



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Al Yahar Private School

Academic Year 2016 – 2017

lqraa

Al Yahar Private School

Inspection Date	February 6, 2017	to	February 9, 2017
Date of previous inspection	February 9, 2015	to	February 12, 2015

General Information	
School ID	149
Opening year of school	1995
Principal	Amani Abdel Aziz Hossen
School telephone	+971 (0)3 781 4454
School Address	Al Yahar North, Al Ain
Official email (ADEC)	Alyaher.pvt@adec.ac.ae
School website	www.alyaharprivateschool.com
Fee ranges (per annum)	Very Low to Average: AED 3,300 – AED 23,750

Students		
Total number of students	2,323	
%of students per curriculum	Main Curriculum	87%
	Other Curriculum	13%
Number of students in other phases	KG	391
	Primary:	1,043
	Middle:	511
	High:	378
Age range	4 to 19 years	
Grades or Year Groups	Arabic: KG to Grade 12 British: KG to Grade 8	
Gender	Boys and girls	
% of Emirati Students	36%	
Largest nationality groups (%)	1. Yemeni 23%	
	2. Egyptian 20%	
	3. Syrian 9%	

Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	English National Curriculum
External Exams/ Standardised tests	MoE Exams, EMSA; CEPA CATs)
Accreditation	-----

Staff		
Number of teachers	217	
Number of teaching assistants (TAs)	9	
Teacher-student ratio	KG/ FS	
	Arabic section	1:17
	British section:	1:10
	Other phases	
	Arabic section	1:14
	British section:	1:8
Teacher turnover	13%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	141
Number of joint lesson observations	11
Number of parents' questionnaires	114; (return rate: 5%)
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 board of trustees, students and parents. They reviewed a range of documents provided by the school and carried out joint lesson observations with members of the school leadership team.

School	
School Aims	'Planting faithful concepts of God and his prophets, loyal to the nation, construction, cooperation, working creativity – safety – respect, justice and following rules.'
School vision and mission	'Preparing distinct national and international generation achieves success in his future life able to face the challenges. Constructing scientific school its basis's quality creativity with hard efforts, skilful teachers, serious research and ambitious generation for participating active communal.'



Admission Policy	Students are accepted if they pass a written screening test in Arabic, English, maths and science (Arabic section); in English (British section).
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, vice principal (who is head of the British section) and 10 subject coordinators (seven in the Arabic section and three in the British section). The Board of Trustees comprises the owner, two members nominated by the owner, two parents, the principal and an elected teacher representative.

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	20
Emotional and Behaviour Disorders (ED/ BD)	0	8
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	3
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	7
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	9
Psychomotor ability (e.g. dance or sport)	12

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 B	Acceptable
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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 Yahar Private School provides education of acceptable quality. The attainment and progress of students in the Arabic and British sections are in line with curricular expectations in all subjects except English. Attainment in English is below curricular expectations in the kindergarten (KG), primary and middle school phases. Students with special educational needs (SEN) and those who have special gifts and talents (G&T) make less academic progress than they could. The school provides good care and guidance, encouraging students of all ages to make good progress in their personal and social development.

The quality of the teaching is acceptable or better in most lessons in both sections of the school. As a result, students make progress at the expected rate in most subjects and in the development of important learning skills. Their ability to work independently, without direction and close supervision by teachers, is not well developed.

Leadership and management are acceptable and some aspects are good. The principal and vice principal know the school's strengths and weaknesses well. This has enabled them to devise realistic and well-targeted plans for improvement. The school benefits from a particularly strong relationship with parents. An effective board of trustees provides good strategic support to the senior leadership team (SLT).

Progress made since last inspection and capacity to improve

The school has improved in most aspects since its previous inspection in 2015, when it was judged to be unsatisfactory. Progress has been made with most of the recommendations from the previous inspection report, as a result of the leadership's determined response to them.

Attainment in Arabic, mathematics and science is now acceptable at all phases. Attainment in English remains weak at the KG, primary and middle phases. Standardised assessments have been introduced in the British section, which are beginning to provide useful benchmarks of students' performance against international norms. Teachers now make greater use of internal and external assessment data to plan work that more closely matches students' abilities.

