



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



Private School Inspection Report

Amity International School

Academic Year 2015 – 2016

lqraa

Amity International School

Inspection Date	May 29, 2016	to	May 31, 2016
Date of previous inspection	N/A	to	N/A

General Information		Students		
School ID	261	Total number of students	229	
Opening year of school	2015	Number of children in KG	158	
Principal	Barbara Lubaczewska	Number of students in other phases	Primary:	71
			Middle:	0
			High:	0
School telephone	+971 (0)2 503 9000	Age range	3 years 8 months to 9 years	
School Address	Al Bahya, Abu Dhabi	Grades or Year Groups	KG1 - Grade 3	
Official email (ADEC)	Amity.pvt@adec.ac.ae	Gender	Mixed	
School website	www.amityabudhabi.com	% of Emirati Students	18%	
Fee ranges (per annum)	High: AED 42,000 to AED 48,000	Largest nationality groups (%)	1. British:	15%
			2. Indian:	8%
			3. Australian:	6%

Licensed Curriculum		Staff		
Main Curriculum	English National Curriculum	Number of teachers	26	
Other Curriculum	-----	Number of teaching assistants (TAs)	15	
External Exams/ Standardised tests	Standard Assessment Tests (SATs)	Teacher-student ratio	KG/ FS	1:20
			Other phases	1:20
Accreditation	-----	Teacher turnover	0%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	3
Number of lessons observed	61
Number of joint lesson observations	4
Number of parents' questionnaires	N/A
Details of other inspection activities	Inspectors conducted several meetings with senior staff, teachers, support staff, students and parents. They analysed assessment results, scrutinised students' work across the school and considered many of the school's policies, surveys and other documents. The leadership team was involved throughout the process and senior leaders conducted joint lesson observations with inspectors.

School	
School Aims	The school aims are 'to embed a values curriculum within all aspects of school life'.
School vision and mission	Amity's vision and mission statement is 'to provide an engaging and challenging learning environment'.
Admission Policy	The school accepts all students and conducts a baseline assessment to identify needs which require interventions, support or additional challenge.
Leadership structure (ownership, governance and management)	The school is led by the founding principal, with the support of the head of early years, a registrar, operations manager, a parent-relations executive (PRE) and a government relations executive (GRE). Governance is provided by a chief executive officer (CEO) and an advisory board.

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

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	10
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)	1

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

School was judged to be:	BAND (A)	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 Amity International School is good. The main strengths of the school are the students' very good personal development combined with a good appreciation of UAE culture and traditions and a secure sense of responsibility, including for their own learning. Provision for the students' care, guidance and support is a very strong element of the school's performance. Students' attendance is very good and they arrive punctually to school.

Students' progress is good and their attainment is at least in line with curriculum standards in most subjects. Students' achievement in Islamic education, and other subjects such as art, music and physical education (PE), is good. Learning skills are well developed. In Arabic, students' attainment in Grades 1 to 3 is weak and their progress is acceptable. Teaching and assessment are good overall apart from Arabic. Lessons are well-planned with a good range of activities to meet the needs of students, especially in mathematics. Assessment results are used well to plan for the next stages in their learning.

The curriculum is well-enhanced by a very wide and varied range of enrichment activities, clubs and visits. Sailing and other water sports are a significant feature of the school's provision. The school's partnership with parents is very strong, with active engagement by parent representatives for each class who act as liaisons with the school.

Progress made since last inspection and capacity to improve

This is the school's first inspection since its opening in September 2015.

The senior leadership team (SLT) and advisory board have a realistic view of what has been achieved to date with ambitious plans for the future. The cohesive approach to establishing systems and procedures within the school has led to extremely effective day to day arrangements and almost consistently good teaching and learning. The SLT is set to expand in the coming academic year as the school population is expected to grow substantially as older grades are admitted.

The SLT has made a good start in opening the school and demonstrate a good capacity to take its development forward with confidence to the next stage of expansion.

