



INSPECTION SYSTEM

School Performance Report

Combined Internal and External Evaluations

Al Dhafra Private Schools - AD

The overall performance of this school is Very Good .



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Basic information about school inspections

School inspections are structured around six Performance Standards:

- 1. Students’ achievement;
- 2. Students’ personal and social development, and their innovation skills;
- 3. Teaching and assessment;
- 4. Curriculum;
- 5. The protection, care, guidance and support of students; and
- 6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)



INSPECTION SYSTEM

Basic information about the school

Name: Al Dhafra Private Schools - AD

I.D. number: 9017

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: American

Fee category: High

Location: 17, Al Atheel St, Mohamed Bin Zayed City,
Abu Dhabi 20609

Web address: <http://abu-dhabi.dhafraschools.com/>

E-mail address: 9017@adek.gov.ae

Telephone: 026108400

Number of teachers: 100

Teachers' assistants: 29

Teachers' nationalities: Egypt

Number of students: 1194

Teacher to student ratio: 1:11

Students' nationalities: UAE)

Proportion of Emirati students: 65.58

Proportion of students of determination: 3.85

Dates of inspection: 11-Oct-2021 to 14-Oct-2021



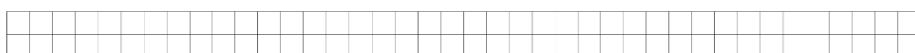


INSPECTION SYSTEM

Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Very Good	Very Good	Good *	Very Good
1.1 Students' attainment in Arabic First Language	Good *	Very Good	Very Good	Very Good
1.1 Students' attainment in Arabic Second Language	Not Applicable	Good *	Good *	Good *
1.1 Students' attainment in Social Studies	Not Applicable	Very Good	Good *	Not Applicable
1.1 Students' attainment in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in English	Very Good *	Very Good	Very Good	Very Good
1.1 Students' attainment in Mathematics	Very Good *	Very Good *	Very Good	Very Good
1.1 Students' attainment in Sciences	Very Good	Very Good	Very Good	Very Good
1.2 Students' progress in Islamic Education	Very Good	Very Good	Good *	Very Good
1.2 Students' progress in Arabic First Language	Good *	Very Good	Very Good	Very Good
1.2 Students' progress in Arabic Second Language	Not Applicable	Good *	Good *	Good *
1.2 Students' progress in Social Studies	Not Applicable	Very Good	Good *	Not Applicable
1.2 Students' progress in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in English	Very Good	Very Good	Very Good	Very Good *
1.2 Students' progress in Mathematics	Very Good	Very Good	Very Good	Very Good
1.2 Students' progress in Sciences	Very Good	Very Good	Very Good	Very Good
1.3 Students' Learning skills	Very Good	Very Good	Very Good	Very Good



PS2: Students' personal and social development

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.3 Social responsibility & innovation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Very Good	Very Good	Very Good	Very Good
3.2 Assessment	Very Good	Very Good	Very Good	Very Good

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
4.2 Curriculum adaptation	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *

PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care & support	Outstanding	Outstanding	Outstanding	Outstanding

Indicators	All Phases
6.1 Effectiveness of leadership	Very Good
6.2 Self evaluation & improvement	Very Good
6.3 Partnerships with parents	Very Good
6.4 Governance	Very Good
6.5 Management	Very Good
Overall Judgement	Very Good

Hybrid classes have been established which involve a mixture of in-class, face-to-face learning and online distance. Students' achievement has improved in all English medium subjects in all phases. This is partly the result of a cross-curricular approach to literacy which focuses on raising achievement in key skills and the effective teaching of English in all phases. Students' achievement has also improved in Islamic education in phases 1, 2 and 4, Arabic First Language in phases 2, 3 and 4 and in social studies in Phase 2. This is the result of continuous professional development and sharing best practice in teaching and learning. Teachers are now well trained in implementing consistent behavior management strategies and maintain high expectations for the academic performance and personal development of almost all students and this has improved the outcomes and behavior of all students including the boys in the middle phase. The school now has a new library of the highest quality. It is an attractive and spacious area and includes a wide range of high-quality resources in both Arabic and English. There are scheduled lessons for all age groups to visit the library regularly. Students, particularly in phases 3 and 4 have access to the library for research. The school has adopted the curriculum to provide consistent opportunities for students to develop their critical thinking and innovation skills, including the introduction of STEAM lessons. The school has successfully delivered an in-house course for middle leaders based on UK national leadership courses in addition to other external continuous professional development (CPD) opportunities. Leaders at all levels demonstrate now a thorough knowledge of the curriculum and best practice in teaching and learning. All recommendations from the previous inspection report have been addressed and implemented or are in the process of implementation. The school has shown sustained improvement over time in all key areas. The school has a good capacity to improve.

Provision for reading

Reading is a key focus area across the whole school, which has benefited greatly from the new library. It is an attractive, spacious, well-equipped learning area. The library is a well-used facility, with scheduled lessons for all age groups. There is a wide range of high-quality resources, including books in Arabic and English, magazines, computers and three breakout rooms, plus a small amphitheater. Phonics programmes, timetable adaptations, the use of MAP skills, the digital library and improved teaching have resulted in improved standards in this area. The Phase 4 reading programs are well embedded. Gender-specific novels are available for the Phase 3 students. There is an increased focus on English Literature in Phase 4. There are classroom reading corners across the school. The school provides an inviting and accessible reading environment for all students. Reading for comprehension is promoted in all the phases and all the subjects. There is an effective reading program in Phase 1, with routines such as silent reading at the start of lessons and weekly timetabled library lessons. In Phase 2, students' reading skills are assessed and tracked using MAP reading tests. In Phase 1, the phonics program plus the new leveled readers supports students' reading skills.

What the school does to achieve its TIMSS and PISA targets

The school works well to prepare students for international assessments through close partnerships with parents and a range of strategies, including workshops and curriculum interventions. Al Dhafra is involved in ADEK's school improvement pilot which has action planning related to raising achievement in international assessments, including TIMSS, PISA and PIRLS. The 'question-a-day' initiative (2018) helped prepare the Grade 4 and Grade 8 learners for TIMSS assessments. This has been supported since by curriculum adaptations to support science and mathematics, including the introduction of STEAM (science technology engineering art and mathematics) lessons and a move to the Next Generation Science Standards (NGSS). Attainment in TIMSS tests in 2018 was higher than other Abu Dhabi American curriculum schools. Participation in ADEK PISA mock tests and OECD PISA Based Tests for Schools (PBTS) allowed students to familiarize themselves with PISA-style questions and helped support the school's progress towards achieving their PISA targets.

Strengths of the school

Students' outcomes have improved in all the phases and almost all the subjects. Students' attainment, progress

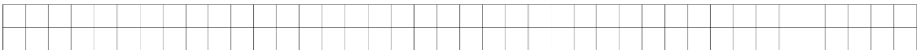


INSPECTION SYSTEM

and learning skills are now very good in all subjects in Phase 2, 3 and 4, except for Arabic as an additional language where these are good. In Phase 1, students' achievement is very good in all subjects except for Arabic where it is good. The quality of teaching and assessment is very good across all the phases of the school. The school is a safe, caring and healthy learning environment. There are rigorous child protection and safeguarding procedures. The guidance and support of all students are a school priority. This ensures almost all students make their best personal and academic progress. There are robust systems for the identification and support for students of determination. The principal, school leaders and members of staff are committed to raising achievement and school improvement. There is a shared vision and leaders at all levels have the capacity to further improve the school. The premises, equipment and resources are excellent and well-suited to the needs of all students, including the students of determination.

Recommendations for improvement

1. Raise students' achievement in Islamic education and social studies in Phase 3, and Arabic as a second language in all phases to very good by: - providing professional development for staff on how to match activities in lessons to the age group and needs of students. - ensuring their acquisition of higher-order reading skills, including inference, interpretation and integration of information. - developing the extended writing skills of all students. - learning from the good practice of other colleagues both in the department and the school. - providing a wider range of activities in lessons and less teacher talk. - developing students' research and problem-solving skills with appropriate activities in the classroom using the technological skills of students. 2. Ensure all gifted and talented students are identified and given appropriate challenges in all lessons by: - establishing procedures for identifying gifted and talented students across the curriculum and sharing the information with all teachers.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
Islamic education is an important part of the identity of the school, as this is the faith of almost all students. Most students attain levels above curriculum standards. Students' results are "Very Good", as observed through the work produced in class. In the KG for example, students are able to read small verses from the Holy Quran. In the Elementary, students express their faith and can recite verses from the Holy Quran. By High School, all students attain levels above curriculum standards. This is evident at the end of Phase 4 (Grade 12) through the performance of students in ministry examinations, in which all students (100%) attained levels that are above the expected national standards (70%), and those found in similar schools. Over the last three years, this trend has been solidly consistent with almost all cohorts achieving results well above national standards. Across all phases of the school, progress is "Very Good". A large majority of students make better than expected progress in relation to their starting points and curriculum standards. This is also observed in lessons where a large majority of students and most groups of students make better than expected progress in relation to the learning objectives. This progress is also evident through internal assessment data where last year's grade 12 cohort significantly improved their attainment each year from Grade 10, allowing almost all students to perform above curriculum standards by the end of phase 4.	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The large majority of students attain levels are above curriculum standards in Phases 1, 2 and 4. The majority of students attain levels that are above curriculum standards in Phase 3. MoE examination results for Grade 12 students in 2020-21 were outstanding for all students. There were no other external examinations for other grades. Internal school data indicates, however, that attainment is very good in all the phases. Very good attainment was confirmed in lesson observations and students' work for Phases 1, 2 and 4 and good in Phase 3. In Phase 1, students are aware and understand Islamic values such as telling the truth, honesty, sharing and cleanliness. They know the rules of eating. In Phase 2, students further develop their knowledge of the rules of eating, visiting and calling God. In Phases 3 and 4, students build on their knowledge of the Holy Qur'an and Hadeeth Shareef, the Islamic Faith and the Islamic rules and purposes. By Phase 4, students can make links between Islam and real-life issues such as the UAE position in the world and environmental issues. In Phase 4 they have a deeper knowledge and understanding of Islam. According to the school's internal data, over the past three years, from 2019 to 2021 the attainment of most students in all grades is outstanding and consistently above national standards. In 2019, in Grades 7 to Grade 12, a few students attained below expectations. In 2021 no students in any grade scored below national and international standards. External MoE examinations for Grade 12 students indicates outstanding attainment over the last three years. In 2019 most students gained outstanding results, compared to 100% in 2021. Lesson observations and recent



