



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

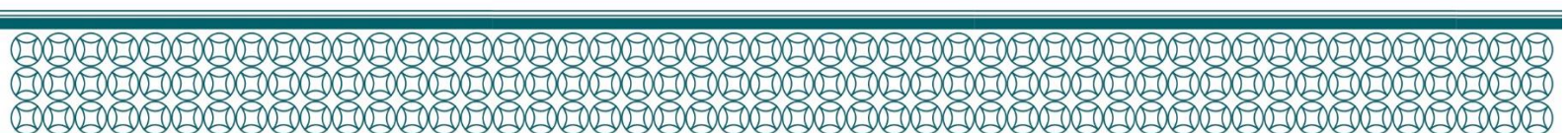
Inspection  
Report of

Al Yahar Private School

Overall  
Effectiveness

Acceptable

Academic year: 2018-2019





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## School Information

| School Profile       |                         |                         |                                                                                                         |
|----------------------|-------------------------|-------------------------|---------------------------------------------------------------------------------------------------------|
| School Name:         | Al Yahar Private School |                         |                                                                                                         |
| School ID:           | 149                     | School phases:          | Kindergarten (KG) to High                                                                               |
| School Council: **   | NA                      |                         |                                                                                                         |
| School curriculum: * | British/MOE             | Fee range and category* | Arabic Section: AED3,300 – AED 13,300 very low-low<br>British Section: AED10,000 – AED24,300 low-medium |
| Address:             | Al Yahar North, Al Ain  |                         |                                                                                                         |
|                      |                         | Email:                  | <a href="mailto:Alyaher.pvt@adek.ae">Alyaher.pvt@adek.ae</a>                                            |
| Telephone:           | +971 (0)3 781 4454      | Website:                | <a href="https://alyaharprivateschool.com">https://alyaharprivateschool.com</a>                         |

| Staff Information             |     |                       |       |
|-------------------------------|-----|-----------------------|-------|
| Total number of teachers      | 148 | Turnover rate         | 6%    |
| Number of teaching assistants | 16  | Teacher-student ratio | 1: 14 |

| Students' Information           |            |                   |                |      |
|---------------------------------|------------|-------------------|----------------|------|
| Total number of students        | 2012       | Gender            | Boys and girls |      |
| % of Emirati students           | 39%        | % of SEN students | 0%             |      |
| % of largest nationality groups | Yemeni 20% | Egyptian 18%      |                |      |
| % of students per phase         | KG         | Primary           | Middle         | High |
|                                 | 13%        | 33%               | 27%            | 27%  |

| Inspection Details          |      |                                   |     |            |
|-----------------------------|------|-----------------------------------|-----|------------|
| Inspection date:            | from | 21/05/1440                        | to: | 24/05/1440 |
|                             |      | 27/01/2019                        |     | 30/01/2019 |
| Number of lessons observed: | 151  | Number of joint lessons observed: | 20  |            |

\*Relevant for Private schools only

\*\* Relevant for Government schools only



## The overall performance of the school:

- Al Yahar Private School has both the MOE curriculum section, comprising 80% of the student population, and the British curriculum section. The British section has experienced a rapid growth recently. The new principal joined the school in April 2018 replacing two principals, who had each been in charge of one section of the school. An educational consultancy company has been supporting the management over the last two years. The MOE curriculum is followed by students from KG to Grade 12. In the British section there are currently students from KG to Grade 8 and these students will gradually move up to Grade 12.
- The overall performance of the school is acceptable. The achievement of students in core subjects is overall acceptable in both sections of the school, and it is good in English and Arabic. Teachers plan interesting activities and engage students in learning though the planning does not make adequate provision for students of different abilities. Leaders monitor the quality of teaching, but their observations are not yet sufficiently focused on learning to raise attainment in all subjects. Staff are involved in systematic self-evaluation and are supportive in raising achievement further.

