



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



Private School Inspection Report

Al Dhabiania Private School

Academic Year 2016 – 2017

lqraa



Al Dhabiania Private School

Inspection Date	February 6, 2017	to	February 9, 2017
Date of previous inspection	February 16, 2015	to	February 19, 2015

General Information	
School ID	182
Opening year of school	1987
Principal	Hamda Ahmed Al Muhairi
School telephone	+971 (0)2 667 8282
School Address	Khalifa Bin Shakhboot Street, Abu Dhabi
Official email (ADEC)	Aldhabiania.pvt@adec.ac.ae
School website	----
Fee ranges (per annum)	Very Low to Low: AED 9,300 to AED 16,400
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	Ministry of Education examinations; International Benchmark Tests (IBT); External Measure of Student Achievement (EMSA)
Accreditation	----

Students		
Total number of students	1,241	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	292
	Primary:	432
	Middle:	283
	High:	234
Age range	3 to 18 years	
Grades or Year Groups	Kindergarten to Grade 12	
Gender	Kindergarten to Grade 3: Boys and Girls Grades 4 to 12: Girls	
% of Emirati Students	10%	
Largest nationality groups (%)	1. Egyptian 23%	
	2. Jordanian 22%	
	3. Syrian 18%	
Staff		
Number of teachers	84	
Number of teaching assistants (TAs)	0	
Teacher-student ratio	KG/ FS	1:18
	Other phases	1:14
Teacher turnover	18%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	124
Number of joint lesson observations	4
Number of parents' questionnaires	260; (return rate: 21%)
Details of other inspection activities	Inspectors conducted meetings with senior leaders, teachers and support staff, students and parents. They analysed test and assessment results and scrutinised students' work across the school. They reviewed many of the school's policies, surveys and other documentation. The leadership team was involved throughout the inspection and conducted joint lesson observations with inspectors.

School	
School Aims	'To provide a good quality of education for all students. To promote high expectations which afford all children equal opportunities to achieve their full potentials. To support the development of pupils' social skills and their role as citizens.'
School vision and mission	Vision: 'A school community, which applies the best educational and instructional standards.' Mission: 'Seeking an educational and instructional school society, which employs modern technology with an effective society partnership.'

Admission Policy	The school has an open admissions policy. Children are admitted into Kindergarten after an interview. In other grades, students' prior attainment, is reviewed through their report cards.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, 2 vice principals, 2 curriculum development specialists and 11 subject coordinators. The governing body comprises the chairperson, acting as the general manager's representative, 5 members of the Family Development Foundation who have responsibilities which cover administration and curriculum, and a representative from the mothers' council. The principal and vice principals attend each board meeting.

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	4	5
Emotional and Behaviour Disorders (ED/ BD)	1	5
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	1	4
Physical and health related disabilities	1	2
Visually impaired	0	1
Hearing impaired	3	0
Multiple disabilities	0	0



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

G&T Category	Number of students identified
Intellectual ability	47
Subject-specific aptitude (e.g. in science, mathematics, languages)	47
Social maturity and leadership	10
Mechanical/ technical/ technological ingenuity	37
Visual and performing arts (e.g. art, theatre, recitation)	79
Psychomotor ability (e.g. dance or sport)	20

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 Dhabiania Private School provides a good quality of education. Students' achievement overall is good; the majority of students attain levels above curriculum standards and make good progress, including those with special educational needs (SEN) or with special gifts and talents (G&T). In Islamic education in the middle and high phases and High phase science, the large majority of students attain levels above curriculum standards and make very good progress. In social studies High phase students also make very good progress. The quality of teaching is good in all subjects. The quality of the curriculum is also good in all subjects. Effective planning and implementation promote a strong appreciation of the UAE's heritage as well as student competencies.

Students' personal and social development is very good. Staff are committed to providing high-quality protection, guidance and support within a caring and positive ethos. Parents are very supportive of the school and appreciative of their children's achievement. The principal provides attentive leadership and guidance: she has nurtured cohesive staff teams who share the senior leaders' clear strategic direction and their commitment to the school's aims and continuous school improvement.