INSPECTION SYSTEM

students' work confirms a rising trend in the attainment for Islamic education and conclude that a large majority are attaining above national and international standards in Phases 1, 2 and 4 and a majority in Phase 3. Internal data for the progress of students indicates that a large majority of students make better than the expected progress to individual starting points and overtime in all phases. The school does not track children's progress over time in Phase 1. Progress, as was seen in lessons and from students' work, is very good in Phase 1, 2 and 4 and good in Phase 3. In Phase 1, students make very good progress in how to apply food etiquette and can repeat aloud the Hadith related to it. In Phase 2, students' progress is very good and they gain knowledge of the birth and biography of the Prophet Mohammad (PBUH) and how he carried out the call to Islam. In Phase 3, progress is good, and students learn about the story of the villagers in Surat Yassin through their interpretation of the verses. In Phase 4, students' knowledge base expands and they gain a strong understanding of the story of Al-ifk in Surat Al-Nur and the danger of slander, rumours and lies to individuals and society, and how Islam shows ways to prevent them. Students support their views by linking their knowledge to the Holy Qur'an, but they are not able to deduct and infer from the rulings and guidelines from verses. Their skills in following 'Tajweed' rules are less secure, as is their ability to extract the most important lessons learned from the biography of Prophet Muhammed(PBUH). According to internal school data for Phases 2, 3 and 4 and Grade 12 external examinations results, there are no significant differences in progress for different groups of students. In lessons, the large majority achieve the lesson objectives and recent students' work indicates no differences in progress. The exception is students with Arabic as their second language who make good progress in Phases 2 and 3 compared to students with Arabic as a first language who make very good

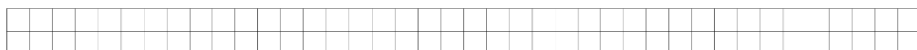


INSPECTION SYSTEM

progress. By Phase 4, all students make very good progress. Boys make similar progress to girls in all phases. Both can talk about their Islamic values and beliefs, although boys are more confident. Emirati students make the same good progress in Phase 3 and very good progress in Phase 1, 2 and 4 as non-Emirati students. Lower attaining students do not make any less progress than higher attaining students. They are supported in lessons by differentiated worksheets and a variety of resources according to their age. Students of determination make the same progress as all other students. Several are effectively supported in class by shadow and/or support teachers, a few with physical support and others with a variety of additional in and out of class strategies depending on their needs. Higher attaining students and gifted and talented students make the same progress as other groups of students. Additional individualised support to extend their learning could accelerate their progress further. Students occasionally complete tasks early and are given no extension activities to further challenge them.

Islamic Education - Next steps for students:

1. Improve skills of deduction and inference from the rulings and guidelines in the verses in all the phases. 2. Increase ability to extract the most important lessons learned from the biography of Prophet Muhammed (PBUH) in all the phases. 3. Strengthen understanding and grow the practice of linking Islamic values and ethics in real-life situations in all the phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
For nearly all Al Dhafra students, Arabic is the mother tongue; standards reflect this and attainment is “Very Good” across the school with most students attaining levels above curriculum standards. In lessons, the large majority of students demonstrate knowledge above national curriculum standards. In KG2 for example, most students are able to blend letters during reading and writing activities. High levels of attainment are also supported by strong internal and external data. In all phases of the school, almost all students perform a level above expected curriculum standards as evidenced on their internal assessments. External data reflects the same strong data with all students performing a level above the expected curriculum standard on the Arabic ministry examinations in 2020/2021. The performance of grade 12 students on the EmSAT is “Very Good”, with a large majority of students a level above the minimum expectations. Over the last three years, these high standards have been maintained for almost all students. Student progress across all school phases is “Very Good”. A large majority of students make better than expected progress in relation to their starting points and curriculum standards. In lessons, this is also evident with a large majority of students and most groups of students making better than expected progress in relation to the stated learning objectives. Sample student work for both distance and face to face learners demonstrate this better than expected progress throughout the lesson and over time. Internal assessment data supports this across all phases as evidenced by the 2020/2021 grade 12 cohort where the percentage of students attaining levels above minimum expectations rose from 77% in grade 10 to 96% in grade 11 and 100% in grade 12.	1.1.1	The majority of children in Phase 1 and the large majority of students in Phases 2, 3 and 4 attain levels that are above authorised and licensed curriculum standards. Internal school data suggests attainment in Arabic is outstanding in all grades. In external examinations, Grade 12 MoE EmSAT results in 2020-21 were outstanding for all students. There are no external examinations for the other grades. (MOE examinations for Grade 12 only). In lessons and students’ work, the large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum levels in Phases 2, 3 and 4. In Phase 1, the majority of children’s attainment is good. In Phase 1, children can make themselves verbally understood using full sentences. They can identify sounds linked to letters. In Phase 2, the large majority of students read with improving expression. They can write descriptive paragraphs using adverbs and adjectives and the correct grammar. In Phases 3 and 4, students can analyze and identify elements of a short story and discuss themes in literary texts. They can interpret and integrate information. However, extended writing skills and recording of learning is underdeveloped across all the phases. The school’s internal attainment data indicates that over the past three years, from 2019 to 2021, the attainment of most students has been outstanding and in Grades 6, 7, 8 and 9 in 2019 indicate very good attainment. In 2019, in Grades 6 to 10, a minority of students were attaining below curriculum standards. However, by 2021 a few students in any grade are below expected standards. This suggests a rising trend in attainment. External MOE examinations for Grade 12 indicate outstanding attainment in 2019, 2020 and 2021 for all students. Lessons observations and recent students’ work indicates students’
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



INSPECTION SYSTEM

attainment is very good in Phase 2, 3 and 4 and good in Phase 1, and has remained consistently good to very good over three years. Internal school data for the progress of students indicates that a majority of students in Phase 1 and a large majority of students in Phases 2, 3 and 4 make better than expected progress from their starting points and over time. The school tracks students' progress and the rate of progress was verified in lessons and work samples. In Phase 1, children develop their letter formation and handwriting skills and practice speaking blending letter sounds to say unfamiliar words. By Phase 2, they widen their vocabulary and students focus more on their reading and writing skills. Their literacy skills continue to strengthen and by Phase 3 and 4, students are fluent confident Arabic speakers, and can express their opinions verbally and in writing. They can read for comprehension and extract information and key facts from a text. However, the range of different types of text, fiction and non-fiction are limited. Students make very good progress and develop their reading, listening and speaking skills. Their writing skills especially extended writing, are not as good. Public speaking and presentation skills are strong in the higher grades. The school has internal data regarding the progress of different groups of students in Phases 2, 3 and 4 which suggests there are no significant differences in progress. In lessons observations, almost all students achieved the lesson objectives. This is further supported by recent student work. Boys make similar progress to girls in all phases. Boys' previous underachievement in Phase 3 has been addressed. Emirati students make the same very good progress in Phase 2, 3 and 4 and good progress in Phase 1, as do non-Emirati students. Lower attaining students do not make any significant less progress than high attaining students. They are supported in lessons with differentiated worksheets and tasks, and a variety of appropriate resources for their age. Students of determination are effectively



INSPECTION SYSTEM

		supported in and out of class, by shadow and/or support teachers, and a variety of resources and strategies which ensures that almost make the same progress as all other students. Higher attaining students and gifted and talented students make the same progress as other groups of students when with more individualised support to extend their learning, their progress could be further accelerated.
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Arabic First Language - Next steps for students:

1. Practice and improve extended writing skills in all the phases. 2. Improve public speaking and presentation skills to address different audiences in all the phases. 3. Extend reading across different types of texts, including fiction and non-fiction, in all the phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
Attainment and progress across all relevant phases is "Very Good" in Arabic as a second language. At Al Dhafra, only a few students are Arabic second language learners. In elementary, middle, and high, all students attain levels that are a level above minimum curriculum standards in the internal assessments. In 2020/2021, and by the end of phase 3, all grade 8 students performed a level above curriculum standards in internal assessments. This level of performance has been consistent for two years now following a significant improvement between 2018 and 2019 for each of the respective grade 8 cohorts. External data also supports this with all grade 12 students performing above curriculum standards in 2020/2021. On Ministry exams, all Grade 12 students (100%) in 2020/2021 performed a level above the expected curriculum standards. Students have sustained and improved these high levels over the course of the last three years. Across the school, progress has been judged to be "Very Good". A large majority of students make significant gains in their knowledge throughout lessons. All groups of students make better than expected progress against their individual starting points. Internal assessment data supports this across the relevant phases as evidenced by the 2020/2021 grade 12 cohort where the percentage of students attaining levels above expected standards rose from 67% in grade 10 to 100% in grade 11 and maintained a 100% in grade 12.	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of students attain levels that are above curriculum standards in all the phases. Only a few students are Arabic Second language learners. In Grades 1 to 12 the student roll per grade is almost all in single figures. Grade 12 external data indicates all students (three students) perform above curriculum standards on Ministry examinations and obtain outstanding results. There is no international data for other grades. Internal school data suggests attainment is very good in Phases 2, 3 and 4 and that a large majority are working at above national curriculum standards. In lessons and their work, the majority of students attain above curriculum standards for students who study Arabic as a second language. In Phase 2, a majority of students make links between what they learn and real-life experiences and can read simple sentences, derive basic meaning from context and identify short and long sounds. In Phase 3, students develop their extended writing skills. By Phase 4 in a Grade 12 lesson, they analyzed a short story 'The Bedouin Horse'. They could extract the main points, discuss the links with real-life and fluently express their own opinions. Speaking, comprehension and reading skills are stronger than writing skills in all phases. The school's internal data indicates that over the last three years, the attainment of the majority of students has been consistently above national standards, in all phases. External MOE examinations for Grade 12 indicate outstanding attainment over the last 3 years. In lessons and their recent work, a majority of students attain above curriculum standards, and this remains consistently good over the last three years. The internal school progress data of students in Phases 2, 3 and 4, including students of determination, is very good against their starting point and over time. In lessons, and from recent student

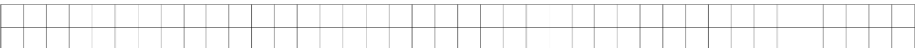


INSPECTION SYSTEM

		work progress was judged good. Students make good progress and achieve lesson objectives, because, in Phase 2 teachers ensure they practice basic literacy skills, particularly their listening, speaking and comprehension through questioning and problem-solving. In Phase 3, students utilize their knowledge in grammar to form nominal sentences and the majority in Phase 4 can analyze and rephrase short stories. The school has internal data regarding the progress of different groups of students. In lessons and their recent work, boys make similar progress to girls in all phases. Lower attaining students make the same progress as high attaining students. The small numbers of students of determination make the same progress as all other students. In a Grade 4 lesson, students discussed action words and verbs in sentences. A SOD student was effectively supported by a teacher and given differentiated vocabulary sheets and additional resources. A few higher attaining students make the same progress as other groups of students.
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Arabic Second Language - Next steps for students:

1. Practice extended writing skills, at all times, making full use of adjectives and adverbs to enhance writing skills in all the phases. 2. Improve basic Arabic literacy skills by speaking and reading Arabic as often as possible in all the phases. 3. Improve Arabic speaking and writing skills by completing the higher level and challenging tasks in all the phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
Almost all Al Dhafra students are Arabs, and as such UAE Social Studies is an important part of their identity and culture. In lessons, students explore national identity, citizenship, governments, values and ethics, the individual and society, and the national economy. Students study UAE social studies between Grades 1 and 9. At Al Dhafra, attainment across all relevant phases is “Very Good”. In lessons, a large majority of students demonstrate sound knowledge and understanding. Internal assessment information supports this with almost all students performing a level above curriculum standards. A similar level of attainment is observed when assessing the performance of Grade 8 students over the past three years, with most students performing a level above the expected curriculum standard in 2018-2019 and almost all students performing a level above the last two years. In grade 9 during and at the end of 2020/2021, all students and groups of students performed a level above the expected level (70%). Student progress at Al Dhafra is also “Very Good”. Internal assessment information indicates that nearly all students across all phases make better than expected progress, in relation to individual starting points and the expected curriculum standards. In lessons, the large majority of students make better than expected progress, in relation to appropriate learning objectives aligned with the expected curriculum standards. Internal assessment data supports this across the relevant phases as evidenced by the 2020/2021 grade 9 cohort where the percentage of students attaining levels above minimum expectations rose from 74% in grade 7 to 99% in grade 8 and a 100% in grade 9.	1.1.1	The large majority of students attain levels above curriculum standards in Phase 2. A majority of students do so in Phase 3. There is no national or international data for social studies. Internal school data also suggests that attainment is very good in Phase 2 and good in Phase 3. In lesson observations and in their work, students' knowledge, skills and understanding are very good in Phase 2 and good in Phase 3. In Phase 2, students demonstrate strong knowledge of Emirati traditions, identity and culture. In Phase 3, students have developed knowledge of natural systems and how they affect peoples' lives. However, students are unsure how to analyze geographic features and interpret information using geographic tools. Over the last three years, the attainment of the majority of students has been consistently above curriculum standards according to internal school assessments. There is no external data for the last three years. In the last year, attainment has improved to very good in Phase 2 due to more effective teaching and students' stronger language skills. In Phase 3, attainment remains consistently good. School data for the progress of students from their starting points and over time, indicates that most students make better than expected progress, namely outstanding progress from their starting points in Phase 2 and 3. The school tracks students' progress over time. The outstanding rates of progress in the school data could not be confirmed or verified because in the lessons observed and in students' recent work, students' progress was very good in Phase 2 and good in Phase 3. It was very good in Phase 2 due to more effective teaching and students' stronger language skills. As they progress from Phase 2 to Phase 3, students' geographical knowledge improves as does their knowledge and understanding of the UAE
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



INSPECTION SYSTEM

		culture and tradition, but less so their understanding of its economy and history. The school has internal data regarding the progress of different groups of students. In lessons and their recent work, boys make similar progress to girls in all the phases. Emirati students make the same very good progress in Phase 2 and good progress in Phase 3 as non-Emirati students in social studies. Lower attaining students make the same progress as higher attaining students. Non-native English speakers make similar progress compared to students with English as a first language. Students of determination make the same progress as all other students. For example, in a Grade 5 lesson about cultural heritage, the teacher was highly effective in meeting the individual needs of all students. A student of determination confidently contributed to the class discussion and spoke about ancient crafts, words and customs. Higher attaining students and gifted and talented students make the same progress as other groups of students. However, with individualised support to extend their learning, their progress could be accelerated.
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Social Studies - Next steps for students:

1. Improve skills to analyze geographical features and interpret information using geographical tools and terminology in Phase 3. 2. Practice skills in reading and understanding maps, graphs and tables in Phase 2. 3. Enlarge knowledge and understanding of UAE history and its economy in Phases 2 and 3.



INSPECTION SYSTEM

PS1: Students' Achievements		
Students' attainment and progress in Language Of Instruction		
Internal Evaluations	Elements	External Evaluations
	1.1.1	
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	

Instructional Language - Next steps for students:



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
Almost all Al Dhafra students are English as a second language learners. Compared to schools with a similar context however, our students achieve very well in English Language and as such it is judged as Very Good. On entry most KG1 students have limited English language skills, however, by the end of KG1 student attainment levels are Good. In phases 2-4, most students perform levels above the expected curriculum standards as evidenced by internal assessments. This is also supported by external assessment data where students demonstrate levels on MAP assessments higher than UAE norms. In lessons and their recent work, most students demonstrate levels of knowledge, skills and understanding that are a level above curriculum standards. In 2020/2021, almost all high school students (96%) perform a level above curriculum standards. External assessment data on the EmSAT further reinforces the strong attainment data with over 97% of grade 12 students performing a level above the minimum expectation. Student progress is also "Very Good". This is evident as the KG1 attainment gap decreases early on and continues to do so over time. This progress is supported by a cross-curricular approach to literacy being developed in phase 2, focused on raising achievement in the key skills. In lessons observed during 2020-21, a large majority of students and most groups of students made better than expected progress in relation to appropriate learning objectives aligned with expected curriculum standards. Internal and external assessment data both support this. In elementary and middle school, progress in MAP shows levels of growth higher and in line with the US and internationally. This is also reflected in high school where the 2020/2021 grade 12 cohort showed noticeable progress over three years with at least 63% (g10), 77%	1.1.1	The large majority of students attain levels that are above curriculum standards in all phases. External international data confirms that a large majority of students are attaining above average. EmSAT results for Grade 12 students in 2020-21 were outstanding for all students. Almost all Grade 12 students were successful in IELTS with a large majority attaining above average. In MAP attainment tests for reading in 2020-21, for Grades 2 to 9, scores are higher than their peers in the UAE. There is no external data for Phase 1 and Grade 1. However, the school closely monitors students' phonics and writing skills and regularly tests reading ages in the lower Phase 1 classes. Internal school data in English also suggests that attainment is very good. Students' high levels of attainment were confirmed in lesson observations and in students' work, where the large majority of students demonstrate knowledge, skills and understanding in speaking, listening, reading and writing which are above curriculum standards in all phases. Phase 1 children develop strong phonics skills which they use in Phase 2 to write increasingly complex sentences and paragraphs. In Phase 3, students have strong reading comprehension skills using a variety of texts. In Phase 4, students develop high order speaking skills. In a Grade 12 English lesson, for example, students discussed and analyzed an argumentative text. They developed the themes of leadership and feminism while using a text about Queen Elizabeth the First. High expectations and strong teacher subject specialist knowledge result in attainment above curriculum standards. Over the last three years, 2019 to 2021 the attainment of the majority of students have been good and consistently above national and internal standards. This is due in part
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



INSPECTION SYSTEM

(g11), 96%(g12) of students within that cohort performing a level above curriculum standards.

