



مجلس أبوظبي للتعليم  
Abu Dhabi Education Council  
التعليم أولاً Education First



# Private School Inspection Report

American Community School of Abu Dhabi

Academic Year 2016 – 2017

iqraa

American Community School of Abu Dhabi

|                             |                  |    |                  |
|-----------------------------|------------------|----|------------------|
| Inspection Date             | October 31, 2016 | to | November 3, 2016 |
| Date of previous inspection | January 26, 2015 | to | January 29, 2015 |

| General Information                |                                                                              |
|------------------------------------|------------------------------------------------------------------------------|
| School ID                          | 97                                                                           |
| Opening year of school             | 1972                                                                         |
| Principal                          | Robin Heslip                                                                 |
| School telephone                   | +971 (0)2 681 5115                                                           |
| School Address                     | Al Bateen Abu Dhabi                                                          |
| Official email (ADEC)              | <a href="mailto:americancomm.pvt@adec.ac.ae">americancomm.pvt@adec.ac.ae</a> |
| School website                     | <a href="http://www.acs.sch.ae">www.acs.sch.ae</a>                           |
| Fee ranges (per annum)             | High to very high<br>(AED 42,800 to AED 78,300)                              |
| Licensed Curriculum                |                                                                              |
| Main Curriculum                    | American                                                                     |
| Other Curriculum (if applicable)   | ----                                                                         |
| External Exams/ Standardised tests | MAP, WrAP, PSAT, SAT, IB Diploma, AAPPL, MoE                                 |
| Accreditation                      | The Middle States Association (MSA)                                          |

| Students                                    |                  |      |
|---------------------------------------------|------------------|------|
| Total number of students                    | 1213             |      |
| %of students per curriculum (if applicable) | Main Curriculum  | 100% |
|                                             | Other Curriculum | ---- |
| Number of students in other phases          | KG               | 155  |
|                                             | Primary:         | 422  |
|                                             | Middle:          | 269  |
|                                             | High:            | 367  |
| Age range                                   | 4 to 18 years    |      |
| Grades or Year Groups                       | KG1 to Grade 12  |      |
| Gender                                      | Boys and girls   |      |
| % of Emirati Students                       | 4%               |      |
| Largest nationality groups (%)              | 1. American 64%  |      |
|                                             | 2. Canadian 7%   |      |
|                                             | 3. Indian 2%     |      |
| Staff                                       |                  |      |
| Number of teachers                          | 127              |      |
| Number of teaching assistants (TAs)         | 35               |      |
| Teacher-student ratio                       | KG/ FS           | 1:7  |
|                                             | Other phases     | 1:8  |
| Teacher turnover                            | 11%              |      |

## Introduction

| Inspection activities                  |                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of inspectors deployed          | 5                                                                                                                                                                                                                                                                                                                                                              |
| Number of inspection days              | 4                                                                                                                                                                                                                                                                                                                                                              |
| Number of lessons observed             | 145                                                                                                                                                                                                                                                                                                                                                            |
| Number of joint lesson observations    | 9                                                                                                                                                                                                                                                                                                                                                              |
| Number of parents' questionnaires      | 193; return rate: 16%                                                                                                                                                                                                                                                                                                                                          |
| Details of other inspection activities | Inspectors held discussions with the Chair of the Board of Trustees, superintendent (principal), senior managers, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation and students'/children's coursework. They observed assemblies, school activities, arrivals, departures and intervals. |

| School                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Aims               | 'The American Community School of Abu Dhabi is a non-profit college preparatory institution driven by student learning. Our American-based curriculum promotes excellence in academics, athletics and the arts. In a challenging learning environment and in partnership with parents we empower students to define and shape their futures. Our dynamic educational approach prepares a culturally diverse student body for a lifelong commitment to learning, service and global citizenship.' |
| School vision and mission | 'Together we are a compassionate, student-centred community of learners that engages, prepares and inspires.'                                                                                                                                                                                                                                                                                                                                                                                    |



|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Admission Policy</b>                                            | Admission is based on priority: to families of members of staff, the American Embassy, corporate sponsors and former students, followed by students transferring from an American curriculum school abroad or in USA.                                                                                                                                                                                                                                                            |
| <b>Leadership structure (ownership, governance and management)</b> | The senior leadership team comprises the superintendent (principal), three directors and three division leaders. Middle leaders include an elementary school assistant principal, a secondary Dean of Academics, an IB coordinator and 20 subject specific learning leaders who are also full time teachers. The school is a non-profit making organisation and is governed by a Board of Trustees. This comprises ten members, and includes the non-voting American Ambassador. |

