



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

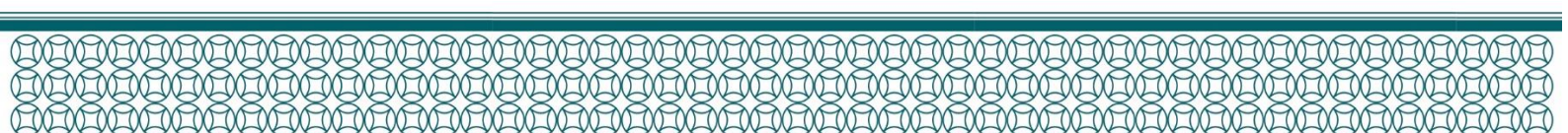
Inspection
Report of

Belvedere British School

Overall
Effectiveness

Good

Academic year: 2018-2019





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Table of Contents

School Information	2
The overall performance of the school:	3
Progress made since last inspection and capacity to improve	5
Provision for Reading	6
Key areas of strength and areas for improvements:	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	14
Performance Standard 3: Teaching and assessment	15
Performance Standard 4: Curriculum	16
Performance Standard 5: The Protection, care, guidance and support of students	17
Performance Standard 6: Leadership and management	18



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Information

School Profile			
School Name:	Belvedere British School		
School ID:	222	School phases:	KG - High
School Council: **			
School curriculum: *	British	Fee range and category*	AED 23000 to AED 30,000 (Medium to High)
Address:	Mohamed Bin Zayed City, Abu Dhabi	Email:	belvedere.pvt@adec.ae
Telephone:	+971 (2) 509 0000	Website:	www.belvederebritishschool.com

Staff Information			
Total number of teachers	73	Turnover rate	25%
Number of teaching assistants	14	Teacher- student ratio	1:11

Students' Information				
Total number of students	777	Gender	Boys and Girls	
% of Emirati students	27%	% of SEN students	2%	
% of largest nationality groups	Egyptian: 14%	Pakistani: 9%	Jordanian: 7%	
% of students per phase	KG 25%	Primary 52%	Middle 21%	High 3%

Inspection Details				
Inspection date:	from	<u>05/06/1440</u> <u>10/02/2019</u>	to:	<u>08/06/1440</u> <u>13/02/2019</u>
Number of lessons observed:	99	Number of joint lessons observed:	16	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school was opened in 2012. A new principal was appointed in January 2018. A new senior leadership team was appointed in September 2018, including a head of Arabic-medium subjects. Almost all students are now allocated to the correct British year group.
- The overall performance of the school is good because students' achievement is good in almost all subjects. Very strong leadership has improved morale and behaviour, and raised achievement to good in almost all subjects since the previous inspection. Teachers have good subject knowledge, and plan engaging lessons that meet the needs of most students. Accurate self-evaluation informs detailed school development plans that are monitored closely.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	• Student achievement is good. Attainment has improved and is now good overall in all subjects except Islamic Education where it is acceptable. • Different groups of students make good progress overall from their starting points. In a few subjects, more able students do not make accelerated progress because they are not challenged sufficiently. • Students work together well and communicate effectively. Their critical thinking and problem-solving skills are developing well.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	• Students have very positive attitudes, are self-reliant and resilient. Their attendance has improved, but is still only acceptable. • Students are very knowledgeable and respectful of UAE culture and heritage, and the culture of fellow students. • Students' are creative and innovative in their approach to learning. They have well developed independent learning skills.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	• Most teachers have good subject knowledge and demonstrate secure understanding of how students learn. • The quality of questioning supports students' critical thinking and problem-solving skills in most lessons. • Teachers use ongoing assessment in lessons to adapt their teaching effectively. New benchmarking processes are not yet fully embedded.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