to more effective teaching and monitoring across all phases The school's data and the rising trend was confirmed and verified by lesson observations and students' recent work. Attainment is now very good in all phases. This is partly the result of a cross-curricular approach to literacy developed in Phase 2 which focuses on raising achievement in key skills and the effective teaching of English in all phases. The school's progress data indicates that a large majority of students make better than expected progress against their starting points and over time, and this was confirmed in lessons and students' work. In Phase 1, most children start school with no or basic spoken English skills and then make rapid progress. In Phase 1 and lower grades in Phase 2, students develop their phonics knowledge, speaking and letter formation skills and can read and write simple sentences. By the end of Phase 2, students have strong reading and writing skills. Their spelling, grammar and punctuation are not always accurate. In Phase 3, students strengthen their reading skills and they can read for comprehension and extract key facts from a text. By the end of Phase 4, students have progressed to being confident and articulate speakers. Their writing is structured, accurate and imaginative. Most groups make better than expected progress. The school has internal data about the progress of different groups of students. In lessons and their recent work, boys make similar progress to girls in all phases. Emirati students make the same very good progress as non-Emirati students. Lower attaining students do make any significant less progress than higher attaining students. Non-native English speakers and students with English as a first language make similar very good progress. Students of determination make the same progress as all other students. Higher attaining students and gifted and talented students make the same progress as other groups of students. However, with individualised additional challenges to extend their learning, their progress could be accelerated.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
Mathematics is an important part of our curriculum, both as a stand-alone subject and also when it supports other subject areas such as Science (e.g. Physics and Chemistry) and has been judged to be "Very Good". On entry to KG1, lesson observations and assessments show that almost all students are below the expected standards. By the end of KG1 and the beginning of KG2, teachers' internal assessments indicate that attainment is Good. In elementary, analysis of 2020/2021 internal assessment data shows that most students are working a level above the expected curriculum standard at phase 2. In middle and high school, most students demonstrate levels of knowledge, skills and understanding above curriculum standards, with attainment being judged to be "Very Good" or better overall. On internal assessments for 2020-21, the large majority of students (69%) across grades 6-8 performed a level above the expected curriculum standard. This percentage was even higher in grades 9-12, with just over 85% exceeding those levels. EmSAT data further reinforce the strong attainment, with 75% of students achieving levels above national standards and 90% achieving the minimum expectation. Progress across all phases is "Very Good". In lessons observed, a large majority of students and most groups of students made better than expected progress, in relation to appropriate learning objectives aligned with expected curriculum standards. The quality of work produced has continued to be of high quality and has demonstrated sustained levels of better than expected progress. MAP data has supported this finding with students significantly exceeding or in line with US and international norms. This also reflected in the high school where the 2020/2021 grade 12 cohort showed progress over the last three	1.1.1	The large majority of students attain levels that are above curriculum standards in all the phases. External international data confirms that a large majority of students are attaining above average. EmSAT results for Grade 12 students in 2020-21 were outstanding for all students. In MAP attainment tests for 2020-21, for grades 2 to 9, scores were higher than for their peers in the UAE. Internal school data also suggests that attainment is very good in all the phases. In lessons and from their recent work, the large majority of students demonstrate mathematical knowledge, skills and understanding which are very good in all phases. In Phase 1, children demonstrate a strong and secure understanding of numbers, shape and measurement. In Phase 2, students are able to complete mathematical problems using the four rules. In a Grade 3 mathematics lesson, students could multiply binomials using the distributive method. In Phases 3 and 4, students are able to solve increasingly complex mathematical equations and use a range of formulae. Students demonstrate strong combined numeracy, technological and critical thinking skills. The school's focus on the effective use of technology by teachers and students, effective teaching methodologies and questioning in lessons by teachers to assess students' progress and understanding, has resulted in improved student achievement. Over the last three years, from 2019 to 2021, the attainment of the majority of students has been consistently above national and internal standards according to the school's internal data and external data attainment. There is no data for the Phase 1 children. In Phase 2, attainment is outstanding and the trend over time is very good. In Phase 3, attainment is judged very good by the school and the three-year trend is judged to be very
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
Progress against starting points and over time	1.2.2	
	Progress in lessons	
	1.2.3	
Progress of different groups		



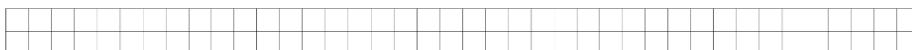
INSPECTION SYSTEM

years with at least 52% (g10), 85% (g11), and 85%(g12) of students within that cohort performing a level above curriculum standards.

good. Attainment in Phase 4, according to the school's data, is outstanding and the trend is outstanding. The only external data available is EMSAT results for Grade 12. In 2019 they were acceptable, by 2021 they are outstanding. Attainment, based on lesson observations and students' recent work, is now very good in all the phases. The school has various strategies to maintain students' attainment levels, particularly in mathematics. For example, it is involved in the ADEK's school improvement pilot which has action planning related to raising achievement in international assessments, including TIMSS, PISA and PIRLS. The school's progress data indicates that a large majority of students make better than expected progress from their starting points, including students of determination, and this is seen in lessons and students' work. From basic counting skills in Phase 1, students progress to understanding number calculations in Phase 2 and the ability to solve complex algebraic problems in Phase 3 and 4. However, students' skills in mathematical language are less developed in Phase 2. Most groups make better than expected progress. The school has internal data about the progress of different groups of students. In lessons and their recent work, boys make similar progress to girls in all phases. Emirati students make the same very good progress as non-Emirati students. Lower attaining students do make any significant less progress than high attaining students. Students with English as their first and second language make very good progress. Students of determination make the same progress as all other students. Higher attaining students and gifted and talented students make the same progress as other groups of students. However, with an individualised additional challenge to extend their learning, their progress could be accelerated.

Mathematics - Next steps for students:

1. Expand mathematical language by learning the correct words to use in Phase 1 and Phase 2. 2. Improve mathematical investigations in lessons by using appropriate hands-on equipment to form and understand mathematical concepts. 3. Practice frequently skills in solving complex word problems, particularly in Phase 2.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
Science is held in high regard within Al Dhafra Private Schools, with students having more than the recommended amount of study time in the sciences. Students in elementary have additional STEAM lessons incorporated into their schedules. Attainment across all phases is judged to be "Very Good". Through cross curricular integrated learning opportunities, skills, knowledge and understanding are assessed against the NGSS whilst students learn and interact with inquiry-based learning activities. Internal results for the academic year 2020-21 show that the large majority of students and most groups of students in all phases achieved results a level above curriculum standards. By end of phases 2 and 3, 85% and 83% of students respectively achieve above 75% on internal assessments. In High school, 86%, 100%, and 100% of grade 12 students performed a level above curriculum standards in Physics, Chemistry and Biology respectively. Student progress in science at Al Dhafra across all phases is "Very Good". Internal assessment information indicates that the large majority of students make better than expected progress, in relation to both their individual starting points and the curriculum standards. This is supported by external assessment information on the MAP Growth tests where student progress over time exceeds and is in line with that of students in the US and internationally. In the high school, and by the end of phase (Grade 12) better than expected progress has been made in all the sciences, as indicated by strong, improving attainment data for the same cohort over three years across the three sciences.	1.1.1	A large majority of students attain levels that are above curriculum standards in all the phases. External international data confirms that a large majority of students are attaining above expected levels. External EMSAT examinations for Grade 12 indicate outstanding attainment. In MAP attainment tests for science in 2020-21, for Grades 3 to 9, scores are higher than their peers in the UAE. There is no external assessment for Phase 1 and Grades 1 and 2. The school's internal data also indicates that over the last three years, the attainment of the majority of students in science has been consistently above national and internal standards, in all phases and either outstanding or very good. In lessons and their recent work, a large majority of students demonstrate knowledge, skills and understanding which are above curriculum standards. Students demonstrate a secure knowledge of science in Phases 1 and 2 where they can distinguish and classify living and non-living things and can name the parts of a plant and their different uses. In Phases 3 and 4, students have a strong knowledge base. They start to specialise in the three different sciences and their literacy, numeracy, technological and scientific skills and well developed. A large majority of students in Phase 4 have a very good knowledge and understanding of core science concepts. For example, by Grade 12, students can use the Hardy Weinberg equation to calculate allelic frequencies. The school's focus on clear learning objectives aligned with curriculum standards, and the effective use of research skills and learning technologies both in class and online have impacted positively on students' performance and the development of their critical thinking and problem-solving skills. The school continues to support students by a range of strategies to ensure consistent effective
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



INSPECTION SYSTEM

teaching but also by introducing more STEM activities into science lessons to develop their practical investigative skills. Over the last three years, most students have consistently, in all grades, achieved above national and international standards. The school's internal data, from 2019-2021, indicates attainment in Grades 1 to 8 is outstanding. The percentage of students below expectations in 2021 has decreased to single figures, in all grades compared to 2019. This is partly due to increased lesson time, longer science lessons and more effective teaching and monitoring. From Grade 9 to Grade 12 all students study the three separate sciences. Attainment in physics and chemistry was very good overall in 2019 and are outstanding in 2021. Biology consistently has been outstanding. The impact of specialist science subject teachers and additional support lessons are reflected in outstanding EmSAT examination results in all three sciences. Lesson observations and recent student work confirm the rising trends in attainment in science over time. The school's progress data indicates that a large majority of students make better than expected progress from their starting points and over time, and this is seen in lessons and students' work. In Phases 1 and 2, younger students develop a very good knowledge of animals and their habitats and link it to the local UAE environment. However, their scientific investigation and laboratory skills are less well developed. In Phase 1 and 2, students' use of scientific vocabulary is under-developed and students do not always know the correct terminology, such as 'hypothesis'. In Phase 3 and 4, students have acquired practical experimental skills and by the end of Phase 4, students have progressed to an advanced level of scientific knowledge and skills in the three separate sciences, due in part to the strong subject knowledge of specialist teachers. The school has internal data about the progress of different groups of students. In lessons and their recent work, boys make similar progress to girls in all

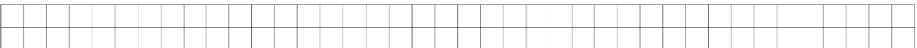


INSPECTION SYSTEM

		phases. Emirati students make the same very good progress as non-Emirati students. Lower attaining students do make any significant less progress than higher attaining students. Non-native English speakers make the same very good progress as students with English as their first language. Students of determination make the same progress as all other students. Higher attaining students and gifted and talented students make the same progress as other groups of students. However, with an individualised additional challenge to extend their learning, their progress could be accelerated.
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Sciences - Next steps for students:

1. Improve investigative skills by using the scientific method in lessons in all the phases. 2. Expand scientific vocabulary by using it in and outside the science lessons in all the phases. 3. Strengthen practical and laboratory skills in science by using them more often in all the phases.





