



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



# Private School Inspection Report

Australian School of Abu Dhabi

Academic Year 2016 – 2017

Iqraa

Australian School of Abu Dhabi

|                                    |                   |    |                   |
|------------------------------------|-------------------|----|-------------------|
| <b>Inspection Date</b>             | February 20, 2017 | to | February 23, 2017 |
| <b>Date of previous inspection</b> | April 27, 2015    | to | April 30, 2015    |

| General Information                |                                                  |
|------------------------------------|--------------------------------------------------|
| School ID                          | 27                                               |
| Opening year of school             | 2007                                             |
| Principal                          | Anthony Wethereld                                |
| School telephone                   | +971 (0)2 586 6980                               |
| School Address                     | Street 58, Khalifa City B, Abu Dhabi             |
| Official email (ADEC)              | adaustralian.pvt@adec.ac.ae                      |
| School website                     | www.australianschoolabu dhabi.ae                 |
| Fee ranges (per annum)             | Low to high (AED14,957 to AED35,334)             |
| Licensed Curriculum                |                                                  |
| Main Curriculum                    | International Baccalaureate (IB)                 |
| Other Curriculum (if applicable)   | ---                                              |
| External Exams/ Standardised tests | External Measure of Student Achievement (EMSA),) |
| Accreditation                      | International Baccalaureate Organisation (IBO)   |

| Students                            |                  |      |
|-------------------------------------|------------------|------|
| Total number of students            | 1179             |      |
| % of students per curriculum        | Main Curriculum  | 100% |
|                                     | Other Curriculum | ---  |
| Number of students in other phases  | KG               | 221  |
|                                     | Primary:         | 588  |
|                                     | Middle:          | 293  |
|                                     | High:            | 77   |
| Age range                           | 3 to 18 years    |      |
| Grades or Year Groups               | KG to Grade 12   |      |
| Gender                              | Boys and girls   |      |
| % of Emirati Students               | 73%              |      |
| Largest nationality groups (%)      | 1. Egyptian: 7%  |      |
|                                     | 2. Yemeni: 3%    |      |
|                                     | 3. Jordanian: 2% |      |
| Staff                               |                  |      |
| Number of teachers                  | 90               |      |
| Number of teaching assistants (TAs) | 10               |      |
| Teacher-student ratio               | KG/ FS           | 1:18 |
|                                     | Other phases     | 1:12 |
| Teacher turnover                    | 28%              |      |

## Introduction

| Inspection activities                  |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of inspectors deployed          | 5                                                                                                                                                                                                                                                                                                |
| Number of inspection days              | 4                                                                                                                                                                                                                                                                                                |
| Number of lessons observed             | 141                                                                                                                                                                                                                                                                                              |
| Number of joint lesson observations    | 12                                                                                                                                                                                                                                                                                               |
| Number of parents' questionnaires      | 88; return rate: 8%                                                                                                                                                                                                                                                                              |
| Details of other inspection activities | Inspectors held discussions with the owner, principal, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, departures and intervals. |

| School                    |                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Aims               | 'To provide students with a moral education that will inculcate in them universal values while providing a quality secular education that will equip them for life in Abu Dhabi. The school aims at the development of the whole person, intellectually, spiritually, socially and physically and the development of individual talents and abilities.' |
| School vision and mission | 'To have graduates who are well prepared and self-motivated to advance their country and to participate effectively as world citizens with Muslim and universal values.'                                                                                                                                                                                |
| Admission Policy          | The school has an inclusive admission policy.                                                                                                                                                                                                                                                                                                           |



|                                                                            |                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Leadership structure<br/>(ownership, governance and<br/>management)</b> | The owner is the chair of the board of the Australian School of Abu Dhabi. Governance comprises 12 members of a board of trustees, based in Australia, and a local board of parents and teachers in the UAE. Leadership comprises the principal, deputy principal, headmistress (girls) and headmaster (boys). |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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                    | 0                                                          | 0                                                            |
| Specific Learning Disability               | 0                                                          | 101                                                          |
| Emotional and Behaviour Disorders (ED/ BD) | 0                                                          | 0                                                            |
| Autism Spectrum Disorder (ASD)             | 0                                                          | 0                                                            |
| Speech and Language Disorders              | 0                                                          | 0                                                            |
| Physical and health related disabilities   | 0                                                          | 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) | 4                             |
| Social maturity and leadership                                      | 0                             |
| Mechanical/ technical/ technological ingenuity                      | 2                             |
| Visual and performing arts (e.g. art, theatre, recitation)          | 1                             |
| 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) |

|                              |        |            |
|------------------------------|--------|------------|
| The school was judged to be: | Band B | Acceptable |
|------------------------------|--------|------------|

|                                                                                                   | 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><b>The school's overall performance</b> |  |  |  |  |  |  |
|----------------------------------------------------------------|--|--|--|--|--|--|

