



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

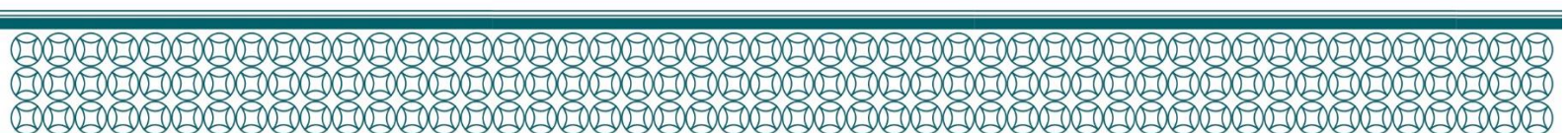
Inspection
Report of

Al Tharawat National Private School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Tharawat National School		
School ID:	9254	School phases:	KG - High
School Council: **	n/a		
School curriculum: *	MoE	Fee range and category*	Low AED14,220 to AED17,250
Address:	Baniyas East 9, Abu Dhabi		
Telephone:	+971 (0) 2582 2533	Email:	altharawat.pvt@adec.ac.ae
		Website:	www.altharawatschooluae.com

Staff Information			
Total number of teachers	84	Turnover rate	11%
Number of teaching assistants	8	Teacher- student ratio	1: 14

Students' Information				
Total number of students	1211	Gender	Boys and girls	
% of Emirati students	0%	% of SEN students	0.5%	
% of largest nationality groups	Yemeni 28%	Syrian 21%	Egyptian 11%	
% of students per phase	KG	Primary	Middle	High
	11%	45%	25%	19%

Inspection Details				
Inspection date:	from	<u>05/06/1440</u>	to:	<u>08/06/1440</u>
		10/02/2019		<u>13/02/2019</u>
Number of lessons observed:	135	Number of joint lessons observed:	5	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school has seen significant changes since the last inspection. The previous principal departed along with over 50% of the staff and a new principal joined the school towards the end of last term. The other members of the senior team took on their roles recently. Despite a large number of students leaving after the last inspection the numbers on roll continue to be buoyant, helped by the re-introduction of Grade 12 in September 2018. Staff turnover is now low. The Board of Trustees have undergone changes and are now more involved in the monitoring of the work of the school. The school is currently looking to appoint a specialist music teacher.
- The overall effectiveness of the school has improved and it now provides an acceptable level of education. The school has taken the necessary steps to improve the systems that ensure the welfare and safety of the students. This is now good. Most students behave well and are interested in learning. As a result, achievement is now acceptable. The senior leadership team is driving improvements in teaching and learning which are also now acceptable. The SEF accurately identifies the key issues facing the school and there are appropriate plans in place to tackle them. The drive to improve the school is clear but there is a recognition that there is still much work to be done.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	• Achievement is acceptable overall in all subjects. It is good in Islamic education, Arabic and mathematics in KG, and in science in high. • The more able and G&T students are not always fully challenged to accelerate their learning. • Learning skills are acceptable overall, but students' evaluative skills in discussions and in providing critical feedback on the work of others is underdeveloped. Their ability to be innovative and independent in their work requires further improvement.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	• Students are willing learners. They get on well with each other, and are respectful to school staff. Although students' attendance is high, far too many come late to school. • Students have a good understanding of the values of Islam and the cultural diversity and traditions and heritage of the UAE. • Students' innovation, enterprise and entrepreneurial skills are not well developed.		



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Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Most teachers' subject knowledge is secure, and teachers' skillful questioning helps students review and develop their thinking. - In lessons teachers provided limited opportunities for students to be innovative and take a lead in their own learning. Learning technologies are rarely used by students to engage them or enrich their learning. - Teachers do not always use the information they have to plan tasks which accelerate the learning of all students in each class.		