Progress made since last inspection and capacity to improve

The school has made good progress in addressing recommendations from the previous inspection report. The quality of teaching and learning has improved. The school has provided well-focused professional development and the principal and senior leaders in particular now closely monitor teacher impact in lessons and provide support where necessary. The school's integration of ADEC's student competency framework in all subjects and grades provides more challenge throughout. Most teachers set higher expectations and more effectively implement learning activities that meet the needs of most students, and their feedback now helps students improve their work. This is more evident in high school phase. Students have more opportunities for independent learning, as in the introduction of the reading programme, critical thinking activities and the wide range of practical projects. Students' ability to work independently remains an area for ongoing development.

The school has strengthened systems to regularly monitor and track students' academic progress. Senior leaders conduct careful analysis in order to identify gaps and plan modifications as well as to identify targets for high achievers. The school has focused on developing a student focus in lessons. Subject leaders are

most effective when during lesson observations they pay closer attention to students' learning and the impact on it of the teaching taking place. This remains an area for development in order to develop a consistent approach. The school has further developed systems to very effectively monitor and support the personal development of students.

The principal, senior leaders and school staff have demonstrated good capacity to undertake and sustain further improvement.

Development and promotion of innovation skills

Leaders are keen to promote innovation throughout the school and have initiated a range of projects. The school has been creative in enriching the MoE curriculum, for instance by developing workbooks for KG that enable the integration of subjects, and also by developing modifications for students with SEN and by integrating Information and Communication Technology (ICT) across subjects for all grades. Within each undertaking the school has created curriculum maps to ensure progression and coverage.

The school has initiated a programme to creatively develop students' understanding of the UAE's culture and the specific dialects and vocabulary related to the UAE. A major focus has been meaningful integration of ICT in all subjects and students confidently use it as a tool in different situations, as in Primary phase students leading assembly when they use iPhones to access quick response (QR) codes to generate competitive questions about the UAE for their peers. Students in high school phase have additional opportunities to use the ICT laboratory during break time to develop their skills. Most students demonstrate high levels of social responsibility and commitment to their school community. Students of all ages have helped to develop the Al Ain Oasis quadrangle, installing plants and generally improving the environment. As a result, the quadrangle provides a haven of peace enjoyed by students and staff.

Promotion of innovation skills is observed most effectively through projects such as the creative murals painted by middle school phase students, which decorate the walls beside the ICT laboratory. There is less consistent development in lessons; innovation is more effective when teachers use a range of strategies to develop creativity and practical application. In an effective Grade 8 science lesson, students used recycled materials to demonstrate an electrical circuit, and in Grade 4 students created a telescope made of recycled cardboard. Innovation is clearly seen in the range of models in the Future Leaders' home. In a minority of lessons, teachers have created innovation corners to display work.

The inspection identified the following as key areas of strength:

- students' achievement in Islamic education, particularly in the primary and high phases
- Students achievement in science in high school phase
- students' keen attitudes to learning and their confident communication skills in Arabic and English and the positive impact this has on learning in other subjects
- students' confidence, their courtesy towards others and their enjoyment of school nurtured by the caring and positive ethos and staff commitment to their well-being
- effective curriculum implementation that promotes an appreciation of the UAE's heritage and student competencies
- the principal's attentive leadership and guidance, senior leaders' clear strategic direction, and the cohesive staff teams that promote commitment to the school's aims and continuous improvement.

The inspection identified the following as key areas for improvement:

- consistency in teaching for effective learning in all grade levels and subjects, in particular more effective planning to ensure that activities provide appropriate levels of support and challenge for all learning groups, including lower achievers and higher achievers
- regular opportunities in lessons for students to develop skills in innovation and independent learning
- consistency in the implementation of the KG curriculum and provision of opportunities for children to learn through making choices in structured, independent and purposeful learning activities
- consistency in the rigour of lesson observations by subject leaders and a greater focus on the impact of teaching on learning and the quality of lesson planning.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	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	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very 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)		Good	Good	Good	Good

Attainment compared to curriculum expectations is good overall in all core subjects; in the middle phase it is very good in Islamic Education, and in the high phase it is very good in Islamic Education and science. In external standardized assessments, internally marked in Grades 1 to 11 and externally marked in Grade 12, most students attain levels above national standards in all core subjects. Results over three years demonstrate consistently positive performance in core subjects. The most recent EMSA results for all grades show that in Arabic reading and writing, most students' attainment is above expectations and mostly better than that of students in similar schools. Overall, performance on standardized assessments shows that students identified with SEN and G&T make similar rates of progress to other student groups in relation to their starting points. In lessons and in their written work, the majority of students demonstrate levels of knowledge, skills and understanding above curriculum standards in most subjects. In Islamic Education in the middle and high phase, and science in the high phase a large majority of students attain levels above curriculum standards.