Development and promotion of innovation skills

Innovation is an aspect which the school has begun to tackle with some vigour and there are examples of when this has resulted in the sharing of creative and innovative ideas. For example, the Amity museum has a range of art and craft

exhibits which show the students' ingenuity, imagination and flair. In many ways, as the school acknowledges, it is at a developmental stage in embedding innovative practice and outcomes. The students are involved in a very wide range of curricular activities, some of which support innovative practice. This includes unconventional ways of exploring three-dimensional shapes, structures and forces in the engineering club, and most importantly the innovative addition of sailing to the curriculum.

The extensive range of curricula provision enhances students' learning and also paves the way for more creative and thought provoking activities. Within lessons there is not as much innovative practice. There has been a determined drive by senior leaders to provide training and inspiration to help staff and students develop their ideas and thinking.

Critical thinking, collaboration and innovation are still aspects which the school are developing further to give an additional dimension to the work students are offered. The youngest children are very curious and keen to investigate; topics such as 'pirates' provide them with ideal situations and scenarios to develop their imagination and consider what might be the course of events in a story. They enjoy their time when involved in continuous provision when they can explore their own ideas and engage in imaginative role play. There are some scientific enquiry opportunities and using technology; children are not always as involved in these types of activities to promote their critical and shared thinking and discussion. They are able to make their own choices about the activities they select and the types of media and materials they use although not from a very wide range and variety. The marine biology focus in the school provides opportunities for students to consider the implications of pollution and what they can do to protect the environment. The older students witness the impact on this first hand from sailing sessions in the bay.

The inspection identified the following as key areas of strength:

- students' good achievement in Islamic education, other subjects such as art, music and physical education and the development of their learning skills
- the progress students make in almost all subjects and the positive start made by children in Kindergarten (KG)
- students' personal development and the provision for care and welfare to ensure their safety and well-being
- assessment of students' learning and the way learning objectives are shared and achieved in lessons
- the enhancement of the curriculum through a variety of creative and sporting activities
- the strategic direction of leadership.

The inspection identified the following as key areas for improvement:

- students' attainment in all grades in Arabic, English, mathematics, science and in primary social studies and their progress in Arabic
- opportunities to use technology and develop innovation skills
- opportunities for students to develop skills in critical thinking.



Performance Standard 1: Students' Achievement

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



Students' attainment in most subjects is acceptable or better against curriculum standards except in Arabic in the primary phase, where it is weak. Data analysis, testing and scrutiny of work show that the majority of students attain levels that are above curriculum standards in Islamic education. Their attainment is around the expected levels for their age in English, mathematics and science and in social studies in Kindergarten. Overall they make good progress from their relative starting points. Students identified as having special educational needs (SEN) also make good progress. Those students who learn quickly are mostly challenged in their learning because teachers' expectations of what students can achieve are generally high.

In Islamic education, attainment and progress are good in both KG and primary. In Grade 1, most students make good progress in developing their knowledge about the names and meaning of the five pillars of Islam. They can explain through drama how Muslims perform charitable acts and the prayer steps. In Grade 2, the majority of students know some of surah in the Holy Qur'an chapters, and they are aware of the last book Allah sent to the prophet Mohammed (PBUH). A large majority of students progress well as they develop useful knowledge about caring for the natural world and the concepts of Islam.

In Arabic, children's attainment and progress in KG are acceptable. Attainment in primary is weak, and students make no better than acceptable progress. Throughout the grades, students' ability to speak and express themselves and using standard Arabic is weak. In Grade 1, a minority of students can explain the names of objects in the classroom correctly. In Arabic as a first language, Grade 1 students apply simple grammar rules in reading when they pronounce words, or read part of a story. They understand the elements of a story and can explain this. In Grade 3, the majority of students are able to link words with the same meaning. Across all grades, the majority of students are unable to sound out words and read them correctly. Vocabulary and writing do not have sufficient range and quality and students do not develop their literacy skills through extended writing.

In social studies, progress is good throughout the school. Attainment in KG is good and acceptable in primary. Most children from KG onwards demonstrate good understanding in their learning about the heritage, values and culture of the UAE. For example, they know about traditions during Ramadan, including decorating streets and mosques and using lanterns, as well as celebrating the middle night of Sha'ban. Most students understand how to care for the environment; this was illustrated well by the emphasis on looking after the marine environment and the implications for water sports if there is debris in the sea. In primary, the majority of students have sufficient knowledge of the role played by the UAE government. They know about documents used around the world such as passports, Identity cards, birth certificates.