Self-evaluation is now rigorous and thorough. The SLT conduct intensive monitoring and evaluation of the quality of teaching and learning across the school. Observation and discussion of teachers' practice have identified the focuses for an extensive programme of practical training and coaching, including

visits to other schools. This has helped to improve the quality of much of the teaching, although it remains weak in a minority of lessons. Most lessons are now planned to achieve clear objectives and involve students taking a more active part in them. As a result, they now make better progress in higher order skills including such as critical thinking and the capacity to collaborate successfully in teams.

Students now benefit from the availability of an adequate range of learning resources of acceptable quality. Their ability to use technology and other resources to conduct enquiries and undertake research independently from teachers is still under-developed. Teachers' questioning in all subjects still often fails to promote sufficiently students' thinking and extend their understanding.

The SLT and the board of trustees have the capacity to achieve further improvement without external support.

Development and promotion of innovation skills

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

Examples of innovative activities include girls in the British section making a documentary video to create awareness about certain diseases, and other students preparing robots and electric cars in readiness for a science fair. Grade 8 students in the British section have participated in a 'crime scene detectives' activity, in which they assumed allocated roles.

Teachers have undertaken training in strategies to extend students' 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 not well developed.

The SLT's and trustees' support of innovation is illustrated by their active promotion of successful modern teaching approaches through an ambitious professional development programme, designed to address shortcomings identified in previous reports and by their own monitoring of teaching and learning.

The inspection identified the following as key areas of strength:

- students' personal and social development
- arrangements for the care, protection, health and safety of all students
- monitoring and evaluation of teaching and learning
- partnership with parents.

The inspection identified the following as key areas for improvement:

- students' attainment and progress in all subjects, particularly in English
- the ability of students at all phases to work independently of teachers and the development of their learning skills
- teachers' use of questioning to promote thinking and extend students' understanding
- the support provided for students with special educational needs (SEN) and those who have special gifts and talents (G&T).



Performance Standard 1: Students' Achievement

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

The achievement of almost all students is acceptable overall. The small number of students the school has identified with SEN and those identified as G&T, achieve less well than they could because of the lack of specialist support.

Students in the Arabic section perform well in Grade 12 external examinations: more than 70% of students achieved above the minimum standards in Arabic, mathematics and science subjects in each of the last 3 years. More than 60% of the students achieved those standards in English in 2014 and 2015, improving to more than 70% in 2016. The results of EMSA tests in Arabic in 2015 were good in relation to minimum standards at Grade 5 and below those standards at Grades 7, 9 and 11. Students at Grade 4 and Grade 6 in the British section scored well below the UK national average standard age score in cognitive abilities tests (CAT) in 2016. There are no high phase students enrolled at the school currently in the British section of the school.

Achievement is acceptable in Islamic Education. Most students by Grade 2 have acceptable knowledge of the pillars of Islam. Students continue to make acceptable levels of gains as they progress through the school. For example, in Grade 6, most students know the importance of reading the Surat Al Mulk every night before sleeping and in Grade 9 most non-native students know the story of the prophet Sulyman. Students continue to make acceptable progress at the high school phase. They respond well and make good progress in the minority of lessons in which teachers employ varied teaching strategies. The weakest aspect of learning at all grades is in reading the Qur'an while observing its rules (Tajweed).

Students' attainment and progress are acceptable in Arabic. In the KG most children understand and follow teachers' instructions and recognise an appropriate range of words by sight. A few are able to write simple sentences. By Grade 3 students can read short stories with understanding, talk about them and write summaries consisting of a series of brief sentences. At the middle school phase, all language skills develop in line with curricular expectations. Reading, listening and speaking develop more strongly than writing because there are too few opportunities for students to write at length. Progress continues at an acceptable rate at the high school phase. Communication in standard Arabic is not well developed in lessons. Grammar is relatively weak, particularly among the boys, because the teaching of this aspect of language is insufficiently adept.

