



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

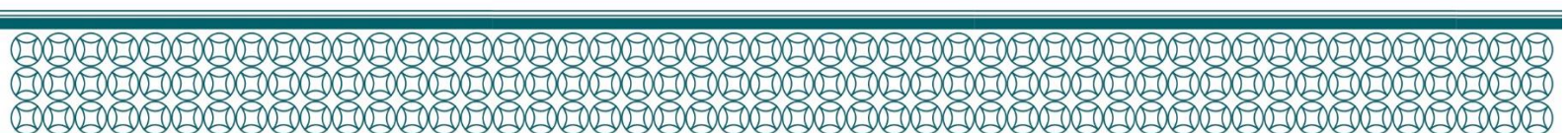
Inspection
Report of

Al Dhabiania School

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Dhabiania School		
School ID:	9182	School phases:	KG- High
School Council: **	NA		
School curriculum: *	MoE	Fee range and category*	AED 8,800 to AED 16,000: Very low to low.
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Staff Information			
Total number of teachers	83	Turnover rate	12%
Number of teaching assistants	0	Teacher- student ratio	1:15

Students' Information				
Total number of students	1239	Gender	Boys and Girls KG 1-Grade 4; Girls Grade 5-12	
% of Emirati students	5%	% of SEN students	1%	
% of largest nationality groups	1 Jordanian 25%	2 Egyptian 21%	3 Syrian 18%	
% of students per phase	KG	Primary	Middle	High
	24%	35%	20%	20%

Inspection Details				
Inspection date:	from	<u>06/06/1440</u>	to:	<u>09/06/1440</u>
		11/02/2019		14/02/2019
Number of lessons observed:	127	Number of joint lessons observed:	37	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- Since the last inspection, the school has become more stable, with a reduction in staff turnover from 18% to 12% and similar student numbers overall. The post of special educational needs coordinator (SENCO) remains vacant and there is only one music teacher. The SLT is supported by two curriculum development specialists who have responsibilities beyond the school.
- The overall performance of the school remains good overall because students' achievement and the quality of teaching in most subjects is good. Leaders' accurate self-evaluation and clear understanding of what needs to be done to improve have resulted in realistic plans, including regular monitoring of teaching, that have maintained consistently good achievement overall. Low school fees limit funds available to governors to equip and maintain facilities.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	• Achievement remains consistently good overall across all subjects, although science achievement is now only acceptable in KG. • Gifted and talented (G&T) students are not sufficiently challenged in lessons to further extend their learning. Lower achievers, especially those identified with gaps in their understanding of science vocabulary in KG and primary, are not given enough personalised support to make the same progress as their peers. • Students are creative, can think critically and collaborate well. Their self-responsibility, independent learning skills and use of technology are not as well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	• Students' personal and social development are very good. They have a strong appreciation of UAE culture and responsible attitudes shown by outstanding attendance. • Students are very well-behaved, apart from a few students in a minority of primary lessons. • Students' innovation and independent learning skills are good but are less well-developed than other aspects of their personal development.		



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Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Teachers' very secure subject knowledge and positive interactions develop high levels of student engagement. Effective use of questioning checks learning and promotes critical thinking in higher-achievers. - Teachers use a range of assessment information to plan differentiated lessons that meet the needs of most students. Provision for lower achievers and the G&T students is inconsistent within lessons. - Opportunities to further develop innovation skills and allow students to take responsibility for their own learning are uneven.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The curriculum is well balanced with strong links to the UAE and regular, well-embedded opportunities to develop creativity and critical thinking. - Careers guidance is well-integrated within curriculum provision, but the curriculum has a limited range of options to allow older students to further develop their interests. - Curriculum adaptation meets the needs of most students but less effective in meeting the needs of lower-achievers and G&T students within lessons.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Regressed
Justifications	- Students are well-cared for in safe and secure buildings, but the school's facilities and quality of maintenance are only adequate. - Purposeful staff-student relationships promote effective behaviour management. - Challenge to promote progress of G&T is insufficient within lessons.		