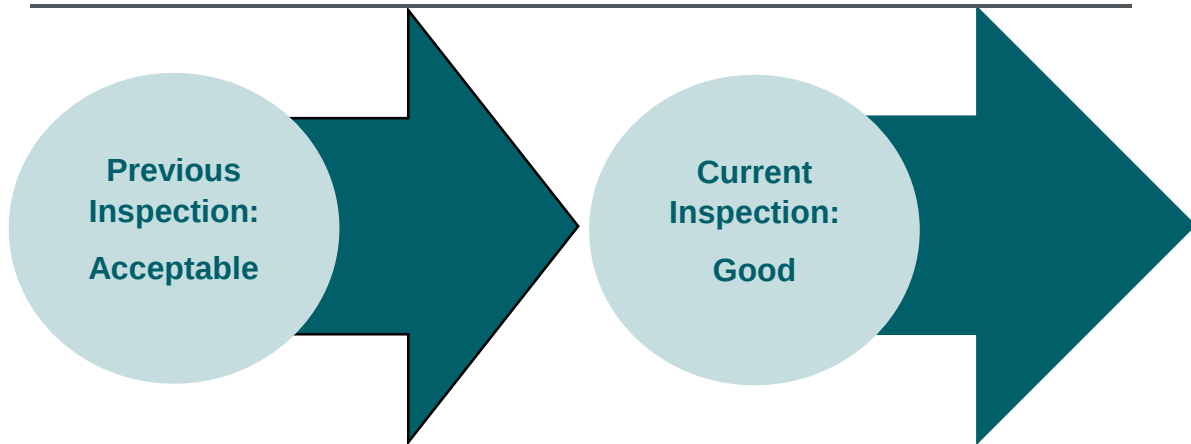
Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The curriculum is broad and balanced, and provides effectively for progression in students' learning. - Meaningful cross-curricular links, and the range of subject choices and extra-curricular activities, enhance students' learning. - The curriculum is modified carefully to support lower-achieving pupils in most phases, but does not yet fully meet the needs of the highest achieving pupils in all subjects.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- The school provides a very safe, secure and well-maintained learning environment. - Staff look after students' educational, welfare and career guidance needs very effectively, though the promotion of healthier eating remains a priority. - Proactive implementation of the school behaviour policy by all staff has resulted in improved behaviour.		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- The principal provides strong strategic direction, supported by his effective team of senior leaders and very effective governing body. - Key priorities are identified accurately through rigorous self-evaluation. Regularly monitored, detailed development plans ensure priorities are turned into positive actions. - Recently-introduced assessment systems to support accurate benchmarking are yet to impact on achievement.		



Progress made since last inspection and capacity to improve



- Leaders, led by the new principal, have rapidly raised staff morale and created an open and collegiate learning environment. Achievement is now good overall and has improved from acceptable overall, to good in all subjects except Islamic education.
- A comprehensive new behaviour policy and rigorous monitoring ensure behaviour has improved. It is now good. The school is a calm, orderly place and most students are keen to work and learn.
- A new attendance policy, shared with parents, sets out expectations and responsibilities for students and parents. As a result of regular follows-up and reminders, attendance has improved to acceptable.
- Teaching is now consistently good across all phases. Improved planning and better links between subjects enable teachers to work closely together to raise achievement. Teachers benefit from high-quality training.
- The appointment of a head of Arabic studies onto the senior leadership team, has improved outcomes in Arabic-medium subjects. However, in a minority of lessons insufficient challenge and less-effective questioning still slow students' progress.
- Leaders have taken steps to improve assessment systems. Information in all phases is now closely related to British curriculum standards. Data is gathered more regularly and analysed accurately.
- Most students previously placed in the wrong year group have now been aligned correctly to the British system. The school supports these students and parents well, with bridging materials and regular monitoring. Parents are involved in the process effectively.
- The school now offers very good care, guidance and support. The promotion of healthy eating remains a school priority. Healthy food is sold in line with ADEK's guide lines. However, a minority of students still bring unhealthy snacks to school.
- The school's successful implementation of the recommendations of the previous report, combined with the appointment of new senior leaders, indicates that the school's capacity to improve further is very good.



Provision for Reading



- The library is small but has a good selection of books in both languages. It is used effectively for lessons, independent study, or during break times.
- In KG and primary classrooms there are dedicated reading areas with a selection of age appropriate books.
- Improved reading skills are a high priority for the school. There are regular library lessons scheduled for every class every two weeks.
- The school follows an accelerated reading programme for Arabic and English. Teachers have training on how to deliver guided reading and provide weekly lessons throughout the primary phase.
- Base line data using a standardized reading test is undertaken to assess attainment and follow progress.
- Teachers share a reading rubric with students to help them track their progress.
- The school acknowledges improved readers by awarding them reading certificates.



