



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



Private School Inspection Report

The American International School
Abu Dhabi

Academic Year 2015 – 2016

إقرأ

The American International School Abu Dhabi

Inspection Date	March 7, 2016	to	March 10, 2016
Date of previous inspection	March 2, 2014	to	March 5, 2014

General Information		Students		
School ID	117	Total number of students	1,399	
Opening year of school	1995	Number of children in KG	201	
Principal	Gareth Jones	Number of students in other phases	Primary:	510
			Middle:	336
			High:	352
School telephone	+971 (0)2 444 4333	Age range	3 to 18 years	
School Address	PO Box 5992, Muroor, Abu Dhabi	Grades or Year Groups	Kindergarten - Grade 12	
Official email (ADEC)	Americanint.pvt@adec.ac.ae	Gender	Mixed	
School website	www.aisa.sch.ae	% of Emirati Students	30%	
Fee ranges (per annum)	High to very high AED 30,500 – AED 55,500	Largest nationality groups (%)	1. American 15%	
			2. Egyptian 5%	
			3. Jordanian 5%	

Licensed Curriculum		Staff		
Main Curriculum	American	Number of teachers	141	
Other Curriculum	International Baccalaureate	Number of teaching assistants (TAs)	12	
External Exams/ Standardised tests	Measures of Academic Progress (MAP); IB Diploma Programme (IB DP)	Teacher-student ratio	KG	1:10
			Other phases	1:10
Accreditation	Middle States Association of Schools and Colleges (MSA); Council of International Schools (CIS)	Teacher turnover	22%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	115
Number of joint lesson observations	3
Number of parents' questionnaires	175; (response rate: 13%)
Details of other inspection activities	The team conducted several meetings with senior staff, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies, surveys and other documents. Senior leaders were fully involved throughout the process and leaders conducted joint lesson observations with inspectors in both divisions.

School	
School Aims	The school aims to produce students who are: 'Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Risk-takers, Balanced, Caring, and Reflective.'
School vision and mission	The vision is: 'Becoming global providers of future leaders ready to conquer life's challenges and grasp its opportunities.' The mission is: 'Developing a challenging curriculum in a safe, multicultural environment that inspires globally-minded, critical thinkers to take responsibility for their society.'



Admission Policy	The admission policy is non-selective and inclusive; on-entry baseline assessments are used to provide information on students' starting points.
Leadership structure (ownership, governance and management)	Levels of governance are provided by the owners and the management company. The director has weekly meetings with a member of the governing board. The senior leadership team consists of the director, the secondary principal and two assistant principals, the primary principal and assistant principal.

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
Intellectual disability	1	53
Specific Learning Disability	15	0
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	7	0
Physical and health related disabilities	4	0
Visually impaired	1	0
Hearing impaired	0	0
Multiple disabilities	7	59

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

G&T Category	Number of students identified
Intellectual ability	17
Subject-specific aptitude (e.g. in science, mathematics, languages)	128
Social maturity and leadership	60
Mechanical/ technical/ technological ingenuity	13
Visual and performing arts (e.g. art, theatre, recitation)	30
Psychomotor ability (e.g. dance or sport)	150

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)

School was judged to be:	BAND (A)	Very Good
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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						

The Performance of the School

Evaluation of the school's overall performance

The overall performance of the American International School, Abu Dhabi is very good. Among its key strengths is the development of students' personal, social and innovation skills, fostered by high quality provision for their protection, care, guidance and support, particularly in relation to the identification and inclusion of students with special needs. The large majority of students make better than expected progress in subjects taught in English. They develop confident skills in English as first language and additional language learners, and make very good progress as they move through the school; this supports their learning well in other subjects.

The quality of teaching and assessment is generally very good as a result of well-focused and continuous professional development, closely monitored for impact. This has contributed to the improving levels of progress and particularly the strong development of learning skills in all subjects. Analysis of assessment data is thorough and is used very effectively to inform curriculum review and planning so as to meet the different learning needs of students, particularly those with special educational needs (SEN).

