where major concerns are identified. The school tracks and compares teacher performance management outcomes over time. The school does not presently set teacher and leadership goals aligned to student outcomes.

The School Development Plan (SDP) is very well constructed and has very clearly

defined measurable outcomes in most of the development areas. Key priorities from the previous inspection report are included and it is well aligned to the six performance standards. Developments are clearly defined; key personnel and timescales identified; budget and monitoring dates provided. Leaders and teachers have successfully addressed and embedded most of the improvement areas identified in the previous inspection.

The school has very good procedures and communications to fully involve parents in the life of the school and as partners in their children's education. Parents are extremely supportive of the school. The Mothers' Council is an elected body, with one representative from each class. One mother is a representative on the Board of Trustees. They give talks to the students on a variety of topics; are fully involved in all events and functions; provide ideas and feedback to the school leadership; and are the voice of and link with other parents. Communications with parents are regular through emails; SMS; phone calls; and newsletters. Termly reports and teacher meetings provide parents with valuable updates on their children's progress. The school has many links with external organisations that provide valuable support for students' understanding of the wider community. They include Abu Dhabi University; the Heritage Club; civil defence; the police department; Abu Dhabi food control and health department.

Governance is good. The school is owned by the Family Development Foundation (FDF). It is governed by a Board of Trustees with responsibility for monitoring and supporting the school. The trustees are fully involved in the development of the SEF and SDP. They meet each term and review progress reports from the principal on all the areas of targeted improvement. They are proactively involved in all celebrations and events. Goals set for the principal focus on the improvement of teaching and learning and student outcomes. They follow up by reviewing progress in the SDP initiatives.

The school operates smoothly on a day-to-day basis. It is calm and well-organised. Children and students behave very well and most are highly respectful to other students and adults. The school is fully staffed and all teachers are suitably qualified. The buildings are very well maintained and clean. Most classrooms are large enough to support a variety of learning opportunities for students. The school is reasonably well resourced and dedicated resource rooms provide further opportunities for students to have hands-on experiences.

What the school should do to improve further:

1. Ensure that the quality of teaching is more consistently good across all phases of the school, especially for English in KG and primary by:
 - i. creating more age-appropriate learning practices in KG classes
 - ii. aligning all KG activities to match the needs of individual children based on their starting points
 - iii. providing more opportunities for KG children to make choices
 - iv. creating greater challenge matched to the needs of higher achieving students in the younger age groups
2. Raise accountability of all teachers and leaders through the introduction of goal setting which is aligned to the improvement targets for students' achievement