Most students attain standards in line with curricular expectations in social studies. Students at Grade 5 understand recent trends in the population of the UAE. At Grade 8, students are able to discuss the social and employment implications of building the Khalifa tower. Students at Grade 11 develop their understanding of the economic and political importance of the UAE's geographical location. Students make acceptable progress across the grades because the teachers mostly ensure

that the topics of lessons are relevant to students' lives outside school. The development of students' ability to conduct their own enquiries is limited because the lessons rarely require them to work independently of the teacher.

Achievement in English is weak at the KG, primary and middle school phases. Attainment and progress are slightly better in the British section, but still below expectations for students learning English as an additional language. Students at the beginning of the primary phase understand no more than a few spoken English words. At Grade 1, only a few are able to describe familiar animals in any more detail than by naming them. By Grade 5 only a minority are able to label pictures of familiar items accurately in legible writing. Most are unable to write connected simple sentences about their likes and dislikes. At Grade 9 most students can offer an opinion in a complete spoken sentence, but discussion in English is at an elementary level and only a few can write paragraphs in correct English. Progress is weak because a large minority of the teachers lack sufficient proficiency in English to correct mistakes and model the language effectively in speech and writing. Many of the tasks students are given in lessons do not focus on the development of specific language skills. Progress accelerates at the high school phase because the teaching is more effective. Most students at Grade 11 can read age-appropriate information texts and make notes of the main points they contain. The more able girls at Grade 11 can compose and read aloud a series of connected compound sentences, using extensive vocabulary. Writing is less well developed than speaking and reading.

Students' attainment and progress are acceptable in mathematics. Most children in the KG can match numbers to quantities and learn to count forwards to 30 and back from 10. Most students at Grades 1 to 5 achieve mathematical understanding in line with curricular expectations. At Grade 5 most have a secure understanding of how to multiply simple decimals. Progress continues at an acceptable rate at Grades 6 to 9. Students attain standards in line with expectations in arithmetic, geometry and the structure of equations. By Grade 9 most students can make calculations using the relationship between the angles of isosceles triangles. Well-informed, specialist teaching at the high school phase ensures that most students achieve at least in line with curricular expectations and that a minority attain standards above that level. Most students at Grade 11 are able to use graphical methods to find solutions to mathematical problems and solve simultaneous equations containing both linear and quadratic elements.

Achievement in science is acceptable. Children in the KG know why it is important to wash their hands thoroughly and that germs can spread disease. Students make acceptable progress in scientific understanding at the primary and middle school phases. By Grade 5 most students know the main characteristics of land, sea and air animals and how they have adapted to their environment. Students at Grade 9 know



the features of different climates and understand their effects on plants and animals. Students make slower progress in scientific investigation because they have too few opportunities to design their own enquiries. Students at Grade 5, for example, found it difficult to explore how to change the height of a shadow by altering the distance between the object and the light source. Students at Grades 10 to 12 attain standards in line with expectations in all aspects of science. Most students at Grade 10 understand that carbon is re-cycled through various processes and that photosynthesis enables plants to absorb carbon dioxide and emit oxygen.

Students achieve acceptable standards in a range of other subjects. Children's work in art in KG helps to develop their fine motor skills. Boys and girls enjoy physical education (PE) lessons and take part enthusiastically. Lively teaching enables students in the British section to make acceptable progress in learning French. Grade 12 students attain broadly acceptable standards in business administration through work on topics such as the advantages and disadvantages of globalisation. This subject is taught in English and students' progress is held back by their inability to participate fully in discussion. Attainment and progress are weak in information and communication technology (ICT) because lessons often involve no practical use of computers.