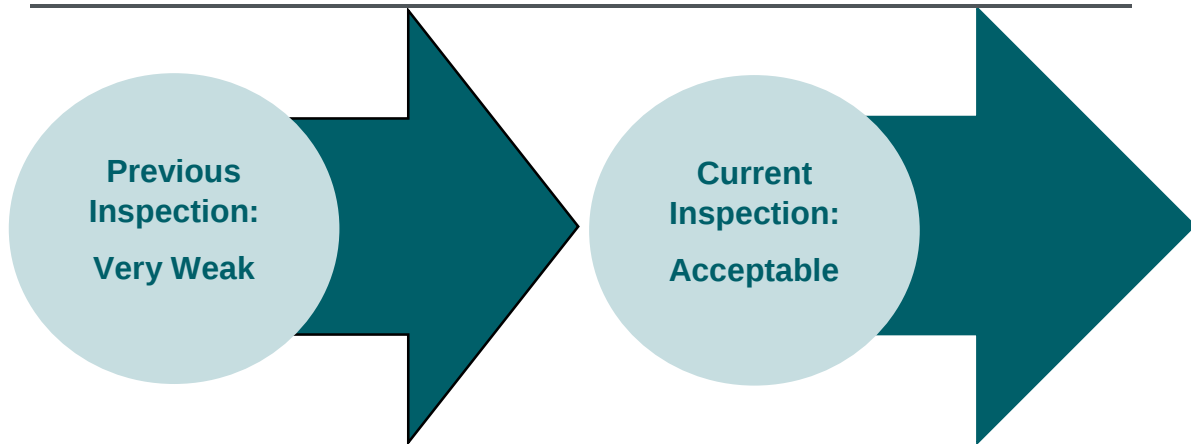
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The curriculum overall is balanced and ensures acceptable progression in students' learning. It does not always meet the needs of the more able students in all subject areas. - The curriculum provides good opportunities for students to learn about the UAE's place in the modern world and its history. Through moral and Islamic education students develop caring attitudes and demonstrate good behaviour. - Opportunities for innovation and enterprise are not yet woven through the curriculum.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The care and support in school to ensure all students are safe and well looked after is now effective. - Systems for identifying SEN students and G&T students are good. - The support G&T students receive is not consistent to enable them to make accelerated progress in all lessons.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Leaders are accurate in their evaluation of the issues that the school faces. They have been successful in addressing most of the recommendations from the last inspection. - Parents value the feedback and guidance the school provides about their children but would like more detailed information. - Not all school leaders focus on students' learning and progress when monitoring the quality of teaching.		



Progress made since last inspection and capacity to improve



- The school has made progress in addressing most of the key issues from the last inspection and the school has improved.
- Students' achievement has been raised across the school in nearly all subject areas and phases.
- The breaches in regulations seen at the time of the last inspection have been addressed. The school is now a safe place where students can learn and are well looked after.
- Teachers use assessment information more effectively but still do not target tasks precisely to match the needs of all of the students. Consequently, the more able are not always challenged in lessons. Teachers encourage students to discuss their work and present the findings. However, a lack of learning technology resources still limits the students' opportunities to be independent and innovative learners.
- Teachers are better at managing the behaviour of the students.
- Support for the school nurse has helped her take on a more active role in promoting health education messages.
- The identification of students with SEN and those who are G&T is more rigorous. However, teachers do not always have high enough expectations to challenge the G&T and tasks to support the less able can be too easy.
- Opportunities are now in place for older students to take on roles with responsibility through the school council and through the reading buddy scheme.
- Training has been provided to develop the skills of teachers. Lessons are for the most part engaging but activities can be uninspiring. Regular reviews of planning by subject co-ordinators helps monitor what is being taught. Lesson observations and walk through allow senior and middle leaders to assess the learning that occurs. The focus of the lesson observations still tends to be on the teacher rather than students' outcomes. Questioning is improving but still has a focus on assessing students' prior knowledge.
- The curriculum is broad and balanced and engages most students most of the time. The provision is reviewed termly after students' assessments have been analysed. Sport facilities remain adequate due to the resources and space the school has available to it. Opportunities to increase creativity and students' skills in the use of learning technologies remain underdeveloped.
- The Board of Trustees is more aware of the performance of the school but still only offers challenge and support at a basic level. Staffing issues have in the main been



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addressed with appointment of a new principal and a new senior team. Their analysis of the position of the school is accurate in terms of the aspects that need further improvement. The monitoring of the quality of teaching has improved but middle leaders continue to need support to develop their skills in assessing student progress and the effectiveness of classroom practice.

- Parents are more engaged with the school but are keen to receive more information about the progress their children are making.
- Resourcing within the school remains to be addressed with clear shortfalls in what is needed in the library, in the availability of learning technology hardware and software and in subject specific items in the PE and science departments.
- Overall, leaders' capacity to improve the school is acceptable.