INSPECTION SYSTEM

PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
Students' Learning skills across all phases of the school as evidenced during lessons and their work is "Very Good". Since the last inspection and during the pandemic, students' learning skills have continued to develop significantly across the different contexts, be it face to face, distance, or hybrid. The school's Digital Strategy, development planning and CPD have focused on how to best support our learners in these new learning environments. Students across all phases demonstrate Very Good levels of engagement and genuinely enjoy their learning. Most students take responsibility for their own learning and are aware of their individualized learning targets, their strengths and weaknesses. They are also becoming accustomed to using success criteria and rubrics to improve their learning. Through this process, they are able to achieve their targets efficiently and effectively, both independently and within groups. Their interactions with their peers and teachers are purposeful and they are comfortable while collaborating with others. Most students communicate their learning confidently and are able to express their opinions and justify their views. During lessons, the large majority of students are also able to adeptly make meaningful connections between their learning and real life or other subject areas. In their lessons and work, all students regularly use digital technologies effectively to further their learning. Students are also innovative and enterprising and are able to find things out for themselves in a number of different ways. They can think for themselves and use reflection to support their learning. In the Middle school for example, students researched UAE heritage sites, visited them and created videos of them acting as tour guides. In the high school, students co-created a reenactment of Shakespeare's Macbeth by	1.3.1 Engagement and responsibility 1.3.2 Interactions, collaboration, communication 1.3.3 Application and connections 1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.	Students in all the phases of the school have positive attitudes to learning. They are all engaged and keen to learn. They enjoy learning. As they move up the school, they increasingly take more responsibility for their learning. Students are encouraged to self and peer assess, setting themselves personal targets to achieve. This is not yet consistent in all the phases and all subjects. The students work well together, collaborating and supporting each other. Their communication skills are a strength, as are their technological skills. For example, in a Phase 1 phonics lesson, a teacher encouraged students' speaking skills when they all wanted to talk about their pets. She discarded the planned lesson plan and instead, the aim became for them all to use full sentences. Students' computer skills have improved considerably during the pandemic, and they are adept at online and blended learning. Their learning is frequently related to real-world examples and other subjects, which ensures learning is relevant. In all the phases, students learn to research, solve problems and be imaginative, innovative and creative. While there was limited evidence of entrepreneurial skills for younger students in Phase 1 and 2, the Phase 3 and 4 students often take the initiative to do additional research around topics that particularly interest them, for example, concerning environmental issues.



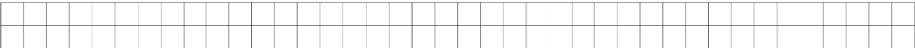
INSPECTION SYSTEM

collating videos each student did in their own home.



Next steps for students:

1. Employ and expand entrepreneurial skills especially in Phases 2 and 3 and around the school; whenever possible, find things out independently rather than relying on a teacher. 2. Extend skills in applying knowledge to unfamiliar situations and real-life problems in all the phases. 3. Use critical thinking, problem-solving, and innovative skills in all lessons and activities throughout the school.





INSPECTION SYSTEM

PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
Our students demonstrate very positive and responsible attitudes. They are self-disciplined and respond well to others. The core values of the school are promoted by all staff, taught explicitly in lessons, and displayed around the school to help further promote positive, responsible and ethical attitudes. Students work together to resolve differences and promote/maintain excellent behavior. Positive behavior is recognized and rewarded through assemblies and a variety of activities and certificates. Poor behavior is extremely rare and no students were expelled from school since our last inspection. Student behavior is monitored closely by all staff (see student monitoring list) and dealt with according to ADEK policies and guidelines. Behavior has improved immeasurably in the middle school boys sections since our previous inspection. Students are sensitive and show empathy to the needs and differences of others, and consistently help each other. Assemblies focus on relationships and a well-established house system has effectively supported cross phase identity and friendships K-12. Students demonstrate excellent understanding of safe and healthy living. They make wise choices about their own health and safety. They initiate or participate in activities that promote safe and healthy lifestyles. Assemblies, PSHE and Science lessons ensure that students receive extensive curriculum guidance, which supports them in making informed choices about healthy lifestyles. Attendance and punctuality are consistently strong across the school and outstanding in the High School phase.	2.1.1 Attitudes 2.1.2 Behaviour 2.1.3 Relationships 2.1.4 Adoption of safe and healthy lifestyles 2.1.5 Attendance and punctuality	

Next steps for students:





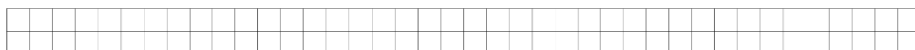
INSPECTION SYSTEM

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
Students have an excellent appreciation and understanding of how Islamic values influence contemporary UAE society. Islam is the religion of almost all Al Dhafra students, and is central to the identity of the school. Islamic lessons and UAE Social Studies lessons ensure that students are well educated regarding the role and values of Islam in UAE society. Respecting the heritage and culture of the UAE, can be seen through the induction of new staff into the UAE culture, assemblies, guest speakers, PSHE, Moral education, directed curriculum, and the code of conduct amongst the school community. Specially commissioned artwork help to celebrate the heritage and culture of the UAE and the Middle East across the school. Students fully respect and appreciate the heritage and culture that underpins and influences contemporary life in the UAE. Students demonstrate an excellent understanding, awareness and appreciation of their own and other world cultures. This is supported by our broad and balanced curriculum, assemblies, extra-curricular activities and whole school events, including our community led International Day, visited by over 4,000 participants each year. The school community embraces the international and multicultural identity of our school, and explores the similarities and differences between their own and other cultures. All students study Moral Education in Grades 1-12.	2.2.1 Appreciation of the values of Islam 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding of their own and other world cultures	

Next steps for students:





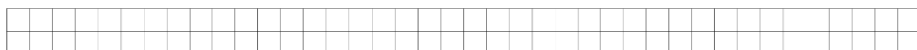
INSPECTION SYSTEM

PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
The very positive and caring relationships within our school, ensures that students are enthusiastic, willing and happy learners. The Student Council, Environmental Club and extra-curricular physical activities develop students' self-confidence, sustain students' academic progress and personal development, and encourage them to engage in the life of the school and its wider community. Parents regularly visit the school for coffee and information sessions. Social media posts and weekly letters to parents keep the community informed of the school activities and highlight achievements. Breast Cancer Awareness/Diabetes Awareness is embedded into the school Calendar, and every year there is an increase in the funds raised and student awareness. The Student Council has been promoting awareness of world days such as 'Diabetes Day' and 'Autism Week'. Students have an excellent work ethic and are innovative and creative. They successfully initiate and manage projects. Student leadership activities exist across the school and provide a catalyst for enterprise and entrepreneurship. The success of our curriculum design provides many opportunities for personalized and creative learning. Environmental awareness and responsibility is promoted through the curriculum. The school provides a safe, clean and hygienic environment. Well-developed care and guidance procedures create a safe and supportive environment for all students. The Environmental Club has worked extensively to develop environmental sustainability. Students are aware of environmental issues, reusing paper in their projects and greeting cards, and reducing paper consumption.	2.3.1 Community involvement, volunteering and social contribution 2.3.2 Work ethic, innovation, enterprise, entrepreneurship 2.3.3 Environmental awareness and action	

Next steps for students:





INSPECTION SYSTEM

PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
Most teachers effectively apply their subject knowledge and use a variety of approaches, demonstrating an understanding of how students learn. Teaching has improved across the school, with 100% of lessons judged to be 'good or better' during the most recent observation cycle. This compares favorably with previous years and can be attributed to rigorous recruitment, extensive CPD opportunities, revised lesson planning strategies and improved lesson observation procedures. Lesson observation outcomes are used to identify targets in teachers' individual performance development plans. Teachers whose lessons are judged as acceptable or lower, are also supported with intervention strategies, including planning exercises, additional coaching (from senior and middle leaders and their peers), peer observations, and follow up lesson observations. Lesson planning is effective across all phases and teachers and middle leaders collaborate to ensure quality and consistency. Planning builds on students' prior knowledge and the use of effective T&L strategies to provide opportunities for students to reflect on the learning. Teachers adapt their planning and teaching to ensure effective questioning and dialogue takes place in most lessons. Most lessons are well planned to consider the individual needs of students and provide sufficient challenge and support. Teachers are highly effective at meeting the individual needs of students in the classroom, as well as through alternative or extension work. Teachers plan their lessons to promote students' 21st century skills. They purposefully develop students' critical thinking, problem solving, innovation and independent learning skills which are evident in most lessons.	3.1.1 Subject knowledge and how students learn them 3.1.2 Lesson planning, the learning environment, time and resources 3.1.3 Interactions, questioning and dialogue 3.1.4 Strategies to meet the needs of all students 3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills	Most teachers in all the subjects and all the phases demonstrate secure subject knowledge and can apply it effectively for students of all ages, along with skilful use of technology. Planning is systematic with strong links to the UAE culture and the other subjects. All lesson notes contain appropriate challenging material for most groups. There are clear explicit learning objectives that are shared with students, so all know what they are expected to achieve. Time and resources are used effectively. The learning environments in the Phase 1 and Phase 2 classrooms are motivating, well-resourced and support students' learning effectively. In the Phase 3 and 4 classrooms, displays are minimalistic to support learning in the different subjects, and teachers carry their resources from room to room. This impacts practical learning experiences for students. Plenary sessions and assessments for learning techniques are used by most teachers to check students have achieved the learning objectives and have made progress. The teachers' positive interaction with students, through questioning, supports students' learning effectively and time is allowed for students to think and respond reflectively. Dialogue is also well planned and ensures a high level of engagement throughout lessons. For example, in a Grade 4 English lesson, students created a newspaper front page of a car crash. They role-played the scene practising possible dialogue and then thought of questions a reporter might ask. As they did this, they became aware of different types of speech for different audiences. A variety of teaching strategies are used effectively with a careful balance between direct instruction, student-led learning and the use of technology. In Phase 1, for example, students have circle time as a group on the floor, then

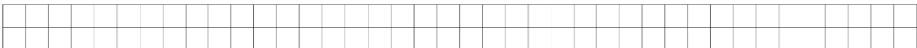


INSPECTION SYSTEM

move to workstations and either work with a partner or individually. In a Grade 12 English class, students discussed and analyzed a text entitled 'to be a queen', linked the discussion with feminism and, in groups, researched and produced a video and presentation for the individuals in the class to critique and assess. Activities to develop critical thinking skills have been purposely planned and are effective but are not always consistent across the school. Challenge for the gifted and talented students and the most able students, and plenaries at the end of lessons to assess learning are inconsistent in most subjects. Almost all teachers engage the students with a starter activity and explain the learning objectives. However, with the exception of science lessons, teachers do not always assess these objectives at the end of the lesson, nor consolidate the learning in a plenary.

Next steps for teachers:

1. Ensure learning in all lessons is consolidated by including a plenary at the end of lessons to assess learning and progress. 2. Plan activities with challenge for the more-able students by including appropriately differentiated personalised material in all the lessons. 3. Improve students' critical thinking skills further by ensuring that suitable activities are included in all the lessons.





INSPECTION SYSTEM

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
The school has consistent and coherent internal assessment processes; including clearly defined attainment points and a clear reporting timeline. Internal assessments are well linked to the Virginia and Common Core Standards and provide valid, reliable, and comprehensive data of students' academic, personal and social development. Assessment policies have been reviewed and updated in recent years to improve the rigor and ensure all data across all phases is reliable and consistent. Benchmarking has been used effectively across the school, with all teachers and middle leaders involved in the process of data analysis using both national and international benchmarks. External assessment (e.g. MAP Growth and MAP Skills) results are now consistently analyzed and used to inform planning across all grades. Internal and external assessment data is analysed well by all teachers, middle, and senior leaders. Information about students' progress, as individuals and as groups, is accurate and detailed. It is well monitored in grade meetings and workshops to inform teachers' planning. Data is analysed very effectively across the school to identify trends, patterns of attainment and progress, to influence planning and teaching, and to identify areas in need of further development. Teachers now take a more active role in analysing their own class data; they are aware of the individual strengths and weaknesses of their students, and are now evaluating data more systematically, in order to ensure that they provide effective support and develop assessment activities which are linked to the curriculum standards. Teachers have a very good knowledge of the strengths and weaknesses of individual students. They provide personalized support and constructive feedback. Students often use self-assessment	3.2.1	Internal and external assessment processes are coherent and consistent throughout all the phases. Internal assessments are linked to the international licensed American Virginia state and Common Core curriculum standards, using the curriculum frameworks and scope and sequencing material to set appropriate assessment questions and tasks. Bench-marking is used effectively across the school, but especially in Phase 4 in the process of analyzing both national and international assessment data. In Phase 4, the school has processes for comparing its students' performance internationally and compares students' academic progress with students nationally and with its sister school in Al Ain. The bench-marking processes provide the school with valid and reliable data and enable effective comparisons. EmSAT scores, and Map Growth and MAP Skills results are used to inform planning across all grades. In the lower grades, such as Phase 1 and Grade 1, where there is no external data, the school uses internal assessment data for phonics, writing and reading which are moderated within the school's subject departments and with local schools. Teachers conduct rigorous diagnostic tests at the beginning and end of each term to monitor students' achievement and progress. Both are linked appropriately with the school curriculum. Trends and patterns of attainment and progress influence teaching and identify areas in need of further development. For example, STEAM activities were introduced in grades 5 and 4 in Phase 2 to strengthen science teaching and learning. The science curriculum has been adjusted to meet the Next Generation Science Standards (NGSS), introducing more investigative work. Parents were actively involved in the previous 'Question -a-day' initiative preparing
	Internal assessment processes	
	3.2.2	
	External, national and international benchmarking	
	3.2.3	
	Analysis of assessment data to monitor students' progress	
	3.2.4	
	Use of assessment information to influence teaching and the curriculum	
	3.2.5	
	Teachers' knowledge of and support for students' learning	



INSPECTION SYSTEM

and peer assessment to monitor their learning.

for TIMSS tests and are made aware of all curriculum changes. Teachers provide clear verbal feedback to students throughout the lesson and as they engage in activities. Students present their work in written format and teachers provide comprehensive written feedback in the books seen. This feedback helps to inform students how to improve their work significantly. In Phases 2, 3 and 4, teachers correct all spelling and grammar mistakes across all subjects. They provide formative comments to help students improve their work. In lessons students, particularly in higher grades, use a rubric and often examination criteria to self and peer assess. This informs their targets, but the practice is not consistent in all phases. While the school identifies higher, middle and lower attaining students, gifted and talented students are identified through external tests arranged by parents. The school has plans to start using SNAP assessment with a wider definition as it recognizes that this can be used for more than just the more able students. The identification and use of assessment data to influence the teaching and progress of individual gifted and talented students are not evident in all phases.

Next steps for assessing learning:

1. Use assessment data in the identification of gifted and talented students to influence teaching to meet their individual needs. 2. Improve the preparation of students for TIMSS and PISA assessments by including test-based questions in all the lessons. 3. Provide challenging personalized learning opportunities in all the lessons.



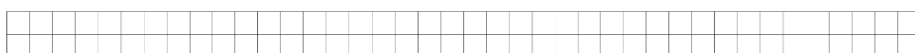


INSPECTION SYSTEM

PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
Our curriculum has a clear rationale aligned to the student needs. It promotes innovation and challenge and is effective in developing a balance of knowledge, skills and understanding. The curriculum fulfils all the requirements of the school's authorized / licensed curriculum, and the national statutory requirements. The Common Core Standards have been with the Virginia Standards of Learning and enriched with elements of the Massachusetts curriculum. The curriculum is effectively planned to ensure progression in all subjects. It meets the needs of all students. Continuity of learning is smooth and students are very well prepared for the next phases of their education, both within school and beyond (see university destination data). The range of curricular options provide Phase 4 students with ample choices that develop their talents, interests and aspirations. Cross-curricular links are meaningful and carefully planned. The school conducts regular reviews of its curriculum in relation to students' achievements, aspirations, and Emirate and national priorities. The timetable allows adequate time for all subjects and includes a range of creative, physical and practical activities including outstanding provision in the arts. Well-designed scope and sequence means that students build prior learning effectively and make good progress in all phases. Creative problem solving, provides students with enhanced opportunities to develop independence, research skills, and critical thinking skills.	4.1.1	
	Rationale, balance and compliance	
	4.1.2	
	Continuity and progression	
	4.1.3	
	Curricular choices	
	4.1.4	
	Cross curricular links	
	4.1.5	
	Review and development	





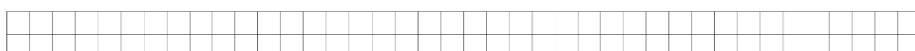
INSPECTION SYSTEM

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
The school is very successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students through differentiated instruction to meet their individual needs. The move to the common core standards in mathematics and English and NGSS in Science also better supports our assessment needs. Overall, the curriculum is imaginative and rich, and is designed to engage and motivate almost all students. Opportunities for enterprise, innovation, creativity and social contribution exist across the curriculum and through our curricular leadership teams, our curriculum is improving its quality and breadth. A variety of extra-curricular activities and community links benefits students' academic and personal development. Our extra-curricular ASA (After School Activities) program provides a variety of activities via quality opportunities to meet our students' interests, enhancing students' personal development. Coherent learning experiences are embedded through all aspects of the curriculum, to enable all students to develop broad understanding of the UAE's culture and society, for example our UAE Social Studies lessons allow students in Grades 1-9 to learn about National Identity, Citizenship, Governments, Values and Ethics, the individual and society and the national economy	4.2.1 Modification of curricula to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society	