Students develop an acceptable range of learning skills. Students show interest and sustain high levels of engagement in almost all lessons in all subjects. They want to do well and care about the quality of the work they produce. Students are frequently required to work in pairs and small groups. They help one another and cooperate well when sharing learning resources and taking turns to use them. In a minority of lessons in most subjects, students engage in genuine discussion to generate answers to questions, sometimes applying what they know to their understanding of the world beyond school. More often, students work in groups on tasks that do not demand collaboration and can be completed individually. Activities are directed by the teachers in almost all lessons and students are rarely given the opportunity to work independently: to frame their own enquiries, select resources, use technology to find 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	Good	Good	Good	Good
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 of all ages enjoy school and are keen to learn. They listen attentively to teachers and often ask questions to clarify what they have to do. Older students take responsibility for their learning but the younger ones rely on the teachers to supply detailed instructions and close supervision. Students at all phases 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. 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. Most eat healthily at break times and talk readily about the importance of exercise. Almost all take part enthusiastically in physical education lessons. There is little variation between grades in the rate of attendance which, at 97% overall, is very good. Students are notably punctual to lessons throughout the day.

Students show good understanding of Islamic values in their day-to-day behaviour. They learn about the importance of these values to modern society in the UAE in social studies lessons. Students listen respectfully to verses from the Holy Qur'an every morning. They develop good understanding and appreciation of UAE heritage and culture. They show interest in the exhibits in the heritage areas placed around the school and the Emirati boys participate enthusiastically in celebrations of traditional music, dancing and poetry. Students are proud of their diverse backgrounds and develop acceptable knowledge of cultures other than their own.

Students contribute to the community outside school to a limited extent through involvement in the work of the Red Crescent and other charities. Members of the

Student Council and the Discipline Committee exercise responsibility and take the initiative in expressing their views and making proposals to the SLT. The school site is well cared for and largely free of litter. Students respect their surroundings. They do not take part in any long-term extracurricular activities that specifically 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	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

The quality of the teaching was deemed acceptable or better in most of the lessons observed and weak or very weak in a minority of them. The majority of the weak teaching was in English in the Arabic section, KG and at the primary phase. The teaching was good or very good in a few lessons across subjects and phases, a large minority of it in mathematics.

Most teachers at all phases have acceptable knowledge of the subjects they teach and of how to teach them successfully. Secure subject knowledge enables teachers to make effective presentations and provide accurate answers to students' questions. This contributes to the acceptable progress that students make in most subjects. A large minority of the teachers of English at the KG and primary phases pronounce English words inaccurately and possess an insecure grasp of basic grammar. Teachers of English lack expertise in how to teach the subject successfully to students learning it as an additional language.

All lessons are planned using a common format of good quality. All have objectives displayed, which in most cases provide a coherent structure for activities. Objectives are often referred to at the beginning of lessons but seldom returned to at the end to check the progress made against them, sometimes because tasks have taken too long to complete. Students use a narrow range of learning resources in most subjects. Teachers manage this limited range effectively in most lessons. Students very seldom use technology in lessons. Classroom environments are generally welcoming and feature displays of students' work. Most of the rooms in which English is taught lack authentic resources and English-medium displays to support

language learning.

Teachers interact well with students in most lessons. Almost all teachers are able to command students' attention and keep them engaged in their work. Only in the most effective lessons do teachers make skilful use of questioning to orchestrate class discussions and encourage reflection and critical thinking by asking individual students supplementary questions. In most classes teachers rely too heavily on questions addressed to the whole class. In these lessons questions are used to elicit brief, factual responses only.

All lesson plans incorporate tasks designed to match the capabilities of students at different levels of attainment. These achieve an acceptable degree of success in a large minority of lessons, enabling students of all abilities to make at least acceptable progress. In other lessons the various tasks given to different groups are at essentially the same level of difficulty. The students with SEN and G&T are supported insufficiently in lessons.

In the KG, children have very limited opportunities to choose activities or learning resources. 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 are not well developed among students of all ages.

The school has good processes for internal assessment. Regular and frequent testing produces accurate information about students' progress in all the key subjects. Acceptable use is made of the few external benchmarks available: Grade 12 examination results and EMSA test scores in Arabic reading and writing in the Arabic section; CAT scores in the British section. The SLT analyse assessment information thoroughly, including comparative analysis of the performance of different groups of students. The analysis of assessment information is shared with all teachers and discussed at subject department level. Teachers are beginning to use it intelligently to identify the strengths and weaknesses of individual students and to plan lesson activities in consequence. Most teachers give students accurate verbal feedback as lessons develop. Students are rarely required to evaluate their own and others' work in lessons. Teachers provide constructive commentary on students' written work, particularly at the older grades. This helps them to understand how to improve their work. Feedback of high quality is less common at the primary phase.