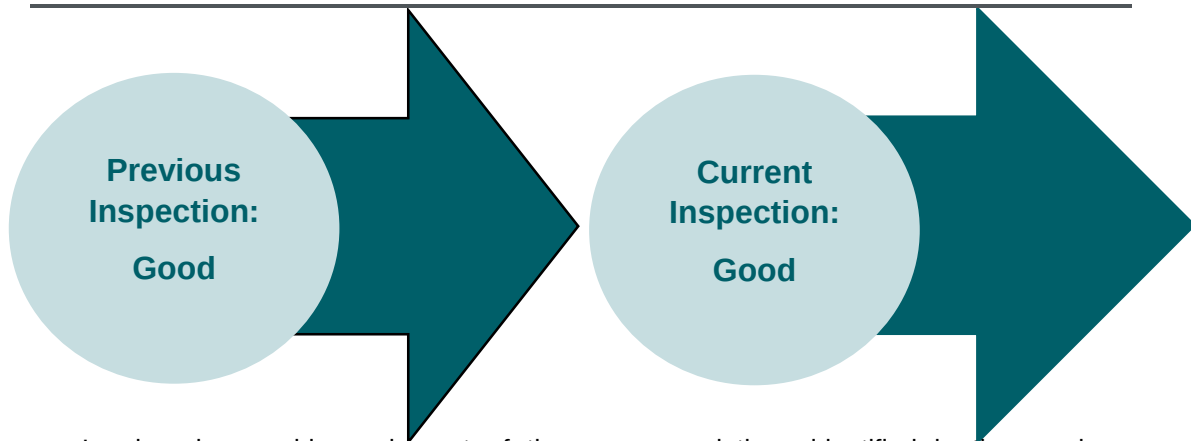


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Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	• The principal provides clear direction and has maintained overall good provision. Subject coordinators have improved their capability to support sustainable improvement. • Monitoring of teaching and provision of a Continuing Professional Development (CPD) programme have maintained good quality of teaching. • Staff are deployed effectively within the limitations of specialist vacancies. Lack of facilities and equipment limits learning progress in science and technology.		



Progress made since last inspection and capacity to improve



- Leaders have addressed most of the recommendations identified in the previous inspection with varying degrees of success.
- Teaching remains consistently good in most subject areas. However, in science a minority of teachers in Grade 1 and Grade 2 inconsistently apply the school's overall effective behaviour management systems and they lack the skills to support new-joiners whose poor language development limits their understanding of science. Limitations of specialist facilities and resources in science and technology limit learning progress, especially in higher phase.
- Higher achievers are now better extended by consistently differentiated lesson plans and the effective use of challenging questions. However, those identified as gifted and talented, while extended by limited opportunities outside the classroom, are insufficiently challenged within lessons. Students with SEN are well-integrated into mainstream learning, with well-adapted Individual Education Plans (IEPS). However, those who are lower-achievers do not get the degree of support required to make better progress, especially in science in KG and lower grades in primary.
- Creativity is regularly promoted in activities like poster and model-making, but many lessons are still teacher-directed limiting students' independent learning.
- There is improvement in the implementation of the KG curriculum, but inconsistencies are still evident in the provision of opportunities for children to learn through making choices.
- Lesson planning is now consistent using a standard template, with differentiated activities routinely incorporated that are extending higher-achievers.
- Self-evaluation and improvement planning are closely aligned to the school's needs through better use of assessment information. Monitoring of the impact of CPD in raising teaching quality has maintained good teaching provision, but it is not always rigorously focused on learning outcomes, so teaching is not yet improved further. Some leaders' responsibilities beyond school have limited the impact of school improvement strategies.
- Leaders are committed to improving students' achievement, supported by the principal's clear direction and improved middle management capability. Overall, school leaders' capacity to improve the school is good.



Provision for Reading



- Integrated provision for reading in Arabic and English is a strength of the school. The school has a small functional library with a limited range of books. While classes and individuals can use the library for research and reading for pleasure, there is no regular schedule to promote reading.
- Comfortable reading corners are found in junior classrooms, so books are readily available to extend reading development during lessons.
- The school's reading plan aims to enhance students' reading ability, motivate them to read and develop a love of books. Reading is integrated effectively across all subject areas using drama, art and shadow theatre. Promotion includes story-telling, book sharing, and participation in competitions and book fairs.
- Grade 7 and 12 students regularly read stories to children in KG and parents help students with their reading through storytelling and guided reading, providing positive role models. Grade 10 students have initiated their own novel exchange programme.
- Continuous professional development in reading has led to more effective reading strategies in lessons. Teachers plan discrete reading sessions each week using graded reading schemes. Students are provided with opportunities to read articles and books relevant to other subjects including books about scientists, building structures, UAE, history and geography.
- There is insufficient access to technology to effectively support the integration of reading and research across the curriculum.
- Reading comprehension is assessed, based on baseline tests for each individual student.