The quality of leadership and management is very good and extremely effective at senior levels. Staff demonstrate commitment to the aims and strategic direction of the school. This commitment, along with effective teamwork at all levels, helps drive continuous school improvement. Self-evaluation processes are rigorous and lead to well-prioritised development planning that focuses strongly on student outcomes and the quality of provision. Parents are extremely supportive of, and involved in, school activities.

Progress made since last inspection and capacity to improve

The school has made very good progress in responding to the recommendations from the previous inspection report. The leadership team has demonstrated clearly that it has the capacity to make further improvement.

Intensive support has been provided, through a range of professional development activities, for teachers of subjects taught in Arabic. These have provided guidance and coaching for individual teachers and larger groups, based on identified areas for improvement. Senior staff closely monitor and regularly evaluate teaching quality in these subjects. There is evidence of impact on the quality of teaching and student learning outcomes. Students' attitudes towards Arabic lessons are positive, particularly in younger grades.

The school community shows clear respect for the National Anthem and flag of the UAE. The school has a range of programmes and special events that create meaningful community links and promote understanding and appreciation of the culture and heritage of the UAE.

The school identifies middle leaders as key contributors in the professional learning community. Middle leaders are involved in the evaluation of teaching and learning and are accountable for planning and curriculum development. They have received focused training to develop their confidence and competencies. Senior leaders monitor, guide and support their effectiveness. The school has significantly increased the number of specialist learning support staff for language and other special needs. In the middle and high phases, professional development opportunities are extensive. Leaders conduct regular learning walks to assess their impact and identify what more is needed to increase the consistency of effective teaching.

Students' personal development is a strength in all sections, for girls and boys. Successful strategies, such as targeted training in behaviour management and specific strategies for teaching boys, have led to a marked improvement in the behaviour of boys in and out of lessons. Students in the secondary school are punctual at the beginning of the day and to individual lessons, as a result of well-implemented strategies and guidance. There is now adequate shading within the playgrounds. The science laboratories have been completely refitted and the art rooms now provide adequate support for the curriculum. All expected and required safety measures relating to school transport have been implemented.

Development and promotion of innovation skills

Leaders at all levels are committed to promoting innovation throughout the school. The leadership structure ensures well-supported teamwork, for instance through the mentoring and guidance provided by senior leaders to middle leaders in the secondary school. The programme of professional development activities ensures that all teachers make confident use of an increasing range of strategies to promote collaboration, thinking skills and consistent behaviour management approaches across the school.

Subject and grade level teams, closely supported by leaders, ensure that the curriculum is continuously modified to meet the needs of different groups of students, including those with SEN, and gifts and talents (G&T). The curriculum includes explicit teaching of a range of learning skills and the development of personal attributes that support creativity and entrepreneurship. These are evident, in, for example, student involvement in developing murals, and KG children using different materials in carefully designed cooperative and

independent learning activities. The adoption of the International Baccalaureate (IB) learner profile in all grades has assisted in establishing the expectation that all students develop and demonstrate these qualities. The primary programme of inquiry helps students understand the concept of innovation, as when Grade 2 learn about the processes involved in the development of household objects such as telephones and washing machines. Teachers plan imaginatively to stimulate students' curiosity and empathy as a way of enhancing their understanding, as in the Grade 4 unit on immigration.

Students of all ages demonstrate secure problem-solving, critical and creative thinking skills. They are willing to take risks when presenting theories and sharing opinions which they realise may be incorrect, secure in their knowledge that teachers and peers will receive them constructively. This was evident in Grade 7 science when students offered hypotheses about the possible effect of food dye on the colour of flowers in an experiment to show vascular transmission. Students make confident use of technology in research and recording and when assessing their own and others' work.

The school has developed a purposeful approach to promoting personal responsibility and a commitment to community service. Children in the kindergarten (KG) tidy up promptly when they have finished an activity. Older students take part in well-organised local and international community service projects.