In Islamic Education, students' attainment and progress are good in KG and primary and very good in middle and high phases. Most students demonstrate a very secure understanding of and appreciation for the values of Islam and demonstrate these in their behaviour and attitudes. In KG, children recite surat Al Fatiha with appropriate intonation and respect. Most KG2 children reflect on the importance of being kind to parents on the care they receive from their mothers. In the primary phase students understand the importance of reading verses from the Qur'an and by Grade 5 a large majority are able to apply Telawa rules and read accurately. In the middle phase, most students are able to apply Tajweed rules with high accuracy when reading verses from surat Yassin. By the high phase students confidently dramatise a scene from the life of the Prophet Mohammad (PBUH) and discuss the importance of personal contributions to the well-being of the country.

In Arabic, students' attainment and progress are good throughout the school. Their listening and reading comprehension, speaking and writing skills are generally well developed. Students routinely use standard Arabic in all grades. They are not given enough opportunities to write at greater length to fully develop their writing and grammatical skills. In KG, the majority of children are able to recognize letters and pronounce them accurately with short vowels. In the primary phase, the majority of students are able to read sentences and texts, understand the meaning of new words in context, and use them in sentences. The majority of younger students confidently express ideas about tolerance. In the middle phase, the majority of students understand the concepts of grammar and demonstrate a secure ability to apply them, for example when high achievers in Grade 8 develop creative short stories. By high phase, the majority of students display well-developed language

skills. In Grade 12, they read poems expressively and are able to identify the main ideas.

In social studies, students' attainment is good throughout the school. Their progress is good in KG, primary and middle and very good in the high phase. In all grades, students demonstrate a good understanding and appreciation of the UAE's culture and heritage. They are very respectful of Emirati values, as when they wholeheartedly sing the National Anthem in assembly. In KG, children are able to name and count the Emirates and enjoy singing a song about them. In Primary, most students can describe the different environments found in the UAE and reflect on the diverse civilisations of the past. In Middle phase, students discuss their beliefs concerning women's rights, and by Grade 9 most students are able to reflect on their role models in life and critically explain their own choices. In High phase, students confidently participate in a discussion about women's rights in the UAE and take on roles to discuss it from different perspectives. Most students are able to conduct a risk analysis for starting a small business and synthesize factors contributing towards good business practice.

In English, students' attainment and progress are good throughout the school. They develop secure language skills and display increasing competency as they progress through the grades. In all phases, their listening and speaking skills are well developed. Extended writing is less well developed as a result of the fewer opportunities provided to develop the necessary skills. In KG, children demonstrate a growing phonic understanding and are able to recognise simple three-letter words. By Grade 5, students confidently use a broad range of vocabulary to share opinions; they write well-constructed short sentences, using correct vocabulary, to give reasons for their ideas. In Middle phase, students demonstrate progressively stronger speaking and reading skills, and by Grade 9 their reading comprehension is well developed. They retain detailed information and their explanations are clear and interesting. During class discussions in High phase, students use more complex sentences, for example to describe, with examples, the relationship between necessary skills and personality traits in job requirements. Their reading is fluent and expressive and they are able to efficiently use dictionaries to discover the meaning of unfamiliar words.

In mathematics, students' attainment and progress are good throughout the school. As they progress through the grades, students display increasingly secure understanding of, and skills with, number operations. In all grades, students' problem-solving skills develop well as the result of the focus on them in learning activities. In KG, children know the terms first, next and last, and are able to sequence pictures. In Primary, the majority of students are able to count backwards and understand the connection between counting back and subtraction. They



recognise and expand on irregular and repetitive patterns, and high achievers create more complex patterns. In Middle phase, students understand more complex and abstract concepts such as algebraic formulae. The majority of students are able to solve simple equations using concrete materials, and progress to more abstract problems where they are able to illustrate and solve equations involving integers on a negative and a positive number line. By Grade 12, students understand more complicated concepts and engage in higher-level problem-solving when they confidently use specific formulae to solve equations using various mathematical processes and trigonometry.