Key areas of strength and areas for improvements:

Key areas of strength

1. Students' personal and social development and positive relationships.
2. Curriculum links that enhance students' understanding of UAE culture and appreciation of Islamic values.
3. Leaders' effective professional development and monitoring to improve lesson planning.
4. Health and safety, and care and protection of students.
5. The principal's clear direction and improved middle management capability to sustain improvements.

Key areas for improvement

- Improve achievement further in all subject areas by:
 - using assessment data to identify the gaps in students' learning and plan to meet their individual needs
 - developing a school-wide literacy programme to identify and fill gaps in new-joiners foundational language skills and to further develop all students' extended writing skills to support progress in all subjects
 - improving the consistency of classroom management in Grade 1 and 2
 - extending collaborative subject planning to include KG teachers to ensure a smoother progression across phases.
- Further develop students' innovation and enterprise skills and their responsibility for their own learning by:
 - improving the quality of teachers' written feedback and consistent use of self- and peer-assessment, so all students know how to improve and can set learning targets to monitor their own progress
 - providing greater opportunities for independent learning and use of technologies by encouraging students' initiation and management of investigations and projects
 - furthering opportunities to develop innovation and enterprise skills by extending the range of extra-curricular activities.
- Make more rigorous use of assessment outcomes to better meet the needs of the lower achievers and the G&T students by:
 - improving teaching further through monitoring that focuses clearly on the impact on students' outcomes and which informs teachers' CPD
 - using the information generated within lessons to make adaptations to meet the emerging needs of the students
 - improving challenge and support for lower achievers and G&T students in and out of lessons.
- Improve governors' provision of appropriate resources and facilities to support learning in all phases to include:
 - specialist laboratory facilities and equipment to support students' inquiry-based learning in science
 - digital devices and Wi-Fi access to support the greater use of technology for learning
 - ongoing maintenance of the premises
 - employment of a SENCO and a music teacher.



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Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Very Good	Good
	Progress	Good	Good	Very Good	Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as additional 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	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	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

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Islamic Education	- Students' achievement in Islamic Education is good overall, and very good in middle phase. - External assessment results indicate outstanding attainment. This is not borne out in lessons observed, where attainment was seen to be good. - In lessons and students' work attainment is good because a majority of students show understanding of Islamic teachings above curriculum expectations and, by middle phase, the proportion is a large majority. In KG, children develop a clear understanding of the significance of Doaa (prayer) and Quran recitation. In primary, they learn the rules of worship. In middle phase, students make deep connections between Islamic teachings and current environmental and social affairs. By the end of the high phase, the majority of students understand social and economic rulings in Islam. - The majority of students make good progress, and this is very good in middle phase. Quranic recitation and application of correct Tajweed rules is less well developed for a minority of students across phases.
Arabic	- Students' achievement in Arabic as a First Language (AFL) is good. - External assessment results indicate outstanding attainment. However, attainment as observed in lessons is good. - In lessons and in students' work, attainment is good because the majority of students attain levels of listening, understanding, speaking and reading above curriculum expectations. Their extended and creative writing skills are not as well developed. - The majority of students make good progress so that by middle and high phases they can speak fluently using Standard Arabic. A minority of lower achievers in middle and high phase do not make as much progress as their peers because their grammar 'Irab' skills are not as strong.
Social Studies	- Students' achievement in social studies is good overall, having declined from very good in high phase. - Attainment in external examinations is outstanding, but this is not borne out in lessons observed, where attainment was seen to be good. - In lessons and in students' work, attainment is good. The majority of students have a knowledge of the UAE and an understanding of social studies concepts above curriculum expectations. Students' abilities to independently seek information about UAE economy and world affairs are underdeveloped. - The majority of students make good progress in developing a clear, age-appropriate understanding of the UAE economic, geographical and social features and can link these to their daily lives.