Key areas of strength and areas for improvements:

Key areas of strength

- The vision and direction of the principal, supported by the governing body, in developing an open and inclusive learning community aligned with UAE's values and aspirations.
- The improved ethos and morale throughout the school.
- Improved achievement in Arabic, English and mathematics across all phases, and science in the high school.
- The effective care guidance and support given to students, leading to improved behaviour and attitudes to learning.
- Teachers' interactions and good relations with students.

Key areas for improvement

- Improve achievement in Islamic education throughout the school by:
 - improving the quality of teaching through raised expectations of what students can achieve
 - developing teachers' use of open-ended questioning to develop critical thinking.
 - making better use of technology to support learning.
- Ensure that existing systems for assessing students' achievement consistently lead to increased levels of challenge for all students, including the Arabic-medium subjects by
 - embedding the new assessment procedures firmly into practice across the school
 - ensuring all lessons offer enough challenge for more-able students
 - teachers' consistently using assessment data to plan lessons that closely match students' abilities
 - adapting the curriculum to develop the use of technology in the Arabic-medium subjects.
- Improve the overall attendance and punctuality of all students by:
 - refining current systems to educate parents of the importance of regular attendance
 - rigorously imposing current sanctions for students who are absent regularly
 - further developing the system of rewards and praise for students who do attend regularly.
- Continue to increase parents and students' awareness and understanding of the importance of healthy eating by:
 - defining clearly the foods that are not allowed to be brought from home, and ensuring parents are aware of the rules.



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Arabic (as additional Language) *	Attainment	N/A	Good	Very Good	Good
	Progress	N/A	Good	Very Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

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دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic Education	• Students' achievement in Islamic Education is acceptable, as it was in the previous inspection • The school's internal assessment from 2018 term 3 exams indicates variable attainment across the grades, ranging from weak in middle to outstanding in high phase. Attainment for the very few students in high phase who sat either 2018 MOE examination or 2018 IGCE examination ranged from acceptable to outstanding. However, in lessons and students' most recent work, achievement is acceptable because most students attain in line with curriculum expectations. • Most students demonstrate age-appropriate understanding of Islamic principles and their implications for their everyday lives. For example, middle phase, students can discuss Islamic principles about forming relationships with others. Students apply the etiquettes of Islam appropriately. However, when reciting from the Quran, students' Tilawa skills are less developed. • Students make acceptable progress in all phases. Learning and understanding would be further enhanced through teachers' use of open-ended questions.
Arabic	• Students' achievement in Arabic First Language is good overall and has improved since the last inspection. • The school's internal assessment from 2018 term 3 exams indicates acceptable attainment. 2018 external assessment data, for the very few students entered for the first time in IGCSE examination, indicates weak attainment. • In lessons and their recent work, students' attainment is good overall because the majority attain levels that are above curriculum expectations. Attainment is acceptable in the middle phase. • Students' reading comprehension, listening and speaking skills are in line with expectations in middle phase. They are good in all other phases. However, when engaging in extended, more complex writing, particularly in higher phases, students are less confident in using the written language conventions of standard Arabic. • Except in middle phase, most groups make good progress measured against their starting point. Recent interventions in reading have raised the reading skills of most students. • Students' achievement in Arabic Second Language is good overall and has improved since the last inspection. Attainment is good because the majority of the students attain levels that are better than age-related expectations. • The school's internal assessment data indicates acceptable attainment overall. In lessons and current work, students' attainment is good overall and very good in middle. Students' listening, comprehension and speaking skills are above age-related expectations. Students' ability to initiate meaningful conversation is relatively less well developed. • Most groups of students make good progress measured against their starting point. This is largely due to the high expectations of the teachers, particularly in middle phase.