In science, students' attainment and progress are good in KG, primary and middle phase, and very good in High phase. In all phases, students develop secure investigative skills and use terminology accurately to explain their learning. In KG, children know the difference between day and night, and living and non-living things. In Primary, younger students investigate how different objects might be used to measure weather and by Grade 4 students are able to use thermometers accurately to record and compare temperatures. In Middle phase, students prepare slides, observe closely using a microscope, and are able to explain the difference between a plant and animal cell. Their recording is neat and accurate. By High phase, students demonstrate well-developed knowledge and skills; they more confidently make hypotheses, conduct experiments such as how the addition of chemicals to water changes the temperature, and record with precision. They make use of scientific terminology to explain their findings, for instance in describing the relationship between metallic bonds.

In other subjects, students' attainment and progress are good throughout the school. In KG, children enjoy singing and recognise a variety of musical instruments. Students develop an understanding of the design process and demonstrate well-developed skills in art, creative design and technology. In Grade 1 they are able to select the brush or pen key on computers and create a drawing. Grade 4 students enjoy working cooperatively to make a light shade using balloons, glue and wool. By Grade 12, students confidently develop creative robots using 123D Design. Information and communication technology (ICT) is well integrated as a tool in most subjects, for example when Grade 11 science students confidently carry out research and produce high-quality and creative power point presentations using different programmes. In Middle phase, students enthusiastically respond to music and develop competent skills in basketball.

Students' learning skills are well developed throughout the school. In all grades they are keen to learn. They show increasingly responsible attitudes as they move up through the school, for example, when Grade 5 students focus intently on identifying the things that might stop them performing well on examinations, and



delight in sharing these with their peers. Students in all phases demonstrate well-developed collaboration skills when they take turns as leaders and share ideas, listening well and supporting each other. Their communication skills are well developed, as seen in a Grade 11 mathematics lesson when students challenged each other and were able to present a rationale for their decisions. Their communication and research skills are further developed through the regular opportunities provided for project-based learning and for sharing achievements with their peers. Students make progressively secure links with other subjects, the UAE's culture and their own lives, as when KG children in Islamic education explain that mosques are places where they pray. Students' critical thinking skills develop effectively, particularly in the middle and high phase, as a result of the majority of teachers confidently using a range of questioning strategies and their routine use of questions such as 'Why?', 'How?', and 'What would you do?' Students recognize the value of ICT as a tool to extend their activities, as when Grade 11 students use secure research skills to search the web and extract information to create presentations on job opportunities in the UAE.

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	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good

Students' personal and social development and their innovation skills are very good overall. Students are confident and show very positive attitudes; they are happy and enjoy school. They are keen to succeed and take increasing responsibility in lessons and generally around school. Most students demonstrate a secure values-based approach to their personal conduct. Students are very well behaved in lessons and around the school. They are aware of the needs of others and interact with courtesy, care and respect. The relationships they have developed with their teachers is characterised by mutual respect and good humour, and they confidently engage in conversations. Students know and understand the importance of following a healthy lifestyle. Most opt for healthy food choices, participate in discussions in physical education (PE) and health lessons on topics such as keeping fit and smoking. They appreciate the need for physical activity as part of a healthy lifestyle. Students' attendance levels are outstanding at 98%.

Students' appreciation of Islamic values is very good. They understand well how Islamic values influence society and their own daily lives. They are able to relate values such as tolerance to their behaviour and relationships. Students demonstrate a very secure knowledge of and respect for the heritage and culture of the UAE: they are able to discuss its many aspects including its historical development, its music, and how people's way of life is underpinned by their strong Islamic values. This is promoted very effectively by connections made in all subjects and grades. Most students come from other countries yet they indicate that Abu Dhabi is home for them. They are well informed about the countries their families have come from and can make knowledgeable comparisons with life in different places. Older students also express keen interest in visiting other countries and recognize the

value of learning different languages in order to travel effectively.

Students' positive sense of social responsibility extends across all phases. They enjoy leadership opportunities, for example through participating on the students' council with its motto 'My School My Responsibility' and also joining the school's 'Future Leaders' programme in which students take responsibility across a range of areas.