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English	- Students' achievement in English is good. - Attainment in external examinations is outstanding, although this is not borne out in lesson observations, where attainment is seen to be good. - In lessons and students' work, attainment is good. The majority of students' reading, speaking and listening skills are above curriculum standards overall, but their writing skills are less well-developed. - Most groups make good progress. From low starting points in KG, children's listening skills, and their confidence and fluency in speaking English develops rapidly. The majority of students make sound progress in reading and comprehension. Students' development of extended writing skills in lower grades and writing for different purposes in upper grades is limited by insufficient opportunities to practice.
Mathematics	- Students' achievement in mathematics is good. - Attainment in external examinations is good. - In lessons and students' work, attainment remains good. The majority have knowledge and understanding of number, shape and algebraic operations above curriculum standards. Their analysis and solving of mathematical word problems are less well developed. In KG, children can solve simple arithmetic calculations using manipulatives. In the primary and middle phases, students solve equations using number lines and graphs. By Grade 12, they confidently solve trigonometric equations. - Most groups make good progress. A few lower-achieving students do not make good progress in line with their peers because tasks and levels of support are insufficiently modified to meet the needs of this group.
Science	- Students' achievement in science remains good overall. Achievement has declined to acceptable in KG, and from very good to good in high phase. - Attainment in external examinations is outstanding but this is not borne out in lesson observations where attainment is seen to be good. - In lessons and students' work, attainment is good overall. It is acceptable in KG where most students have observation and sorting skills in line with curriculum standards. In primary, middle and high phase, the majority of students attain levels of scientific knowledge and understanding above curriculum standards. They gain confidence in practical skills and handling scientific equipment, although their investigative skills are not fully developed because of insufficient opportunities to work independently on innovative scientific projects. - Progress is good overall. From low levels of familiarity with basic science concepts, students make acceptable progress in KG. As their language skills develop, they begin to understand the meaning of scientific terms and follow instructions. In primary, middle and high phases, students make good progress overall but their writing of comprehensive scientific reports is hampered by their less-well-developed extended writing skills.



Other subjects	- Students' achievement in 'other subjects' is good overall and very good in art and health science. - Attainment in external assessments is outstanding in Digital Technology and Innovation (DTI). In lesson observations and students' work, attainment is good except in art, where it is very good: - In art, a large majority of students' work is of a very high standard technically and shows application of history and culture in creative expressions using a range of media. In KG music, a majority of children can sing UAE songs in rhythm. At other levels, students show an appreciation of music during assemblies and when integrated across the curriculum. In physical education (PE), the majority of students can skip and jump within set boundaries and have well-developed ball-handling skills. In health education, the majority of students have sound knowledge of health issues in the UAE and can apply their findings to develop practical solutions. In DTI, the majority of students can create still and motion pictures in two and three dimensions and develop games. - Students' skills in initiating projects to explore their individual creativity are less well developed.
Learning Skills	- Students' learning skills are good overall. They interact effectively to share ideas. They can collaborate to produce creative products to show-case learning, and they demonstrate developing critical thinking skills. - Students have well-developed abilities to link their learning to new topics and Emirati society. - Students' ability to research independently using technology, and their innovation and enterprise skills, are less well-developed. They rarely take responsibility for their own learning.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	• Middle phase students' abilities to link Islamic teachings with current environmental and social issues and urban planning.	• Qur'anic recitation and application of Tajweed rules for a minority of students.
Arabic	• Students' listening, speaking and reading skills. • Students' skills in speaking Standard Arabic fluently in middle and high phases.	• Students' writing skills including extended and creative writing. • Students' grammar 'I'rab' skills particularly in middle and high phases.
Social Studies	• Students' clear understanding of UAE economic, geographical and social features and ability to link these to daily life.	• Students' abilities to independently seek information about UAE economy and world affairs.
English	• Students' reading skills. • From low starting points in KG, students' listening skills, and their confident and fluent speaking.	• Students' development of extended writing skills and writing for different purposes.
Mathematics	• Students' understanding of number, number operations and algebra.	• Students' analysis and solving of word problems in number and algebra.
Science	• Students' ability to handle equipment and developing investigative skills in middle and high phases. • Students' observation and sorting skills in KG and primary phase.	• Students' understanding and use of scientific terms in KG and primary phase. • Students' independent scientific investigative skills and writing of comprehensive scientific reports.
Other subjects:	• Students' understanding and practical application of knowledge about UAE health issues. • Students' creativity and technical competence using a range of media in art and through innovative projects in high phase DTI.	• Students' initiation and management of projects to explore more deeply their unique talents within lessons.
Learning skills	• Students' collaboration skills and positive attitudes to learning. • Students' abilities to link their learning to UAE heritage and other subjects.	• Students' independent learning, innovation skills and use of technology for effective learning. • Students' responsibility for their own learning.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	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 are very good, and their innovation skills are good.
- Students have positive attitudes to learning and interact very well. Self-responsibility is seen in team- and school roles and students' care of others. They are very well-behaved except for a few students in a minority of primary classes.
- Students have a sound appreciation of healthy nutrition and actively participate in daily exercises during assembly but enjoy only limited opportunities to participate in sports. Attendance is outstanding at 98% overall, and most arrive on time for assembly.
- Students' secure appreciation of Islamic values and strong respect for UAE heritage are shown by their active participation in cultural celebrations and national events. Awareness of other cultures is shown by celebration of World International Day, participation in cultural activities in assemblies and class presentations.
- Students show a positive work ethic. Students enjoy project work, but opportunities to initiate and manage projects are irregular. Student Council, Health and Safety Committee and daily opportunities to organize assembly develop leadership responsibilities. Students volunteer in the local community to support the differently-abled.
- Students care for the environment, routinely using recycling bins and keeping the school clean. They promote conservation locally but have less awareness of conservation internationally.
- Students show creativity in their work, and well-developed collaboration and critical thinking skills. Insufficient opportunities for students to initiate and manage projects and investigations within core curricula and through extra-curricular provision, have limited students' development of innovation and enterprise skills.