Provision for Reading



- A spacious library provides a suitable environment for reading books in Arabic and English languages. However, the limited stock of books in Arabic and English lacks variety and does not meet the needs or interests of readers of different abilities. Students may borrow and exchange books on a fortnightly basis.
- The library is used but greater efforts are being made to use it more effectively. Classes visit on a fortnightly schedule with additional voluntary reading sessions in Islamic Education and Arabic providing further support. Reading logs however are not consistently maintained.
- Interested students work as 'library friends' with the librarian to encourage their peers to use the library.
- Students enjoy reading but opportunities are limited due to a shortage of books.
- Reading is integrated across subjects. Training for teachers to improve their pedagogical knowledge is yet to be provided.
- Although the school does not have an annual plan to encourage reading, a number of initiatives have been introduced. These include a shared reading programme between grade 3 and grade 10 English and a library Reading Club.
- In Arabic, initiatives such as 'little reader in the big book' are used to enhance creative writing at primary level. Students have been awarded individual certificates for their participation in the Abu Dhabi reading & writing challenge competition. Several students have featured in prize giving but only a small number participate. A helpful programme to support Arabic is available during holidays after each semester. Attendance is voluntary and teachers offer their support to promote the language.
- The school is at an introductory stage of implementing assessment systems to evaluate students' reading capabilities.



Key areas of strength and areas for improvements:

Key areas of strength

- Improvements in achievement in key subject areas across most phases.
- Students' behavior and attitudes to learning across the school.
- Appreciation of Islamic values and UAE culture and heritage.
- Policies and procedures to ensure students are well cared for and looked after in school.
- School leaders' realistic assessment of the aspects of the school that need to develop further.

Key areas for improvement

- Further raise students' achievement in all subjects by:
 - improving the opportunities students have to review and improve their own work
 - increasing the resources available to help students develop their basic skills across the curriculum.
- Further improve the quality of teaching so that it is consistently effective by:
 - raising teachers' expectations of what students can achieve especially the more able and G&T
 - teachers planning activities that are precisely matched to the needs and abilities of all groups of learners using progress data.
- Enhance students' creative and innovative skills to allow them to be creative and innovative in their learning by:
 - increasing the frequency that students can take a lead and be active in their own learning
 - providing more opportunities for students to use online resources to support their learning.
- Further strengthen leadership and management by:
 - providing further extended training to continue to develop the expertise of the middle leaders in monitoring and reviewing the quality of teaching and the progress groups of students make
 - ensuring that monitoring of teaching focuses on its impact on the learning of students.
- Continue to work closely with parents by:
 - extending the information parents receive on the academic and personal development of their children.
 - ensuring they understand the importance of good punctuality.



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as additional Language) *	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

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Islamic Education	• Students' achievement in Islamic Education is acceptable overall. • Overall attainment is acceptable. Internal assessments for Term 1 in 2018/19 showed very good attainment, but this is not reflected in inspection evidence. In lessons and students' work, most students in primary, middle and high phases show understanding of Islamic instructions, values and concepts in line with curriculum standards. The majority of children in KG attain above the curriculum expectations. • Most students make expected progress. Most students can reflect Islamic values in their behavior and daily practices. Students' recitation skills are not always accurate and they lack confidence in doing so. The majority of children in KG make better than expected progress in lessons.
Arabic	• Students' achievement in Arabic is acceptable overall. • Attainment in the school's internal assessments in Term 1 was acceptable in KG but outstanding in the other phases in all grades. • In lessons most students attain in line with curriculum standards with respect to listening, writing and reading for understanding. Their hand writing is legible. However, their skills in speaking using standard Arabic are less well developed. In KG the majority of children attain above the curriculum expectations. • Most students make expected progress. They can read fluently at the level expected and understand different comprehension exercises, particularly Grade12 girls. Students do not review their work to see how they can improve it. In KG progress in listening and speaking is above the curriculum expectations.
Social Studies	• Student achievement in social studies is acceptable overall. • School internal assessment at the end of Term1 this year indicates outstanding attainment. However, these standards are not observed in lessons. • In lessons and in students' work attainment is acceptable overall. Most students demonstrate acceptable knowledge and understanding of the history of the UAE but they do not have a deep understanding of how history links to their own lives. They can link their knowledge to real life situations such as the trade links the UAE has with other nations and how digital media can be used illegally. In primary students demonstrate acceptable understanding of concepts like conservation, and the importance of protecting animals from extinction. • Most groups make acceptable progress. The more able in each class do not deepen their understanding through independent research due to a lack of learning technology available to them. Consequently, their progress is not accelerated.