Student involvement in the community tends to be guided by teachers as opposed to being student-initiated. Students participate in voluntary activities organized through organizations such as the Red Crescent. They also participate in fund-raising events related to women's health issues as well as undertaking hospital visits and interacting with children in a special needs centre. Students' work ethic is very strong. They are proud of their school and appreciate the opportunities it provides for them. There is a good leadership structure that includes student leaders in each class who take responsibility for keeping the environment clean, social developments and cultural events. Their initiatives and skills in enterprise and entrepreneurship are not as well developed. Students are aware of their environment and make every effort to take care of it. The "Al Ain oasis", where classes have planted and looked after vegetables and flowers, is a welcome feature.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment are good. The quality of teaching observed by inspectors ranged from very good to weak. In most lessons, the effectiveness of teaching is good or better. Effective teaching practices are evident in all subjects and grades; this is particularly consistent in the middle and high phases Islamic Education and high phase social studies and science.

Teachers demonstrate secure subject knowledge in all core subjects and most use it effectively to engage students. In KG, a few teachers have less understanding of how to provide activities that challenge children to work independently in stimulating and resource-rich guided activities so as to practise skills and develop secure understanding. Teachers create a positive atmosphere in which students feel valued and are keen to succeed. They plan lessons together and meet regularly to develop purposeful links between subjects, such as Arabic and English with social

studies, mathematics with science, and PE with health awareness. Teachers create engaging and informative classroom environments with up-to-date displays of student work in all core subjects. In more effective lessons, teachers maintain a productive pace through the changing activities and set high expectations for student engagement, especially in the higher grades.

Teachers mostly make effective use of resources to encourage participation and develop their understanding and skills, for example in the use of manipulatives in the middle phase mathematics. The use of learning technologies in the classrooms is more limited in KG and primary where teachers use data show effectively yet students have more limited use of ICT as a tool for learning. Teachers in all grades cultivate respectful, encouraging and very positive relationships with students, which help develop their confidence and their keen attitudes toward learning. Teachers mostly encourage and motivate students in all subjects to achieve better understanding and discuss their ideas, secure in the knowledge that they will be well received.

In all phases and particularly in middle and high phase, teachers use a range of questioning strategies to encourage students to think critically and explain their thinking, as when Grade 9 students explain and defend their responses. In mathematics, probing questions encourage students to explain their reasoning. In a minority of lessons, the teaching approach encourages students to rely too much on teachers for guidance, especially in KG, grades 1 and 2. In these lessons, teachers spend overlong on whole-class instruction, pace is slow, and individual, small-group learning time is limited. Teacher use a range of strategies to make lessons more interesting and effective. In effective lessons, learning activities challenge and support most students' different abilities. In the less effective lessons, planning is basic and students are all given the same task, which does not sufficiently challenge the high achievers or support the low achievers.

The school has robust assessment processes and senior leaders provide clear direction. Senior and subject leaders are responsible for collecting, verifying and analysing students' performance data; analysis is shared with teachers for subsequent action. Internal processes are consistent within all phases and are well aligned to curriculum standards. The school makes effective use of analysis of student performance on standardized assessments, which are internally assessed for Grades 1 to 11 and externally marked for Grade 12 in all core subjects.. Analysis is used effectively to inform curriculum planning and allow modifications with reference to students with SEN, those with G&T, low and high achievers.

Most teachers make secure use of formative and summative assessment information to inform their planning and teaching; there is inconsistency in the

effectiveness of planning to meet the learning needs of all groups of students, particularly the lower and higher achievers. Most teachers are aware of the strengths and weaknesses of their students through their continuous assessments and class monitoring. In particular, teachers in High phase use this knowledge very effectively to engage and challenge most students. Teachers' use of peer- and self-assessment is emerging, for example in the motivating use of the 'thumbs up, thumbs in the middle and thumbs down' system in Primary to encourage students to self-assess their own understanding.