## The Performance of the School

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### Evaluation of the school's overall performance

The overall performance of the school is acceptable. Attendance is good and an acceptable quality of teaching and assessment results in acceptable achievement overall. Progress is good overall in the high phase because of effective teaching and assessment. Girls make sustained progress throughout the school. School leaders have had limited impact in improving the achievement and behaviour of a large minority of boys in the middle phase. Leaders and teachers do not use assessment effectively enough to adapt the curriculum and lessons to engage these students. Support for gifted and talented (G&T) and special educational needs (SEN) students is generally weak. Most students show an awareness of Islamic values and respect each other and staff. They have a secure appreciation of UAE heritage and culture. Middle leaders ensure the effective running of most aspects of school life. Senior leaders and governors have a largely accurate view of the school's priorities. They do not always use data effectively to improve the school's self-evaluation. Annual teacher turnover is high and governors have had limited impact in sustaining continuity of senior leadership.

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

The school has made acceptable progress since its last inspection. Achievement has improved because of more consistently effective teaching. Students in high phase achieve well and have improved guidance. Children now experience a more purposeful and creative learning environment in the well-led KG. Most teachers' planning has improved. These plans are not always fully implemented in lessons. Support for SEN and G&T students is still at an early stage of development. Older students have responsibilities but do not always act as role models for younger students. The school now provides more extra-curricular activities. There is developing use of information and communications technology (ICT) in lessons. School leaders, teachers and co-ordinators have yet to make fully effective use of assessment data to improve self-evaluation. Overall, school leaders' capacity to improve the school is acceptable.

### Development and promotion of innovation skills

The school promotes innovation skills generally well. Children collaborate in problem solving in KG, using a large interactive screen. Grade 5 students, as part of their IB final exhibition, create their own, sometimes innovative, projects. There are fewer opportunities for innovation in the middle phase. Students in the high phase bring their own Wi-Fi devices to school and conduct 'live' research during

lessons. Overall, across the curriculum, the school is now making some progress in developing and teaching the skills that underpin innovation.

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

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- students' progress, in some core subjects, and personal development, and effective teaching and use of assessment in the high phase
- the sustained progress that girls make throughout the school
- the learning environment in the KG
- the effectiveness of middle leaders in the day-to-day running of most aspects of school life.

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

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- the effectiveness of teaching in raising the achievement of all students, particularly boys in the middle phase
- the impact of senior leaders in improving the management of the behaviour of a large minority of boys in the middle phase
- support for students who have special educational needs and who are gifted and talented
- the management of students' punctuality to school and the conduct of a minority of students in assemblies.



## 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 | Good       |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Acceptable | Good       |
| Arabic (as a Second Language)                                                                                           | Attainment | N/A        | Weak       | Weak       | Acceptable |
|                                                                                                                         | Progress   | N/A        | Acceptable | Acceptable | Acceptable |
| Social Studies                                                                                                          | Attainment | N/A        | Acceptable | Acceptable | N/A        |
|                                                                                                                         | Progress   | N/A        | Acceptable | Acceptable | N/A        |
| English                                                                                                                 | Attainment | Acceptable | Acceptable | Weak       | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Weak       | Good       |
| Mathematics                                                                                                             | Attainment | Acceptable | Acceptable | Weak       | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Weak       | Acceptable |
| Science                                                                                                                 | Attainment | Acceptable | Acceptable | Weak       | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Weak       | 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 | Acceptable | Acceptable | Weak       | Good       |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Weak       | Good       |
| Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration) |            | Acceptable | Acceptable | Weak       | Good       |

The overall quality of students' achievement is broadly acceptable. Achievement in the KG and primary phase is broadly acceptable. Girls' achievement remains acceptable throughout the school; boys' achievement stalls in the middle phase because of weaker learning skills. In the high phase, progress is good overall. MoE external data for Grade 12 indicates attainment is weak in Islamic education and Arabic as a second language. It is good in Arabic as a first language in MoE and IB examinations. EMSA external examination data for Arabic indicates attainment is weak in the middle grades. IB external data for all subjects for Grade 12 shows acceptable attainment, with most students achieving the IB diploma qualification. Internal assessment data indicate attainment is acceptable in KG, good in primary and acceptable in middle phase. This is not borne out in the inspection findings in all subjects and phases. SEN and G&T students' progress is weak.