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English	• Students' achievement in English is acceptable in all phases. This is an improvement in the primary, middle and high phases. • Internal assessments from Term 1 show good attainment overall. This was not seen consistently in lessons where it was mostly acceptable. • Most students' listening, reading, speaking and writing skills are in line with curriculum standards. Most students are improving their reading skills. Students in all phases work collaboratively and cooperatively listening to each other when discussing parts of a story. They have insufficient opportunities to speak and develop their fluency in spoken English. • Most students, including SEN, make acceptable progress. Although differentiated there is inconsistent challenge is provided for more-able students limiting their progress. • There is little use of technology to develop students' research into different writing styles. Their innovation skills are limited.
Mathematics	• Students' achievement in mathematics is acceptable. • The attainment of most students was outstanding in Term 1 internal assessments and acceptable in KG. • Students' attainment as observed in most lessons and students' work is acceptable but good in KG. Most students demonstrate understanding of mathematical vocabulary, numbers and quantities in line with curriculum standards. Students find difficulty in applying their understanding to real life situations. • Most students make acceptable progress. Progress in KG is good. • Limited opportunities for practical mathematics restrict the development of students' innovation skills, hindering the progress they make in developing their mental mathematics skills. Students work well in groups and share ideas when solving calculations on worksheets.
Science	• Students' achievement in science is acceptable. • Attainment in internal assessment tests is outstanding in primary and middle, very good in high and acceptable in KG. • In lessons and in students' work attainment is good in the high phase and acceptable in the other phases. • Students make good progress in lessons in the high phase because of more secure teaching and students' opportunities to work in the laboratory. The progress in lessons lower down the school is acceptable. Most students develop a sound understanding of scientific ideas and can link ideas to the real world. Students show they are able to take and record accurate measurements using scientific equipment. However, the opportunities for all students to build their experimental skills are limited as group sizes are too large. • The more able students do not make the progress of which they are capable because of a lack of challenge.



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Other subjects	• Students' achievement in other subjects is acceptable. Attainment in lessons for most students is in line with curriculum standards. • In PE students demonstrate acceptable basic skills in football games. Opportunities to progress and improve their skills are limited due to lack of resources. • In art students show acceptable knowledge of artistic motifs, but they are not given sufficient opportunities within lessons to be creative particularly the G&T. • In Design and Technology students have secure understanding of how to use software to make 3D video clips. They discuss their ideas enthusiastically when working in groups. • In Health Science students can deliver a lesson based on prior research and confidently present their findings. • In lessons, most groups of students make overall acceptable progress.
Learning Skills	• Overall, students' learning skills are acceptable. Most are willing learners who enjoy their lessons and are confident to present their work to others. • Students make links in their work with the real world in most subject areas. • Students have limited opportunities to be innovative in their approaches to tasks or to use on-line resources to support their learning in lessons. • Students' skills in evaluating and developing their own ideas and from those of their peers are not well developed.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	Knowledge of Islamic values and how they can reflect them in their behaviour.	Accuracy in recitation skills of the Qur'an in lessons.
Arabic	Improved skills in reading and handwriting especially for Grade 12 girls.	Speaking standard Arabic across the school.
Social Studies	- Understanding of the illegal use of digital media. - Application of learning to real life situations such as UAE trade links with other nations.	- Students' ability to link history with their own lives. - Use of learning technologies in research to enrich learning.
English	- Improving reading skills - Listening skills in discussions to identify the key features in a story.	- Fluency in speaking English. - Using learning technology to research different genres of writing.
Mathematics	- Students' knowledge of number and quantity. - Students' communication skills when tackling mathematical problems.	- Mental mathematics skills. - Applying mathematical understanding to real world situations.
Science	Students' ability to take and record measurements accurately.	- Students' practical and investigative skills. - Consistent challenge for G&T and more able students in lessons.
Other subjects:	- Skills and knowledge in using CDT software. - Collaborative working when creating 3D videos.	- Students' creativity in art, particularly the G&T - The development of football skills in PE.
Learning skills	- Confidence in presenting work to others. - Willingness to learn.	- Evaluative skills to review their own work and that of others. - Consistent use of learning technologies across subjects.



