



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Al Isra'a Private School

Academic Year 2016 – 2017

Al Isra'a

Al Isra'a Private School

Inspection Date	April 24, 2017	to	April 27, 2017
Date of previous inspection	April 27, 2015	to	April 30, 2015

General Information	
School ID	141
Opening year of school	1995
Principal	Mervat Ameen
School telephone	+971 (0)3 761 2155
School Address	Al Khabisi area, Al Ain
Official email (ADEC)	alisraa.pvt@adec.ac.ae
School website	www.alisraapvt.com
Fee ranges (per annum)	Very Low Category: AED 4,750 to AED 9,600
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	MoE
Accreditation	N/A

Students		
Total number of students	1319	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	75
	Primary:	704
	Middle:	332
	High:	206
Age range	4.7 to 18 years	
Grades or Year Groups	KG2 – Grade 12	
Gender	Girls and Boys	
% of Emirati Students	1%	
Largest nationality groups (%)	1. Syrian 22%	
	2. Egyptian 18%	
	3. Jordanian 16%	
Staff		
Number of teachers	80	
Number of teaching assistants (TAs)	2	
Teacher-student ratio	KG/ FS	1:18
	Other phases	1:17
Teacher turnover	8%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	125
Number of joint lesson observations	7
Number of parents' questionnaires	46; (return rate: 3%)
Details of other inspection activities	The school was evaluated by 5 inspectors. They observed lessons, conducted several meetings with senior staff, subject coordinators, the owner and board of directors, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work, analysed responses to the parents' questionnaire and considered many of the school's policies and other documents. The leadership team was involved throughout the process and leaders conducted joint lesson observations with inspectors.

School	
School Aims	'Our education establishment endeavours to create a well-educated generation of young people equipped with high moral values and high quality education; committed to their faith and nation.'
School vision and mission	'A pioneering educational establishment that combines tradition and modernity inspired by the past reflecting the present and embracing the future.'



Admission Policy	The school follows the MoE curriculum and the main language of instruction is Arabic. The draft admissions policy outlines plans to administer entry tests from Grade 1 for Arabic speaking students. Only parents of SEN students are to be interviewed.
Leadership structure (ownership, governance and management)	The governing board includes nine members: the owner, three parents' representatives, two teachers and three community representatives from local university. The senior leadership team comprises the principal and vice principal. The middle leadership team consists of 8 subject coordinators, 4 phase coordinators and the social worker.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	1
Specific Learning Disability	0	1
Emotional and Behaviour Disorders (ED/ BD)	0	1
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	2
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0



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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	30
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	8
Visual and performing arts (e.g. art, theatre, recitation)	8
Psychomotor ability (e.g. dance or sport)	20

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band C	Weak
------------------------------	--------	------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
---	--	--	--	--	--	--

The Performance of the School

Evaluation of the school's overall performance

Al Isra'a School provides an education of weak quality for the majority of its students. The achievement of children in KG is weak overall. In Grades 1 to 9 achievement is weak in social studies, English, mathematics and science. The achievement of most students in the high school is acceptable in all subjects. Students with special educational needs (SEN), higher achievers and those with special gifts and talents (G&T) are not supported effectively and their needs are not met. The quality of teaching is weak in the large majority of lessons in KG, primary and middle schools. It is mostly acceptable in the high school. Students' personal development is acceptable and they relate well to their teachers. The school makes acceptable provision for most students' care and guidance; it provides a positive, safe and caring learning environment, particularly in the girls' sections. Parents are supportive of the school. The principal and vice principal are new to the school. The senior leadership team (SLT) provides a clear, purposeful vision and educational direction for the school. The middle tier of leadership is mainly comprised of new teachers who are inexperienced in their roles.

Progress made since last inspection and capacity to improve

Acceptable progress has been made with a majority of the recommendations from the previous inspection. Leadership has improved significantly since the arrival of the new principal and vice principal. They have initiated more robust action towards improving the school in a short period of time. They carry out rigorous monitoring of teaching and learning and provide teachers with detailed feedback. Teachers in all subjects now meet weekly to plan collaboratively. They have not yet altered their teaching strategies to ensure most students are actively involved in learning activities. Students now take on leadership roles in assemblies and most students now arrive punctually to school; the bus transport system is now efficient. KG facilities have improved; a newly open activity room now promotes active learning through play for KG children. A major new building is almost complete and will soon give students premises with a more conducive learning environment, with better health and safety arrangements, specialist facilities and resources. The school has an acceptable capacity to improve.