Next steps for curriculum leaders:





INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
Rigorous procedures are in place for the safeguarding of students, including child protection. The school is highly effective in protecting students from all forms of abuse, through the policies and CPD delivered to all staff. There is an extensive pastoral system in place in all phases of the school which is focused on the care and well-being of all students. The school is fully compliant with the health and safety regulations, including the most recent COVID 19 directives. The school has shared extensive reopening handbooks (ADEK and school) with all stakeholders. Staff receive H&S training and certification annually. Emergency evacuations are carried out each term and comprehensive records are kept of these drills and other incidents, with clear action taken and targets for improvement. The school is fully accessible for physically disabled students, including ramps, and lift passes are provided for students with mobility/health issues. Evacuation chairs are available for the two current students with severe physical needs to support them during an emergency. Arrival and departure routines focus on the care and well-being of each child. All indoor and outdoor spaces are free from hazards and dangers for young children and adults. Furniture and equipment are appropriate to meet the learning needs of all students. The premises are well-maintained and well-equipped and provide an excellent safe and clean environment, conducive to learning. Healthy living is systematically built into, and clearly promoted in all aspects of school life, clearly influencing lessons, CPD, and programs offered to the students. The quality of food in the cafeteria is good and supports the philosophy of Healthy Lifestyles. Students across the school are aware of the need to eat healthily.	5.1.1 Care, welfare and safeguarding 5.1.2 Arrangements to ensure health, safety, security 5.1.3 Quality of maintenance and record keeping 5.1.4 Suitability of premises for all students 5.1.5 Provision for and promotion of safe and healthy lifestyles	Child protection and safeguarding arrangements are clearly defined in a written policy and well understood by the school community. The school has very rigorous arrangements to protect students from all types of abuse, including cyber-bullying. All staff deal highly effectively with students' needs as they undertake continuous professional training in safeguarding. The school keeps an accurate central register for all staff. The school is fully compliant with health and safety regulations, including the most recent Covid-19 directives. Staff receive frequent training in their roles for the health and safety of all students during arrivals and departure, and while doing physical and educational activities. Emergency evacuations are carried out each term and comprehensive records are kept of these drills and other incidents and subsequent actions. The school is fully accessible for students and staff who may have mobility issues, including ramps and lift passes, to meet the needs of all students. The school promotes a safe and healthy lifestyle. The school successfully provides health awareness programs to students, families and school staff. The school nurse coordinates with the Life Care Hospital and conducts health education sessions for students and staff.



INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
Staff have exemplary relationships with all students and systems and procedures for managing students' behavior are highly effective. The school community focuses on mutual respect between all groups in the school. Student behavior is managed effectively throughout the school, with the support of the pastoral team. The school has highly successful systems and policies in place to promote outstanding attendance and punctuality. Parents are notified promptly of any concerns. The school actively promotes outstanding attendance and recognizes and rewards it during assemblies. As a result attendance is consistently 'good' to 'very good' in KG-G8 and 'outstanding' in phase 4. School-wide student attendance (K-12) is 'very good' with an average of 96.1% during 2020-21. The school is completely inclusive and provides a welcoming and nurturing environment for students with special educational needs. Comprehensive and rigorous procedures for identifying students with special educational needs and gifted and talented exist. Students' needs are identified at an early age, or as soon after they join the school, through observations, SNAP assessments, interviews with the students, and a review of previous years' reports or admission assessments. IEPs are prepared in consultation with parents, teachers and outside agencies, who work collaboratively to support the needs of students. The school provides highly effective support for all SEN students, and those who are gifted and/or talented. Through regular consultations with teachers, the pastoral team and parents, students are swiftly and accurately identified and discussed in order to support them and focus on each student's individual needs. Performance data is used to provide very effective individual guidance and support to all students by a dedicated and	5.2.1	Relationships across the school are productive and positive. Teachers know all their students very well and are aware of their individual needs. There is a sense of mutual respect, trust and confidence between members of staff and students. Communication with parents about behavior, attendance and codes of conduct takes place in both Arabic and English, and through a variety of technological and traditional methods. Promotion of attendance and punctuality is highly successful and follow up on unauthorized absences and lateness are efficient and effective. The school has all-inclusive and rigorous systems to identify students of determination., They are identified at an early age or soon after they join the school, which promptly leads to highly appropriate intervention ensuring students' needs are fully met. The system and provision is less rigorous for the students who might be identified as gifted and talented. The personalised and individual support and challenge for the gifted and talented students and a few of the more-able students does not always further enrich their learning experiences, as it is inconsistent in lessons. Personal and academic guidance and support for all students is highly effective and organised. It is highly effective in supporting the Phase 4 students' university and higher education choices and applications. Academic and career guidance is more limited for the Phase 3 students.
	Staff and student relationships and behaviour management	
	5.2.2	
	Promotion and management of attendance and punctuality	
	5.2.3	
	Identification of students with special needs, gifted, talented	
	5.2.4	
	Support for students with SEN and the gifted and talented	
	5.2.5	
	Guidance and support for all students	

effective pastoral team and university preparation and guidance is a key strength of the school.

1. Set up systems for internally identifying all gifted and talented students throughout the school in all subject areas.
2. Ensure the needs of individual gifted and talented students are met in all the lessons.
3. Review the provision of academic counselling and career guidance, especially for the Phase 3 students.



INSPECTION SYSTEM

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
Leadership across all phases of the school ensures very clear strategic direction and promotes a bold vision which is shared by the whole school community. The school's senior leadership demonstrates a comprehensive and thorough knowledge of the curriculum, as well as best practices in teaching, learning and assessment. There is a strong focus on improving students' achievement and leaders have established an inclusive school with a purposeful and collaborative learning culture of achieving high standards of students' learning and personal development. Relationships and communication with all stakeholders are consistently professional, comprehensive and highly effective, founded on the school's vision, mission and core values. This is very evident in stakeholder feedback and the large numbers of stakeholder engagement in a broad range of activities and initiatives throughout the years. The school distributes leadership effectively amongst competent and skilled individuals and teams and there is shared accountability for ensuring very good quality outcomes. Morale throughout the school is highly positive. In developing Al Dhafra, the school's leadership has been innovative, efficient and very successful in the school's journey from strength to strength and in becoming a high performing school. The appointments of a new Head of Primary and Head of Secondary, as well as the CPD provided (via supporting staff access programs like Penta Inspectors Training for senior leaders, NPQH, Masters of Education, etc.) evidence the school's commitment and drive to improve its performance. The school's shared accountability ensures the school has a consistently high performance.	6.1.1 Vision and Direction 6.1.2 Educational Leadership 6.1.3 Relationships and Communication 6.1.4 Capacity to Innovate and Improve 6.1.5 Impact on and accountability for school performance	There is a clear strategic vision that is shared by leaders across the school. There is a commitment to educational excellence, improving student achievement, staff development, inclusion and the UAE national agenda. The school prepares students for international assessments through a range of strategies, such as workshops and curriculum interventions and modifications. There have been curriculum adaptations to support science and mathematics, including the introduction of STEAM lessons. The school has also participated in ADEK PISA mock tests, supporting students to familiarize themselves with the international PISA style questions. It is presently involved in ADEK's school improvement pilot which has action planning related to raising achievement in international assessments. Al Dhafra is an inclusive school. A strong cohesive senior leadership team is well-led by the principal and vice-principal. They demonstrate knowledge of best practices in teaching and the curriculum. For example, the school successfully delivers an in-house course for middle leaders, based on UK national leadership courses. All leaders have attended and utilized external CPD opportunities, cascading them to the whole staff, through an intensive online 'Teaching and Learning Community'. All staff received technological training for the online delivery of lessons during the pandemic. Teachers' and students' technological skills are now evident in lessons and support learning. The school has established a learning culture that focuses on students' learning and personal development. All staff see themselves as life-long learners and actively participate in professional training and dialogue. Relationships and communication are consistently professional and effective. Staff morale is high. Due to successful recruitment practices, succession planning, distributed



INSPECTION SYSTEM

		leadership and an in-school professional development programme, there is a highly effective team of middle leaders who share the same passion and commitments to the school and its students and parents. Leaders at all levels demonstrate a capacity to innovate and improve and impact on school performance and standards as demonstrated by the improvement in students' achievements despite Covid-19 restrictions and challenges All the previous key recommendations from the 2018 inspection have been fully met. Through rigorous checks and audits, the school's leaders ensure the school is fully compliant with all statutory and regulatory requirements.
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INSPECTION SYSTEM