| Performance Standard 1 | Students' Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Acceptable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>The achievement of students remains acceptable overall in most subjects across the curriculum in both sections of the school. Achievement in English has improved to acceptable from the weak judgement in the previous inspection.</li> <li>Students collaborate well but their innovation and independent learning skills are not well-developed.</li> <li>The most- and least-able students do not always make as much progress as they should in lessons.</li> </ul> |                                 |           |

| Performance Standard 2 | Students' personal and social development, and their innovation skills                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Good                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>There are strong relationships between students and staff.</li> <li>Students' understanding of Islamic values and appreciation of UAE culture and heritage, and their high levels of attendance.</li> <li>Students are increasingly involved in activities to promote the development of their skills in innovation, enterprise and entrepreneurship, but this is not consistent in all lessons across both sections of the school.</li> </ul> |                                 |           |



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| Performance Standard 3 | Teaching and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |           |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Acceptable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Most teachers have secure subject knowledge. Lessons are engaging and as a result, students enjoy their learning.</li> <li>Teachers encourage problem-solving skills. They do not consistently use a broader range of teaching strategies to promote critical thinking, use of ICT and more open-ended problem -solving.</li> <li>Assessment is not fully effective in providing differentiated activities to meet the learning needs of all students.</li> </ul> |                                 |           |

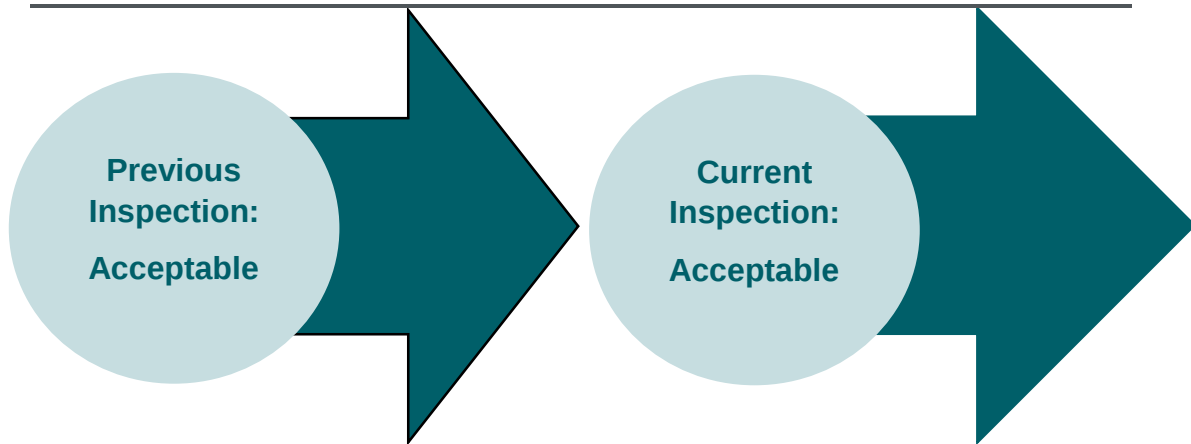
| Performance Standard 4 | Curriculum                                                                                                                                                                                                                                                                                                                                                                |                                 |           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Acceptable                                                                                                                                                                                                                                                                                                                                                                | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Strong cross-curricular links and the school's strong links with Islamic values, UAE culture and heritage.</li> <li>Modification of the curriculum does not fully meet the learning needs of all students.</li> <li>Students have insufficient opportunities to develop skills in innovation and enterprise in lessons.</li> </ul> |                                 |           |

| Performance Standard 5 | The protection, care, guidance and support of students                                                                                                                                                                                                                                                                                                                           |                                 |           |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Good                                                                                                                                                                                                                                                                                                                                                                             | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Procedures for safeguarding and child protection are strong. Relationships amongst staff and students are very positive.</li> <li>Procedures to identify students with special educational needs (SEN) are not robust enough.</li> <li>Provision does not fully meet the needs of those who are gifted and talented (G&amp;T).</li> </ul> |                                 |           |

| Performance Standard 6 | Leadership and management                                                                                                                                                                                                                                                                                                                                                                                            |                                 |           |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Acceptable                                                                                                                                                                                                                                                                                                                                                                                                           | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Leaders have an increased understanding of the strengths and weaknesses of the school. The day-to-day management of the school and its partnership with parents are good.</li> <li>Leaders are not fully effective in raising achievement across all subjects.</li> <li>The monitoring of lessons does not effectively focus on the quality of students' learning.</li> </ul> |                                 |           |