### 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                    | 3                                                          | 0                                                            |
| Specific Learning Disability               | 10                                                         | 20                                                           |
| Emotional and Behaviour Disorders (ED/ BD) | 4                                                          | 0                                                            |
| Autism Spectrum Disorder (ASD)             | 0                                                          | 0                                                            |
| Speech and Language Disorders              | 7                                                          | 1                                                            |
| Physical and health related disabilities   | 14                                                         | 2                                                            |
| Visually impaired                          | 0                                                          | 0                                                            |
| Hearing impaired                           | 1                                                          | 1                                                            |
| Multiple disabilities                      | 0                                                          | 0                                                            |

### G&T Details (Refer to ADEC SEN Policy and Procedures)

| G&T Category                                                        | Number of students identified |
|---------------------------------------------------------------------|-------------------------------|
| Intellectual ability                                                | 0                             |
| Subject-specific aptitude (e.g. in science, mathematics, languages) | 0                             |
| Social maturity and leadership                                      | 0                             |
| Mechanical/ technical/ technological ingenuity                      | 0                             |
| Visual and performing arts (e.g. art, theatre, recitation)          | 0                             |
| Psychomotor ability (e.g. dance or sport)                           | 0                             |

## The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

|               |                                                        |
|---------------|--------------------------------------------------------|
| <b>Band A</b> | High performing (Outstanding, Very Good or Good)       |
| <b>Band B</b> | Satisfactory (Acceptable)                              |
| <b>Band C</b> | In need of significant improvement (Weak or Very Weak) |

|                          |             |          |                  |
|--------------------------|-------------|----------|------------------|
| School was judged to be: | <b>BAND</b> | <b>A</b> | <b>Very good</b> |
|--------------------------|-------------|----------|------------------|

|                                                                                                   | Band A<br>High Performing |           |      | Band B<br>Satisfactory | Band C<br>In need of significant improvement |           |
|---------------------------------------------------------------------------------------------------|---------------------------|-----------|------|------------------------|----------------------------------------------|-----------|
| Performance Standards                                                                             | Outstanding               | Very Good | Good | Acceptable             | Weak                                         | Very Weak |
| Performance Standard 1:<br>Students' achievement                                                  |                           |           |      |                        |                                              |           |
| Performance Standard 2:<br>Students' personal and social development, and their innovation skills |                           |           |      |                        |                                              |           |
| Performance Standard 3:<br>Teaching and assessment                                                |                           |           |      |                        |                                              |           |
| Performance Standard 4:<br>Curriculum                                                             |                           |           |      |                        |                                              |           |
| Performance Standard 5:<br>The protection, care, guidance and support of students                 |                           |           |      |                        |                                              |           |
| Performance Standard 6:<br>Leadership and management                                              |                           |           |      |                        |                                              |           |
| Summary Evaluation:<br>The school's overall performance                                           |                           |           |      |                        |                                              |           |

## The Performance of the School

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### Evaluation of the school's overall performance

The overall quality of performance is very good. The school offers a wide range of academic, sporting, creative and technological programmes and activities for all students. Students' creative use of technology and digital media is an example of international best practice. Students benefit from a rich culture of innovation and creativity in a way that prepares them particularly well for their futures. The majority of students are enrolled at the middle and high phases where attainment and progress are at least very good in the majority of lessons. Almost all students gain university places, mostly at international universities.

For the small proportion of students who are native Arabic speakers, progress is only acceptable in Islamic education and Arabic, and attainment is weak at all phases in Islamic education and at the primary phase in Arabic. By contrast, students' achievement in English and mathematics is at least very good in the majority of lessons at middle and high phases often outstanding. This is because teaching and assessment are predominantly very good or outstanding. Provision is less effective for the minority of students enrolled at the earlier phases where performance is broadly good overall. Students' commitment to learning is outstanding because of the stimulating lessons and learning environment. The school has yet to gain appropriate authorisation for important aspects of its curriculum provision as well as to ensure that curriculum provision for Arabic, Islamic education and social studies meets the minimum MoE requirements.