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
Our reflection, self-evaluation and improvement planning have been deemed to be 'very good' for the past two ADEK inspections and have improved further since 2018. This is evidenced by improved student outcomes across the whole of the school and all the key recommendations from the 2018 report being met. School leaders ensure that there are systematic, comprehensive and robust processes in which data is gathered from a range of internal and external sources, analyzed and then used to form conclusions and plan next steps. The school's senior leaders and staff members know the school well – its strengths as well as areas for further improvement. The key priorities have been accurately identified and comprehensive school development planning has enabled the school to progress significantly. The process for monitoring and evaluation begins with the SEF calendar, focusing on students' outcomes as well as the quality of teaching and learning. Key features of the SEF monitoring program include, but are not limited to, high-quality internal reviews, analysis of examination data, SLT / ML lesson observations and feedback, learning walks, scrutiny of student work, targeted CPD, and stakeholder feedback. Regular leadership meetings take place to ensure optimum progress is being made to achieve improvement goals. Our school improvement plans are coherent and based on accurate self-evaluation. They ensure that the school's and UAE national priorities are accurately addressed and that our priorities are linked to students' outcomes. As a result, all of the key recommendations in the previous inspection report have been met. The school has shown sustained improvements over time in all key areas and UAE performance standards.	6.2.1 Processes for self evaluation 6.2.2 Monitoring and evaluation of teaching and learning 6.2.3 Processes and impact of improvement planning 6.2.4 Improvement over time	Self-evaluation and school improvement planning processes are well established. These are led by the vice principal who draws up an annual calendar of meetings, discussions, consultations and deadlines. , focusing on students' outcomes as well as the quality of teaching and learning. Self-evaluation activities are systematic, comprehensive, inclusive and robust. Data is gathered from a range of internal and external sources, analyzed and used to form judgements and plan the next steps. Surveys and feedback from parents inform the school's self-evaluation form, although views from a wider range of stakeholders are not embedded. It is a well-written accurate document. The SEF in turn identifies the priorities for the school improvement plan, which is continually monitored. It is a dynamic and ongoing process. Teaching and learning are regularly monitored. Internal reviews, analysis of examination data, lesson observations by senior and middle leaders and feedback, learning walks, scrutiny of students' work and stakeholder feedback ensures there is in-depth evaluation. These, in turn, inform the school improvement plan which is coherent and sets out the school's strategic goals. This results in positive effects on the students' achievements. For example, more rigorous monitoring of teaching has impacted positively on the classroom practice and improved students' results. All the recommendations from the previous inspection report have been implemented. A new library has been built with high-quality resources and facilities, including a small reflection room and an amphitheater. There have been significant improvements in the teaching and learning in the Arabic-medium subjects.



INSPECTION SYSTEM

PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
Parents and community members are highly supportive of the school, principal and leadership team. From parents doing the daily school run to participating in activities to coming in for formal conferencing, parents participate in the school daily and consistently throughout the year. The school's Open Door Policy, spearheaded by the Principal and senior leadership, encourages and fosters parental engagement. At information and consultation sessions, there is remarkable attendance by parents in the KG and Elementary phases and very good attendance in the secondary. Additionally, our parent committee further empowers our parental involvement in making contributions to Al Dhafra. The school uses a broad range of effective communication methods that cater to parents who have embraced and prefer communication via technology as well as the more traditional means. As a result of highly effective communication, parents are consistently well informed about their children's learning and development. The school's administration ensures that communication takes place in both Arabic and English. Parents are empowered as partners, particularly when their children have special educational needs, need intervention strategies, encouragement or are rewarded for progress and / or achievement. Reporting on students' academic progress is ongoing and comprehensive. Parents receive progress reports via the parent's portal twice a term and official progress reports at the end of each trimester. Reporting strategies clearly convey all aspects of students' achievements, areas for improvement and the next steps in their learning. Parents are very satisfied with the opportunities they have to contribute to their child's learning and progress. Both the school and the community mutually	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	Partnerships with parents and the community are positive and beneficial. The parents are highly supportive of the school. The school's 'open-door policy' encourages and fosters parental engagement. This impacts on raising standards and improved student achievement. Parents are active partners in their children's learning, attending parents' consultation meetings, checking homework and ensuring students are motivated and continually aim to improve. They are knowledgeable about key developments that affect the education of their children, such as university admission. Parents support children's reading in the lower grades and are actively involved in online learning during the pandemic. Communication with parents is highly effective and takes place in both Arabic and English, and through a variety of technological and traditional methods. Parents who have children who are students of determination feel particularly well informed. Reporting on academic and personal and social development is regular via a parents' portal. Parent interviews and surveys report they are satisfied with the reporting strategies. They speak highly of the guidance and preparation students receive when choosing electives and preparation for higher education. The school has community, national and international partnerships, which significantly augment students' educational experience. For example, a link with the Manchester Metropolitan University has had a notable impact on teacher recruitment and a mutually beneficial Initial Teacher Training programme. The school also has partnerships with universities in Abu Dhabi and Sharjah. Links with local organisations and other schools make a significant and sustained contribution to enriching students'

INSPECTION SYSTEM									
share a strong partnership to foster our students' development.					learning.				

Next steps with parents and partners:

1. Support the re-established Parents' Association as an active partner with the school. 2. Ensure that parents' views inform new policies and priorities. 3. Establish more mutually beneficial partnerships with businesses, community organisations and international partners, to enhance and improve students' learning experiences further.



INSPECTION SYSTEM

PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
Al Dhafra has a Board of Directors which includes the owner as the Chairman, an independent education advisor, a senior finance manager, principals from our sister schools and wide representation from all stakeholders – including parents, staff and students. The Board's Constitution governs its operations and ensures that processes are in place to set strategic direction within the context of a clearly-stated vision and ethos; welcome, understand and address stakeholders' views. The Board meets formally once a term to review the school's operations and weekly through campus visits. The agenda is shared prior to the meeting, minutes are recorded and pertinent information is shared amongst stakeholders. The Board of Trustees holds the leadership of the school accountable for its performance, its impact on student outcomes, levels of achievement and the personal development of its students. Through formal and informal methods, the Board can accurately monitor the work of the school, and oversee the overall educational performance of the school and suggest ways for improvement. The Principal provides regular accounts of performance and recommendations to the Board. The Board of Trustees makes a significant contribution to the school's leadership and direction, based on ethical principles. The board ensures that the school is well staffed and very well resourced, its commitment to parents is fulfilled and that all statutory requirements are met, overseeing the financial performance of the school – this includes setting fees, budget oversight, and achieving financial targets. The Board makes a significant and effective contribution to the overall performance of the school.	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	There is a clear structure of governance and accountability. A Board of Directors includes the school owner as the Chairman, a senior finance officer, the principal/executive headteacher of the sister school in Al Ain, an independent educational adviser, and a representative from parents, staff and students. The Board is responsible for the strategic direction of the school and finances. They meet formally once a term. There is regular, systematic monitoring of school leaders and they hold them to account for the quality of the school's performance. The Board meets formally once a term to review all school operations. The Board of Trustees makes a significant contribution to the school's direction and leadership based on ethical principles and a shared vision. They have a positive influence and impact on the school and the overall performance of the school. The principal is set annual measurable targets by the board. However the membership of the Board is comparatively small for the size of the school and does not fully represent the school population. The role of all board members in the day-to-day management of the school is not evident. Through its checks and balances, the Board ensures that the school is compliant with all requirements from the regulatory and statutory bodies.

Next steps for governors:





INSPECTION SYSTEM

PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
All aspects of the daily operations are highly efficient and effective. Al Dhafra is a welcoming school in which all staff and students are well aware and respectful of the school's routines and requirements. Timetabling is well-managed and ensures effective use of resources. Information boards and displays provide ample information regarding school operations, and contribute to the effective management of the school. The school's procedures and routines are effective and efficient. Innovative learning and student's achievements are shared daily on social media. The school is appropriately staffed to fulfil the vision and mission of the school. All staff members are suitably qualified and benefit from extensive personalized professional development that is well matched to the school's priorities. CPD has had a very positive impact on the quality of learning and teaching and all staff are provided innovative opportunities for training, which has led to improvements in teaching and learning. The premises are of the highest quality. Al Dhafra is very well equipped with high quality, modern resources. A range of specialist facilities are designed to allow access for all. All learning areas, including science and technology facilities, are of the highest quality, and are used frequently to promote students' achievements. The environment is conducive to excellent teaching and learning. A wide range of resources, relevant to the curriculum requirements, teachers' and students' needs, promote excellent teaching and learning.	6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources	The day-to-day management of the school's routines and procedures is highly efficient and smooth. The school is very successful in staff recruitment, succession planning, retention and delivering professional development programmes. It is fully and appropriately staffed with suitably qualified and exceptional teachers and efficient support staff. A regular personalised professional development programme ensures continual school improvement. The impact of training for teachers on effective questioning skills was evident in classrooms where teachers used targeted open, probing questions to check to understand and deepen students' knowledge. Training in teachers' technological skills, needed for online and hybrid teaching has been invaluable during the pandemic. The premises are attractive and inviting and well maintained. An extensive range of specialist facilities is designed to allow access for all. The new library is a welcomed improvement to complement the extensive range of specialist facilities for science, technology and the arts. There is a wide range of resources, including iPad, laptops and interactive whiteboards in every classroom to support excellent teaching and learning. Students' learning, especially in the Phase 1 and 2 is supported by a range of manipulatives, puppets, toys, games, books, play-dough, magnetic letters and other educational .equipment which support hands-on investigative learning. Classrooms particularly in the Phase 1 and 2 provide stimulating learning environments, but this is not consistent in the Phases 3 and 4, where subject specialists move for all their lessons and students are based in one room. It particularly impacts on science teaching in the Phase 2 and 3 lessons , but also on all teachers wishing to deliver an active, practical lesson.



INSPECTION SYSTEM

Next steps for managers:

1. Review the future provision and need for specialist rooms to support the delivery of the new academic pathways curriculum in Phase 4. 2. Improve the learning environment in the Phase 3 and 4 classrooms to motivate students and support learning, especially the visual learners. 3. Review the policy of having student-based classrooms in Phase 3 and 4, as opposed to subject-based specialist rooms with subject teachers based in their classrooms, to provide the most effective teaching and learning environment for the students and the teachers.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae

