



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Al Manahil Private School

Academic Year 2016 – 2017

lqraa

Al Manahil Private School

Inspection Date	October 24, 2016	to	October 27, 2016
Date of previous inspection	September 28, 2014	to	October 1, 2014

General Information	
School ID	144
Opening year of school	1994
Principal	Joseph David
School telephone	+971 (0) 3 7672030
School Address	Street 147, Building 18A, Abu Dhabi Road (School Road), Al Ain
Official email (ADEC)	almanahil.pvt@adec.ac.ae
School website	www.almanahil.sch.ae (Under Construction)
Fee ranges (per annum)	Very Low Category AED 4,600 – AED 10,100
Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	IGCSE
Accreditation	----

Students		
Total number of students	720	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	59
	Primary:	370
	Middle:	228
	High:	63
Age range	4 to 17 years	
Grades or Year Groups	KG2 – Grade 10	
Gender	Boys and girls	
% of Emirati Students	1%	
Largest nationality groups (%)	1. Pakistani 28%	
	2. Filipino 18%	
	3. Egyptian 14%	
Staff		
Number of teachers	61	
Number of teaching assistants (TAs)	5	
Teacher-student ratio	KG/ FS	1:15
	Other phases	1:13
Teacher turnover	16%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	103
Number of joint lesson observations	3
Number of parents' questionnaires	95 (return rate; 11%)
Details of other inspection activities	Inspectors examined and evaluated the written work of a sample of students at a range of grades. They held meetings with senior leaders and teachers, with other members of the school staff, members of the governing body, students and parents. They reviewed a range of documents provided by the school. Inspectors also conducted 3 joint lesson observations with members of the senior leadership team.

School	
School Aims	'To provide opportunities for every child to feel part of and be able to contribute to the school, local and global community through the teaching of rights and responsibilities To provide a rich and exciting curriculum which engages and motivates children and in which every child can develop fully as an individual and achieve their full potential To develop motivated, inspired, independent children who have a love of learning and are curious to know more To provide a secure supportive environment where children can develop respect for themselves, others and their surroundings resulting in pride in them-selves,



	their peers and their school and who are equipped to meet the changes and challenges in their life ahead.'
School vision and mission	Vision 'To provide quality education to every child in an institutional setting suitable for his or her needs.' Mission 'We at Al Manahil believe that modern teaching methods and approaches must be implemented to prepare students to lead successful and productive lives through an intellectually stimulating curriculum and creative use of technology. Our Mission therefore, is to empower students to be knowledgeable, responsible students prepared to meet life's challenges. We endeavor to provide a safe learning environment that enables all student to maximize achievement through a rich variety of educational experiences.'
Admission Policy	No new students were admitted in the 2015-16 school year. The school will not select students on grounds of academic ability in the future.
Leadership structure (ownership, governance and management)	The Senior leadership team comprises the acting principal academic director, vice principal (pastoral), assistant vice principal (currently the social worker) and the coordinators for MoE subjects, kindergarten (KG)/ primary school, middle school and IGCSE. There are heads of subject departments for Grades 6-10. The school has been under new ownership since June 2016. A governing board was constituted in September 2016, comprising 3 parent representatives (elected) a teacher (elected), representatives of the current and former owners, the principal and academic director.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	5	0
Visually impaired	2	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	1
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

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)

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

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

Al Manahil Private School provides education of weak quality. Students' attainment is below the expectations of the English National Curriculum in English at all phases and in science in all but the high school phase. Attainment in Arabic among those learning it as their first language is below the expectations of the Ministry of Education (MoE) curriculum. The quality of the teaching is weak in almost half the lessons. As a result, students make less progress than they should in most subjects and in the development of important learning skills, particularly at the kindergarten (KG) and primary phases.

The school came into new ownership in June 2016. Since then a considerable investment has been made in upgrading the premises and facilities. A new principal and academic director have been appointed, together with several subject specialist teachers. A new governing board was constituted in September 2016, with elected parents' and teachers' representatives.

The new leaders' evaluation of their school's performance is perceptive, thorough and accurate. They already know its strengths and weaknesses well. This has enabled them to devise realistic and well-targeted plans for improvement. Some of these strategies have achieved immediate impact; others require more time and consistent application to take effect.

Progress made since last inspection and capacity to improve

The new senior leadership team (SLT) has introduced significant changes in a very short period of time. As a result, the school has made recent, rapid improvement in most aspects since its previous inspection in 2014, when it was judged to be very unsatisfactory. Attainment in Islamic education, social studies and mathematics is now acceptable in most phases. Students' personal development and the school's arrangements for their care, protection, health and safety are now good. Leadership and management are now acceptable overall and some aspects are good.

Progress has been made with most of the recommendations from the previous inspection report, thanks to the new leadership's determined response to them. All these developments are the result of initiatives taken since the beginning of the current trimester.

The school premises have undergone a complete overhaul. They now present an attractive environment for teaching and learning. The facilities for outdoor activities and the use of information and communication technology (ICT) have been greatly enhanced.

Students at all grades have taken standardised baseline tests in reading, spelling and mathematics. Senior staff have begun competent analysis of the data produced, generating practical recommendations for modifications to teaching and curriculum. The results of the phonics and mathematics baseline tests have been used to create classes based on ability at KG2.

Self-evaluation is now rigorous and thorough. The recently completed self-evaluation form (SEF) provides honest, evidence-based commentary. Its judgements are realistic and expressed convincingly.

Teaching quality remains weak overall, particularly at the KG and primary phases. An ambitious programme of internally-provided training is in progress. Members of the SLT lead twice-weekly after-school sessions on aspects of effective teaching and learning. The topics take account of the outcomes of school self-evaluation and in response to teachers' identification of their own needs, generated by a new performance management process. The impact of the programme is beginning to be felt in improved classroom practice in some respects, for example in teachers' use of learning objectives in lesson planning.

The capacity of senior leadership to achieve and sustain further substantial improvement without external support and guidance is a key strength of the school.

Development and promotion of innovation skills

The new SLT are conscious of the need to provide regular opportunities to promote innovation. Implementation is at a very early stage.

A robotics workshop event for older students is planned to take place next week, led by an expert and in conjunction with two other sister schools. Innovative work takes place in a few lessons. In Islamic education at Grade 8 students consider the effects of current social trends, involving critical thinking and discussion. Students at Grade 4 make imaginative use of story boards in English, creating a series of pictures to structure a story, effectively promoting their spoken language proficiency. They also use outdoor resources on the school site to sharpen their environmental awareness through work in science.

Many of the teachers have undertaken training to prepare them to introduce learning strategies to extend students' 21st century skills to cope with the rapidly changing technological world of the future. These strategies have achieved only limited impact in most lessons. Students are strongly dependent on direction by the teachers in all that they do. Consequently, innovation, enterprise, enquiry, research, critical thinking and use of learning technologies are all under-developed.

Grade 10 girls administer the mobile collection of library books and leadership is promoted through the newly-created house system and student council. In general, students have too few opportunities to take the initiative and exercise leadership.

The SLT's capacity to innovate is illustrated by several initiatives, designed to effect rapid improvement in response to the outcomes of school self-evaluation. For example, a shortened middle school programme is designed to create time to secure a firmer foundation for IGCSE courses at Grades 9 and 10. Daily Home Room lessons are designed to deliver a sustained programme of pastoral care, including opportunities to promote the development of 21st century skills. This initiative is implemented inconsistently and depends upon individual teachers' levels of commitment to it. Lessons in the languages of Pakistan and the Philippines allow students to develop knowledge and proficiency in that aspect of their heritage.

The re-branding of the school is an ambitious project, with much successfully accomplished in a short period of time. Besides substantial improvement in the quality of the premises and facilities, the programme has contributed to a significant shift in the culture of the school, indicated by the highly positive responses of teachers, parents and students.

The inspection identified the following as key areas of strength:

- students' behaviour and attitudes to learning, particularly in the middle and high school phases
- arrangements for the care, protection, health and safety of all students
- the capacity of senior leadership to achieve and sustain further substantial improvement.

The inspection identified the following as key areas for improvement:

- attainment in all key subjects at all phases, particularly in first language Arabic, English and science
- the ability of students at all phases to work independently of teachers
- the range of teaching strategies to encourage students to think critically, investigate, experiment and apply what they know to solve problems
- curriculum and teaching strategies in all subjects to meet the needs of all students, including the most able and those who find learning difficult
- opportunities for students to show initiative, take responsibility and make contributions to the community outside school.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Weak
Arabic (as a First Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Acceptable	Weak	Weak
Arabic (as a Second Language)	Attainment	Weak	Acceptable	Weak	Weak
	Progress	Weak	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak	Weak	Weak
English	Attainment	Very Weak	Weak	Weak	Acceptable
	Progress	Very Weak	Weak	Acceptable	Acceptable
Mathematics	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	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	Weak	Acceptable	Acceptable
	Progress	Weak	Weak	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Weak	Weak	Weak

Achievement is weak overall for students of all abilities, including G&T students and those with SEN. There are no historical data for students' performance in external assessments in any of the key subjects at the KG, primary and middle phases. The results of recent baseline tests taken by students on entry to all grades indicate that the English reading ages of almost all students across the school are well below their chronological ages. Mathematics assessments indicate low performance against age related expectations. The results of baseline (all grades) have yet to be analysed.

IGCSE results at Grade 10 in 2016 indicate very weak performance. Only 18% of students achieved grades A*-C in English; 12% in mathematics; and 18% in science subjects. There were very few entries in Arabic as an additional language. IGCSE results between 2014 and 2016 show a mainly declining trend in these subjects.

Fewer than 75% of students make progress at an acceptable rate in first language Arabic; and in English and science at the KG and primary phases. Most students make acceptable progress in Islamic education, additional language Arabic and mathematics. The development of their learning skills is weak. Enquiry and research skills, the ability to solve problems and work independently are all under-developed.

Achievement in Islamic education is acceptable. Most students at all grades attain standards in line with curricular expectations and make the expected rate of progress. At Grade 1, students understand why caring for people, animals and the environment is important. At Grade 6 they appreciate the positive impact on society of charity and volunteering. Skills in reading the Qur'an with recitation are less well developed. A large minority of students across the school are reluctant to read aloud verses of Qur'an because they lack the confidence that results from regular practice. Students whose first language is Arabic make better progress than others because the teaching in their Islamic education lessons is of higher quality.

Achievement in first language Arabic is weak at all phases. In lessons, only a minority of students attain standards in line with curricular expectations. Progress is acceptable at the primary phase because the students have opportunities to practise skills in handwriting and speaking. Progress is weak across the middle and high school grades. At Grade 5, for example, only a minority can read without mistakes in using grammar rules; and at Grade 10 only a minority can speak standard Arabic and use it to write creatively. Students use only a very limited range of learning resources in lessons and are seldom required to work independently of the teachers. Progress is impeded by poor time management: most lessons do not start promptly.

Attainment in Arabic as a second language is acceptable at the primary phase and weak at the other phases. Most students at the primary phase understand basic Arabic vocabulary and read simple phrases confidently. Their handwriting is legible



and neat. Most students in the primary, middle and high school phases make progress at the expected rate in all Arabic language skills. They benefit from the teachers' acceptable or better subject knowledge and from skilful questioning in a minority of lessons that helps to develop their understanding.

Most students attain standards in line with curricular expectations in social studies. Students at Grade 3 understand the importance of oil to the economy in the UAE. At Grade 7, students are able to discuss the social, employment and educational advantages of living in densely populated areas. Students make less progress across the phases than they should because of largely unimaginative teaching and the lack of variety in learning resources. Most lessons are delivered in lecture style and depend mainly on textbooks. Few students are able to apply their knowledge to everyday contexts.

In English, fewer than 75% of students in the KG and at Grades 1-8 attain levels that are in line with the standards of speaking, reading and writing expected of students learning English as an additional language. Progress is very weak in the KG, weak at the primary phase and acceptable at Grades 6-10. Most children in the KG can name colours, but their responses to questions are limited to single words. They make very weak progress because the teachers do not give them enough encouragement to use target vocabulary in phrases or sentences. By Grade 5, a large minority of students read with comprehension. The reading skills of the majority are below expected levels. Their writing skills are weak because they have only limited opportunities to learn and practise how to write at length. By Grades 9 and 10, most students' speaking skills are well-developed and they use a wide range of vocabulary to express ideas and justify opinions, such as healthy eating habits. Reading is in line with curricular expectations. Writing remains mostly below expected levels and is limited in length.

Achievement in mathematics is weak in the KG because the teachers expect too little from the children. In one lesson observed, for example, the teacher kept repeating numbers from 1 to 20 despite the fact that the majority of the children could count higher. Attainment and progress are acceptable at the primary, middle and high school phases. Progress is acceptable at the primary phase because the teachers give careful instructions and use open ended questions to make students think and suggest solutions. They use mathematical language to explain their answers. For example, at Grade 7 students simplify equations expressed in symbolic form and use formulae involving 4 or 5 operations in the correct order. Grade 9 students are able to calculate speed, acceleration, distance and time using the correct formulae and plot graphs to express the results. Progress is acceptable at these grades because the teachers' subject knowledge is secure and the majority of lessons are interesting and provide challenge.



Achievement in science is weak at the KG, primary and middle phases and acceptable at the high school phase. Attainment is well below the level expected of children in KG2. They make little progress in lessons because the work they are given does not extend their scientific understanding. At the primary and middle phases fewer than 75% of students attain the age-related expectations of the English National Curriculum (ENC). Students' understanding of scientific concepts, such as digestion and skeleton structure, is at a basic level at Grades 1-5. Students make acceptable progress in scientific understanding and the accurate use of scientific vocabulary at Grades 5-8. Students make only weak progress in the development of scientific skills of experimentation and investigation. These key aspects of science seldom feature in science lessons at these grades. At Grades 9 and 10 internal assessment shows that most students are working towards the expected levels. Biology and chemistry are stronger than physics at these grades and the girls' performance is stronger than the boys'. In lessons most students at Grades 9 and 10 acquire scientific understanding in line with curricular expectations. Progress in scientific knowledge and understanding accelerates at these Grades because of well-informed specialist science teaching. Students' progress is far less pronounced in experimental skills and investigation because they have too few opportunities to practise them.

Students achieve acceptable standards in a range of other subjects at the middle and high school phases. Attainment and progress are weaker in these subjects at the KG and primary phases. Good subject knowledge and lively presentations enable students to make acceptable progress in the higher grades in history and ICT. They successfully practise all the language skills in Urdu lessons. The severe lack of learning resources limits standards and progress in art, music and physical education.

Students at all phases develop only weak learning skills. Most students at all grades are keen to learn and show genuine and sustained interest in lessons. Younger students become distracted in only a minority of lessons when the teachers' management of their behaviour is ineffective. When working in pairs and groups, students are adept at cooperating and supporting one other's learning. They are rarely required to work on tasks that require collaboration to solve a problem or prepare an argument. Activities are directed by the teachers in almost all lessons and students are given almost no opportunity to work independently: to frame their own enquiries, select resources, research information, draw conclusions and decide how to present their findings.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Acceptable	Acceptable	Good	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

Students at all phases enjoy school and are keen to learn. They listen attentively to teachers in lessons and ask questions to clarify or confirm their understanding. Older students in particular take responsibility for their learning in all subjects. Students of all ages behave well in most lessons and at other times. The self-discipline of the older students contributes strongly to the calm and orderly tone that prevails throughout the school day. Parents appreciate the recently improved behaviour and atmosphere. Relationships among the more than 20 nationalities that comprise the school community are courteous and respectful. Students demonstrate good awareness of safe and healthy living. The majority eat healthily at break times and talk readily about the importance of exercise. Most take part enthusiastically in physical education lessons. There is little variation between grades in the rate of attendance which, at 92% overall, is acceptable. Students are notably punctual to lessons throughout the day.

Students show acceptable understanding of Islamic values and their importance to modern society in the UAE in social studies and history lessons. Students listen respectfully to verses from the Holy Qur'an every morning. They have an acceptable degree of understanding and appreciation of UAE heritage and culture. They show interest in the exhibits in the heritage corners placed around the school. They sing the national anthem, the words of which are displayed in English in the corridors. Students are proud of their own diverse cultural backgrounds. Their knowledge of other cultures is less well developed.

Students have too few opportunities to contribute to the community outside school. They enjoy school and willingly take part in activities. They seldom have the chance to take the initiative or organise activities independently. The newly elected Student

Council and house system are designed to increase opportunities for leadership in school and outside; students at all phases currently have too few opportunities. The school site is well cared for and largely free of litter. Students respect their much improved surroundings. They do not take part in any extra-curricular activities that promote environmental awareness and action.

Performance Standard 3: Teaching and Assessment

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

The quality of the teaching was deemed acceptable in about half of the lessons observed and weak or very weak in a large minority of them. The teaching was good or very good in a few lessons across the range of subjects and phases.

Most teachers have acceptable knowledge of the subjects they teach at the primary phase. Their understanding of how to teach them successfully is less secure and KG teachers have limited understanding of how young children learn. As a result, the progress that students are able to make at these phases is restricted. Good teaching, resulting in good progress, takes place in one class at Grade 4 in English, mathematics and science. The majority of teachers' strong subject knowledge at the middle and high school phases enables them to make effective presentations and provide accurate answers to students' questions. This contributes to the acceptable progress that older students make in most subjects.

Most lessons are planned carefully in the KG and primary phase. The lesson objectives and success criteria are almost always displayed. These are often simply statements from the curriculum or syllabus. A majority of lessons do not deliver their plans successfully, particularly the planned match of work to the needs of different groups of students. Tasks often go on too long and time management is often weak. Students use a narrow range and limited quantity of learning resources. These are not consistently well used to support learning. At the middle and high school phases most lessons have a clear structure and are focused on achieving learning objectives. Time is managed well and the narrow range of resources is used effectively.

Teachers maintain respectful and cordial relationships with students at all phases. Almost all students show interest in lessons and willingly engage in their activities. In most lessons, teachers use a narrow range of strategies. Only in the most effective lessons, mostly in the older grades, do teachers identify their students' different learning needs and modify their questioning and expected outcomes to challenge and support students accordingly. Lessons rarely feature discussion between students. Only in the most effective lessons do teachers make skilful use of questioning to orchestrate class discussions and encourage reflection and critical thinking. Teaching mostly relies too heavily on whole group questioning. In these lessons questions are used to elicit factual responses only. In all lessons whole-class teaching predominates and teachers expect similar work from all students. This is particularly evident in the KG.

In almost all subjects, students are given too few opportunities to find things out for themselves, solve problems and develop the capacity to work independently, without direction from the teacher. Consequently, these skills remain weak at all phases.

Assessment processes linked to the curriculum have recently been put in place. Effective use of these is emerging at the primary and middle school grades. The use of assessment information to inform curriculum planning and teaching is at an early stage and is not implemented consistently or effectively.

With the exception of the most effective lessons, teachers' planning and lesson delivery demonstrates insecure knowledge of their students' individual capabilities and needs. Most teachers focus on one learning level and little attention is given to challenging and supporting all students so that all can make at least acceptable progress. Peer and self-assessment rarely feature in lessons. Teachers' marking of students' written work is regular with limited constructive commentary on how it could be improved.

The academic director has begun to analyse the results of the baseline tests taken by all grades in September 2016. This has produced intelligent commentary and recommendations for action at KG and Grade 1. Teachers have begun to use the results of baseline tests to determine the composition of classes in the KG and to identify and record the strengths and weaknesses of individual students at other grade levels. This has led to planned modifications of teaching and learning in some subjects. The interpretation of baseline assessment has yet to be completed at other grades. At Grades 9 and 10, assessment processes are consistent and provide accurate information about students' progress. Primary and middle school students have not taken external standardised assessments in recent years. Senior leaders analyse the results of IGCSE examinations and use the information to benchmark students' performance.

Performance Standard 4: Curriculum

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

The curriculum provides acceptable breadth and balance, though the implemented curriculum focuses too heavily on knowledge acquisition, with weaker development of learning skills.

Schemes of work are in place, based on the English National Curriculum (ENC). These are at a developmental stage from KG through to Grade 8. Adopting the revised ENC has resulted in some gaps in content and some discontinuity. Students' academic outcomes demonstrate that they are not adequately prepared for the next phase in education and beyond school.

In the KG, children have very limited opportunities to make choices and manage their learning. The curriculum provides choices of home languages from Grades 4 to 8. Students at the primary and middle phases experience only a limited range of learning approaches, which restricts the development of their learning skills. A limited range of options are provided at Grades 9 and 10, where students have no opportunities to pursue practical and creative subjects.

The curriculum is not sufficiently adapted to meet the academic needs of all groups of students, particularly high achievers, those identified with SEN and those who find learning difficult. Modifications are in place to support low achieving students, such as a support class for Arabic and English language skills.

The curriculum provides very limited opportunities for students to engage in activities to promote enterprise, innovation, creativity and social contribution. There are very few extra-curricular activities or community links. The plan to initiate an extra-curricular programme has yet to be implemented.

There are opportunities within the curriculum for students to develop understanding of UAE culture and society, principally in social studies and history. References are made in other subjects but these are not coordinated. Celebrations and special events also contribute to students' generally acceptable levels of knowledge and understanding of the country in which they are being educated.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The school has good procedures for the care, welfare and safeguarding of students. These represent considerable improvement since the last inspection, when they were judged unsatisfactory. Training in child protection has been provided and the procedures are widely understood by staff and students.

The premises offer a safe, hygienic and secure environment for students and staff. Supervision of students is effective, including on school transport. Risk management reports are developed, shared and monitored by the health and safety officer and the SLT. All teachers are informed of safety issues and what action to take in case of an emergency. Buildings and equipment are well maintained. The school keeps accurate and secure records. The school registers all maintenance issues and follows them up until they have been resolved.

The premises and facilities provide a safe environment but do not meet the needs of all students, especially those who have special physical needs. Such students have to be accommodated on the ground floor because there is no lift to the upper storey.

The promotion of safe and healthy living features in several aspects of school life, including lessons in science and physical education. Teachers take their lunch break with the students and talk about and model healthy eating. The Home Room period provides good opportunities for the teachers to talk discuss good eating habits.

Students enjoy positive and supportive relationships with the school staff. Supervision is good at all times during the day. Teachers manage students' behaviour well in most lessons.

The school has adopted effective procedures to promote attendance, working in cooperation with parents. The attendance rate has improved markedly this trimester. The school is notably successful in ensuring that students arrive punctually to lessons.

A potentially effective process has been adopted to identify students with SEN and who are gifted and talented. The process has begun only recently and is not yet fully operational. Close involvement by the parents of students identified has already been achieved. Limited support is given in lessons to students with individual education plans (IEPs) to help them achieve their targets. These students consequently do not make as much progress as they should in most subjects.

Arrangements are acceptable for ensuring that students receive guidance and support when they need them. Students are confident about approaching the social worker, vice principal and principal if they have a concern. The newly established Home Room period is designed to provide additional opportunities for individual support and guidance.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
The principal conveys a clear sense of ambition for the school, which is to provide consistently good teaching and learning for students of all backgrounds and abilities. The principal and the academic director recognise the importance of improving teachers' professional practice if they are to realise that ambition. To achieve it they are committed to rigorous programmes of monitoring, evaluation and training. They have secure knowledge of curriculum and a sharp appreciation of effective teaching, learning and assessment. They have successfully and rapidly established a far more positive culture of learning among staff and students. Educational leadership is not dispersed beyond this most senior level. Other senior staff subscribe to and support the improved culture, encouraged and supported by the senior leadership. Their knowledge and understanding of curriculum, teaching, learning and assessment are less secure. Not all of them have the capability to contribute significantly to implementing improvements.	

Relationships throughout the staff are professional and friendly. Morale is high among the teachers. Many praise the radical changes that have taken place recently. Most demonstrate enthusiasm for the new regime and a willingness to learn. Delegation of responsibilities is not yet effective. The principal and academic director have deliberately adopted a highly directive approach in these early months. They are aware of the need to coach others to disperse leadership capacity.

The SEF is perceptive and well-written. The wider staff body share the SLT's understanding of the respects in which the school needs to improve, principally the quality of teaching and learning. Significant improvement has already been made to important aspects of the school's work: assessment practice, student behaviour, day-to-day management, care, guidance, health, safety and facilities. There is also evidence of emerging improved practice in aspects of teaching. There is good capacity within the senior leadership for innovation and to achieve and sustain further improvement.