### Progress made since last inspection and capacity to improve

While the school is well led overall, the steps taken to improve the provision for Arabic subjects, though promising, have yet to have sufficient impact on student outcomes. Overall progress is only acceptable, as a result. Aspects that have been improved include the use of lesson observations which link student performance outcomes to teachers' professional development and appraisal. The school has a strong capacity to improve but now needs to tackle decisively the weaknesses in provision for Arabic subjects.

### Development and promotion of innovation skills

The school has embraced the UAE national priority to develop and promote innovation skills very well. Students' use of enquiry and research, critical thinking, problem solving, enterprise and the use of technology is particularly strong. This begins as early as the KG where children build and then program robots to follow obstacle courses. The use of leading-edge technology is fully integrated into learning, particularly in science, technology, engineering, arts, and mathematics

(STEAM) projects. For example, students use 3D printers to test their design hypotheses and solve complex problems, and to create artefacts for various purposes including for the school's dramatic production. Curriculum electives also include robotics, engineering design and creating 'apps'.

### **The inspection identified the following as key areas of strength:**

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- attainment and progress in English, mathematics and science
- a wide range of academic, sporting, creative and technological programmes and activities to support learning for all students
- students' attitudes to, and behaviour for learning
- a very well-resourced, attractive and safe campus which provides a positive learning environment.

### **The inspection identified the following as key areas for improvement:**

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- the need to tackle decisively the curriculum provision for Arabic subjects, including UAE social studies
- the need to raise students' achievement and improve the quality of teaching and learning in Arabic-medium subjects
- the need to improve arrangements for self-evaluation and governance to ensure that required approvals for curriculum provision and school trips are addressed decisively.



## Performance Standard 1: Students' Achievement

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



Students' achievement is very good overall, although it is only weak to acceptable in Arabic subjects. The majority of students are enrolled at the middle and high phases where attainment and progress are at least very good in the majority of lessons and outstanding in over a quarter. Children enter KG with expected levels of attainment. By Grade 12, almost all students gain university places, mostly at international universities. Students' literacy, numeracy and skills in information and communication technology (ICT) are outstanding by high school. Measurement of Academic Progress Tests (MAP) from Grade 2 to Grade 9 show achievement above International and United States schools. Although not part of authorised provision, the school's International Baccalaureate (IB) results for 2016 are well above world averages in almost all the 29 subject papers.

In Islamic education, attainment is weak and progress is acceptable in all phases. Grade 12 MoE examination results show that almost all students achieve at least acceptable standards. These standards are not borne out in lessons. For example, only the minority of students can recite verses from the Holy Qur'an confidently following 'tajweed' rules appropriate to their age level. Students make acceptable progress from a low starting point and by Grade 11 the majority of students can recite 'Surat Al Haqqa' and explain the meaning of the verses correctly.

Attainment is weak in Arabic as a first language (AFL) in the KG and primary and acceptable in middle and high school phases. Progress is acceptable for all phases. In Grade 1, for example, the majority of students can differentiate between types of 'maad' and read the words correctly. By Grade 10, most students can write essays with acceptable language structure and few grammatical mistakes. Attainment and progress in Arabic as a second language (ASL) is acceptable in all phases except in KG where progress is good. In KG, most children can differentiate between vowels and consonants and identify most letters' names and sounds. By the end of primary, most students can answer questions related to a story they learned, read familiar words and write short sentences independently. Their speaking skills are not as strong as other skills. By the high phase, most students can read unfamiliar text and answer comprehension questions accurately.

In social studies, attainment and progress are acceptable in the primary phase. In Grade 2, for example, most students can explain what being united means and how the union made the UAE stronger. By Grade 5, most students can talk about some of the accomplishments of the founder of the UAE, the late Sheikh Zayed, and make links to UAE society. In the middle phase, the school does not meet its requirement to provide specific lessons for UAE social studies. The school integrates UAE social studies within its main curriculum. As a result, progress and attainment are weak.