Progress in English is good with acceptable attainment. Listening skills are good overall. Speaking skills are less well developed but most children from KG onwards make good progress in gaining confidence, using new vocabulary and correct pronunciation. When encouraged, most children in KG extend their answers and ask questions. In older grades encouragement is not always given, which means students do not ask questions to clarify their ideas as often as they might. KG children make good progress in developing the skills for reading. They understand that letter sounds when combined form words and they use books in an appropriate way. The majority of students in the youngest primary years can use sounds and more complex blends to decipher print and create words. Most Grade 3 students can read sentences and paragraphs and highlight different sections to demonstrate their skills in comprehension. Most children are able to develop their writing skills and form phonetically plausible words to record their ideas and what they have learned. Grade 1 students can identify main events, characters, time and place of a story. By Grade 3, they are able to plan and identify the main parts of a non-chronological report with some challenging vocabulary. They know what verbs adjectives and conjunctions are and use them in their writing.

Progress in mathematics is good and attainment is acceptable overall. There are examples of good attainment in Grade 3 with a few students achieving above what might be expected for their age. Children in KG1 can share fairly between two sets of objects and use this information towards multiplying and dividing by 2. They can also count relatively reliably beyond 20. In KG2, children can gather and record data to give a solution to a problem, they can problem solve independently and also calculate using repeated addition towards multiplication and perform mental calculations. They are less secure at times with simple addition and subtraction and rapid recall of number facts. Students in Grade 1 understand place value and round numbers to the nearest 10. Grade 2 students can solve problems involving investigation and perimeter. By Grade 3, they can categorise three-dimensional shapes according to their respective attributes.

Attainment in science is acceptable and students make good progress. KG1 children have awareness of space and can name some planets. They are familiar with different types of dinosaurs and some of their features. They are developing the concept of pollution. Grade 2 children know about vertebrates and invertebrates. This is being developed into sub groups of animals. For some students the vocabulary is too complex and as a result, they do not grasp the ideas as quickly as they could. Grade 3 children are developing skills and understanding of electrical circuits. Investigational work such as predicting and trying out ideas is a feature of students' most learning in the older primary grades.

Learning skills are good. Levels of interaction are good between students and also with adults. Students are proud of their work and are eager to share what they have done and achieved. Children in KG collaborate well together in their imaginative play. When opportunities are provided in lessons, students in older classes also collaborate; this is not a significant feature of what they are asked to do. Students listen attentively in lessons. Occasionally they are asked to do this for overly lengthy periods. Most of the time students are engaged, motivated and keen to learn, for example in a Grade 2 mathematics lesson where they had good opportunities to solve problems about perimeter. In most lessons, students are encouraged to make meaningful links to everyday situations and topic work makes the learning come to life and engages their interest. Children in KG have regular opportunities to make choices in their continuous provision sessions. Older students particularly in clubs and enrichment activities have very good opportunities to make choices and explore their own ideas. Students' use of technology to support their learning is still a developing aspect of the school's work.

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

Students' personal and social development is good. Their attitudes to each other, their teachers, visitors and to their work are highly positive. Behaviour in lessons is frequently good and often better and there is a shared sense of mutual respect and harmony. In assemblies and on arrival at school and during break times students behave in an exemplary way. They are self-controlled. The rare disputes or disagreements are soon resolved. The school is a relaxed, calm and productive environment conducive to learning and has a welcoming atmosphere. The ethos of

the school and very well-established routines mean that students feel settled and happy. They are keen to be involved and engaged in the learning process and work as hard as they can.

Students readily introduce themselves and explain their work. They demonstrate a secure practical understanding of healthy lifestyles. The food that they bring for lunch time and breaks is invariably healthy with lots of fruit and nutritious snacks. The very wide range of sporting activities contributes extensively to their health and well-being. Sailing and swimming in particular give the students lots of confidence, resilience and determination to succeed, as well as fostering a sense of responsibility. Attendance is good at 95%, and punctuality is good.

