



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Aliaa International School

Academic Year 2016– 2017

Aliaa

Aliaa International School

Inspection Date	February 13, 2017	to	February 16, 2017
Date of previous inspection	April 27, 2015	to	April 30, 2015

General Information	
School ID	235
Opening year of school	2012
Principal	Dina El Saadi
School telephone	+971 (0)3 7848992
School Address	Aldaher Area, Al Ain
Official email (ADEC)	aliaaint.pvt@adec.ac.ae
School website	www.aliaintschool.com
Fee ranges (per annum)	Low Category: AED 10,000 to AED 19,000
Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	Measures of Academic Progress (MAP)
Accreditation	-----

Students		
Total number of students	498	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	124
	Primary:	192
	Middle:	182
	High:	0
Age range	3 to 13 years	
Grades or Year Groups	KG1 to Grade 8	
Gender	Boys and girls	
% of Emirati Students	82%	
Largest nationality groups (%)	1. Omani 7%	
	2. Egyptian 4%	
	3. Jordanian 2%	
Staff		
Number of teachers	43	
Number of teaching assistants (TAs)	35	
Teacher-student ratio	KG/ FS	1:8
	Other phases	1:13
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	73
Number of joint lesson observations	2
Number of parents' questionnaires	80; (return rate: 16%)
Details of other inspection activities	Inspectors examined and evaluated the written work of a sample of students at a range of grades. They held meetings with senior leaders and teachers, with other members of the school staff, members of the governing body, students and parents. They reviewed a range of documents provided by the school.

School	
School Aims	'Our school is committed to encouraging the best in its students, staff, and community. We aim to nurture a passion for knowledge, sport, creativity, and vocational skills.'
School vision and mission	'Our shared vision is of a school that enables each student to achieve their potential within a learning environment that is safe, positive, respectful, inclusive and welcoming.'
Admission Policy	Non-selective

Leadership structure (ownership, governance and management)	The Governing Board comprises the owner, the principal and 4 other members, including a parent representative. The SLT comprises the principal, vice principal and academic manager. The principal and vice principal joined the school in August 2016. The academic manager joined the school in January 2017. Six heads of subject departments comprise a middle leadership team.
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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	2	1
Specific Learning Disability	0	3
Emotional and Behaviour Disorders (ED/ BD)	0	2
Autism Spectrum Disorder (ASD)	0	1
Speech and Language Disorders	0	2
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	1
Subject-specific aptitude (e.g. in science, mathematics, languages)	1
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	1

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

The school was judged to be:	Band C	Weak
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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

Alia International School provides education of weak quality. Students' attainment is below the expectations of the curriculum in English, mathematics and science at the primary and middle school phases. Attainment in Arabic and social studies is below the expectations of the Ministry of Education (MOE) curriculum at the middle school phase. Attainment in the kindergarten (KG) is in line with or higher than expectations of children of that age and they make at least acceptable progress in all subjects. The quality of the teaching is weak in about half the lessons at the primary and middle school phases. The curriculum is weak. As a result, students make less progress than they should in most subjects and in the development of important learning skills, particularly the ability to work independently of the teachers.

The school has undergone considerable instability since its opening in 2012. There have been several changes of principal and other senior staff in that period. The school's owner assumed direct responsibility for the school's management in the summer of 2016, when a new senior leadership team (SLT) was appointed, together with several heads of subject departments.

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

Progress made since last inspection and capacity to improve

Until September 2016 the school had made very little progress towards implementing the recommendations of the previous inspection report. Since then, the board of trustees and a new SLT have made a determined response to the recommendations and achieved significant progress in a short time with a minority of them.

The board of trustees now delegates professional responsibilities to the principal. Its members keep well-informed of the school's performance and are active in support of the SLT's plans for improvement. 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.

An ambitious programme of practical training in modern teaching methods is in progress, involving all the teachers. Some aspects of teaching have improved as a result, for example the use of learning objectives in planning lessons. The majority of teachers now regularly check the accuracy of students' written work and a minority provide suggestions for how the work could be improved.

Academic achievement remains weak in the subjects taught in English. Most students' access to the curriculum is still limited by their lack of English proficiency. The SLT's plans to improve curriculum provision for learning English as an additional language have had insufficient time to make a significant impact.

The leaders at all levels have capacity to achieve and sustain further substantial improvement without external support and guidance.

Development and promotion of innovation skills

The new SLT are conscious of the need to promote the development of innovation among the students. Implementation is at a very early stage. Examples of student engagement in innovative activities include building robots and electric cars for a science fair; participation in an innovation day in January, involving work in science and mathematics; and the children's activities in weekly themed days in the kindergarten (KG).

Students at Grades 5 and 6 have a weekly science, technology, engineering and mathematics (STEM) lesson, in which they make working models from recycled materials. To do this, they follow detailed instructions rather than design and test their own responses to engineering challenges. Students do not plan their own enquiries. In almost all lessons, teachers instruct students on how they should use resources. The school provides very few opportunities for students to take the initiative or exercise leadership.

The SLT's capacity to innovate is illustrated by their re-structuring of the school day to accommodate additional time for students to consolidate basic literacy skills. Their introduction, after consulting students, parents and teachers, of a weekly session in which all students take part in a choice of clubs, is similarly innovative.

The inspection identified the following as key areas of strength:

- the quality of education provided in the kindergarten
- specialist support for students with special educational needs
- the capacity of the new SLT and middle leaders to improve the school.

The inspection identified the following as key areas for improvement:

- attainment and progress in the key subjects, particularly English
- the ability of students at the primary and middle phases to enquire, research, think critically and solve problems independently of the teachers
- opportunities for students to contribute to the community, show initiative, be enterprising and take the lead
- teachers' use of questioning to promote thinking and extend students' understanding
- learning activities that challenge students of all abilities and enable them to make good progress.



Performance Standard 1: Students' Achievement

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

Achievement is weak overall among students of all abilities. Students with special educational needs (SEN) make acceptable progress against the targets in their individual education plans (IEP). Students identified as having special gifts and talents (G&T) progress at a similar rate to others. Children in the KG acquire a range of knowledge and skills in line with the expectations of the curriculum. They make good progress in English and mathematics. Attainment is weak in the majority of subjects at the primary school phase and weak in most subjects at the middle school phase. Girls attain higher standards and make greater progress than boys. There are no historical data for students' performance in external assessments in any of the key subjects at the primary and middle school phases.

Students attain standards in line with curricular expectations in Islamic education. Most children at KG2 demonstrate a respectful Islamic attitude while reciting verses from the Quran. They know how to be helpful to others. Most students at Grade 3 can recite chorally surat "Al Layl" with intonation. By Grade 6, only a minority of boys can explain "hadeeth" about the importance of patience in Islam and give an example to illustrate it.. Boys make weak progress at the primary and middle phases because the teachers ask only narrow questions and do not challenge them to think.

Achievement in Arabic is acceptable in the KG and at the primary school and weak at the middle school phase. Children in the KG can understand and respond to questions in simple standard Arabic. At Grade 3 most students are able to decode words correctly by applying the suitable phonics rule (Tashkeel) and by Grade 5 most can edit a short paragraph by applying correct grammar rules. Progress is weak at the middle school phase because the teachers expect too little, the pace of lessons is slow and too much time is spent on oral drills. Consequently, only a minority of students by Grade 7 and Grade 8 can use masculine and feminine plural nouns correctly in written sentences and use metaphors to write error-free paragraphs.

Achievement in social studies is acceptable at the primary school phase and weak at the middle school phase. At Grade 4, most students are able to identify factors leading to overpopulation in specific areas in the UAE. Most students at Grade 8 are unable to describe in detail the building of the Khalifa tower or reflect on its significance. Students at the primary school make acceptable progress because the teachers set interesting tasks and relate lessons to life beyond school. Students make weak progress at the middle school in the majority of lessons because activities have low expectations and consequently do not sufficiently challenge a large majority of students.

Children in the KG attain acceptable standards in English and make good progress. Almost all children at KG2 can respond to basic factual questions accurately, using



correct terms such as 'river' and 'ocean'. Achievement in English is weak at the primary and middle school phases. Students' skills in the majority of classes are well below the levels expected of students learning English as an additional language. In a minority of lessons at the primary school phase progress is impeded by the teachers' weak classroom management. A large minority of students spend much of their time off task in these lessons. The weak English proficiency of a large minority of teachers further limits the progress that students can make. There are insufficient opportunities in lessons at both phases for students to use spoken and written English to communicate with one another and with the teacher. A minority persist in speaking Arabic to one another while working on tasks.

Children in the KG attain acceptable standards in mathematics and make good progress. Almost all children at KG2 can use simple mathematical terms such as 'more than' and 'same as'. Attainment in mathematics is weak at the primary school phase and acceptable in the middle school. Lack of proficiency in English presents a barrier to learning for most students and consequently progress is weak in the primary grades. At Grade 3, most students can count forwards in multiples of 2 and 5, but only a few possess the arithmetical skills expected of students of that age. A minority of students can, when encouraged, draw on previously learnt skills and apply them in new situations but a majority of students need to relearn them before extending their understanding of mathematics. Students make progress at an acceptable rate at the middle school phase where teachers have strong subject knowledge. By the time they reach Grade 8 most students understand the properties of triangles and a large minority can calculate angles in a right angled triangle.

Achievement in science is acceptable in the KG. Most children at KG2 know that plants are living things and that water is essential to life. They are beginning to understand why some objects sink and others float. Achievement is weak at the primary school phase. Most Grade 3 students are unable to describe the differences between types of cloud while those at Grade 5 have only a very basic understanding of the effects of light. Progress is weak in a large minority of boys' classes because of weak classroom management and, more often, poorly targeted tasks. Attainment in scientific understanding and in the ability to ask questions, plan investigations and analyse data is below curricular expectations at the middle school phase. Experiments are at a simple level only. Despite low attainment, students make acceptable progress at the middle school phase because the teachers deliver effective series of tasks in most lessons, which build on previous knowledge. Most girls at Grade 7, for example, understand the concept of echolocation and how its application can benefit visually impaired people.

Students achieve variable standards in a range of other subjects. Standards are weak



in art, music and French. Art lessons involve routine tasks, with little connection made with the use of colours for specific purposes by artists and others. Music lessons involve no significant music making and students develop little understanding of musical forms. There is insufficient use of the target language in French lessons. Opportunities to employ French and encourage students to speak the language are neglected. Boys and girls make acceptable progress in physical education (PE). Students take part enthusiastically. The teaching seldom concentrates on the development of specific physical skills. Students make good progress and attain acceptable standards in information and communication technology (ICT). Almost all students make good progress in performing key tasks using Microsoft Office and other applications. They demonstrate adequate keyboarding skills.

Children in the KG develop a good range of learning skills. They are keen to learn and they enjoy the wide range of practical activities with which they are presented. They learn by seeing, hearing and touching. They express preferences and make choices, guided by adults, about which activities they wish to pursue. Students at the primary and middle school phases develop an acceptable range of learning skills. Most are keen to learn and show interest in lessons. Boys become distracted in a minority of lessons when the teachers' management of their behaviour is ineffective. When working in pairs and groups, students are adept at cooperating and supporting one other's learning. They are rarely required to work on tasks that include collaboration to solve a problem or prepare an argument. Activities are directed by the teachers in almost all lessons. Students are given almost no opportunity to frame their own enquiries, select resources, research information, draw conclusions and decide how to present their findings.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Good	Acceptable	Acceptable	
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	
Social responsibility and innovation skills	Acceptable	Weak	Weak	

Most students demonstrate responsible attitudes towards learning and enjoy school. In the KG children quickly learn how to work and play together and look after one another. Students behave well around the school at break times and between lessons. The girls develop self-discipline more readily than the boys, who need far closer supervision. A minority of boys are disruptive in the minority of lessons in which the teachers' management is weak. Most students enjoy friendly relationships with one another and are respectful towards adults. They are courteous and helpful to visitors.

Students develop an acceptable degree of understanding of how to live safely and healthily. Boys and girls take part in physical warm-up activities at assemblies and enjoy their participation in PE lessons. They generally make sensible choices of food and a few join the food and nutrition club's activities. The rate of attendance, at 92%, is acceptable. Students arrive promptly at lessons throughout the day. A minority arrive late each morning.

Most students develop basic understanding and appreciation of how Islamic values should be reflected in their behaviour. They demonstrate respect for the heritage and culture of the UAE in morning assemblies and through their participation in celebrations, including Flag Day, Martyrs' Day and National Day. There is little evidence of students' understanding of cultures other than their own.

Most students come to school prepared to work and to learn. They have too few opportunities to take the initiative or assume leadership roles in lessons and in the clubs and other activities in which they take part. They have relatively few opportunities to contribute to the local community through voluntary activities or by



becoming involved in other projects. Most students are engaged in only a limited range of activities to develop skills in innovation. There are too few opportunities for them to initiate their own ideas or to design and develop projects independently. Students take care of the school buildings and grounds. Their awareness of environmental issues is developed through work in science lessons, participation in occasional projects and presentations at assemblies.

Performance Standard 3: Teaching and Assessment

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

The quality of the teaching was deemed acceptable or better in the majority of the lessons observed and weak or very weak in a large minority of them. The teaching was good in a minority of lessons. A large minority of the good teaching was observed in the KG.

Teachers in the KG know how to encourage young children to learn. They manage their assistants well so that they are part of the teaching team and sometimes take the lead in small group activities. Most teachers at Grades 1 to 8 possess adequate knowledge of their subjects. A minority of teachers are not clear and accurate speakers of English and provide poor models of the use of the language.

All teachers plan lessons using a common format, which specifies learning objectives that are usually shared with students. Objectives are seldom returned to at the end of lessons to check the progress made against them, sometimes because tasks have taken too long to complete. Teachers in the KG provide a colourful and stimulating learning environment, in which children make acceptable and good progress in most of the subjects. Teachers in the primary and middle schools make acceptable use of a fair range of learning resources in most subjects. Classrooms, laboratories and other specialist areas provide an acceptable environment for learning. A large minority of rooms lack displays of students' work that could provide models for others and illustrate teachers' expectations.

Interactions with students and questioning are relatively weak features of the teaching at all phases. Teachers in the KG engage children in a calm and empathetic manner. Their questioning elicits mainly factual, single word answers and often relies on choral responses. In the best KG lessons teachers and assistants put questions to individual children to develop their understanding. At the primary school phase weak classroom management reduces the quality of interactions in a minority of lessons. The teaching in these lessons fails to engage and sustain students' interest. In most lessons teachers seldom ask follow-up questions to probe and extend understanding. Questioning is better at the middle school phase because teachers have better subject knowledge and the small class size enables

them to concentrate attention on individual students.

In the KG, the variety of activities cater adequately for children of all abilities. At the other phases, all students do the same work in almost all lessons. Tasks in a large minority of lessons lack challenge for students of all abilities. Activities in these classes fail to develop real subject understanding and consequently do not enable students to achieve the lessons' objectives. Work is usually more closely matched to students' abilities at the middle school phase because the classes are small enough to enable teachers more easily to support individual students.

In the KG, children handle resources sensibly and make choices about how to use them, usually under close guidance from teachers and assistants. Teachers at the primary and middle school phases rarely challenge students to think carefully about the topics being taught. 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. Older students rarely plan their own enquiries, speculate, test and draw conclusions. Consequently, these skills remain relatively weak among students of all ages.

Teachers now conduct an acceptable range of assessment tasks in all subjects, based on appropriate curriculum standards. Previous internal assessment has produced an over-inflated view of students' attainment. In the past, the school has used no recognized method of measuring performance against that of students following the same curriculum. Measures of Academic Performance (MAP) tests in English, mathematics and science are being introduced recently. Teachers have received training in how to administer these online tests. The SLT and heads of department have the expertise needed to make intelligent analysis of these and other data to measure the progress of individuals and groups of students. They recognize the weaknesses in student performance and adjust the curriculum to reflect the need to reinforce specific aspects of knowledge, understanding and skills. Teachers are beginning to use assessment information to identify individual students' strengths and weaknesses and to adjust their teaching in response. Teachers have reasonable knowledge of students' capabilities. The majority check and comment on the accuracy of written work. A minority provide suggestions for how the work could be improved. Students rarely evaluate their own and others' work.

Performance Standard 4: Curriculum

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

The curriculum is aligned with California State Standards. It 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. Students' academic outcomes, particularly in English, indicate that they are not adequately prepared for the next stage of education in which the medium of teaching and learning is English. The curriculum is not planned as a coherent whole. Individual teachers and departments take occasional steps to prepare for or reinforce the content of one subject through work in another. The new SLT and the heads of department have reviewed and broadened the scope of the curriculum in English, mathematics and science. The KG curriculum is appropriate for young children and offers them opportunities to make choices and learn through practical activities and imaginative play.

The school has made some modifications to the curriculum. The structure of the school day has recently been re-organised to create additional time for teaching basic English and Arabic language skills. The curriculum in ICT has been adapted to make it more suitable for students who have limited prior knowledge of digital technologies. These changes are recent and the benefits are not yet evident in students' achievement. The needs of students with SEN are met effectively through withdrawal and in-class support. Those identified as having particular gifts and talents have no programme designed to challenge them and develop their interests.

The curriculum provides few opportunities for students to engage in activities to promote enterprise, innovation and creativity. Extra-curricular activities are restricted to school clubs in school time. Students benefit from occasional educational visits, but opportunities to contribute to the community outside school are limited.

The school provides an acceptable range of opportunities for students to develop understanding of UAE culture and society in social studies lessons and through participation in celebrations and other events. The KG teachers plan themed weekly activities, many of which relate to the UAE and their local community. Planning in



subjects includes consideration of UAE themes, but these are not evident in practice in most lessons.

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	Acceptable	Acceptable	Acceptable	
Care and support	Acceptable	Acceptable	Acceptable	

The school makes acceptable arrangements to ensure the care and welfare of its students. The child protection policy has been issued to all teachers and they have received appropriate training from the social worker. Almost all teachers know what procedures to follow should they suspect bullying or abuse. Parents and students are due to be briefed on the policy later in the year.

Students are safe as they arrive and leave the school. The arrangements for security at the school's three gates are acceptable. Most parents drop their children by car at the front of the school and this presents some traffic management problems that the school has not yet fully solved. In KG parents are welcomed at the end of the day to visit classes and talk to teachers about their child's time in school. There is no system for ensuring that adults present in the KG at this time of day are actually parents of a child in the school.

There are good procedures for ensuring the school buildings and grounds are maintained to an acceptable level. Any issues are dealt with promptly. The school's premises and facilities provide adequately for students of all ages. The 2 primary school students with impaired mobility can get to all the parts of the building they need to. There is no lift, which would prevent older physically disabled students from gaining easy access to laboratories and the library.

The school encourages students to maintain a healthy diet in lessons and exhortations in morning assembly. The nurse keeps meticulous records and schedules comprehensive health screening for students in Grades 1 and 5. The social worker arranges visits from a local hospital to encourage students to adopt good hygiene routines in school and at home.

Relationships between staff and students are friendly and purposeful. Acceptable systems to manage student behaviour are followed rigorously, but teachers' management of behaviour is ineffective in a minority of lessons. The school has



effective systems to encourage attendance, which at 92% is acceptable. Poor punctuality in the morning is a concern. The SLT have recently reinforced procedures for monitoring lateness. These are having a positive effect, but a small number of students continue to arrive late for the first class of the day.

The recently appointed special needs coordinator (SENCO) has made an effective start in establishing the scope of needs within the school. He and the social worker work closely with parents to ensure that the school has the information it needs to make good provision for each student.

The school makes good specialist provision for students with SEN. Individual IEPs set academic, social and behavioural targets for each child receiving additional support. Progress towards achieving them is measured regularly, involving parents, teachers and the students themselves. Work of good quality takes place with individual students in the SEN room. Shadow teachers are provided by parents for some students with more acute physical, behavioural and learning needs. Shadow teachers have a very limited role in the school and do little to encourage progress. Most have very little English or Arabic and can contribute very little to the students' educational experience.

Students meet their home room teacher-adviser each day. Almost all students have good and trusted relationships with them. Teacher-advisers monitor each student's academic, social and emotional well-being during the course of the year. This informal arrangement does not ensure that every student gets the same quality of guidance and support.

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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The board of trustees and the SLT share a clear ambition to create an academically successful US curriculum school serving the local and wider community. They are committed to providing well for all students who attend.

Leaders at all levels, most of whom are recently appointed, demonstrate secure knowledge of the California curriculum standards. They have begun to educate the teachers in the requirements of the curriculum and how to assess student performance accurately. They have sufficient understanding of effective teaching to significantly influence their colleagues' practice. The impact of this expertise is not yet evident in much of the teaching.