## Progress made since last inspection and capacity to improve



- Leaders have addressed most of the recommendations of the previous inspection.
- Attainment remains broadly acceptable overall in both sections of the school. However, achievement in English has improved from weak in the previous inspection and it is now acceptable overall and good in the high phase. Achievement has also improved in the high phase where in Islamic Education, Social Studies, English and mathematics, achievement is good. Arabic in the primary phase is now good. Achievement is good in the KG in Islamic Education. In music and physical education (PE) achievement is now good. Teaching now enables students to work collaboratively. As a result, students' independent learning is improving.
- SEN and gifted and talented students are identified by the school though there are no externally identified SEN students. Those identified by the school, receive appropriate support in lessons.
- Students in most lessons are encouraged to undertake enquiry, research and problem solving though this is not yet fully consistent across all lessons.
- Teachers proficiency in English language remains variable though standards in the subject has improved.
- The leadership team has been strengthened by the deployment of an educational consultancy team to support leaders in managing improvement initiatives to raise achievement further.



## Provision for Reading



- Reading is promoted effectively across the school. The school has recently introduced a new reading scheme and students have guided reading lessons in Arabic and English in the school libraries. Students read to research information and for pleasure. Improvements in students' reading is having a positive impact on their achievement in both Arabic and English languages.
- There is an adequate range of Arabic and English books available in the libraries. Book boxes are also available in classrooms and reading corners across the school. Students are encouraged to borrow books for reference and to read for pleasure.
- Teachers monitor students' progress against reading levels. The school promotes reading and comprehension in core subjects particularly in Arabic and English subjects. There are small reading corners in most classes.
- Most students' reading levels are broadly in line with age-related curriculum standards in English and Arabic. Overall, students' progress in reading is broadly average in both languages.
- There are a number of school initiatives to raise students' interest and enthusiasm for reading. One day each week, students follow the school's reading for writing programme. Students participate in a range of activities and challenges to enrich their reading experience.



## Key areas of strength and areas for improvements:

### Key areas of strength

- Improving achievement of students in Arabic in primary, and progress in the high phase in Islamic education, Social Studies, English and mathematics.
- Students' appreciation of the values of Islam and their respect for the heritage and culture of the UAE.
- Relationships and attitudes that create a positive and happy learning environment.
- The caring and secure environment of the school.
- The increasing use of sound educational practice to underpin school improvement and the day-to-day management of the school.

### Key areas for improvement

- Continue to improve attainment in all subjects by:
  - raising teachers' expectations
  - continuing to improve students' reading, writing, speaking and listening skills in Arabic and English
  - providing opportunities for students to develop their extended writing skills in Arabic and English across all phases
  - focusing the monitoring of teaching on its impact on students' learning.
- Further develop assessment to support students of all abilities by:
  - ensuring that students' learning and progress is monitored and assessed regularly
  - ensuring that marking provides formative feedback to students on how to improve further
  - improving the analysis and monitoring of students' progress to provide support where needed.
- Further develop the quality of teaching across all subjects by:
  - ensuring prior assessment data is available for teachers to inform their planning
  - ensuring appropriate and motivating differentiated learning activities for lower attaining students and effective challenge for higher attaining students
  - providing opportunities for students to develop independence and more open-ended problem solving and innovation skills across all subjects.
- Leaders to increase opportunities for students to use ICT to accelerate learning by:
  - increasing the opportunities for students to use ICT more consistently in lessons
  - developing further opportunities for students to use ICT as an interactive learning resource
  - using ICT more frequently to stimulate students who prefer visual styles of learning
  - creating further opportunities for students to use ICT as part of their work on innovation and problem-solving.