Development and promotion of innovation skills

The development of skills in innovation and enterprise is a weak aspect of the school. It is not a regular feature of most lessons.

A few lessons observed encouraged critical thinking. A minority of older students demonstrate proficiency in finding information for themselves. The girls' science

fair provides a good opportunity for a few girls to develop independent enquiry skills. They enjoy their investigations and older Grade 12 girls write extensive investigation notes to share with their friends. The newly opened and well equipped science laboratory is providing more opportunity for students to develop problem-solving skills. Investigations take place for girls in the middle and high schools and most students the primary phase. Higher ability students take on roles as teachers when they make informative power point presentations to their peers; they share their learning and create shared resources.

The inspection identified the following as key areas of strength:

- the strong vision and drive provided by the SLT and the rapid initiation of actions to address weaknesses in provision
- the progress students make in most subjects in Grades 10, 11 and 12
- students' sound understanding of UAE heritage, culture and values
- students' personal development including willingness to learn in lessons and well above average attendance.

The inspection identified the following as key areas for improvement:

- students' achievement in all subjects, in all phases, the development of their learning skills and skills in innovation and enterprise
- leadership and management including the accuracy of school self-evaluation and the roles of middle leaders in school improvement
- the quality of teaching and the use of assessment to track students' progress accurately and inform teachers' lesson planning
- provision to meet the needs of students with SEN, G&T or who are higher achievers



Performance Standard 1: Students' Achievement

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

Inspection findings drawn from lesson observation and scrutiny of students' work, indicate that in high school, the achievement of most students is acceptable. In KG, it is weak in all areas of learning. In primary it is weak except in Islamic education and in middle school it is weak except in Islamic education and Arabic. Progress for the majority of students is weak in most subjects in primary and middle schools. Progress over time is weak in all areas of learning for children in KG.

In MoE Grade 12 examinations for trimesters 1 and 2, most students attained levels in line with curriculum standards in Arabic, English, biology and chemistry. In mathematics and physics the majority attained below curriculum standards. Most students make acceptable progress in most subjects between Grades 10 and 12.

The school no longer takes external EMSA tests, but data for previous years shows a persistent picture of underachievement. Results for Grades 4 to 9 have remained mostly below curriculum expectations over the last three years.

Students with special educational needs (SEN) and those with G&T make weak progress against their starting points.

In Islamic education, students' attainment and progress are acceptable from Grade 1 to Grade 12. Most students have a secure understanding of the values of Islam such as respect, honesty and tolerance, and they confidently apply these in their daily lives. A large majority of Grade 2 students are able to identify and discuss the importance of saving the environment as an Islamic value. Most students throughout the school have an acceptable understanding of the Hadith and how to link its concepts with real life. For example, most students in Grade 6 understand how the rules and ethics can impact on an individual's life, such as courteous road manners when driving. Most students confidently discuss the connection between Islamic values and modern society. Across the school, students' skills in reading the Quran using accurate recitation rules and explaining the meaning of different verses develop at an acceptable rate.

In Arabic, attainment and progress are weak overall in KG and the primary school. The attainment and progress of most students in the high and middle schools are acceptable. Most KG children have a weak understanding of how to read and write the Arabic alphabet and sounds. They can identify and read single letters and match the beginning of words in pictures, such as understanding the beginning sound of the word 'sheep'. The majority of primary students have weak reading and writing skills and their speaking skills are underdeveloped. Most Grade 5 students know the rules of grammar but they do not understand how to apply them in context. Students in the middle school make acceptable progress when they learn the rules of grammar by memorising them. By Grade 8 their reading is expressive with



appropriate Tashkeel pronunciation. Writing skills are acceptable for most students and they can produce more complex sentences with few errors. Most high school students are able to use correct grammar when interpreting a text or a poem. They are attentive listeners and show acceptable age related speaking skills. They make critical comments on tone and rhythm and can explain a text well in standard Arabic. Most can organise their ideas and produce well structured texts with accurate grammar.

In social studies, overall attainment and progress are weak in Grades 1 to 9. In Grade 4, most students have some knowledge about foundation of the UAE, including understanding the factors that contributed to stability. Their understanding of the benefits of the union of the seven emirates is limited. Students in the middle school make weak progress because they are not challenged to extend their understanding of society. In Grade 8 most students merely repeat their learning of the main factors that helped in the unification of the UAE. Attainment and progress for most students from Grades 10 to 12 are acceptable. By Grade 11, most students have an adequate appreciation of the ways in which different forms of communication work to change the ways society works. A majority of students in the high school have an acceptable understanding of other cultures. They understand the language and social implications of living in a different culture.

In English, attainment and progress are weak overall in all phases except in the high school where they are acceptable. Most KG children's English speaking reading and emerging writing skills are very weak. In the primary school attainment and progress continue to be weak. In Grade 1, most students copy letters of the alphabet from the board but cannot combine letters into words. In the middle school, most students' levels of reading and comprehension are weak. Standards of writing are low and a majority of students struggle to write several sentences or construct paragraphs. By Grade 9, a majority of girls make stronger progress and their spoken English and use of vocabulary is mainly accurate. A majority of Grade 9 boys struggle to understand age appropriate vocabulary or record written answers in accurate sentences. In the high school, most students can explain their understanding of texts; their speaking skills are also acceptable. By Grade 11, a majority of students show an acceptable command of English vocabulary. Only a minority of students can write extended paragraphs.

Inspection evidence from lessons indicates that attainment in mathematics is weak overall for all phases except in high school, where they are acceptable. In KG, all children learn about the same number at the same time. In the primary and middle schools, progress is weak in lessons. A majority of primary students understand the basics of algebra. Most students in Grade 4 can calculate the circumference of a square and rectangle. Most students do not develop the ability to use more abstract



mathematical concepts because they copy calculations from the board and do not develop independent mathematical skills. For example, a majority of students in Grade 7 could not calculate the volume of a pyramid; they did not know how to find the circumference of a circle or calculate the radius without teacher support. In the high school most students' attainment is acceptable because they understand concepts and apply their knowledge to solve problems in lessons. In Grade 11 a majority of students solve problems in algebraic and polar forms using complex numbers.

In science, children's attainment and progress are weak in the KG. They are weak also in primary and middle schools. In the high school, they are acceptable overall. Most KG children's achievement is weak because they do not have opportunities to explore, investigate and make choices. Grade 1 students do not record what they see. In Grade 5, most students work from the text book and investigate the acid content of different materials; opportunities for them to undertake investigations are limited. Opportunities for most Grade 9 students to use and create a magnetic field are limited and this weakens their development of scientific investigative skills. In lessons in the high school, a majority of students make better progress in developing scientific skills of enquiry and analysis. In Grade 10, most girls demonstrate stronger knowledge and understanding and use scientific equipment to make accurate observations. In Grade 11 chemistry, most students can identify a solution; they can understand and confidently use the terms, 'solution', 'suspension' and 'colloid'.

Students' achievement in other subjects is acceptable overall, except in KG where most children underachieve. In the primary, middle and high school phases, most students enjoy physical education (PE) and make acceptable progress during lessons, particularly Grade 9 boys in games skills, as they play football. Girls in Grades 7 and 11 engage enthusiastically in keep-fit exercises and work with effective collaboration in teams. In art, most students develop an acceptable range of skills and techniques. Most students show proficient skills using computers, although there is limited evidence of them using learning technologies in normal classrooms. Most girls in primary, middle and high school phases engage in a range of singing activities in music and sing in tune with enjoyment. Most Grade 11 students develop an acceptable understanding in health science and they know the characteristics of non-transferable diseases such as cancer, blood pressure and diabetes.

Overall, most students' learning skills are undeveloped in the KG, primary and middle schools. In Grades 10 to 12 students' learning skills are acceptable. Most students enjoy learning and are keen to learn in almost all subjects. Younger students do not usually take responsibility for their learning because they are not given sufficient opportunity to do so. When they work in groups, most students willingly

communicate and share ideas. Too often, all students do the same task at the teachers' direction and they do not have the skills to review their work or know what to do to improve. Most students in the primary and middle schools are optimal learners and are teacher-dependent. In mathematics lessons in primary and middle school, for example, most students simply watch teachers solve problems rather than undertaking the practical activity themselves. Planned links between subjects are not consistent which means students do not regularly make clear connections in their learning. Students' skills in innovation, enquiry and critical thinking are not well developed. There are few opportunities for most students to work independently in lessons or to carry out research using modern technologies. In the high school students are able to communicate their learning confidently and they work effectively in pairs and groups.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Personal development	Acceptable	Acceptable	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Most students throughout the school display positive attitudes to learning. They are willing participants in lessons and keen to learn. Most students are confident, responsible and self-disciplined. Behaviour is acceptable overall, although there are occasions where students misbehave when there is no direct supervision by their teachers. This is more frequent in the boys' section of the middle school. In the majority of lessons, relationships are strong and based on mutual respect, which creates a harmonious learning environment, particularly in the high school. Most students have an acceptable understanding of how to stay healthy, such as drinking water, personal hygiene and eating vegetables and fruit. A large minority of boys



prefer unhealthy food, which they bring from home or buy from local shops. Students attend school on regular basis because they enjoy learning. Their attendance rate is very good at 97%.

Students have an acceptable understanding of Islamic values and the impact of Islam on their lives. Most students show respect to others and help one another. Students are knowledgeable about the UAE culture and traditions and appreciate the diverse range of opportunities and experiences that the UAE provides. They celebrate national occasions such as National day, Flag day and Eid. . Most students show interest in learning about other cultures as well as their own. Their understanding of other world cultures is mostly limited.

Most students contribute to their school community. Environmental awareness is acceptable. A majority of students take part in activities to improve the school grounds. These include cleaning the school and helping to develop the school entrance by bringing in plants and planting the new KG outdoor play area. They are less attentive to the issues of littering and the school environment is frequently littered with litter after breaks and at the end of school. Most students carry out voluntary work. For example, as part of their participation in 'Year of Giving', they collected money to donate to the Red Crescent organisation. Participation in the school council gives students leadership opportunities such as roles of responsibility during assemblies. Most students feel their views are not given sufficient consideration and they are not involved in making decisions to improve the school. Boys in the middle school believe they have valuable suggestions to make; for example, they are able to offer ideas, which would help to resolve food distribution problems at break time. Opportunities for students to be involved in enterprise and entrepreneurship are rare.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Weak	Weak	Weak	Acceptable
Assessment	Weak	Weak	Weak	Weak

Teaching is weak in the KG, primary and middle schools. It is acceptable in the high school. During the inspection, the quality of teaching ranged from very weak in a few lessons, to good; it was weak in most lessons observed and good in a few.

The majority of teachers have secure subject knowledge. A few teachers in English and mathematics use inaccurate terms and make errors in calculations, particularly in the primary school. High school teachers have good subject knowledge and provide students with more ownership of their learning. KG teachers' understanding how young children learn best is weak. In the primary and middle schools, almost all teachers rely on presentations from the grade text books to the whole class. Most teachers' lesson plans do not include activities specifically targeted at individuals or specific groups of students, such as those with SEN or higher achievers. Most teachers have low expectations and set simple learning tasks on worksheets that do not challenge more able students. Resources are sparse, although most teachers use technology to present learning tasks. There is minimal evidence of students using learning technologies independently in lessons, apart from when they visit the computer laboratory.

Questioning is targeted effectively in only a few lessons where it is used to develop learning by eliciting answers to build on prior learning as well as to check understanding. In most lessons teachers' questioning skills are weak and directed from the front of the class to a few students. Too much teacher talk, and a lack of purposeful input from students, limits quality learning time for students and often leads to optimal learning. In a large minority of lessons students do not have sufficient time for collaborative learning. Group work enables students opportunities to work together and share ideas but this is inconsistent in the primary and middle schools. When groups are too large, not all students are involved in the learning. Group and pair work is most successful in high school lessons. Only a very few teachers ensure students have sufficient opportunities to develop skills in critical thinking and problem-solving.

The school's arrangements for assessment are weak throughout the school. On



entry, there is an assessment based on KG teachers' understanding of what children should know, such as sounds and letters, number, shape, colours and interests. Starting points are therefore unclear and there is no reliable assessment data to track progress. In the primary, middle and high schools, subject coordinators do not use assessment processes that are linked to the curriculum for internally marked projects. Continuous assessment grades are unreliable as they do not measure academic attainment alone. Teachers do not consistently evaluate the work that students complete in lessons. There is no whole school marking policy and students do not regularly receive critical feedback, which tells them how to improve.

The termly MoE Grade 12 examinations benchmark students' attainment against appropriate national standards. For Grades 6 to 11, the school's external assessment data is based on termly MoE examinations assessed by teachers. Senior leaders do not benchmark results against national data. Subject coordinators monitor the accuracy of teachers' examination marking and results are moderated in department meetings. When continuous assessment grades are added to examination data, the school's scores are over generous and data is unreliable. The outcomes of examinations are not validated when compared to students' attainment as observed during the inspection.

The results of tests and assessments are recorded but not systematically used to evaluate students' attainment and progress over time. Nor is assessment data used to identify individual students' strengths and weaknesses. Only a minority of teachers use assessment information to inform their lesson and curriculum planning. Subject coordinators do not consistently use assessment data when planning with their teams. Only a few teachers have an adequate knowledge of the strengths and weaknesses of their individual students.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Weak	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Weak	Weak	Weak	Weak

The KG curriculum is not planned against the learning outcomes or expectations for this age group within any licensed curriculum. It is planned according to teachers' views of what young children should know and be able to do in the early years of school. It is therefore limited in scope, challenge and appropriate activities for children of this age. The curriculum for the other phases has a clear rationale and sufficient time is allocated for all key subjects in the primary, middle and high schools. The curriculum builds adequately on previous learning. The continuity and progression of learning activities are acceptable between phases because teachers in each subject plan together in regular department meetings.

The curricular choice offered to Grade 10 students is between the advanced or general curriculum courses. Most subjects are taught discretely. Effective planning by a few teachers ensures that there are links between some subjects. For example, in English, students learn about the link between carbon footprints and the plants of the Arabian region. Senior leaders, subject coordinators and teachers meet regularly to discuss the curriculum.

The curriculum has not been adapted to meet the needs of different groups of students. The outcomes from Grade 12 examinations in trimesters 1 and 2 revealed significant gaps in implementing effective curriculum modifications to prepare students for the externally marked examinations. There is lack of reference in teachers' lesson plans to support students with different learning abilities. The curriculum is not well adapted to ensure that a majority students' learning needs are met including students with SEN, G&T or higher achievers.

Extra-curricular activities during break times include science, robotics, computer, English, Arabic and library clubs, which adequately enhance the curriculum. The school provides opportunities to student to lead daily assemblies to enable them to demonstrate their talents.

The curriculum is mostly shaped by following text book content and is planned for teaching students to pass examinations rather than providing enrichment. Most

lessons seldom aim beyond the acquisition of factual knowledge to foster enquiry, innovation and enterprise. Curriculum planning does not give enough consideration to innovative activities inside and outside the classroom to develop students' problem solving and critical thinking skills.

Emirati culture is celebrated throughout the school. The curriculum provides opportunities to enable students to develop a strong understanding of Emirati culture and UAE society. Students collect money and clothes to donate to the Red Crescent organisation. They commemorate Islamic events such as Haj and Ramadan and join enthusiastically in Flag Day and National Day celebrations. Emirati culture is embedded throughout the curriculum.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The school's arrangements for ensuring students' safety, including protection, and safeguarding are good. The child protection policy and procedures for safeguarding students are clear and detailed. These are shared with students and parents and procedures are well known to all members of the community. Cyber safety awareness is promoted in the curriculum in subjects such as Health and social studies. The school provides a secure environment. Regular risk assessments and fire drills are conducted and records are up to date. Labelled first aid kits and fire extinguishers are well maintained. First aid provision is effective. The nurses maintain students' records efficiently and raise staff awareness of those students in need of regular medical care.

The school building is well-maintained and clean. Premises and facilities are safe and secure. Security at gates and reception ensure that there is no unauthorised entry. The school keeps thorough records of all incidents relating to the health and well being of students. The building is not well adapted to meet the needs of students with physical disabilities. The building is old; classrooms in KG and the boys' section



of the middle school are small and cramped. Leaders are aware of the limitations of the building and have invested in new premises, which are due to offer specialist facilities from September. The nurses diligently promote healthy lifestyles and there are regular opportunities for students to exercise on a daily basis in assemblies and PE lessons.

Overall, care and support are acceptable. Harmonious relationships are evident throughout the school. Effective and consistent behaviour management procedures are documented and implemented. Social workers also support students' well being. The few occurrences of absence are followed up through a variety of channels of communication between school, students and parents such as phone and text messages. Punctuality has improved significantly as a result of decisive action taken by leaders to improve school transport.

Students with SEN are identified by teachers and social workers when parents register them for school. There are no special programs or activities for them. These students are not well supported. Gifted and talented students and those who are academically able are identified mainly by teachers from the results of tests. There is no evidence in teachers' lesson planning that their needs are specifically addressed. Curriculum opportunities to promote their progress are confined mainly to presentations in assemblies.

The school has organised a trip to Abu Dhabi university and speakers from Al Ain university have visited the school. The principal has also arranged bursaries for a number of Grade 12 students at Abu Dhabi university.