Social Studies	- Students' achievement in UAE social studies is good overall, and has improved in middle phase since the last inspection. Internal assessment from 2018 term 3 exams indicates students' attainment is outstanding in primary, and acceptable in middle phase. However, in lessons and their recent work, students' attainment is good overall. - The majority of students demonstrate secure understanding of concepts related to geography, government and the national economy of the UAE. For example, students in primary can confidently explain the impact of UAE climate on life in UAE. The majority of students in middle phase can rationalise UAE's focus on education and the role of Expo 2021 targets in promoting further development. - Students make good progress overall. However, the higher-achieving students are not challenged consistently and this slows their progress.
English	- Students' achievement in English is good overall. It is very good in the high phase. - The school's internal assessment from 2018 term 3 exams indicates acceptable attainment overall. 2018 external assessment data, for the very few students entered for the first time in IGCSE examination, indicates weak attainment. - In lessons and students' recent work, attainment is good overall because in speaking, listening, reading and writing the majority of students attain above curriculum standards. For example, students in Year 2 independently write a series of events using time connectives. Students in middle and high phase can accurately infer meaning when analysing poetry text. The introduction of an accelerated reading programme has improved attainment across all phases. - Most groups of students make good progress overall. They make good progress in extended writing because teachers nurture KG children's emergent writing skills and develop these skills progressively across the grades. However, lower-ability students, especially in middle phase, do not always have enough support in the form of prompts or writing frames to help them make better progress.
Mathematics	- Students' achievement in mathematics is good. - The school's internal assessment from 2018 term 3 exams indicates weak attainment overall. It is weak in primary and high and very weak in middle. 2018 external assessment data, for the very few students entered for the first time in IGCSE examination, indicates weak attainment. - In lessons and in their recent work, students' attainment is good because the majority demonstrate knowledge and understanding of mathematical concepts, such as number, measures, and geometry, above curriculum expectations. Their computation skills are well developed. - Students in primary confidently estimate and measure the length of classroom items to compare length. By high phase, students' use these skills to efficiently measure multi-surface objects - Students in all groups and phases make good progress overall. Higher-achieving students are not always moved on to the next activity soon enough, this slows their progress.



Science	• Students' achievement in science remains good overall and has improved in high phase since the last inspection. • Internal assessment from 2018 term 3 exams indicates acceptable attainment. 2018 external assessment data, for the very few students entered for the first time in IGCSE examination, indicates weak attainment. • In lessons and in students recent work, attainment is good across all phases because the majority demonstrate knowledge, skills and understanding above curriculum expectations. Primary students demonstrate secure knowledge and understanding of physical processes, such as electric circuits. Middle phase students, confidently explain life processes such as cell division. Students' independent planning of, and enquiry skills during scientific investigations is less well developed. • Most groups of students make good progress. However, higher-achieving student are not always given challenging tasks to extend their knowledge and understanding.
Other subjects	• Achievement in other subjects is good overall. This is an improvement from the last inspection. • Internal assessment from 2018 term 3 exams indicates acceptable attainment. 2018 IGCSE results, for the very few students entered for the first time, show varying level of attainment. Attainment was weak in business studies, ICT and geography, and very good in French. • In lessons and in students' recent work attainment is good overall. • In art, students produce work in a variety of media, for example students in middle phase design and create sculptures in clay using an armature as a base. • Physical Education lessons ensure students are physically active. Students in primary phase use their skills in throwing and catching confidently when playing cricket. • In music, primary students in year 5 can repeat complex rhythms and build them into a performance. Their finger skills when playing the keyboard are less well developed. • In geography middle students can explain different types of society from population graphs. Their skills in drawing graphs are less well developed.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Learning Skills	• Learning skills are good overall. • Most students communicate effectively with their peers and teachers. • Students take on roles and share tasks effectively in group work • Students use technology resources well for research, presentation and subject specific tasks such as graphing. • Students critical thinking and problem-solving skills are well developed in most subjects because lessons include frequent opportunities to tackle problems or think critically. For example, in KG children develop an understanding of measurement by filling containers with sand and water. In middle they create their own questions when discussing specific texts. These skills are not yet consistent in the Arabic-medium subjects. • Students confidently use effective age-related self-assessment techniques to assess their progress.
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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	• Students' understanding of the etiquettes of Islam. • Students' application of Islamic principles to their everyday lives.	• Students' ability to read Quran using Tilawa rules. • Deeper understanding of Islamic principles.
Arabic	• Students' speaking skills using standard Arabic. • Students' reading comprehension skills.	• Extended writing skills using standard Arabic.
Social Studies	• Students' clear understanding of geographical concepts related to UAE's • Middle phase students' ability to discuss the impact of strategic governmental decisions on UAE society.	• Primary students' ability to make links, for example between UAE's strategic location and its economy. • Consistent challenge for higher-achieving students.
English	• Students' reading and communication skills in English. • Students ability to infer meaning from a variety of texts.	• Further opportunities to write at length, especially in middle and high phases. • Use of scaffolds, such as writing frames or prompt sheets, by lower-achieving students to further develop their writing skills.
Mathematics	• Students' computation skills. • Students' measurement skills.	• Students' open-ended problem-solving skills. • Consistent progression in lessons for higher-achieving students.
Science	• Students' knowledge and understanding of life and physical processes.	• Ability to predict and draw own conclusions when undertaking practical work in science



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Other subjects:	• Students' ball handling skills in cricket. • Students' understanding and creative use of rhythm in music.	• Finger skills when playing keyboards in music. • Students' skills in representing information graphically in geography.
Learning skills	• Understanding and use of assessment for learning systems such as, peer assessment • Organisational skills, especially in KG and primary.	• Further development of critical thinking, problem solving skills, and use of technology in Arabic-medium subjects.