Performance Standard 4: Curriculum

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

The curriculum in both sections provides acceptable breadth and balance. It devotes insufficient attention to the development of students' independent learning skills. All heads of department check teachers' lesson plans to ensure continuity and progression in students' learning. Teachers discuss their new classes with their previous teacher at the start of each year. Students at the high school phase are able to select from the range of courses available in the MoE curriculum. Students' academic outcomes demonstrate that they are adequately prepared in most subjects for the next phase in education and beyond school.

In the KG, children explore themes such as transport and hygiene, which link what they learn in language, number and knowledge of the world. Connections between learning in different subjects are developed mostly informally at other phases. Heads of department review schemes of work in their subjects each year. There is no whole-school review of curricular provision across the two sections.

Teachers use assessment information to adapt the curriculum to an acceptable extent to meet the needs of most groups of students. Students with SEN have individual education plans. These students are not supported sufficiently well to ensure that they achieve their targets and make acceptable progress. There is little special provision for students with particular gifts and talents.

The curriculum provides few opportunities for students to engage in activities to promote enterprise, innovation and creativity. There is an acceptable range of extra-curricular activities, but opportunities to contribute to the community outside school are limited.

There are good opportunities in social studies and other subjects for students to develop understanding of UAE culture and society. Celebrations and special events also contribute to students' good 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. Training in child protection has been provided and the procedures are widely understood by staff and students. Effective adult supervision is in place at all times throughout the school and on the buses. The maintenance team makes thorough checks each day and any issues are properly recorded. The premises and facilities provide a safe environment for all students. Ramps adequately assist those with physical disabilities. Healthy life styles are effectively promoted in lessons in several subjects. The qualified nurse and 3 assistants provide guidance to students about healthy food, cleanliness, diet and personal hygiene. Visiting doctors give lectures about preventing diseases, including breast cancer and diabetes. The canteen supplies only healthy food.

Students enjoy positive and supportive relationships with the school staff. Teachers manage students' behaviour well in most lessons and around the school. The school has adopted particularly effective procedures to promote very good attendance and punctuality, working in close cooperation with parents.

Special educational needs students are identified by means of diagnostic tests in Arabic, English, mathematics and science; through observation by social workers, supervisors and teachers; and from medical reports presented by parents. Two external specialist centres are consulted to confirm their identification. Each student has an individual education plan (IEP) with specific targets. Students with SEN receive no additional support in lessons. The school does not employ a specialist teacher to oversee their progress or provide targeted support to individuals. Consequently, these students make less progress than they could. There is no planned programme to challenge and develop the 60 students who have been identified as having particular gifts and talents.

Students feel safe and secure and they know whom to approach to ask for help if they have any concerns. Students receive good guidance to prepare them for next

stage of their education. The school arranges visits to local universities and receives visitors to inform students of the choices available to them. Former students visit the school to share their experiences of higher education.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Good
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. She and the vice principal recognise the central importance of improving teachers' professional practice if they are to realise that ambition. To achieve it they are committed to rigorous programmes of monitoring and evaluation and an extensive programme of professional learning. The heads of subject departments share this sense of purpose.

The principal and vice principal possess secure knowledge of the curriculum and a sharp appreciation of effective teaching, learning and assessment. They have successfully promoted a positive culture of improvement among the staff. The SLT express strong commitment to meeting the needs of students with SEN. This is not achieved in practice because of the lack of specialist expertise among the staff.

Educational leadership is dispersed to heads of subject departments, who share the determination to improve teaching and learning. They have clearly defined responsibilities and are held accountable for the quality of teaching and student achievement in their subjects at regular meetings with the principal and vice principal. Most of them understand and recognise the features of successful teaching and learning and are aware of the potential of the use of assessment information. Morale is high among the teachers and other staff. Most leaders at all levels have sufficient capacity to achieve and sustain further improvement.