Performance Standard 4: Curriculum

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

The quality of curriculum design, implementation and adaptation is good. The school curriculum has a sound rationale; it is broad and balanced. The programme offers a broad and balanced range of subjects. Structured planning and implementation for Grades 11 and 12, which are divided into general and advanced sections, has resulted in learning that is well focused on students' prior learning levels and offers appropriate challenge and support. The school has planned an additional focus on strong development in all grades of student competencies and skills in addition to knowledge and understanding. Senior leaders have enhanced the curriculum, for example through planning integration in subjects and creating supporting resources in KG, and enriching social studies with a values-based approach. The school has developed curriculum mapping for SEN provision to plan how the needs of those students will be met, as well as for the integration of ICT. Curriculum mapping is used effectively to ensure continuity and progression between the different grades and phases. As a result, the curriculum meets the needs of most students as they move through the grades. Curricular choices meet the requirements of the MoE curriculum. In KG, the happiness room provides regular opportunities for children to engage in free choice in a stimulating environment. The planned links between subjects are meaningful in most lessons and subjects. This is particularly evident in



the connections established between social studies and other core subjects. Curriculum review is regular and leads to modifications that are soundly based on analysis of student assessment. For example, the school identified that Primary students demonstrated less well-developed reading skills. As a result, the school initiated a levelled reading enrichment programme within English lessons.

Curriculum planning and modification are successful in developing an interesting and motivating programme that motivates and meets the needs of most students. There is less effective planning in lessons in order to give sufficient challenge to high achievers and support to low achievers in order to accelerate their progress. In the middle and high phases, there is a greater focus on planning opportunities in lessons for students to develop innovative skills; this is emerging in KG and Primary . Students participate in a wide range of innovative projects such as creating 3 dimensional models in connection with science and social studies and using interactive programmes in the ICT laboratory. Curriculum planning and implementation ensure that students experience an integration of UAE culture in all subjects; this develops their clear understanding and appreciation. The school uses a specialist programme, which enriches the social studies curriculum and effectively develops students' knowledge and understanding of Emirati culture. Assemblies, attractive displays and special events reinforce students' strong understanding.

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 school makes very good provision for the overall protection, care, guidance and support of students. The child protection policy and procedures are clear and shared with all staff as well as parents; all teachers and staff are given suitable training. Supervision is attentive and caring. Students indicate that there is no bullying and procedures are in place to deal with any other issues that might arise. Two social workers are responsible for the pastoral care of students; students indicate that they feel safe and well cared for and can approach a trusted adult if they have any issues to discuss. The health and safety of students is a high priority for the school. Premises provide a safe, secure and attractive learning environment for all students including those with SEN. Security is rigorous at all times. Risk assessments are regular and issues are responded to promptly. Records are up to date and the school is well maintained and kept in a hygienic state. Good medical provision is available in the clinic from a qualified nurse. The school promotes health awareness through a wide variety of projects, such as 'The Child's Health' which is provided by the parent organization, as well as awareness activities which the nurse runs. The canteen is hygienic and provides healthy food choices such as salads and fruits. Teachers also encourage students to bring healthy snacks to school. Health awareness is integrated into subjects, for example through discussions in Arabic and English lessons: for example, Grade 7 students discussed healthy foods and their relevance to lifestyle. The school's procedures to ensure safety on school transport are appropriate and maintenance records are up to date. Student arrival and departure procedures are efficiently organised.

Staff have developed very positive and encouraging relationships with students. Behaviour management procedures are effective and consistent in almost all lessons and around the school; students are aware of expectations and follow them. Prompt communication with parents and close attention to student behaviour in these respects help maintain the high rates of attendance and standards of



punctuality.

The school has thorough procedures in place to identify students with SEN. In the absence of an SEN coordinator, senior leaders take on the role and responsibilities in order to identify and manage provision for students with SEN and those with G&T. The school makes effective use of diagnostic tests to identify students in need, inform planning and provide focused academic support. Each student has an individual learning plan that guides the class teacher's support in lessons. Class teachers provide effective inclusive support that helps produce students who are engaged and productive. Students with hearing or physical disabilities are seated appropriately in lessons and they receive effective support from the class teacher and peers. In particular, such students are integrated well into lessons and enjoy their activities. Most students are making similar rates of progress to all students. Social workers support students with their social needs, and senior leaders follow up with teachers on students' academic progress, and give relevant support and guidance. A number of universities visit to guide students on study and career choices. Additionally, an open day gives students the opportunity to discuss educational options.