Performance Standard 2: 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	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- Overall, students' personal and social development, and their innovation skills are very good. Students are positive, responsible and demonstrate self-reliance.
- Very positive behaviour prevails, contributing to a highly respectful, harmonious learning environment.
- Students are knowledgeable about healthy lifestyles, and know how to improve their own health through physical activity and sport. However, they do not always make healthy choices when they bring snacks to school.
- Rigorous monitoring and strict sanctions have improved attendance over time. It is currently acceptable but improving. Most students arrive punctually.
- Students demonstrate their secure understanding of Islamic values through their respectful, tolerant attitudes.
- Students are very knowledgeable and respectful of UAE culture and heritage. They help to organise events such as National Day and Flag Day. In this multi-cultural setting, students acquire deep appreciation of other cultures and societies, especially those from where their friends originate.
- Students willingly take on leadership roles in classrooms and around the school. Older students help younger ones at arrival and departure times. Students develop empathy with less-fortunate members of the community and support them, for example they decided to recycle clothes and toys to raise money for them. Each grade, in rotation, makes and decorates cakes for a monthly coffee morning for parents.
- Students work hard in class and demonstrate reliance. They respond well to opportunities for independent learning. They are resourceful and innovative in the way they approach their learning.
- Students routinely use new technologies in their learning.

Areas of Relative Strength:

- Students' very good behaviour and attitudes.
- Students' well-developed creativity and independent learning and innovation skills in lessons.

Areas for Improvement:

- Students' overall attendance.
- Development of students' understanding of the importance of healthy eating.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- The quality of teaching and assessment is good overall. It is acceptable in Islamic education. - All teachers have good subject knowledge and most understand how students learn. Lesson planning is detailed and supports the teachers' lesson delivery effectively. - Higher-order questions are generally used effectively to promote critical thinking and problem solving, although this is less consistent in Arabic-medium subjects. - Teachers use a variety of different strategies and resources, including technology, effectively to promote learning. The use of technology in Arabic-medium subjects is less well developed. Teachers link students' learning to everyday experiences effectively, such as measuring the area of displaced sand in the desert. - A practical approach to learning, in most subjects, promotes independent learning and deepens students' understanding. Teachers allow students to be creative in their approach to learning, for example, the creation of story maps to inspire writing in primary. - The school has recently introduced a robust assessment system, aligned more closely to the English National Curriculum, to facilitate accurate benchmarking against national and international standards. - Ongoing assessment against learning outcomes is an integral part of lessons. Information is analysed and used to adapt lesson plans by most teachers in most subjects. A minority of teachers do not challenge more-able students regularly, particularly in Arabic-medium subjects. - Regular marking and feedback in books support students' progress. The use of age- appropriate self-assessment techniques is evident across all phases.				
Areas of Relative Strength: - Teacher's subject knowledge and the quality of questioning in most subjects. - Creative approaches to students learning, such as the use of mind maps, practical investigations and effective use of technology.				
Areas for Improvement: - Raised expectations and higher-order questioning in Arabic-medium subjects. - Embedding new assessment practices to benchmark attainment against national and international standards.				



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is good. The curriculum is suitably broad and provides a good balance between the promotion of knowledge and skills. Progression, such as the development of writing skills, is built effectively into the curriculum. Students are well prepared for the next phase of their education.
- Cross-curricular themes enable the majority of students to transfer their learning effectively between subjects. Older students are provided a good range of subject choices to enable them to develop their interests and prepare for university.
- Teachers and leaders review the curriculum regularly to maintain its alignment with UAE priorities and English National Curriculum requirements.
- Teachers modify the curriculum successfully to meet the needs of almost all groups, particularly less-able students and those with SEN by differentiating the work successfully. Despite some modifications, G&T students are not extended consistently in all lessons.
- The curriculum promotes suitable opportunities for developing students' innovation and enterprise skills. Students are enabled to use new technologies, such as the use of tablets to create and plot graphs. Opportunities for students to develop their enterprise skills are less well developed.
- A good range of extra-curricular activities including academic, cultural and sporting activities, enables students to develop their interests. Swimming and cricket are particularly popular.
- Appropriately-planned links to promote clear understanding of Emirati culture and UAE society are included in most subjects and in assemblies.
- Moral education is taught weekly as a stand-alone subject. The values which underpin moral education are reflected in students' very positive attitudes and relationships in school.