## Performance Standard 1: Students' Achievement

| Indicators:                          |            | KG         | Primary    | Middle     | High       |
|--------------------------------------|------------|------------|------------|------------|------------|
| Islamic Education                    | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                      | Progress   | Good       | Acceptable | Acceptable | Good       |
| Arabic<br>(as a First Language)      | Attainment | Acceptable | Good       | Acceptable | Acceptable |
|                                      | Progress   | Acceptable | Good       | Acceptable | Acceptable |
| Arabic<br>(as additional 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 | Good       |
|                                      | Progress   | N/A        | Acceptable | Acceptable | Good       |
| English                              | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                      | Progress   | Acceptable | Acceptable | Acceptable | Good       |
| Mathematics                          | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                      | Progress   | Acceptable | Acceptable | Good       | Good       |
| Science                              | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                      | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Other subjects<br>(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 | <ul style="list-style-type: none"><li>• Students' achievement in Islamic education is acceptable overall in both sections of the school.</li><li>• School internal assessments show outstanding attainment though this is not borne out in lessons seen.</li><li>• In lessons and students' work, attainment is acceptable overall. Most students demonstrate knowledge and skills that are in line with curriculum expectations. They understand Islamic values and morals, can explain the importance of Sunnah in Islam, and they recite Al Hadeeth with accuracy. In the best lessons, students engage in meaningful discussion. In high phase, students are knowledgeable about the provisions of Islam and marriage, which they link effectively to their daily lives in the UAE. However, students' ability to correlate their understanding of Al Hadeeth with verses from the Holy Qur'an is less well developed.</li><li>• Students' progress is acceptable in primary and middle school and good in the KG and high phase. Students make slightly better progress in the Arabic section. Overall however, students' creativity is not well developed.</li></ul> |
| Arabic            | <ul style="list-style-type: none"><li>• Students' achievement in Arabic is acceptable overall in both sections of the school.</li><li>• The school's internal assessments indicate that achievement is very good although this is not borne out in the lessons seen.</li><li>• In the lessons seen, students' attainment is overall acceptable. It is acceptable in the KG, middle and high phases, and good in the primary phase. Overall, students' attainment is in line with curriculum expectations in reading, writing, speaking and listening. For example, in the middle and high phases, most students can skim-read stories and text and show understanding of the content which they discuss in lessons. Their handwriting is mostly legible but the use of grammatical rules is less well developed.</li><li>• Students make acceptable progress overall, with good progress in the primary phase because teachers provide opportunities to develop students' language skills. Their creative writing and use of technology to improve their skills further is less well developed.</li></ul>                                                                  |
| Social Studies    | <ul style="list-style-type: none"><li>• Students' achievement is acceptable in both sections of the school.</li><li>• Internal assessment results indicate outstanding attainment though this is not evident in the lessons seen.</li><li>• In lessons and students' recent work, attainment is acceptable overall, and it is good in the high phase. Most students are working broadly in line with curriculum expectations. Across the phases, students understand and compare UAE economic activities to other countries though their understanding of these concepts is variable. Students in the lower phase identify different professions and jobs in different sectors. In higher phases students apply critical thinking when they discuss social issues caused by the internet and its impact and connection to their own lives. They compare UAE policies in maintaining its water from pollution to that of other countries.</li><li>• Students make acceptable progress in primary and middle, and good progress in high.</li></ul>                                                                                                                           |