Achievement in English is very good in KG and primary and outstanding in middle and high school. Reading, writing and oral communication are strengths at all phases with at least the large majority of students attaining above expected curriculum levels. Writing Assessment Program (WrAP) scores for grades 3 to 10 show reading, writing and speaking standards above international standards. Following a solid foundation in KG, progress is strong and by Grade 1 most can read and write very competently for their grade. By Grade 3, most can produce extended pieces of narrative on different topics and read very fluently for their age. By Grade 5, almost all students are confident and articulate when speaking in English and their writing skills are excellent. By Grade 9, students' higher-order skills in critical analysis are used to very good effect when reviewing English literature, and by Grade 12 their outstanding progress in writing is seen in a wide range of contexts including, for example, the school publications.

Achievement in mathematics is very good in KG and primary and outstanding in middle and high school. IB scores for all mathematics papers were above world averages in 2016. By the end of KG, children are confident in describing and categorising 2/3D shapes. By end of Grade 5, students can make very effective use of data from the American census to work out how to calculate frequency. Progress and attainment continue to strengthen further and most students attain above curriculum standards. By Grade 12, for example, students can use the indefinite interval of a variety of functions and anti-differentiate.

Achievement is good in science in KG and primary, and very good in middle and high school where the large majority of students attain levels above curriculum standards. IB scores for all physics and chemistry papers were well above world averages. Biology results were lower. Children get off to a strong start when they explore all their senses using different materials. By Grade 5, most students have developed a very good understanding of food chains and particularly how they relate to the UAE environment. By the high phase, students are adept at using resources such as, for example, solar panels to hypothesise and formulate research questions. By Grade 12, in an organic chemistry lesson, students could draw a mechanism to represent the movement of reaction, predict the product of reaction and state the conditions necessary for the reaction to occur.

Achievement is particularly strong in a very wide range of other subjects. International Baccalaureate (IB) results for 2016 were well above world averages in almost all subjects and electives provided. Many of the subjects studied in high school are completely new and students make very good and outstanding progress. For example, students are skilled in using a wide range of media to produce journals and TV broadcasts. They use a professional standard TV studio to produce news

broadcasts which they stream live around the world. Wireless HD video cameras are used to film and stream live sporting events for students and parents to watch. Students improve their skills in PE by filming and then using professional software to analyse their performance.

Learning skills are very good overall and often outstanding. Collaborative learning is a feature of learning from KG to Grade 12. Innovation, enquiry, research, critical thinking, problem solving, enterprise and the use of technology are a strength of the school. Almost all students are highly skilled for their age in the use of ICT. Outstanding examples of their creativity lead to the development of 'apps' which are designed to reduce queues at the canteen and which allow students to critically evaluate their own physical performance in sport.

## 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        |
|-----------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| Personal development                                                              | Outstanding | Outstanding | Outstanding | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures       | Good        | Good        | Good        | Good        |
| Social responsibility and innovation skills                                       | Outstanding | Outstanding | Outstanding | Outstanding |

Students' personal and social development, social responsibility and their innovation skills are outstanding. Their understanding of Islamic values and awareness of Emirati culture are broadly good. Their attitude to learning is very positive and they are eager to learn, right from KG through to Grade 12. Students are reflective and self-directed, and they demonstrate strong skills for learning independently. The school is a polite and harmonious multi-cultural environment. Students feel safe and bullying is rare. They know how to live healthy life styles and make healthy choices. Sporting activities are popular and all age groups actively participate in after-school sports teams, athletics and other activities. Students in high school organise many of their own after school activities, and help with extra-curricular clubs for primary students. Attendance is outstanding at above 98%.

Students' understanding and awareness of Islamic values and UAE culture and traditions is good because they are alert, interested, curious and stimulated learners and they learn from out-of-class cultural activities that raise their awareness of the UAE, their own and other world cultures. Music and art lessons celebrate and teach an awareness of Emirati and world cultures. One of the school's core values is service. It permeates all aspects of school life and develops a strong sense of social responsibility among students. For example, numerous examples of students' charitable work demonstrate not only empathy with others in need, but also their willingness to volunteer. Students can talk knowledgeably about current affairs. They are environmentally, socially and politically aware.