Students' achievement in Islamic Education is acceptable. By the end of KG, most students are attaining in line with age-related expectations. They can speak about simple Islamic practices, such as what to do or say before bedtime. In Grade 5, most can read and explain Hadith Sharif correctly. By Grade 9, most can recite 'Surah' following 'Tajweed' age-related rules. In Grade 11, most students' broad understanding of Hadith and Islamic instructions is in line with age-related expectations. They recite verses of the Holy Qur'an following the appropriate rules for their age group.

Students' achievement in Arabic as a first language is acceptable overall. In KG2, for example, most children recognise letter sounds and shapes, and read simple words. Girls' achievement compares favourably to boys, particularly in the middle phase. In Grade 8, almost all girls used their laptops to search for information, write notes and share them with the class, demonstrating acceptable presentation and writing skills. By Grade 11, the majority of students show language skills above those expected for their age while researching, analysing and discussing contemporary novels. For the few students for whom Arabic is a second language, attainment is weak in the primary and middle phases, and acceptable in the high phase. Progress is broadly acceptable. Literacy skills are generally limited across all grades for most students and are below age-related expectations in the primary and middle phases. In lessons, most students in the high phase can read appropriate text and answer comprehension questions in line with age expectations.

Students' achievement in social studies is acceptable. In Grade 1, most students can identify different jobs in the UAE and recognise UAE currency values. By Grade 5, most can answer simple questions in line with age-related expectations, recalling facts about the UAE's leaders and jobs in the past and present. By Grade 8, most students can discuss the concept of positive and negative energy, connecting

positive energy to Sheikh Mohammed Bin Rashid's vision, in line with curriculum standards.

Students' achievement in English is broadly acceptable. Most children leave KG with attainment in line with age-related expectations and develop acceptable reading and writing skills in the primary phase. In the middle phase, boys' weak learning skills lead to weak progress. In the high phase, progress accelerates, and most students' attainment is in line with age-related expectations in reading, writing, listening and speaking. In Grade 10, for example, students collaborate very effectively in discussion, and can write accurate notes about links between American civil rights and anti-apartheid literature in South Africa.

Students' achievement in mathematics is acceptable overall. In KG, most children achieve age-appropriate expectations, developing their number skills in a range of practical counting activities. Most students make acceptable progress in the primary phase and have an age-appropriate understanding of key mathematical concepts and skills, such as how to add and subtract proper and improper fractions. Boys' progress slows in the middle phase, where lessons lack challenge, and accelerates in the high phase. Grade 12 students, in the IB higher level, achieve above age-related expectations. They skilfully apply their understanding of mathematical principles to open-ended investigations such as the derivation and calculation of pi.

Students' achievement in science is acceptable overall. Most attain standards in line with age-related expectations in KG. Progress is acceptable in KG and primary and good in the high phase, where students develop stronger investigative skills. It is weak in the middle phase due to a lack of practical work. Children in KG can identify parts of animal bodies, as expected for their age. By Grade 3, students show understanding of eco-systems in line with age-related expectations. In Grade 10 chemistry, they understand ionic and covalent bonding. In Grades 11 and 12, students' good progress in biology, physics and chemistry courses is evident in their independent research and experimental skills.

Students' achievement in other subjects is acceptable overall. The attainment of most students is line with age-related expectations. Achievement in the middle phase is weak. In PE, most students up to Grade 8 develop physical skills appropriate to their age through challenging activities. Most enjoy drama activities, and make acceptable progress in their skills in this subject. In music, most demonstrate age-appropriate understanding of music notation and instrument families. In ICT, most students make acceptable progress in word processing and presentation skills. By Grade 11, students master basic programming commands in line with age-appropriate expectations.

Most students' learning skills are acceptable overall. They collaborate effectively in



teams. The large minority of boys in the middle phase do not take sufficient responsibility for their own learning and they lack innovation and research skills. Students' technology skills are acceptable. Most students in all phases make adequate links between different subjects and with everyday life, and have acceptable, critical-thinking and problem-solving skills. These are weak for boys in the middle phase. Most students have few opportunities to develop enterprise and entrepreneurial skills.