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|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English     | <ul style="list-style-type: none"><li>• Students' achievement in English in both sections is overall acceptable and good in the high phase, showing improvement since the previous inspection.</li><li>• The school's internal assessments indicate very good attainment overall, and acceptable in the British section. These high standards in the Arabic section, however, are not reflected in the lessons seen.</li><li>• In lessons and in their recent work, students' attainment is acceptable. The majority of students attain levels that are in line with curriculum standards. Students work collaboratively to discuss and share their ideas although, this approach is not yet consistent across all lessons. English language skills remain variable though standards in the subject has improved. In the British section students make progress in the development of their mastery of English language but their ability to read worksheet resources in some lessons hinders progress, particularly in science. Students' speaking and listening skills are well developed in the high phase, where they can debate with maturity the impact of social media on society.</li><li>• Overall students make acceptable progress, in both sections of the school, with reading, writing, speaking and listening although their extended writing and use of ICT to support their learning remains a developing feature of their work.</li></ul> |
| Mathematics | <ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable across both sections of the school.</li><li>• Internal assessments results indicate good attainment overall although these standards are not reflected in the standards seen in lessons.</li><li>• In lessons and in students' recent work, attainment is acceptable. Students' acquisition of number sense and spatial concepts across the school are strong. However, there is not enough rigour and practice in students' independence in applying number skills to challenging mathematical problems. Worksheets are mostly narrowly related to concept development.</li><li>• Students make acceptable progress across all phases. Students' written presentation of work both in class and at home and their use of technology to support their learning in mathematics is less well developed.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science         | <ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall.</li><li>• Internal assessments indicate that attainment is acceptable overall in both sections of the school.</li><li>• In lessons, attainment is broadly in line with curriculum expectations in both sections of the school.</li><li>• Most students across all phases can recall basic scientific facts using appropriate terminology. Students in the higher phase perform simple experiments safely and can balance chemical equations accurately.</li><li>• Students make acceptable progress in the primary and middle phases and develop their deeper understanding of scientific knowledge through their engagement in well-planned group work. Students are less skilled in conducting independent research and applying their scientific enquiry skills for example in designing and testing their own hypotheses in open-ended investigations.</li><li>• In primary and middle phases there is an over-reliance on text-book and worksheets.</li></ul> |
| Other subjects  | <ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable.</li><li>• In lessons and students' work attainment is acceptable and most are working broadly in line with curriculum expectations. In music and PE, students make better than expected progress. In art, students draw using various techniques such as dotting and collage. In PE lessons students practice ballet.</li><li>• In French the students are developing their vocabulary and can construct simple phrases and sentences, however, most lack confidence in speaking the language. In ICT, students develop a range of skills in using draw software and increase their knowledge of artificial intelligence.</li><li>• Students make acceptable progress overall, because they participate in the activities individually and in groups.</li></ul>                                                                                                                                                                                                     |
| Learning Skills | <ul style="list-style-type: none"><li>• Students' learning skills are acceptable overall in both sections of the school. They develop a range of learning skills, collaboration, discussion and sharing their learning with others to levels that are broadly in line with curriculum expectations.</li><li>• Students are enthusiastic and keen to learn. In class, they work collaboratively in groups and are becoming increasingly confident to discuss and present their work in class. Boys in the advanced mathematics set in high, in the Arabic section, show a high level of interest in the subject.</li><li>• Students' independence skills are developing in most subjects, though a few lack the confidence to join in the discussions. They carefully consider what they have learnt and how to improve.</li><li>• Their innovation and entrepreneurship skills are less well developed in subjects across the curriculum. Students' involvement in assessing their own and other' work is inconsistent.</li></ul>                                  |