There is good promotion of Islamic values and this results in a cohesive community especially with the many nationalities who work, play and cooperate well together. The UAE national flag and anthem are acknowledged and class assemblies show how the UAE traditions and cultures are integrated within the students' workbooks, which show the extent of their knowledge.

Students' understanding of the cultures and traditions around the world is strong. There is a very secure sense of how students can make a positive contribution within the community, for example, during sailing sessions when they are highly responsible, work cooperatively and show awareness of how the environment must be protected. They enjoy school and are keen to learn; their skills as critical thinkers and innovators are developing.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Good	Good		
Assessment	Good	Good		
Teaching and assessment are good. In most of the lessons observed, the quality of teaching was good; a few lessons were outstanding. In a minority of lessons, teaching was acceptable and a few were weak. Good teaching was more often observed in Islamic education and English and mathematics, particularly in KG. Teachers' have good knowledge of their subjects and how young children learn through play and practical work. Lessons are well-planned and there is a high degree of consistency				



across each phase and in subjects in how lessons are delivered and organised. Groups of students are carefully identified to ensure there is a good range of tasks to meet the different abilities and needs. This is particularly the case in mathematics; it is inconsistent across subjects and especially Arabic. Lessons in Arabic are not as well matched to students' previous knowledge and what they can already do and understand. As a result progress is affected and learning is not as rapid as it could be.

Teachers create attractive, inspiring and interesting learning environments with a wide range and variety of displays, which record and celebrate students' work and also promote the curriculum effectively. Resources are generally used well with a range carefully selected to suit the age groups and provide hands-on activities. This is very much the case for science as prediction is a feature of investigations and experiments in the primary phase.

Technology is not a significant element in most lessons; available resources are more limited and are not often used to support learning across the school. Time is well-managed, usually with a brisk pace to the lessons. In less effective lessons, there is too much time spent with students listening to their teachers. Teachers do not always give students and especially young children an indication of how long they have left to complete a task. Younger children have specific times to select their own play and take the initiative in what they chose to do. This results in good levels of concentration, independence and perseverance. In most lessons, teachers ask questions, which are meaningful, relevant and thought provoking, and which ensure students are encouraged to respond. In less effective lessons, few opportunities are taken to develop critical thinking and innovation. Opportunities for students to ask questions are not as noticeable in the primary grades. This restricts opportunities for them to engage in critical thinking and dialogue with an adult, especially for the more able and gifted and talented. A positive example was seen in a Grade 2 mathematics lesson, where students were able to give their own definitions of polygons and describe the characteristics of quadrilaterals. They also described their Carroll diagram, a way of classifying and recording, as 'camel diagrams', much to everyone's amusement. Students' work is regularly checked by teachers and they are usually given direction on what they have done well and how to improve. This is less the case in English where the next steps for learning are not always made clear. Work in books is well-presented and shows the learning that has taken place. Students are able to articulate what they have learned and if they need more help at the end of most lessons.

The school has a range of systems and procedures to assess attainment and progress in English and mathematics. These link directly to the curricula used in early years and primary. Assessment of KG children's attainment covers notes and examples of what they can do that are recorded in individual portfolios of learning. These are age

related and show how well children are meeting expectations. These are generally accurate and there are plans for an internal and partnership moderation exercise with a similar school to ensure consistency of judgments. In primary, statutory assessments that are linked to the curriculum are used. These give a fairly accurate guide of students' performance in line with the curriculum. Work scrutiny is also used to assess the accuracy of these results; this gives a clearer picture of attainment and progress over time. The system provides regular tracking information about progress and gaps in learning and where students are not making at least expected progress. This not only informs planning; it is used for interventions, support and challenge for different groups of students. The senior staff are aware that there have been some inaccuracies in teacher assessment in the past. This has now been resolved and there is the intention to develop assessment systems to ensure a smooth transition from information gleaned in KG to the upper grades. Teachers know the different levels of ability as a result of effective systems to identify individual students' needs. They take note of what the students have learned and use this information for future planning, resulting in mostly well matched lessons to meet students' needs. The assessment systems to inform future teaching and learning in Arabic are not as effective and mean the match of tasks to abilities is not always secure.