Areas of Relative Strength:

- Students' positive attitudes and collaborative skills.
- Students' strong appreciation of the Emirati culture and respect for Islamic values.

Areas for Improvement:

- Students' initiation and management of activities to enhance their innovation skills.
- The behaviour of a few students in a minority of lessons in primary phase.



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment remains good.
- Teachers demonstrate a clear understanding of how students learn, except for a few teachers in Grade 1 and 2. Lessons are purposefully planned to meet the needs of most students. A minority of lessons are teacher-directed, limiting students' development of independent learning. In science, lack of access to specialist facilities and effective use of available resources act to limit learning progress for students in all phases.
- Teachers' positive interactions ensure students' active engagement. In better lessons, teachers use questioning effectively to deepen understanding, but in a minority of lessons closed questions and lack of time for reflection hinder students' learning.
- Teaching using cooperative learning meets the needs of most groups of students, but low-achievers and G&T students are not always provided with the support that they need to make better progress.
- Most teachers enhance lessons by encouraging students to think critically and to solve problems through discussion, debates and dialogue. However, there is scope for further promotion of students' independence in decision-making and students' use of technology in lessons is generally limited.
- Internal data processes are coherent and consistent. Assessment data is benchmarked appropriately. Baseline assessment is used to place students' learning at an appropriate level. Analysis of continuous assessment information is used to monitor student progress, but not to adapt the lessons to consistently meet the needs of all identified groups.
- Teachers have a good knowledge of the strengths and weaknesses of individual students. Oral feedback is regular and clear, but written commentary on work inconsistently records feedback or sets learning targets that enables students to know how to improve. Adequate provision is made for student self and peer-assessment

Areas of Relative Strength:

- Teachers' positive interactions and engagement of learners.
- Coherent and consistent assessment across the school.

Areas for Improvement:

- More rigorous use of assessment outcomes to better meet the needs of the G&T and lower achievers, especially in junior science.
- Opportunities for students to develop their innovation skills further, and take more responsibility for their own learning, including setting learning targets to monitor their own progress.



Performance Standard 4: Curriculum

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

- The quality of the curriculum is good overall. Based on the Ministry of Education curriculum, it is reasonably balanced and provides progression of learning. Adequate choice is provided for older students to develop their interests and aspirations. Music is only offered in KG, being replaced by 'activity' sessions in upper levels.
- Planned cross-curricular links help students transfer learning. The curriculum is reviewed regularly to ensure appropriate provision, with resulting initiation of an Arabic and English reading programme to improve language skills. Parents and students have requested that the school offers a wider range of extra-curricular activities.
- Curriculum modification to meet the needs of all groups of students is good. It is very-well-adapted to extend the learning of higher achievers in science, English and mathematics. The school has specific plans to support G&T students, but their implementation is not seen in lessons. Adaptations for lower-achievers are less effective.
- The curriculum is enhanced by an appropriate range of cultural activities, trips, competitions and community events, including parent participation. Creativity and critical thinking are well-embedded in most lessons, but only a minority of students pursue independent innovation projects that further skills.
- Cross-curricular links with UAE culture are meaningfully integrated across school life through the 'My Identity' programme and events such as National Day. International celebrations where the diverse school community bring traditional foods and wear national costumes promote awareness of other world cultures.
- Moral Education is well implemented in discrete lessons throughout the school. The strong connection with the My Identity Program motivates students, so they develop a deep understanding of Islamic values, mutual respect and appreciation of their own and other world cultures.