Areas of Relative Strength:

- Cross-curricular links, extra-curricular activities and subject choices that enrich students' learning.
- Successful modification to meet the needs of less able students and those with SEN.

Areas for Improvement:

- Modification of the curriculum to meet the needs of the higher-achieving students.
- Develop further opportunities for students to develop their enterprise skills.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
- The quality of protection care, guidance and support are very good overall; provision for care and support is good. - A clear child protection and safeguarding policy, including internet safety, is supported by regular training for teachers, students and parents. The very few instances of suspected bullying are dealt with effectively. - The buildings and premises, which are well maintained, provide an attractive learning environment. Comprehensive safety checks are analysed, and prompt remedial steps taken when necessary. - The school is well suited to the educational needs of all students, including those with special needs. - The school's comprehensive healthy living policy impacts effectively on most students, particularly in relation to exercise. However, the promotion of healthy eating is less effective. - Staff cultivate very positive and purposeful relations with students. The behavior management policy is implemented rigorously. As a result, behavior has improved since the previous inspection. - Attendance is monitored rigorously and parents are routinely contacted if a student is absent. However, despite weekly reminders in newsletters and emails, attendance remains only acceptable. - The school has clear systems to identify students with special educational needs. The identification of gifted and talented students is largely based on academic ability. - The school provides effective support to most students with special educational needs either in class or by specialists in the resource room. Levels of challenge for gifted and talented students are not yet consistent across all subjects. - The school provides comprehensive academic and career guidance to older students.				
Areas of Relative Strength:				
- Welfare and safeguarding of students. - Positive and purpose relationships and behaviour management.				
Areas for Improvement:				
- Promotion of healthy life styles - Promotion of attendance and punctuality. - Challenge for gifted and talented students in all subjects.				



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership is very good. All leaders, led by the new principal, are highly committed. They provide very clear vision and direction, aligned with UAE priorities. As a result, the schools' ethos is open and collaborative, lifting staff morale and improving behaviour.
- The principal delegates leadership highly effectively. Leaders have successfully led improvement in student achievement in almost all subjects. They monitor the quality of teaching effectively, focussing on outcomes for students. Teachers are held to account for student progress.
- School evaluation and improvement planning are closely matched. The school evaluates its performance very accurately using information from all stakeholders. Subsequent action plans are detailed and monitored closely to ensure success. New systems to evaluate and benchmark students' attainment, clearly linked to English National Curriculum standards, were introduced in September 2018. These now provide an accurate evaluation of achievement against international and national standards.
- Partnerships are good. The school proactively monitors parents' engagement with digital communication and frequently seeks their views. Regular, detailed reporting keeps parents well informed about their children's progress. The school is less successful in engaging their support with promoting healthy eating and attendance.
- Partnerships with other schools, including the founder school in the UK, are strong. These links offer opportunities to share best practice and professional development
- The governing body is a strong force for change. They hold the school leadership to account very effectively. Recent reviews of school policies ensure they conform to the latest requirements and are fit for purpose.
- The school day operates very efficiently. All teachers are well qualified and deployed effectively. The school makes very good use of the available facilities and space of a small site. A wide range of high-quality resources, including technology, support effective learning
- To promote students' attainment in international assessment they actively encourage students to engage with ADEK's 'Question-a-Day' initiative. Girls, as well as boys, in high phase are being encouraged and supported to sit IGCSEs and IAL examinations.

Areas of Relative Strength:

- Leaders' impact on raising student achievement.
- Creation of a positive learning culture that has raised staff morale and improved behaviour.
- Effective governance that holds leaders to account.

Areas for Improvement:

- Further promotion of parents' active involvement in the school and engaging their support with promoting healthy eating and attendance.
- Embedding and monitoring the effectiveness of the recently-introduced assessment system to accurately benchmark achievement.

*Relevant for Private schools only