Performance Standard 6: Leadership and management

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

The quality of leadership and management is good. The principal leads cohesive senior, middle leadership and whole-staff teams. Senior leaders demonstrate a secure understanding of curriculum and best practice in education. Together with staff they have created an inclusive approach that results in purposeful learning for all groups of students. The principal cultivates strong and encouraging relationships with all members of the school community, particularly with students, with whom she is in regular contact and who recognise her as a role model. Senior leaders are effective in leading and guiding staff teams, and their strong commitment to the aims of the school and continuous improvement is shared by staff. Senior leaders provide regular professional development, support and encouragement and their close oversight ensures high levels of accountability for continuous improvement in the quality of provision.

Self-evaluation is well embedded in the school improvement process. It is led by senior leaders and involves input from subject leaders and all staff through a series of meetings. The school's self-evaluation document (SEF) is well evidenced and realistic. The school's development plan (SDP) focuses well on the recommendations from the previous inspection and is appropriate as a guide to further improvement. The school makes effective analysis and use of students' performance results to inform planning; subject teams develop action plans that are soundly data-driven. In a few subjects, middle leaders do not have a secure understanding of how best to use performance data analysis to inform planning and impact students' learning. Evaluation of the effectiveness of teaching is systematic and thorough. It involves senior leaders and subject leaders in an improvement cycle. The results are used to guide professional development opportunities, which are regular and focus on identified group and individual teacher needs. The lesson observation process as followed, observing, recording and feedback, shows that middle leaders focus more on teaching than on students' learning, and are less



secure in their understanding of how to improve learning most effectively.

The school cultivates positive relationships with parents, who are supportive of the programme and their children's academic and personal development. A range of strategies keeps them well informed about their children's achievement as well as providing them with general information that encourages them to attend meetings and special events. The school has developed a wide range of community partnerships that enhance student learning, such as university guidance visits, student attendance at national conferences, social contributions by students in liaison with Red Crescent and visits to a local SEN centre.

The governing board includes representation from most stakeholders including parents. Board members are regular visitors to the school and have a thorough understanding of the school's performance, achievements and priority areas for development. They are attentive to parents' views through a variety of channels, such as meetings, reports and visits to the school. The principal and school are held securely accountable for the ongoing development in the quality of provision, through regular meetings and reports. The governing board is influential in reviewing improvement plans and guiding strategic development.

The school is efficiently organised: procedures and routines support students' learning very effectively. In the primary to high phases, there are sufficient well-qualified and experienced staff, appropriately deployed, to support curriculum delivery and promote the school's overall vision. The staffing allocation of only one teacher to KG and Grade 1 classes, with no classroom assistant, limits the effectiveness of the individual and group support provided for children. Premises provide a welcoming, bright and colourful learning environment. Classroom and specialist facilities are used effectively to promote students' learning. Resources support curriculum delivery appropriately and are used to good effect by most teachers. For example, teachers oversee students' use of iPads to assess their work. they make good use of mathematical materials to assist students' understanding of new concepts.

What the school should do to improve further:

1. Increase the consistency of high-quality teaching for effective learning in order to raise student achievement still further by:
 - i. ensuring that individual teachers' planning is detailed, takes account of students' prior attainment levels, and provides activities to meaningfully challenge and support all groups of students, including low achievers and high achievers
 - ii. enabling more effective teachers to influence and help develop colleagues' practice through modelling successful strategies and participating in peer observations across subjects and grades.
2. Strengthen the planning, modification and delivery of the curriculum by increasing the opportunities provided in each subject for students to develop skills in innovation and independent learning.
3. Strengthen the provision in the KG curriculum by ensuring that:
 - i. children have sufficient opportunities in individual and small-group settings to learn through making choices in structured, independent and purposeful learning activities
 - ii. all teachers have the knowledge and understanding necessary to the planning and implementation of strategies that meet the specific learning needs of young children.
4. Strengthen the capacity of middle leaders to lead and improve learning by:
 - i. ensuring close monitoring of the quality of planning, particularly planning to identify the learning needs and expected outcomes for all groups of students
 - ii. providing professional development to ensure that lesson observations focus more specifically on learning and the impact of teaching on learning
 - iii. enabling more effective leaders to influence and help develop colleagues' practice through modelling, mentoring and participating in observations.