## 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                                                        | Acceptable | Acceptable | Weak       | Good       |
| Understanding of Islamic values and awareness of Emirati and world cultures | Acceptable | Acceptable | Acceptable | Acceptable |
| Social responsibility and innovation skills                                 | Acceptable | Acceptable | Acceptable | Acceptable |

Students' personal and social development is acceptable overall. Personal development is good in the high phase where students are more self-reliant. Most students have responsible attitudes towards learning. Behaviour overall contributes to a safe and orderly learning environment, but poor behaviour of the large minority of middle phase boys disturbs their peers in lessons and assemblies. Relationships amongst most students and staff are respectful. Bullying is rare. Most students understand the importance of safe and healthy living, although lack of timetabled physical education (PE) limits opportunities for exercise for students above Grade 8. Good attendance of 94% demonstrates students' enjoyment of school. Punctuality to lessons is acceptable, but a few students regularly arrive late to assemblies.

Most students demonstrate acceptable understanding of Islamic values in everyday life. They do not always apply key messages personally. Students listen to Holy Qur'an and Hadith Sharif every morning and can link the former to social studies and Islamic education topics. Most have age-appropriate knowledge of the UAE's heritage and culture and celebrate national events such as Flag Day and Martyr's Day. They show respect to the flag and national anthem. Students demonstrate a basic understanding of cultural diversity, helped by the content of their IB course.

Students hold responsibilities in the school community. Their involvement as volunteers within the local community is irregular. Students are aware of environmental issues and demonstrate concern for their surroundings. Innovation and higher level learning skills are not yet strong, particularly those of the middle phase boys.

### Performance Standard 3: Teaching and Assessment

| Teaching and Assessment Indicators | KG | Primary | Middle | High |
|------------------------------------|----|---------|--------|------|
|------------------------------------|----|---------|--------|------|

|                                 |            |            |      |      |
|---------------------------------|------------|------------|------|------|
| Teaching for effective learning | Acceptable | Acceptable | Weak | Good |
| Assessment                      | Acceptable | Acceptable | Weak | Good |

The overall quality of teaching and assessment is acceptable overall but with significant variability across the middle and high phases. Teaching is acceptable in the KG and primary phase, weak for boys in the middle phase and good in the high phase. Most teachers have secure subject knowledge and deliver their subject appropriately. Student-centred, stimulating learning involving a range of strategies and challenging questioning is planned, but not yet used consistently well across all lessons. Middle phase lessons often fail to hold boys' interest. Teaching is effective in the high phase where students are presented with open-ended, interesting activities. In a Grade 11 psychology lesson, for example, students skilfully examined different writers' analyses of the concept of happiness. Most lessons do not meet the needs of SEN and G&T students. The use of ICT and high-quality resources is limited, except when older students use their own devices to access the internet. Teaching assistants support students' learning appropriately.

The quality and effectiveness of the school's arrangements for assessment are broadly acceptable overall, although with variability across phases. Internal assessment procedures are regular and appropriately focused upon the relevant subject learning outcomes detailed in IB and MoE curricula. Assessments are not always well moderated in the middle phase. Teachers do not always clarify learning outcomes adequately. Most have a secure understanding of students' strengths and weaknesses, but progress is not yet tracked with sufficient rigour. A minority of teachers use targeted questioning well to assess students' progress and understanding. Students in the high phase are given suitable opportunities to critically assess their own and others' work. Marking is generally comprehensive but does not always provide detailed feedback on how to improve.

## Performance Standard 4: Curriculum

| Curriculum Indicators                | KG         | Primary    | Middle     | High       |
|--------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation                | Acceptable | Acceptable | Acceptable | Acceptable |

The overall quality of the curriculum is acceptable. Its design and implementation are acceptable because subject provision adheres to the MoE and IB curricula. The school has yet to meet fully several requirements for the delivery of its licensed curriculum. For example, boys and girls are taught together in Grade 8 social studies for non-Arabs, and Grade 11 and 12 lessons. Provision of Arabic instruction for non-Arab students does not comply with regulations in Grades 1 and 2, and in Grades 6 to 10. Balance, continuity and progression are acceptable. Cross-curricula themes, such as community projects, link students' learning across a few subjects. Curriculum review has improved students' achievement and the KG learning environment. Opportunities to develop independent enterprise and innovation skills are planned but not always delivered, except in the high phase.

The adaptation of the curriculum is broadly acceptable. Additional choices such as French and business studies in the high phase add breadth. Modification of the curriculum to meet the learning needs of most students is acceptable, although learning activities are not yet sufficiently differentiated to fully support lower achievers or challenge more-able students. The curriculum is insufficiently modified to engage a large minority of middle phase boys. Opportunities for creativity, innovation, and collaboration are not yet consistent across subjects and are particularly limited for middle phase boys. Extra-curricular activities and community links such as scouts and Model United Nations (MUN) broaden the curriculum. Students participate in a variety of UAE national and cultural celebrations and traditions.