Performance Standard 4: Curriculum

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

The design and implementation of the curriculum are very good. It has breadth, balance and relevance with a good focus on literacy and numeracy skills. The range of subjects also includes opportunities for creative and sporting activities. Basic skills are a feature of most lessons. These are a result of the planning and delivery of lessons to offer good consistency, continuity and progression within each year group. The continuous provision sessions offer the younger children opportunities to select their own activities and provide them with effective learning through play. Creativity is a feature of the selection of enhancement and enrichment activities, which students can choose, such as engineering, art and storytelling. The sporting activities, including swimming and sailing, make a highly significant and welcome addition to the

curriculum. The level of instruction in sailing is outstanding and also makes a major contribution to the students' confidence, self-esteem, sense of responsibility and awareness of preserving the natural marine environment. Links between the content of subjects are a regular feature of work and support the development of literacy skills. For example, in science students use their literacy skills to record their findings. Literacy also features often within the younger age range as part of the topic approach. The curriculum is kept under constant review by the vigilance of senior staff to ensure there is good coverage and compliance and that topics are relevant, motivating and interesting.

There is frequent adaptation of the curriculum to meet the needs and abilities of students, and challenge is evident in almost all subjects. This is not the case in Arabic. The curriculum gives children the opportunity to develop their interests and motivates them well. Enhancement is strong as the students engage in an excellent range of clubs and activities. Continuous provision enriches children's experiences in KG. The school has various initiatives to foster innovation within the curriculum, some of which have already taken place, such as the Amity museum, to encourage the students to design and create their own creative three-dimensional models. There is good provision to promote an appreciation for UAE culture and heritage.

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		
Care and support	Very Good	Very Good		

Provision for the protection, care, guidance and support of students is very good overall. This performance standard has been a specific focus since the school first opened to ensure students are safe, secure and settled in the impressive facilities. Students indicate that they enjoy school and are proud to be part of this new community, which they state is quite unique.

Led by the principal, staff rigorously monitor the care, welfare and safeguarding of students, including child protection procedures. All adults are aware of what to do if

they have concerns about a child's well-being. The school is kept safe, with a clear system to identify staff, parents and visitor on site. Security staff are vigilant in checking the identity of any arrivals to the premises. The school building is new and in excellent condition. There are no concerns about maintenance issues and procedures are thorough. A dedicated team monitors the premises and they take their responsibilities very seriously. Electrical equipment tests are made regularly, storage arrangements are very good and maintenance records are very robust. The school's procedures for transportation are appropriate and maintenance records are up to date. Drills and risk assessments take place regularly and the evacuation procedures and signage are clear and known to staff. Strategies to monitor and promote better attendance have had a good impact; parents have responded well, attendance has improved and punctuality is not an issue. The attractive learning environment is very clean and suitable for all groups of students including those with SEN. Staff and student health ambassadors are vigilant in ensuring the students have opportunities to stay fit, healthy and active. There is careful consideration of health and local customs. Children from a young age bring healthy and nutritious food supplied by their supportive parents. The clinic is spacious and hygienic, very well-equipped and managed, and all records are stored securely.

Systems to manage behaviour are very well-established and embedded within the school. The school ethos, is very strong; friendship and togetherness are very much part of the Amity agenda and supported by a robust curriculum which promotes these values. This has worked very well to create a harmonious learning environment with the wealth of diversity in the student group. There are very effective systems to identify those students identified as having SEN. There has been accurate and substantiated identification of students with learning difficulties, who had not previously been assessed. The very strong communication channels between parents, teachers and support staff aids the process very well. The special needs coordinator (SENCO) with the school counsellor, child protection officer, parent relations executive, all led by principal oversee the provision vigilantly and liaise with teachers and external partners. They modify provision with individual education plans (IEPs) for those students who need them. These are reviewed monthly with parents and class teachers to agree the next steps for development. Guidance and support for all students are provided and curriculum adaptation aids this. As a result, groups of students are being catered for well.