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

Indicators:	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students' personal and social development and their innovation skills are acceptable.
- Students have responsible attitudes toward each other, their teachers and learning. Most behave well in lessons and around school. Bullying is now rare.
- Students' adoption of healthy lifestyles is acceptable. They understand the reasons for making healthy eating choices and taking exercise but a minority do not always adhere closely to these messages.
- Attendance in Term 1 was good at 95% but this was noticeably lower during the inspection. Too many students arrive late during and after assembly.
- Students demonstrate a clear understanding of Islamic values and show this through their good behaviour. They are willing to help each other, showing care and respect for those who have difficulties. They are respectful of the heritage and culture of the UAE. Older students demonstrate knowledge of other cultures through their positive relationships with their friends.
- Students are aware of global environmental issues through lessons and assemblies. They do not always apply the ideas to their own school often leaving recreational areas and classrooms messy with litter.
- Students participate in Islamic and cultural occasions taking part in national and local events including Flag Day and National Day. They are involved in planned volunteering within in school and in the local community where some participate in fundraising for the Red Crescent.
- In the better lessons, students across the school successfully discuss ideas and work in groups. They have limited opportunities to take a lead in their own learning and are often passive participants. Students can be innovative but do not have sufficient opportunities to develop creative or entrepreneurial skills in their work.

Areas of Relative Strength:

- Students' appreciation of the role and values of Islam in UAE society.
- Students' respect for the heritage and culture of the UAE.

Areas for Improvement:

- Students' innovation, enterprise and entrepreneurial skills.
- Students' punctuality to school and lessons.



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment is acceptable and has improved in most subjects across the school. It is good in KG in Islamic Studies, Arabic and mathematics and in science in the high phase where teaching engages and better matches the needs of the students.
- Most teachers' subject knowledge is secure but their understanding of how students learn is inconsistent. Teachers' provide limited opportunities for students to be evaluative in their work or to apply their understanding to practical problem solving activities.
- Students collaborate and share ideas in lessons but often not all are expected to record ideas or complete the tasks in group activities. Teachers use a variety of questioning techniques to review previous learning and at times to help students think about their work. When students respond, their ideas are not reviewed by their peers so they do not build their skills in evaluation.
- Teachers in the best lessons provide good opportunities for students to take a lead with presentations. However, in most lessons opportunities for students to be innovative in their own learning are lacking. Learning technology resources are very limited but what is available is used adequately by teachers. Consequently, students do not have opportunities to research ideas or deepen their understanding beyond the scope of their textbooks.
- Assessment procedures are consistent and appropriate in all subjects. Lessons are adequately planned but are not adapted sufficiently to meet the needs of all groups of learners. This is because teachers do not use the data they have effectively to design tasks that accelerate learning, particularly of more-able students in each class.
- Teachers give ongoing verbal feedback to students, but marking does not consistently provide students with suggestions on how to improve their learning.

Areas of Relative Strength:

- Teachers secure subject knowledge and skilful questioning.
- Teaching in Islamic Education, Arabic and mathematics in KG and in science in the high phase.

Areas for Improvement:

- Teachers' expectations of what students can achieve especially the more able.
- Active learning strategies that utilise learning technology and innovative approaches to aid learning.
- Opportunities for students to be evaluative in their work to develop critical thinking skills.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. It is reasonably balanced and ensures acceptable progression in learning as students move through the grades. Curricular choices for senior students are currently limited to advanced stream only.
- Cross-curricular links are well-planned to support students' transfer of knowledge. This is particularly a strong feature in the Arabic medium subjects.
- The curriculum is reviewed termly and is modified where necessary.
- Adaptations are made by teachers aiming to meet the needs of different groups of students in lessons. Students with SEN receive additional support in withdrawal sessions, however their support in lessons is variable. Opportunities to challenge and accelerate learning for G&T students are less well planned within the curriculum particularly in lessons.
- Students enjoy participating in a variety of projects and events, linked to the community and environmental awareness. Opportunities for students to be innovative and enterprising are limited.
- Links with UAE culture and society are effectively promoted in most aspects of the curriculum including lessons in almost all subjects.
- Moral education is taught as a standalone subject across all grades and integrated well in other parts of the curriculum. Students learn about contemporary ethical issues as well as tolerance and respect for others and reflect their learning in their behavior.