The inspection identified the following as key areas of strength:

- students' confident development of English skills
- students' behaviour, keen attitudes to learning, self-reliance and enjoyment of school
- highly effective procedures for protection, care, guidance and support of students
- confident use of technology to support both teaching and learning
- staff commitment to continuous improvement and to achieving school development priorities
- well-directed leadership and teamwork at all levels.

The inspection identified the following as key areas for improvement:

- consistency in the effectiveness of teaching at all grade levels
- the quality of teaching, student attainment and progress in subjects taught in Arabic
- establishment of a representative governing board.



Performance Standard 1: Students' Achievement

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



Students' achievement is very good overall. Attainment is good, levels of progress are very good and learning skills are very well developed in all grades. Baseline testing and tracking demonstrate that children join the KG with relatively low starting points and make very good progress in all areas of learning. Attainment is very good in subjects taught in English, where the large majority of students attain levels above curriculum expectations. Attainment is acceptable in subjects taught in Arabic; most students attain standards that are in line with curriculum expectations and a few attain above that level.

Students from KG2 to Grade 11 take part in Measures of Academic Progress (MAP) assessments. Attainment levels overall in reading and language are good, with higher than average performance by students in KG, grades 1, 4 and 10. Performance in mathematics is very good overall and outstanding in grades 1, 2, 9 and 10. The performance of the relatively small cohort of students who take the IB Diploma is in line with worldwide averages overall and well above those levels in English literature, biology and chemistry. There is an improving trend in performance over time in external assessments.

Scrutiny of students' work and observations in lessons demonstrate that the large majority of students make better than expected progress in subjects taught in English. In subjects taught in Arabic, most students make expected progress in relation to appropriate learning objectives. The majority of primary students make better than expected progress in Arabic as first and second language learners. Attainment data demonstrate that over time Emiratis generally make better than expected progress. Students with SEN make very good progress as a result of prompt identification of their learning needs, focused planning and targeted support designed to meet those needs.

Most children in KG begin school with limited English language skills. They develop secure listening comprehension and confident spoken English. They use vocabulary with accuracy and fluency, for example in science. In primary, students grow in fluency and in the expressive use of spoken and written language. Students at Grade 4 present, challenge, question critically and offer rebuttals during class debates. By middle school students read with expression and understanding. Students in Grade 7 confidently complete research; they analyse and summarise their findings to produce high quality work. In high school phase, accelerated progress continues. Students' well-developed speaking and reading skills support their learning in other subjects. Older students demonstrate secure critical thinking. At Grade 12, for example, students reflect on and debate the design and completion of a paper based on the actions of a character from a Shakespeare play.

In younger grades, students develop secure mathematical skills. Across the school, students use mathematical vocabulary with ease. In KG, children count fluently and show secure 1:1 correspondence. They can distinguish 2D and 3D shapes. In the primary phase, most Grade 1 students demonstrate sound recall of number facts and use this knowledge to make quick calculations. Students in middle phase grades show secure knowledge, understanding and skills, for example Grade 9 students are able to identify the correct algorithms to factor perfect square trinomials and apply this during an activity to design and cost a building project. By Grade 11, students use their knowledge of probability and select relevant formulae to suggest and calculate inclusive and exclusive events. Students demonstrate well-developed critical thinking as they describe their thought processes.

In sciences, the large majority of students demonstrate knowledge and understanding of scientific concepts above curriculum expected levels. For example, KG2 children explain what habitats are, the characteristics of different kinds of habitats, as well as what animals live in them. Accelerated progress leads to Grade 9 students who understand the role of DNA and RNA in living organisms. By Grade 12, students exhibit advanced knowledge as they research the difference between comets and asteroids, and a well-developed understanding and knowledge of the reactivity of elements in the periodic table, enabling them to determine the suitability of elements as antacid medicines. Students' application of science to real life is sound throughout the school and they develop secure investigative skills.

In Arabic, students listen attentively and with full understanding; they are developing appropriate spoken language skills. Those learning Arabic as a first and as an additional language demonstrate adequate reading fluency and comprehension. Most students do not consistently speak standard Arabic to express views or retell stories, as in a Grade 10 lesson where their limited vocabulary led to a lack of confidence in expressing their ideas. By Grade 5, students' handwriting is well formed and neat, and they are able to express their ideas in short pieces of writing. In high school phase, writing skills are less well developed than the other language skills; students' writing lacks coherence and logical sequence appropriate for this age.

In Islamic education, students show respect for Islamic values and relate these values to their daily lives and behaviour. They make links between their learning and experiences. Students demonstrate acceptable knowledge and understanding. For example, in Grade 5, students name the six pillars of faith and by Grade 9 they confidently identify the difference between compulsory and optional charity. Students in most grades lack confidence in reading the Holy Qur'an with the correct Tajweed rules of pronunciation.

In UAE social studies students demonstrate appropriate knowledge at expected curriculum levels. Grade 9 students discuss economic development as it relates to renewable and non-renewable energy sources in the UAE. Students demonstrate a secure understanding and appreciation of the diversity within UAE society and their school community. Students' understanding at all grades lacks depth because they are given only limited opportunities to apply critical thinking to enhance their learning.

Learning skills are very well developed throughout the school. Students in all grades are keen to participate and learn. Their collaborative skills are well developed and they show confident self-reliance when working independently, as in creating 'little cloud' pictures in KG and conducting a stimulating workshop for peers in Grade 11 drama. Students, especially in KG and primary grades, make clear connections between different areas of learning, and relate what they have learnt to real life as a result of purposeful curriculum planning to that end. Throughout the school, students confidently use technology to support their learning, researching, recording and assessing their work. Essential questions are a key aspect of the school's planning for teaching and learning. This supports the strong development of critical thinking skills, as in the thoughtful reflection by Grade 5 students on skill development in physical education (PE), and creative discussion in a Grade 10 English lesson to clarify thinking about strategies used by writers to engage their readers.

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	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

Students' personal and social development and their innovation skills are very good. They have very positive and responsible attitudes towards learning and other activities at school. Their behaviour at all grade levels is very good and this has an extremely positive impact on their personal development and academic



achievements. This is reflected in good levels of attendance of 94%, and in their punctuality at the start of the day and to lessons, which is very good. Students show initiative and are not afraid to take risks, posing their own questions to make sure their understanding is secure. The relationships between students and with their teachers are very good. The many nationalities work and play together harmoniously and there are high levels of rapport. Students enjoy school. They understand the importance of healthy eating and their actions demonstrate a secure awareness of how to maintain active lifestyles. They follow the school's advice by selecting healthy snack choices. Most are active, willing participants in physical education classes and sports.

Students demonstrate a sincere understanding of Islamic values, reflected in their behaviour. They engage in many activities in lessons, in the extracurricular programme and in special events which promote their appreciation of Emirati heritage and culture. Students fully appreciate the diversity within the school community. They celebrate their own cultures and show experience and knowledge of cultural diversity worldwide.

Students demonstrate a well-developed sense of responsibility for their own community and undertake national and international social service. They initiate a range of activities in the primary, middle and high school grades to help others, through raising money and service projects. Students recognise that their opinions are valued by the school. They have keen attitudes towards work. They participate enthusiastically during lessons in most subjects. Older students manage work assignments in a highly organised manner. They lead confidently and are given many opportunities to do so, for example in acting as members of the student councils, leaders in group work and monitors in classes. Students have a sound awareness of sustainability. They discuss recycling knowledgeably in lessons and enthusiastically in meetings with inspectors.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Very Good	Very Good	Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good

Teaching and assessment are very good. The quality of teaching was deemed to be good or better in most of the lessons observed. It was very good or outstanding in a majority of them. Most of the very good and outstanding teaching was seen in lessons in English, mathematics and science.

Most teachers demonstrate very good understanding of the curriculum and subject knowledge. They apply their understanding of how students learn most effectively, particularly in the subjects taught in English. This aspect of teaching is improving in subjects taught in Arabic as a result of regular focused training sessions, observations in lessons and guidance at individual and department level.

Teachers in all subjects and grade levels create a positive, caring ethos that results in a secure learning environment where students are confident and eager to engage in activities. The energy and warm rapport of KG and primary teachers help to keep young children interested and enthused. Lessons in all phases indicate effective, collaborative planning. All teachers plan extensively. In the more effective lessons, they take purposeful account of learning styles and different learning needs in order to provide challenge and support for all students. For example, lessons in English require students to argue and defend their positions in class debates. In the least effective lessons, high achievers complete activities easily and are not given sufficiently challenging extension work. For example, over-emphasis on the textbook in a primary mathematics lesson, resulted in low-level activities consuming time without promoting further understanding.

The school has encouraged a successful focus on the development of critical thinking, problem solving, innovation and independent learning. Professional development has resulted in lesson plans that include 'essential questions' and teachers make very effective use in most lessons of a range of questioning skills to promote critical thinking. They ask probing questions that require students to reflect and think for themselves. This strategy is used well to develop students' understanding of science concepts. Teachers challenge students to explain, to predict and to infer, using and applying their previous knowledge to solving problems.



Teachers make good use of a range of teaching and learning strategies. They have appropriately high expectations and ensure expected outcomes challenge students of all abilities. Most teachers make effective use of lesson objectives and learning rubrics so that students understand clearly what is expected. Throughout the school, learning technology is used well to support teaching and learning, as in the case of high school phase students who confidently use laptops and iPads to research and record information.

Assessment procedures are comprehensive, closely linked to the school's curricula and provide reliable and valid data. Teachers consistently use formative and summative assessments to measure attainment and track students' progress against appropriate curriculum standards. The school employs a variety of external assessments, such as MAP, in order to effectively benchmark academic outcomes. Progress data on individuals and groups are carefully recorded, detailed and accurate. Leadership, subject, grade level and learning support teams analyse data and track student progress over time. They use this information to plan and modify the curriculum, and create specific interventions. The wealth of data analysis is used very effectively to support the progress of all groups of students.

Assessment during lessons includes very effective use of probing questions and constructive feedback to facilitate learning. In most classes, students confidently assess their own and others' work, which provides opportunities for them to take ownership of their learning. Teachers generally demonstrate very good working knowledge of their students' strengths and weaknesses. They provide focused feedback and support in lessons and constructive comments on written work. KG teachers keep continuous and detailed assessment records for each child, which are used to inform planning and teaching. In subjects taught in Arabic, assessment for learning is under-developed. Teachers often do not sufficiently assess student performance and the planned activities are more limited in the challenge and support they provide.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Good	Very Good

The quality of curriculum design, implementation and adaptation is very good. The curriculum has a clear rationale and provides broad, balanced and age-appropriate programmes which meet the requirements of the school's authorised curricula. Subject and grade level planning produces schemes of work and long-term plans that ensure progression and continuity within subjects. The curriculum is enhanced by a range of subjects including physical education (PE), music, art and information and communication technology (ICT) in primary. In high school grades, the school offers a wide range of options in sciences, modern languages, economics, business and the creative arts. A pre-IB programme in Grade 10 supports students in developing the high level skills they need for extended reading, writing, research and analysis in the Diploma Programme at Grades 11 and 12. The extensive use of learning technology supports curriculum implementation very effectively throughout the school, especially in subjects taught in English. A 'bring your own device' (BYOD) programme enhances student learning from Grade 4 upwards.

Meaningful cross-curricular links are purposefully planned through the inquiry programme in the primary section. They are evident but less explicit in the programme for older students. Careful review of student achievement and feedback from students leads to effective transfer from Grade 5 to Grade 6. This includes transition classes, a counselling class and specific skill development as part of the Grade 6 schedule. Staff teams, both subject and grade, with careful guidance and oversight by senior leaders, regularly review the curriculum in each subject. This leads to very good provision. Review at the end of each unit of inquiry in the primary phase informs planning for the following year. In the middle and high school phases, review ensures rigour in the adoption of the common core standards, in standards-based grading and the use of 'depth of knowledge' levels. Features of the IB are integrated across the school and make a significant impact on the implementation of the curriculum through the adoption of the learner profile and a commitment to inquiry-based learning.

The curriculum is very effectively planned to meet students' different learning needs. Lesson planning clearly shows modification for different groups and plans also give attention to students with SEN and those who are learning English as an additional language (EAL). Longer-term planning includes well-targeted attention to new courses and classes to meet specific needs such as an advanced algebra course for Grade 8 and the transition classes for Grade 6. Curriculum adaptation for subjects taught in Arabic is less strong. Curriculum innovation is a recent and successful feature of curriculum planning and enhancement. For example, powerful initial stimuli are used to intrigue primary students as they start each unit of inquiry; and the development of assessment criteria in the PE programme at the middle and high school phases raises expectations for student achievement. A wide range of sporting, artistic and service activities are available as extracurricular options, in which a high proportion of students participate. The curriculum includes a range of relevant and engaging activities designed to promote students' knowledge, understanding and appreciation of the heritage and culture of the UAE. In the primary programme, this includes units which allow for inquiry into the environment, trade, culture and government of the UAE.

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	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

The school makes very good provision for the protection, care, guidance and support of students. Student-teacher relationships are warm, supportive and empowering. Staff place a high priority on the well-being and personal development of students, who indicate that they are able to contact a trusted member of staff with ease and are given very good guidance and support. Staff at different levels provide very effective guidance on course choices and further education to older students. The school implements rigorous safeguarding procedures and is effective in raising awareness of, and protecting students from, bullying. Students confirm that bullying is very rare and promptly handled. Procedures are rigorous to maintain a safe, healthy and hygienic school environment. Risk assessments are continuous, evacuation drills

are regular and record keeping is thorough. Corridors are relatively narrow and provide limited space; these areas are used responsibly by students, supervision is effective and movement is smooth during busy change-over periods. The school does not have a lift, which restricts movement if a student is physically challenged. Security is vigilant throughout the school day. The medical care provided by the well-resourced clinic is prompt, caring and of high quality.

The school consistently implements constructive behaviour strategies to which students, especially boys, respond very well. These include inter-house competitions to reinforce the IB learner profile attributes, which helps reinforce a culture of positive behaviour. The counsellor, senior leaders and teachers work closely together to monitor behaviour and social development. They ensure that students recognise their misconduct and are involved in identifying appropriate action. The counsellor provides counselling sessions and suggests intervention strategies in the classroom for students who are identified as requiring more long-term support. The school implements effective measures to promote regular student attendance and consistent punctuality. There are clear procedures for contacting and meeting parents in cases of repeated absence, and procedures and sanctions for repeated tardiness in the high school phase.

A team of specialists in the primary, middle and high school phases provides support for SEN and gifted and talented students. Identification of students with SEN and gifts and talents is thorough and involves formal and informal processes. The school uses the results from assessments as an initial screen for special needs. These results are investigated as necessary through meetings with teachers and parents, as a means of collecting the range of data necessary to determine the levels of intervention needed to support each student. Parents are involved very effectively throughout the identification process, through discussion about intervention strategies and the support students may require in the home environment. Parents are kept regularly informed of their children's progress.

The school provides high-quality and inclusive support for students with SEN and gifts and talents, particularly in the KG and primary sections. This includes well-differentiated instruction by class teachers in most lessons and in-class specialist learning support. It also includes after-school assistance to enhance language acquisition, to target specific learning needs, to encourage social skill development, and to provide speech therapy. Action plans are thorough and individual educational plans (IEPs) include instructional strategies to be implemented by classroom teachers and individual pull-out or pull-in support for the student. Student progress is closely tracked through comparison of internal and external assessment results and used to inform IEPs and interventions.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

The quality of leadership and management is very good. The senior leadership team, skilfully led by the director, provides high quality leadership and sets a clear strategic direction that is supported by staff in all phases. This is well focused on inclusion and setting high expectations for continuous improvement, with particular emphasis on raising students' standards of achievement. Senior leaders demonstrate strong understanding of the curriculum and highly effective educational practices. The director has developed secure leadership distributed across the school that ensures well-focused whole-school planning, accountability at all levels and closely-supported leadership training. School leaders at all levels pursue innovation in development planning and provision at all grade levels. They are very supportive of staff in the implementation of creative initiatives such as the development of murals celebrating the culture of UAE. They promote professional development activities to equip teachers with strategies to develop collaboration and critical thinking skills in lessons. The school has rigorously pursued the recommendations from the previous inspection report. Leaders at all levels demonstrate a clear understanding of the school's improvement priorities. The director and senior leaders cultivate constructive professional relationships with staff members that provide support for their development as teachers and hold them accountable for effective performance.

Self-evaluation process is rigorous, well-embedded and include input from all staff members. The self-evaluation form provides very clear judgements supported by thorough evidence. Development planning is thorough and regularly reviewed. It focuses on standards, students' progress and the quality of provision, particularly the quality of learning in Arabic and Islamic education. The identified targets are ambitious and realistic, within an approach that ensures a continuous improvement cycle. Performance management processes are extremely thorough and effective. Middle leaders are involved in evaluating the quality of teaching, and lesson observations

focus securely on student learning and the effectiveness of teaching. Continuous professional development opportunities are well aligned with identified group and individual needs and make a significant contribution to improvements in the effectiveness of teaching and learning.

The school has a range of strategies that very successfully engages parents in school life and keep them well informed. For example, the parent group is active in supporting the school by organising activities and acting as a liaison conduit. A variety of meetings keeps parents in touch with school developments and provides helpful support, as in the case of counsellor information meetings. Reporting on student progress is regular in addition to individual parent-teacher meetings. It includes commentary on academic and personal development. The school has developed constructive partnerships with a variety of local, national and international organisations. These enhance student learning opportunities, such as local and international student-initiated community service, inter-school sporting events, and curriculum-related visits.

Governance is provided by the owners and the school management company. The director has weekly meetings with a member of the governing board and is responsible for submitting a range of reports on all aspects of school performance. This ensures a high level of accountability for the targeted improvements in development planning and the overall performance of the school. The governing body does not include representatives of the majority of stakeholders. The governing board regularly seeks and considers parents' views through the director and also through various meetings and surveys. Its members have a secure understanding of the school's strengths and its priorities for development. They provide informed and supportive strategic guidance to the director.

The school is very well organised and effective management structures ensure that it runs efficiently. All staff responded very quickly to ensure the safety of students when unusually stormy weather disrupted normal routines. There are sufficient, well-qualified, experienced and appropriately deployed staff to meet the demands of the curriculum. Despite their age, the premises are bright and colourful, and enhanced by informative displays and celebrations of students' work, including high-quality artwork. Facilities are well maintained and provide attractive learning environments. The school provides a wide range of engaging resources, particularly learning technology, and stimulating materials in KG, all well matched to curriculum needs and effectively used by teachers and students.

What the school should do to improve further:

1. Increase the effectiveness of teaching in subjects taught in Arabic, so that students' attainment and progress match those in other subjects by:
 - i. ensuring that successful teaching approaches are shared more widely between staff teaching in Arabic and English
 - ii. ensuring that teachers make more effective use of assessment for learning to inform planning, and deliver lessons that take account of students' prior learning levels
 - iii. ensuring that teachers consistently use a range of engaging methods to motivate and challenge all students
 - iv. continuing to closely monitor, evaluate and support the work of teachers by assessing the quality of their planning and through the cycle of regular observation, constructive feedback and target-setting.
2. Increase the consistency of highly effective teaching in the subjects taught in English in order to raise student achievement still further by:
 - i. ensuring that successful teaching approaches are shared more widely among staff
 - ii. enabling highly effective teachers to influence their colleagues' practice through modelling successful strategies, team teaching and targeted, constructive peer observations
 - iii. continuing to monitor, evaluate and support the work of teachers by assessing the quality of individual lesson planning, and through the cycle of regular observation, developmental feedback and target-setting.
3. Include representation of stakeholder groups on the governing board in line with the Organising Regulations of Private Schools in the Emirate of Abu Dhabi.