Students' innovation skills are fostered, for example, through their responsibility for designing, drafting and publishing the school year book, including capturing images and writing the content in English lessons. Older students are responsible for selling the book and generating income from advertising. Students studying drama and stage craft annually write a play and cast younger students as actors and stage crew. They take responsibility for the direction of the whole production.

### Performance Standard 3: Teaching and Assessment

| Teaching and Assessment Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | KG        | Primary | Middle    | High      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|-----------|-----------|
| Teaching for effective learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Good      | Good    | Very Good | Very Good |
| Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Very Good | Good    | Very Good | Very Good |
| <p>Teaching and assessment are very good or outstanding in the majority of all lessons from the middle and high phases, and good or better in the majority of lessons up to the end of primary. They are acceptable in Arabic subjects. Experienced and well-qualified teachers ensure that students are well prepared for external examinations. They plan a variety of activities that allow students to be active and independent. Teachers share lesson objectives with students and students are clear about what is expected of them. Classrooms are colourful, well-resourced and organised. Effective classroom management for all age groups ensures prompt transition from one activity to another. Technology is central to classroom learning at the school with a generous provision of laptops and tablets. Students work collaboratively and support</p> |           |         |           |           |

each other's learning. Teachers frequently invite parents into lessons to see students' work.

Students are encouraged to self-assess and peer-assess their coursework. Teachers use open and probing questions to help deepen students' understanding. Most use formative assessment approaches, including providing specific feedback to students for coursework. This helps students understand how they can improve their work. School leaders analyse assessment data to gauge overall progress for different subjects, individuals and groups, and they identify any trends or patterns. They use this data also to identify any students who require additional help and to provide well-targeted support. A minority of teachers do not use effective strategies to meet the needs and abilities of students. A few teachers, particularly in Arabic and Islamic education, do not always use the information they gather on students to plan and challenge their thinking. As a result, the quality of support for these students is less effective.

#### Performance Standard 4: Curriculum

| Curriculum Indicators | KG | Primary | Middle | High |
|-----------------------|----|---------|--------|------|
|-----------------------|----|---------|--------|------|

|                                      |      |      |      |      |
|--------------------------------------|------|------|------|------|
| Curriculum design and implementation | Good | Good | Good | Good |
| Curriculum adaptation                | Good | Good | Good | Good |

The curriculum is good overall. It follows the American Common Core Standards and is aligned to the Middle States standards. The school also runs the IB curriculum but does not have the necessary approval to do so. Neither does the school fulfil the minimum licensed requirements for Islamic education, Arabic or UAE social studies. Despite the considerable strengths in many areas of the curriculum, these regulatory breaches remain important weakness in the provision of education at the school.

The curriculum is structured to provide continuity and progression in learning. The KG curriculum provides well for academic, social, creative and physical development. The wide range of electives in middle and high school are a particularly rich enhancement to students' learning. These electives include subjects such as theatre arts, visual arts, sporting activities, web design, dance, sculpture, architectural design, chamber choir, wind ensemble, art, robotics, TV production, Spanish, French and mythology. Enhancement, enterprise and innovation are outstanding aspects of the curriculum.

Technology promotes innovation in the form of robotics, computers, and engineering. STEAM projects are built in from KG to high school. Stimulating examples include projects such as elephant engineers in KG and the monkey's toolkit in Grade 2.

Links with Emirati culture and UAE society are not sufficiently blended into the whole curriculum. Opportunities are missed in many lessons to celebrate UAE traditions and achievements. The school offers a vast array of after-school clubs and activities for all age groups. In primary, for example, the mini vipers have a range of sports teams, and in middle school there is a fun after-school programme. Various trips, visits, speakers and enterprise fairs all enhance the curriculum.

The Arabic curriculum is not well adapted to meet different learning needs. Other areas of the curriculum are adapted particularly well to meet the learning needs of students who require additional support, and also provide a wide range of flexible pathways for those who are gifted and talented.

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

| The protection, care, guidance and support of students Indicators | KG | Primary | Middle | High |
|-------------------------------------------------------------------|----|---------|--------|------|
|-------------------------------------------------------------------|----|---------|--------|------|

|                                                                             |           |           |           |           |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| Health and safety, including arrangements for child protection/safeguarding | Very Good | Good      | Good      | Good      |
| Care and support                                                            | Very Good | Very Good | Very Good | Very Good |

The school's arrangements for the health and safety of students and their protection are good. Arrangements for support are generally very good overall for most students. The school is a safe and attractive campus which is accessible for all. The school's child protection policy has been shared with all staff, parents and students. All staff attended a mandatory training at the beginning of the academic year. However, recent school trips abroad have not received the appropriate approval and this could put students' safety at risk.