Performance Standard 6: Leadership and management

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

The principal and vice principal have only been in post for two trimesters. They have already established a strong vision for improvement and are being effective in guiding the school's development agenda. There has been insufficient time since their appointment for changes to be fully embedded, particularly in the raising of students' achievement and the quality of teaching. The KG leader and subject coordinators have been appointed recently and do not yet demonstrate secure understanding of the curriculum or best practices in teaching. They have significant teaching commitments, which limits their leadership roles. There is open communication among the staff but subject coordinators are not skilled in management and don't consistently monitor teaching to assess its impact on learning.

Processes for school self-evaluation are weak. Self-evaluation makes use of performance data to identify improvement targets. Most judgements are overly positive. Analysis of some assessment data, such as continuous assessment scores, is over-inflated and judgements based on this analysis are inaccurate. The principal and SLT have identified the most urgent areas for improvement. Through its school development plan (SDP), the school is effectively initiating appropriate action against most recommendations of the previous inspection and vigorously addressing areas for improvement.

Performance management processes are systematic and supportive. They include a cycle of observations and improvement targets. Inspection evidence shows that lesson observations are still predominantly focused on teacher performance rather than student learning. Regular professional development is appropriately aligned to teaching needs and school goals. The vice principal leads frequent training programmes, which staff attend. There has been some success in improving standards in most subjects in the high school since the previous inspection.

A range of strategies, such as regular conversations with leaders and teachers, and



termly reports sustain acceptable communication links with parents. Termly reports are include grades on attainment. They do not include comments regarding academic progress or personal and social development. Reports include external examination results and internal continuous assessment grades. The school has developed some useful links to enhance student learning, for example, visits by a variety of organisations including universities and curriculum related class visits.

The board of directors hold the principal and senior leaders accountable for the continuing development and the quality of the school's performance. The owner and directors are regularly involved in school events. Directors are aware of educational priorities as well as day to day management concerns, such as the impact of limited resources on teaching and learning. Their understanding of how to enhance the school's academic performance is secure. They are aware of the importance of continuity and consistency in leadership to ensure continued school improvement.

Staffing and resources are managed effectively. The school runs efficiently on a day-to-day basis. Attendance remains well above average and is a reflection of effective management. Teachers are sufficient in number and appropriately qualified to deliver the curriculum. The relevance and range of resources for effective teaching and learning in KG have improved since the last inspection. The introduction of an interactive playroom with outside play space has enhanced children's learning experiences. Resources are limited, including a lack of specialist PE facilities and art rooms, which diminishes students' learning opportunities. In the boys' middle school most classrooms do not have adequate space for the number of students present. Teachers adapt their teaching strategies well to make the most of the limited space available.

What the school should do to improve further:

1. Continue to raise attainment and progress to meet curriculum expectations in all subjects and phases by:
 - i. evaluating students' progress through regular scrutiny of the work in their books
 - ii. planning lessons which meet the learning needs of higher achievers
 - iii. checking the levels of challenge in worksheets used in lessons
 - iv. raising teachers' expectations to challenge students more rigorously
 - v. increasing the focus on students' attainment and progress during formal lesson observations.
2. Improve the accuracy of self-evaluation of performance standards, including middle leadership by:
 - i. using the grade descriptors in the UAE inspection framework to guide leaders' understanding of performance standards
 - ii. providing senior leadership support to subject coordinators through conducting joint lesson observations
 - iii. ensuring that subject coordinators accurately analyse the attainment data for their subjects
3. Ensure assessment strategies track students' progress accurately and inform teachers' lesson planning by:
 - i. providing focused professional development training on assessment for learning for all leaders and teachers
 - ii. aligning the school's assessment criteria with curriculum standards
 - iii. establishing a consistent whole-school approach to marking which requires students to review their work regularly
 - iv. ensuring that assessment data is used to track individual students' progress.
4. Improve teaching to match students' learning needs, particularly for children in KG, students with SEN, G&T and higher achievers by:
 - i. establishing a robust curriculum in KG
 - ii. developing the knowledge and understanding of KG teachers about how young children learn best
 - iii. providing specialist expertise to identify and work with SEN students
 - iv. devising individual education plans for students with SEN and making them available to class teachers

- v. encouraging more able students to work on individual and extended learning activities
- 5. Develop teachers' knowledge of how to nurture and increase students' skills in critical thinking, problem solving and research by:
 - i. providing training for teachers in how to plan activities which encourage students to put forward ideas, plan projects and show enterprise and initiative
 - ii. ensuring that teachers plan open-ended lesson tasks, which encourage students to investigate and find their own solutions to problems
 - iii. improving students' access to learning technologies.