The school's self-evaluation document (SEF) is generally well-written and cites a

range of evidence in support of the judgements it contains. These are realistic and mostly concur with inspection findings. Monitoring and evaluation of teaching and learning are good. The work of all teachers is observed and evaluated regularly. Targets for improvement are set when required and followed up. Subject heads coach individual teachers by modelling successful practice, jointly observing other teachers' work and team teaching. Peer observation is frequent in all departments. Rigorous monitoring and evaluation have contributed significantly to the improvement in much of the teaching since the last inspection.

The school development plan (SDP) focuses on the recommendations from the previous inspection. It describes a range of realistic strategies to achieve improvement. These are timed, with success criteria and responsibilities allocated. Previous plans have resulted in improvements to teaching and to student achievement in most subjects. Actions to improve attainment and progress in English have been largely unsuccessful.

The school has built a good partnership with parents, most of whom are very supportive of it. The active parents' council receives a report from the SLT each term on student performance and the progress of measures to improve it. Council members are consulted over improvement priorities and are fully invested in the school's success. Communication with parents is particularly strong and accounts for the students' very good rate of attendance. The parents of students with IEPs are closely involved in monitoring their targets. Parents are pleased with the frequency and content of reports on their children's academic progress and personal development. Weekly communication of curriculum content includes suggestions for how parents can support their children's learning. The school has routine partnerships with organisations in the community. Since the last inspection the SLT and others have established links with and visited 5 schools with high performing inspection ratings to observe lessons and learn from their successful practice.

The school benefits from good governance. The board of trustees includes the owner, Emirati and expatriate parents and a teacher representative. It has developed extensive knowledge of stakeholders' views through effective informal processes.

The principal presents a report on students' performance to a board meeting each term. The board monitors the impact of key developments, including that of the teachers' professional development programme. Board decisions and monitoring directly support the quality of the education the school provides. Board members are committed to improvement and knowledgeable about the school's performance. Members take part in the appointment of teachers and ensure the supply of adequate learning resources.



The school runs smoothly. Routines are well-established and respected across the extensive site. Staffing is sufficient to deliver the curriculum in full. Teachers have appropriate qualifications. A large minority of teachers of English lack proficiency in the language and lack knowledge of how to teach it effectively to students learning it as an additional language.

The premises provide an acceptable environment for learning and teaching in both sections of the school. Laboratories for science and ICT are adequately equipped. Good use is made of the sports rooms, outdoor shaded areas and the turf soccer pitch for PE. A minority of the classrooms are only just large enough for the number of students who use them.

The quantity and quality of learning resources have improved since the last inspection and are now adequate to deliver the curriculum. Students have little opportunity to use technology in lessons, which restricts the development of independent enquiry and research activities.

What the school should do to improve further:

1. Raise attainment in all subjects, so that the majority of students make better than expected progress in relation to their starting points and curriculum standards by:
 - i. improving teachers' use of objectives and success criteria in lessons so that all students know what is expected of them and how well they are doing
 - ii. improving teachers' questioning techniques so that students extend their understanding by being challenged more often to think, to explain, to estimate, to imagine and to express and justify their opinions
 - iii. creating more opportunities in lessons and as homework for students to find information for themselves and use what they have learnt to answer questions and 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. Implement a comprehensive strategy to raise attainment in English by:
 - i. ensuring that all English teachers have sufficient proficiency in the language to correct students' mistakes and model accurate usage
 - ii. improving teachers' knowledge and skills in teaching English as an additional language
 - iii. increasing the amount of English text visible in classrooms, specialist facilities and social areas
 - iv. developing the use of English speech in lessons in all subjects and at school events, including assemblies and celebrations
 - v. increasing the quantity and use of books and learning resources in the English language
 - vi. coordinating the methods used by teachers of Arabic and English so that students make better progress in literacy in both subjects.
4. Strengthen further the leadership and management of the school by:
 - i. including within the senior leadership team one or more suitably qualified and experienced teacher to lead the strategy to raise attainment in English
 - ii. appointing a suitably qualified and experienced specialist teacher to lead and manage the provision of effective support for students with SEN and those who are gifted and talented.