The director of operations and the facilities manager work together to keep the school buildings and premises well maintained. The school follows regular programmes to raise students' awareness about healthy life styles, conducted by counsellors, the nurse and teachers. Students and parents know what to do if they

need help. The school has effective procedures and parental links to follow up on late coming.

The school has identified students with special educational needs (SEN). They all have individual education plans (IEPs) and their teachers and parents are involved effectively. Most of the specific support is for literacy skills to enable students to access a range of subjects. Gifted and talented students are not specifically identified, yet the way the curriculum is delivered provides effective scope for them to be stretched. For example, the wide range of curriculum electives and out-of-class activities provides opportunities for students to identify and develop their talents and hobbies.

The school counsellor and the students' service coordinator, together with the senior leadership team, provide college and career guidance which supports students' choice of universities. Parents and students speak highly of the guidance and advice given throughout their school careers.

## Performance Standard 6: Leadership and management

| Leadership and management Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| The effectiveness of leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Good      |
| Self-evaluation and improvement planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Good      |
| Partnerships with parents and the community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Very Good |
| Governance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Good      |
| Management, staffing, facilities and resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Very Good |
| <p>Leadership and management are good overall. The superintendent and her senior leadership team share their ambitious vision for ensuring that students have the best skills for their future success. They ensure that relationships and communication are always very good through distributed leadership at various levels of school management. Staff feel involved and morale is high. However, these strengths have yet to impact sufficiently on the provision for Arabic subjects or to ensure the curriculum complies with ADEC and MoE requirements. Neither have school leaders taken appropriate steps to ensure approval for foreign trips in order to safeguard students' wellbeing.</p> |           |



The school knows its strengths and weaknesses and identifies its priorities and actions in the school development plan (SDP). Some of the judgments recorded in the self-evaluation document (SEF) take insufficient account of underperformance in Arabic subjects. This is despite improvements in monitoring teaching and learning in the school overall.

Communications and relationships with parents and the school's community are outstanding. Parents are engaged, involved and supportive. They are represented on the Board of Trustees and involved in decision making, including the appointments of school leaders. Parents are invited to come into school to look at their children's work and many take an active part in the daily life of the school, particularly in primary classrooms. Governance is generally good. The Chair of the Trustees and the principal meet weekly. Governance arrangements have not, however, ensured that the underperformance in Arabic subjects was addressed following the last inspection, or that the school complies fully with ADEC regulations.

The school runs efficiently and is orderly and calm. School starts later a Sunday morning to allow for weekly staff professional development sessions. Staff are sufficient in number, experienced and well qualified but, as yet, professional development has not had sufficient impact on student outcomes in Arabic subjects. Resources for learning are outstanding and the school is a digital campus.

## What the school should do to improve further:

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1. Improve students' achievement, teaching and learning in Islamic education and Arabic by:
  - i. appointing a subject coordinator to drive improvement and to raise the profile of Arabic subjects across the school
  - ii. addressing the important deficiencies in the timetabled and curriculum provision for Arabic and Islamic education
  - iii. using regular and rigorous lesson observations which focus on the quality of students' learning, progress and attainment
  - iv. enabling all teachers to evaluate first-hand the outstanding practice in other subjects in the school
  - v. ensuring professional development is directly focused on effective pedagogy and approaches to language teaching
  - vi. implementing suitable IT programs to motivate learning for different age groups
  - vii. providing and promoting more Arabic reading books for the main libraries and classroom libraries
  - viii. providing bilingual signage around the school and in public spaces.
2. Raising the school's awareness of curriculum and approval requirements, by:
  - i. providing professional development for school leaders in the UAE standards for school performance, including all required curriculum licensing and compliance requirements
  - ii. ensuring governance arrangements drive accountability at school leadership level for improving the provision of all Arabic subjects, including meeting curriculum requirements
  - iii. ensuring approval for school activities is obtained where it is required.