The SLT's relationships with the staff are professional and effective. Middle leaders have clear roles and expectations. They report to the vice principal at regular meetings, at which they discuss student attainment and teaching quality. Most are unable to discharge their responsibilities wholly effectively because of their extensive teaching commitments and so are not held fully to account for them.

The new leadership has achieved some impact through an extensive training programme for teachers, the re-structure of the school day, an upgrade of the premises, the restoration of relationships with parents, and the introduction of MAP benchmark testing. Leaders at all levels demonstrate the capacity to make the improvements needed to raise overall effectiveness.

The SLT have developed good awareness of what needs to be done to improve the school in a relatively short period of time. Middle leaders are aware of weaknesses in the teaching and low attainment levels in relation to US standards. The self-evaluation document (SEF) is competently written and makes largely realistic judgements of quality based on authentic evidence. Regular monitoring and evaluation of teaching is an important component of the externally delivered training programme. The SLT have observed the work of all teachers at least twice

since September 2016. Teachers testify to the effectiveness of the feedback they receive on the quality of their practice.

The current school development plan (SDP) addresses the weaknesses identified through self-evaluation and by the previous inspection. Key priorities are accurately identified and manageable in number. They concentrate on improving the assessment of student performance, support for students learning English as an additional language, teaching quality and learning resources. Actions to achieve the SDP's goals are expressed clearly, with accountabilities and time scales. The previous SDP was ineffective and resulted in very little improvement. The current plan has had insufficient time to result in positive effects on student attainment and progress.

Parents are generally supportive of the school, following a period of considerable disenchantment. Having fallen sharply in 2015-16, enrolment has now recovered to a significant extent. Parents' views are sought through surveys. Parents of students with SEN are involved in monitoring the progress of IEPs. Parental consultation and involvement in decision-making are not well developed. Communication with parents is efficient, mainly by SMS and email, ensuring rapid contact regarding absence or other issues. A new report format gives parents informative commentary on their children's academic performance. Parents of students with SEN receive very thorough reports on their social and academic progress. The KG sends parents an effective weekly curriculum briefing. The school maintains acceptable links with the community through routine participation in local events and celebrations. No other partnerships make significant contributions to the quality of the students' education.

The board of trustees includes the owner and a parent nominee. It is not fully representative of stakeholders but effectively takes account of parents' views through surveys and informal networking in the community. The board members know the school well and are genuinely concerned for the welfare and academic progress of students. They delegate responsibility to SLT and keep well-informed about school performance through regular presentations from the principal. The board has invested heavily in recent months in buildings, facilities and staff training. The board monitors and holds the SLT to account for the impact of its investment only informally.

Daily routines are well-organised and efficient. The school is fully staffed with adequately qualified teachers. A large minority of the English medium teachers in the primary school have insufficient English proficiency. They are unable competently to correct students' mistakes in speech and writing and provide a weak model of English usage. The training programme is effective in supporting individual



teachers. The content of training sessions matches the school's priorities. The premises and facilities are adequate to deliver the curriculum in full. The recently-constructed KG building provides a learning environment of high quality for young children. An adequate range of resources is available to support teaching and learning, including a data show in every classroom. Tablet computers are available for students to use in lessons, but they rarely do so. The library has no computers for students to find or process information. The stock of books is insufficient to promote research and reading for pleasure.

What the school should do to improve further:

1. Raise attainment and progress in all subjects by:
 - i. improving teachers' use of objectives 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. improving the selection of lesson activities so that they challenge students of all abilities and enable them to make progress against lesson objectives
 - iv. 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. 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. developing the use of English speech at school events, including assemblies and celebrations
 - iv. increasing the quantity and use of books and learning resources in the English language
 - v. coordinating the methods used by teachers of Arabic and English so that students make better progress in literacy in both subjects.
3. Increase the number and frequency of opportunities for students to contribute to the local community, show initiative, be enterprising and take the lead by:
 - i. mapping their inclusion in the scope and sequence of work across subjects at all grades
 - ii. including opportunities for students to develop these skills in clubs and other activities
 - iii. developing links with organisations that offer these types of opportunities to students of primary and middle school age.