## 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 | Acceptable | Acceptable | Acceptable | Acceptable |
| Care and support                                                            | Acceptable | Acceptable | Weak       | Acceptable |

The overall quality of protection, care, guidance and support for students is broadly acceptable. Procedures for protection of students are adequate. The child protection policy is shared with students, staff and parents. A committee checks school premises daily for potential hazards. Supervision during break times is scheduled but can lack rigour. Procedures to ensure safety on school transport are effective, and maintenance records are up-to-date and secure. The building is well maintained and accessible, with lifts and ramps for the physically disabled. The school canteen provides healthy food and the school nurse regularly screens for general health issues. Promotion of safe and healthy living is not yet built into most aspects of school life.

The overall quality of care and support is generally acceptable although several aspects have yet to be strengthened, especially in the middle phase where it is weak. Staff and students' relations are generally respectful in the KG, primary and high phases. Relationships are at times strained in the middle phase due to the poor behaviour of a large minority of boys. Procedures for managing these students' behaviour and their guidance and support are not yet effective. The school's approach to promoting attendance is adequate, but arrangements to manage punctuality at morning assembly require strengthening. The school's procedures for identifying and supporting SEN and G&T students are still at an early stage. G&T students are mainly supported outside lessons in additional activities including, for example, photography. Senior students receive appropriate academic and career guidance by visiting universities and through visits from university representatives.

## Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is broadly acceptable. School leaders have given the school a clear vision and direction and have improved achievement, particularly in the high phase. Leadership demonstrates acceptable capacity to improve, largely due to stability provided by middle leaders. Relationships are professional and communication is effective. Provision for SEN and G&T students is not yet sufficiently developed. Expectations for behaviour are not always high enough and policies not always consistently applied. School leaders have still to complete the addressing of timetable compliance issues although they have been taking steps to do so.

The overall quality of self-evaluation and improvement planning is broadly acceptable. The school's self-evaluation form (SEF) is not yet based accurately on the inspection standards. Although the school has a realistic view of its key priorities, analysis of data is not always accurate enough to give well focused goals in the school development plan (SDP). The SEF and SDP lack effective benchmarking because of the absence of external data. Strategic planning links appropriately to UAE priorities, such as developing innovation in the school. Middle leaders' effective monitoring of teaching has improved the quality of learning.

The overall quality of partnerships with parents is acceptable. The views of parents are generally considered when shaping school policies. Their involvement in the work of the school is acceptable, but not yet strong enough to enforce punctuality. Reporting is regular and includes information about students' performance. The school has adequate links with the local community. Leaders have yet to develop these further through activities and events for all students.

The overall quality of governance is broadly acceptable. The governing body includes parents and teachers. Governors hold leaders accountable, and have had a positive impact on improvements since the last inspection. This has been limited by frequent changes in senior leadership. The school runs smoothly on a day-to-day basis.. Learning areas and specialist facilities are of adequate quality and suitable resources are available to support learning.

### **What the school should do to improve further:**

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1. Raise achievement, particularly for boys in the middle phase and for SEN and G&T students, by:
  - i. conducting a rigorous review of moderation processes in the middle phase to provide teachers with accurate information about students' achievement
  - ii. ensuring all boys in the middle phase develop responsibility for their own learning and become fully engaged in improving their achievement
  - iii. supporting the achievement of SEN and G&T students by ensuring they make appropriate progress from clear starting points.
2. Improve the quality of teaching and assessment by ensuring:
  - i. all lessons implement the student-centred, stimulating learning environment described in teachers' planning
  - ii. all teachers consistently use a wide range of strategies in lessons to engage all groups of students, particularly middle phase boys
  - iii. teachers' questioning effectively extends higher order thinking skills, particularly for G&T students
  - iv. teachers use assessment information to plan for different groups and individuals, including SEN students, and consistently provide detailed feedback on how to improve.
3. Improve leadership and management by:
  - i. completing, as a matter of urgency, revisions to timetabling to meet licensing requirements
  - ii. setting high expectations for the behaviour of all students through clear routines and rigorously monitoring and supporting all staff in their consistent implementation
  - iii. external testing in each phase to provide accurate benchmarks
  - iv. working with parents to ensure all students arrive promptly for morning assemblies to provide a disciplined and motivational start to the school day
  - v. supporting SEN students through individual education plans and the use of specialist staff
  - vi. identifying G&T students earlier and supporting them through appropriately challenging activities both in and out of lessons.