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| Subjects                 | Relative Strengths                                                                                                                                                                                               | Areas of Improvements                                                                                                                                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Islamic Education</b> | <ul style="list-style-type: none"> <li>Students' knowledge and understanding of Islamic values and principles.</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>Students' skill to correlate their understanding to Al Hadeeth with verses from the Holy Quran.</li> </ul>                                                                                     |
| <b>Arabic</b>            | <ul style="list-style-type: none"> <li>Students' listening, speaking and reading skills in the primary phase.</li> <li>Students' skills in analysing literature particularly stories.</li> </ul>                 | <ul style="list-style-type: none"> <li>Creative writing skills.</li> <li>Use of grammatical rules in writing.</li> </ul>                                                                                                              |
| <b>Social Studies</b>    | <ul style="list-style-type: none"> <li>Students' critical thinking in analysing social issues in the high phase.</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Students' ability to understand the impact of the international economic changes on the Arab nations and UAE.</li> </ul>                                                                       |
| <b>English</b>           | <ul style="list-style-type: none"> <li>Students' speaking and listening skills in the high phase.</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>Students' extended writing skills.</li> <li>Increased use of ICT resources to support language development.</li> </ul>                                                                         |
| <b>Mathematics</b>       | <ul style="list-style-type: none"> <li>Students' acquisition of number sense and spatial concepts across the school.</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Students' independent application of number skills to solving mathematical problems.</li> <li>Skills to work with modern technological devices to enhance mathematical application.</li> </ul> |
| <b>Science</b>           | <ul style="list-style-type: none"> <li>Students' recall of basic scientific facts and use of scientific terms.</li> <li>The students' basic practical skills of observation and recording in science.</li> </ul> | <ul style="list-style-type: none"> <li>Deeper knowledge and understanding of scientific concepts.</li> <li>Progressive development of students' experimental and investigative skills.</li> </ul>                                     |
| <b>Other subjects:</b>   | <ul style="list-style-type: none"> <li>Students' progress in music and PE in primary and middle phase.</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Students' confidence in speaking the language in French.</li> </ul>                                                                                                                            |
| <b>Learning skills</b>   | <ul style="list-style-type: none"> <li>Students' collaboration and sharing their learning.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>The lack of confidence of a few students during class discussions.</li> <li>Students' limited innovation, entrepreneurship and open-ended problem-solving skills.</li> </ul>                   |



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

| Indicators:                                                                 | KG   | Primary | Middle | High |
|-----------------------------------------------------------------------------|------|---------|--------|------|
| 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                                 | Good | Good    | Good   | Good |

- Students' personal and social development and their innovation skills are good in both sections of the school. Students demonstrate positive, responsible attitudes and behaviour, and their self-reliance is growing.
- Students are sensitive to the needs of other and the relationships between staff and students are very respectful and considerate. Students appreciate the caring and supportive environment in school. Bullying is very rare.
- Students' enjoyment and their positive attitudes to school are strongly reflected in their punctuality and outstanding attendance of 98% over the last academic year.
- Students' adoption of safe and healthy lifestyles is good. They understand the importance of maintaining good health and participation in physical exercise. They enjoy additional activities and clubs such as Zumba, volleyball, basketball and football in school. A few students do not yet consistently make wise choices about healthy lifestyles.
- Students show good understanding of Islamic values and appreciation of UAE culture and heritage across both the Arabic and British sections of the school. Students celebrate UAE national events, such as National Day, Flag Day and Martyrs' Day. Their understanding and awareness of their own culture and national identity is strong, and they readily apply these values to their own lives. Students demonstrate an awareness of cultural diversity by celebrating a variety of events, but their knowledge of other cultures is a developing aspect of school life.
- Students' social responsibility is well developed. They organise sales in order to contribute to charities such as events organised for the Red Crescent and fundraising in school. Students help to maintain a clean environment and promote sustainability through recycling.
- Students develop a range of innovation skills through robotics and creative design lessons, but this is not consistent in all lessons. Individual students achieve success when they enter national competitions for example, on artificial intelligence and control technology. Opportunities for creative thinking and entrepreneurship is a developing area of the school's work.

### Areas of Relative Strength:

- The strong relationships between students and staff.
- Students' understanding of Islamic values and appreciation of UAE culture and heritage.
- Students' high levels of attendance.

### Areas for Improvement:

- The further development of students' skills in innovation, enterprise and entrepreneurship.
- Students' healthy lifestyle choices.