Areas of Relative Strength:

- Effective Moral Education that builds strong links with the UAE and other world cultures.
- Curriculum adaptation to develop creativity and critical thinking.

Areas for Improvement:

- Curriculum options to further the career aspirations and interests of older students.
- Adaptation to further develop innovation skills and to better meet the needs of G& T students and lower achievers, especially in science.



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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and safeguarding of students is now good, a decline from very good in previous inspection. The school has effective systems for the care and safeguarding of students. Students and staff are fully aware of safeguarding policies and bullying is very rare. The school raises parental awareness of cyber-bullying through its policy and workshops, although a minority of parents have not yet responded to these opportunities. - The school buildings are old, but they are well-supervised and secure. The school has effective health and safety arrangements and secure record keeping, but the facilities are only adequately maintained. There are no specialist laboratories for science learning and students' use of technology in learning is limited by lack of wi-fi and availability of digital-devices. - Daily promotion of healthy lifestyles begins with exercise at assemblies and healthy nutrition is integrated within subjects. - Purposeful staff-student relationships and effective behaviour management systems create a positive learning environment. A few teachers in Grade 1 and 2 inadequately apply behaviour management strategies. The promotion of attendance is effective. Only a few students arrive after assembly. - The school has thorough systems for identifying students with SEN and the G&T. Despite not having a SENCO, effective IEPs are in place for students with SEN. Challenging opportunities to enable G&T students to optimise their potential are inconsistent within lessons. - Guidance ensures students are effectively prepared for the next phase of their education. Monitoring of academic and social development informs activities such as career workshops and trips to universities, enabling high school students to make informed career choices.				
Areas of Relative Strength:				
- Purposeful staff-student relationships. - Systems to ensure the protection, guidance and safeguarding of students, including the promotion of attendance.				
Areas for Improvement:				
- The quality of maintenance of the premises. - Challenge for G&T students in lessons.				



Performance Standard 6: 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 overall quality of leadership and management is good. The principal sets a clear direction for an inclusive education focused on UAE priorities and raising students' achievement.
- Leaders' secure knowledge of best teaching practice underpins a successful CPD programme. This has maintained the good quality of teaching. It is yet to further raise the quality of teaching across the school because of lack of teacher continuity at some levels, although teacher turnover is now reduced. Communication across the school is professional. Morale is generally positive. Subject coordinators' capabilities to sustain school-wide improvement are now stronger.
- Analysis of assessment information in the school's self-evaluation (SEF) developed realistic priorities in the school improvement plan (SIP). The impact of school improvement planning is inconsistent because there is insufficient focus on student outcomes and the responsibilities of some leaders beyond the school means there is a lack of continuity in the drive for improvement. Nonetheless, monitoring of teaching and learning is regular and fully involves subject coordinators.
- Partnerships with the community are good. Communications with parents are very good and they feel well-informed about their children's academic progress. Parents enhance students' education through support of the reading programme, participation in cultural events, and pastoral care activities, such as the 'Happiness Team'. Effective connections with other schools and local community partnerships enhance education provision. International collaborations are less evident.
- Governance is good. The Governing Board receives regular reports from the principal, so makes informed decisions based on accurate knowledge of the school. It holds the SLT accountable for school performance and ensures statutory requirements are met. While current facilities provision and quality of maintenance are only adequate, the Board's future plans identify and set out to redress current shortcomings.
- Routines to manage the day-to-day life of the school are well-organised. There is no SENCO and one music teacher vacancy, but staff are effectively deployed within availability limitations. Learning resources and technologies are in limited supply, especially in science and technology.
- The school uses results of the Programme for International Student Assessment (PISA), International Benchmarking Tests (IBT) and Trends in International Mathematics and Science Study (TIMSS) to identify gaps in students' understanding. Missing concepts are integrated into the science and mathematics curricula and across other subjects to improve students' examination performance.

Areas of Relative Strength:

- The principal's day-to-day management and effective communication with the community.
- Middle-management impact in promoting improvements.

Areas for Improvement:

- More rigorous use of assessment outcomes to monitor teacher quality and learners' progress.
- Improved facilities and equipment, especially in science and technology, and a full complement of staff.

*Relevant for Private schools only