The principal and academic director have undertaken observation of all teachers' lessons. Their notes and feedback, which are documented, concentrate on the evaluation of teaching and learning quality. As a result, all teachers have negotiated targets for improvement. The evaluation of teaching quality has contributed to the selection of in-school training topics. Its impact is beginning to be seen in aspects of the teaching. It is too soon for any genuine impact to have been registered on students' achievement.

The school development plan (SDP), constructed in September 2016, focuses on the recommendations from the previous inspection and the key outcomes of school self-evaluation. It comprises a manageable number of priorities with a range of intelligent strategies to achieve improvement. These are timed, with success criteria and responsibilities allocated. The plan has not had sufficient time for its impact on key areas of teaching quality and student achievement to be evaluated.

The school has surveyed parents' satisfaction with the school this trimester. Parents are invited to meetings about setting learning targets for their children this term. Parents of students with SEN are involved in monitoring IEPs. Parents are represented on the Governing Board. The 2015 Parents' Questionnaire produced below average satisfactory responses to all questions. There is now evidence of a far higher degree of parental approval.

Communication with parents is good. Monthly newsletters at each grade gives information about the topics to be studied and how parents can help. Parents are very appreciative of these. Some parents would like more use of social media to convey urgent information more quickly. A new, more informative format for reporting students' achievement will be issued later in the trimester. Students take part in

sports and chess competitions with other schools. Their social contributions to the community are very limited.

A new Governing Body (GB) was constituted in September 2016. It includes 3 elected parent representatives and an elected teacher representative. The current and former owners are also represented. The GB has conducted satisfaction surveys among parents and teachers. It has not yet established formal procedures for holding the school's professional leadership to account for the discharge of their responsibilities and for evaluating the impact of financial investment. Members of the GB are deeply committed to the school and enthusiastic about their role as critical friends. They propose to sustain hands-on involvement in reflecting the views of the stakeholders they represent.

The school has efficient methods for ensuring smooth day-to-day running. These include an efficient attendance system, timetabling, room allocation and supervision to ensure punctuality to lessons. The staff are appropriately qualified. Almost all curriculum areas are covered. An extensive internally-organised training programme is based partly on the teachers' own perceptions of their needs.

The newly-refurbished premises provide an acceptable environment for learning and teaching. There are specialist laboratories for science and ICT and an artificial turf soccer pitch. Good use is made of the outdoor shaded areas for assemblies and meals. There are no specialist areas for art, music or technology. A minority of the classrooms are too small for the number of students who use them.

The school has barely adequate resources for the basic delivery of the curriculum. There are no musical instruments and specialist art equipment and very few resources for physical education. Science equipment is limited there are not enough practical resources for mathematics teaching. Insufficient learning resources in the KG prevent children from exploring and exercising choice. There are far too few library books for the number of students on roll.

What the school should do to improve further:

1. Raise standards in all subjects, particularly first language Arabic, English and science, so that the majority of students make better than expected progress in relation to their starting points and curriculum standards by:
 - i. making the structure of lessons more consistent within and between subjects, to establish a more uniform experience among students at each phase
 - ii. improving teachers' use of lesson objectives and success criteria so that all students know what is expected of them and how well they are doing
 - iii. creating more opportunities in lessons and as homework for students to think critically, find information and answers for themselves and use what they have learnt to solve problems.
2. Improve students' skills in undertaking enquiries, research and problem-solving independently of their teachers by:
 - i. sharing approaches that successfully teach and promote these skills widely among the staff
 - ii. enabling teachers with advanced skills to influence and develop the practice of colleagues through modelling successful strategies and team teaching.
3. Improve the progress of students with high ability, those who find learning difficult and those with SEN by:
 - i. raising expectations for what more able students can achieve and devising individual tasks to challenge them
 - ii. developing teaching strategies in each subject to support individual students who find learning difficult, including those with SEN.
4. Increase the frequency and improve the quality of opportunities for students to show initiative, be enterprising, take the lead and make a social contribution to the community outside school by:
 - i. including the promotion of these skills in the work planned in subjects at all grades
 - ii. introducing activities targeted at improving these skills into all curriculum enrichment activities
 - iii. developing links with outside organisations that offer this type of opportunity to students of different ages.
5. Develop the school's governance arrangements so that the Governing Body holds the school's professional leadership accountable for the quality of its performance and the outcomes it secures for its students.