Areas of Relative Strength:

- Links with Emirati culture and UAE society
- Planned cross-curricular links between Arabic medium subjects.

Areas for Improvement:

- Modification of the curriculum to meet the needs of all students particularly the more able and G&T.
- Promotion of innovation and enterprise.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is acceptable. - The school is a safe and secure setting for both students and staff. Effective safeguarding arrangements are now in place and are based on appropriate policies and procedures for behaviour, fire safety and security. These are known to staff, students and parents. - The premises are large and adequately maintained. There are appropriate adaptations to meet the needs of all students. Students are appropriately supervised throughout the day. Their arrival and departure to and from school is safe. - The school promotes healthy nutrition and encourages participation in physical exercise in assemblies and break times as well as in lessons. The school nurse holds regular workshops that promote a healthy life style. The PE department is providing a wider range of sports activities including soccer to girls to try to encourage greater participation in and out of school. - Most students have friendly relationships with staff based on mutual respect. Behaviour is good in most classes and around school. The school has good systems to promote attendance. Issues of punctuality to school in the morning remain. - Systems for identifying SEN and G&T students are good. Differences and diversity are celebrated. Support plans are in place for students with SEN and these are reviewed regularly. In most lessons, planned differentiation supports SEN students effectively but is not always matched to the needs of more-able and G&T students in all lessons. As a result, they do not make the progress of which they are capable. - Older students receive guidance to help them make appropriate choices about further education and or other careers. The school has adequate links with local universities which encourages the students' ambitions. Areas of Relative Strength: - Effective procedures for the safeguarding of students including child protection. - Identification of students with SEN and G&T. Areas for Improvement: - Consistent challenge and support for more and G&T students in lessons. - Promotion of punctuality at the start of the school day.				



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is acceptable. The senior leaders have driven the improvements in the school and have effectively addressed most of the points raised in the last inspection. Progress for most students in most subjects is at least acceptable. The re-introduction of Grade 12 students has been managed successfully. The commitment to school improvement and to achieving the UAE national goals for education continues.
- School leaders provide appropriate training to develop the teaching skills of teachers. Teachers are increasingly willing to change their approaches to ensure students learn well. The school is inclusive and this is a positive aspect of the school's work.
- The self-evaluation form (SEF) is realistic in identifying the challenges the school faces although not always accurate in its own gradings. The school development plan (SDP) is based on the SEF findings with appropriate targets for improvements during this academic year.
- School leaders recognise the need to further develop the expertise of middle leaders in monitoring students' progress and the quality of teaching. Currently lesson observations do not have enough emphasis on the quality of students' learning and their progress.
- Parents are engaged well in the life of the school through social media but would like more information about their children's academic and personal development. The school's work with parents does not ensure all parents understand the need to get their children to school on time. The school is involved in an adequate range of activities supporting local and national events.
- The Board of Trustees adequately monitors the work of the school through regular meeting, but does not yet hold leaders fully to account for the school's overall performance. Staff and parents are represented on the Board.
- The school runs smoothly on a day-to-day basis. Classrooms in the lower parts of the school are engaging but are bare and bleak in the other classes. Science learning is supported with one small laboratory that has limited resources. Modern learning technologies are yet to be integrated into lessons due to a lack of resources. The library is also under-resourced.
- Leaders recognise the importance of benchmarking students' achievement against that of others both nationally and internationally to identify gaps in provision and student knowledge. They are preparing students for the TIMMS assessment through the 'Question -a-Day' programme.

Areas of Relative Strength:

- Recommendations from the last inspection have mostly been addressed.
- Training to improve the quality of teaching.

Areas for Improvement:

- Middle leaders' skills in monitoring the quality of teaching and learning and students' progress.
- Resourcing for the library and in the provision of learning technologies across all subject areas.
- Communication with parents.

*Relevant for Private schools only