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

Leadership and management are good overall. The principal, supported by the early years leader, has a clear vision and direction, which is shared with the other members of the SLT and staff. The principal has a clear strategic view of what needs to be done to set up and instil a sense of purpose in a new school. The focus for students has been on behaviour and setting the tone for personal development; this has worked well and the outcomes are good. Creating harmony and relationships are staff goals in this first year of operation. These have been communicated to all staff, which has led to a high degree of consistency in what is provided. Plans are well developed to expand leadership teams to respond to increases in student numbers, including a senior leader with responsibility for Arabic. There is good capacity to continue the journey of innovation and improvement and all staff are held accountable. Outcomes show that actions have had a positive impact.

Self-evaluation is accurate, mostly realistic and objective. It is supported by a good range of examples to show how provision has been established and informs school development planning. Assessment processes have been reconsidered as inaccuracies were identified during self-evaluation. This has been addressed and assessment is more consistent and accurate across the school. There is a clear view of what has been achieved and still needs to be done. There is an evaluation schedule for the SLT to manage and monitor learning. The effective delivery of lessons, the consistency and cohesion in practice is an indication of this success. There is a good understanding overall of what constitutes effective practice. Those teachers who need extra help are supported in their classroom management and teaching styles. There is sometimes less clarity about the advice for staff on how to make lessons more effective and involve students in active learning experiences, which are meaningful for them. It has also proved difficult to monitor those lessons delivered in Arabic without the benefit of an Arabic leader. Processes to ensure continuous school

improvement have proved successful, during school's inaugural year. The principal and SLT demonstrate good capacity to continue the school's further development.

The partnership with parents is very good and every effort has been made to secure parental involvement in the life of the school. For example, when the sailing initiative began, parents were able to kayak alongside their children so that they were reassured that their children would be looked after. Parents act as representatives for each class and can share the views of other parents with the parent relations executive. This additional partnership is working very well and means that there is a designated person they can speak with, on a daily basis. The result is strong communication links, which have had a positive impact on attendance and the provision of healthy food. They share common views on what the school does well and also what might need to be improved. Their suggestions are valued and if at all possible, acted upon. Parents feel very well-informed with very regular updates from staff particularly in KG and also in newsletters and other communications. Parents have been active helping in the school to set up the display of work in the Amity museum and decorating the stair way and other areas to reflect the school's maritime theme. The school already has established links within the local community and is building relationships at a national level; international links are still developing.

The advisory board and shareholders have been very successful with direct input from the principal and other senior staff in developing a very effective parental partnership in a relatively short space of time. The board holds the principal and staff to account and monitors progress as well as guiding strategic development. The monitoring of teaching and learning and outcomes has largely been undertaken by the principal and to a certain extent some key staff. The board's influence is mainly to ensure that the resourcing is as it should be to enable favourable outcomes and performance to be achieved.

The school is managed very well on a daily basis. It is highly organised and the programme of lessons and activities run smoothly. The school is well-staffed with suitably qualified teachers and assistants. The building is impressive and is used well to support learning. Resources are plentiful. The premises with lifts, wide corridors and escalators meet the needs of students identified as having SEN well.

What the school should do to improve further:

1. Improve students' attainment in all grades in Arabic, English, mathematics, science and in the primary phase in social studies, and accelerating their progress in Arabic by:
 - i. more rigorous use of assessment for learning to build on what the students already know, can do and understand
 - ii. providing more specific support and challenge to meet the needs and abilities of students, particularly the more-able and gifted and talented
 - iii. appointing a leader of Arabic to ensure that monitoring of learning and progress leads to positive outcomes for students
 - iv. raising expectations for what students can achieve by promoting more extended responses to questions and opportunities for discussion between students in pairs and small groups and with teachers
 - v. developing the literacy skills of students through extended writing.
2. Improve the provision for innovation by:
 - i. increasing the amount of shared and sustained discussion, dialogue and critical thinking
 - ii. increasing the planned use of technology in all subjects
 - iii. ensuring investigation and exploration to support learning are integral parts of the provision for the youngest children.