### 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 in both sections of the school. Most teachers across the Arabic and British sections of the school, have secure subject knowledge. Their understanding of how students learn however, is a developing area of teaching. Teachers' fluency in English in the British section is variable so students' do not experience consistent modelling of the English language across the curriculum.
- Lessons are generally appropriately structured and planned and teachers share the learning objectives with students to ensure they are clear about the expectations. Learning activities in both sections of the school are not consistently modified to meet the needs of lower and higher achieving students. As a result, students are not always effectively supported nor challenged to extend and accelerate their learning effectively enough.
- Positive relationships and interactions between students and teachers are purposeful and productive. Teachers ensure that students engage with and enjoy learning. Most teachers ask probing questions to challenge students' critical thinking and encourage students' higher order thinking, though this is not fully consistent across all lessons.
- Teachers in the high phase in the Arabic section use a wider range of strategies to engage students, particularly boys, to ensure they work on topics that are of interest to them. For example, in Grade 10, English, students learning about persuasive writing were using dangerous sports as a motivating theme. As a result, students' achievement in the higher phase in English is showing improvement.
- Most teachers encourage students to work collaboratively and encourage problem-solving skills. ICT is integrated appropriately where teachers take students to the ICT laboratories. The application of ICT for research and to support students' language development in regular lessons in most subjects is less well developed. Overall, students critical thinking, innovation and ability to solve more open-ended problems is less well developed in lessons across the curriculum.
- Internal assessment systems are effective, particularly in the Arabic section, and results are analysed. Assessment information is used appropriately to form general and advanced groups in the high school. Systems to benchmark students' internal assessment are broadly effective across the school. Baseline assessment provide information on students' overall progress and identifies (G&T) students and those students the school identified with additional learning needs.
- Teachers in the better lessons, use assessment data appropriately to modify learning activities to challenge higher-achieving students. However, the use of assessment for planning is not yet consistent in all subjects. Opportunities for students to participate in self-assessment is a developing area of the school's work. Teachers mark work regularly and test understanding through questioning, teacher's feedback to students on how to improve further is not well developed.

#### Areas of Relative Strength:

- Teachers' secure subject knowledge.
- Teachers' use of questioning.

#### Areas for Improvement:

- Teaching strategies to promote students' critical thinking, use of ICT and ability to solve more open-ended problems across all lessons.
- Use of assessment to provide differentiated activities to meet the learning needs of all students.



## 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 curriculum is acceptable. The implemented MOE and British National Curriculum are appropriately broad and balanced. The school is planning to expand the British curriculum for students up to grade 12. Overall, the curriculum provides for continuity and progression in students' learning.
- The curriculum provides adequate choice for students to follow their interests across both sections of the school. Cross-curricular links are planned appropriately to promote students' transfer of learning skills across subjects. For example, between English and ICT where students in Grade 10 use simulation software to create interior designs for a house and use the information to develop their vocabulary and writing skills. Islamic values, links with Emirati culture and heritage are well integrated across subjects and importance is placed on upholding traditions and values across both sections of the school. A range of extra-curricular activities is provided.
- Middle leaders conduct periodic reviews of the curriculum. In the high phase, there is more success in adapting learning to provide for the needs of lower and higher-achieving students than in the lessons seen in the primary and middle phases.
- Provision for innovation and problem solving is facilitated through ICT, creative design lessons, clubs and competitions. The development of innovation in lessons across subjects is less effective.
- Moral education is implemented effectively through dedicated lessons. The promotion of high moral values is evident in assembly and displays of students' work in school. Students are encouraged to reflect a sense of responsibility, respect and tolerance in their own lives.

### Areas of Relative Strength:

- Cross-curricular links.
- Strong links with Islamic values, UAE culture and heritage.

### Areas for Improvement:

- Continued modification of the curriculum to meet the learning needs of all students.
- Further development of students' skills in innovation and enterprise in lessons.



## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Good | Good    | Good   | Good |
| Care and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Good | Good    | Good   | Good |
| <ul style="list-style-type: none"><li>The overall quality of protection, care, guidance and support for students is good across both sections of the school. There are effective policies and rigorous procedures for child protection. Staff have regular safeguarding training. Parents and students are made aware of the school's procedures.</li><li>Buildings are well maintained. Record keeping is very effective, secure and regularly updated. The ground floor of the school is adapted to facilitate students with disabilities, though there is no lift yet to access the first floor. The supervision of students is highly effective across the school including their movement to and from buses. A well-resourced clinic ensures good health care for students.</li><li>Healthy lifestyles are effectively promoted in school. The nurse provides regular health screening and promotes awareness of healthy choices. Students are encouraged to participate in physical exercise both in lessons and in clubs and additional activities.</li><li>Staff have very respectful, purposeful and caring relationships with students and behaviour is very well managed. The very positive relationships across the school impacts very well on student behaviour and their attitudes and high levels of attendance. There are currently no formally identified students with SEN. The school has identified G&amp;T students, but strategies to challenge them are not well developed. Students of all abilities are fully integrated in extra-curricular activities.</li><li>Highly-effective systems to promote attendance and punctuality, have helped to increase attendance to outstanding last year.</li><li>The school promotes and monitors the well-being and personal development of all students. The school provides effective careers guidance and students are encouraged to visit and apply to a range of universities.</li></ul> |      |         |        |      |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |         |        |      |
| <ul style="list-style-type: none"><li>Procedures for safeguarding and child protection.</li><li>Highly effective procedures for promoting attendance.</li><li>Very positive relationships between staff and students.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |         |        |      |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |         |        |      |
| <ul style="list-style-type: none"><li>Procedures for identifying students with SEN.</li><li>Further improve the provision for SEN and those who are G&amp;T to meet their specific learning needs.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |         |        |      |



## Performance Standard 6: Leadership and management

### Indicators:

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

- The overall quality of leadership and management is acceptable. Leaders provide clear strategic direction for the school. The newly appointed principal is providing better oversight across the two sections of the school.
- The leadership team is knowledgeable and is supported by an external group of consultants. This is helping to build capacity to continue curriculum development and best practices in teaching, learning and assessment. Leaders are working effectively to raise achievement and have a clear understanding of the strengths and weakness of the school. They are supported by staff committed to raising standards further across both sections of the school.
- Processes for self-evaluation (SEF) are good and embedded in the school's improvement planning. All staff are involved in the self-evaluation (SEF) process through their subject teams and contribute to the development of the SEF and school development plan (SDP). The impact of the actions of the SDP has, however, been uneven, and more focus is needed on reviewing success in terms of outcomes for students.
- Leaders monitor the quality of teaching through lesson observations and learning walks, though the monitoring is not sufficiently focused on students' learning and learning outcomes to ensure learning is effective enough. Leaders regularly monitor the progress of SDP initiatives.
- Partnerships with parents and the community are good overall. Parents are informed of their child's learning through regular reports and termly progress meetings with parents. The parents' council provides support by promoting students' awareness of UAE culture and heritage. Links are well established with the local community such as the Civil Defence and charities such as the Red Crescent.
- The governing body includes representatives from all stakeholders including parent representatives and members of the community. Representatives regularly monitor teaching and learning, and gain a full understanding of school performance through board meetings and reports from the external educational management group.
- Day-to-day management and educational leadership of the school are good.
- In order to compare students' international performance, students are being prepared for TIMSS tests through the Question a Day initiative. The school plans to introduce the Cambridge Checkpoint measures.

### Areas of Relative Strength:

- Increased capacity of the leadership to understand the strengths and weaknesses of the school.
- The day-to-day management of the school and its partnership with parents.

### Areas for Improvement:

- Leaders' success in raising achievement consistently across all subjects and phases.
- Monitoring of lessons to include a more effective focus on the quality of students' learning.

\*Relevant for Private schools only