



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# Inspection Report of: The Cambridge High School

Overall Effectiveness: Good

Academic Year 2017 – 2018

Iqraa



## Contents

|                                                                                                         |                              |
|---------------------------------------------------------------------------------------------------------|------------------------------|
| School Information .....                                                                                | 3                            |
| The Performance of the School .....                                                                     | 4                            |
| Evaluation of the school's overall performance .....                                                    | 5                            |
| Progress made since last inspection and capacity to improve.....                                        | 6                            |
| Key areas of strength and area for improvement.....                                                     | Error! Bookmark not defined. |
| Provision for Reading .....                                                                             | 8                            |
| Performance Standard 1: Students' Achievement.....                                                      | 9                            |
| Performance Standard 2: Students' personal and social development, and their<br>innovation skills ..... | 12                           |
| Performance Standard 3: Teaching and Assessment.....                                                    | 14                           |
| Performance Standard 4: Curriculum.....                                                                 | 15                           |
| Performance Standard 5: The protection, care, guidance and support of students .....                    | 17                           |
| Performance Standard 6: Leadership and management .....                                                 | 18                           |



## School Information

|                     |                                  |      |                  |                                                    |                    |
|---------------------|----------------------------------|------|------------------|----------------------------------------------------|--------------------|
| General Information | Inspection date:                 | from | 19 Muharram-1439 | to                                                 | 22 Muharram - 1439 |
|                     |                                  | from | 09-Oct-17        | to                                                 | 12-Oct-17          |
|                     | School name                      |      |                  | The Cambridge High School                          |                    |
|                     | School ID                        |      |                  | 9045                                               |                    |
|                     | School address                   |      |                  | ME 9, Musaffah, Abu Dhabi                          |                    |
|                     | School telephone                 |      |                  | +971 (0)2 552 1621                                 |                    |
|                     | School official email            |      |                  | cambridgehigh.pvt@adec.ac.ae                       |                    |
|                     | School website                   |      |                  | http://www.gemscis-abudhabi.com                    |                    |
|                     | School phases                    |      |                  | KG-High                                            |                    |
|                     | School curriculum                |      |                  | English National Curriculum                        |                    |
|                     | Fee range and category           |      |                  | AED 14,500 to AED 30,700 . Medium to High category |                    |
|                     | Number of lessons observed       |      |                  | 130                                                |                    |
|                     | Number of joint lessons observed |      |                  | 20                                                 |                    |
| Staff Information   | Total number of teachers         |      |                  | 107                                                |                    |
|                     | Turnover rate                    |      |                  | 20%                                                |                    |
|                     | Number of teaching assistants    |      |                  | 24                                                 |                    |
|                     | Teacher- student ratio           |      |                  | KG 1:12 Lower primary: 1:16<br>Other phases 1:30   |                    |
| Student Information | Total number of students         |      |                  | 1719                                               |                    |
|                     | % of Emirati Students            |      |                  | 9%                                                 |                    |
|                     | % of Largest nationality groups  |      |                  | 1. Indian : 31%                                    |                    |
|                     |                                  |      |                  | 2. Pakistani : 20%                                 |                    |
|                     |                                  |      |                  | 3. Egyptian: 7%                                    |                    |
|                     | % of SEN students                |      |                  | 7%                                                 |                    |
|                     | % of students per phase          |      |                  | KG: 11%                                            | Middle:29%         |
|                     |                                  |      |                  | Primary:43%                                        | High:17%           |
|                     | Grades/ Year groups              |      |                  | FS2 to Year 13                                     |                    |
| Gender              |                                  |      | Boys and Girls   |                                                    |                    |



## The Performance of the School

|                                                                                                                                                                                        |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance Standard 1</b><br><br>Students' Achievement<br><br>                                    | <b>Performance Standard 2</b><br><br>Students' personal and social development, and their innovation skills<br><br> |
| <b>Performance Standard 3</b><br><br>Teaching and Assessment<br><br>                                | <b>Performance Standard 4</b><br><br>Curriculum<br><br>                                                           |
| <b>Performance Standard 5</b><br><br>The protection, care, guidance and support of students<br><br> | <b>Performance Standard 6</b><br><br>Leadership and management<br><br>                                            |



## Evaluation of the school's overall performance

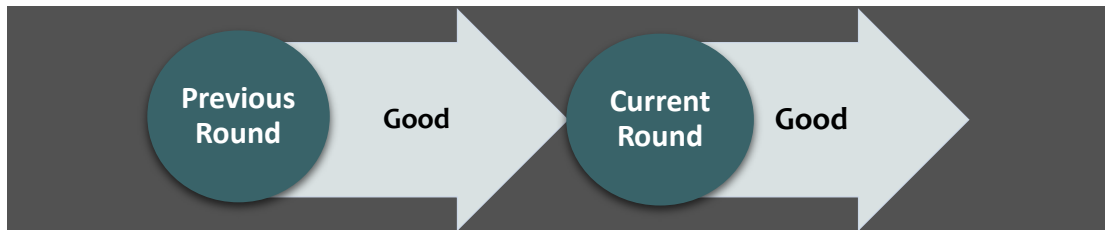
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- The overall performance of the school is good. Since the last inspection, the school has undergone a restructure of staffing and the leadership team. The school community is very stable and effective.
- Students' achievement is good overall. Children enter FS2 with knowledge and skills that are below where they are expected to be. They achieve well in relation to their starting points. Across the school, students' attainment is above curriculum expectations and their progress and learning skills are good overall.
- Students' personal development is very good. They enjoy strong relationships with teachers, behave well and have positive attitudes to learning. Students develop a good knowledge of the UAE culture and their understanding of the Islamic values.
- Teaching and the use of assessment is good overall. Teachers' subject knowledge is good and internal assessment processes are effective. The systems for benchmarking student's outcomes against national and international expectation are very well established. The school leaders are able to identify any gaps and take action to improve students' outcomes.
- The curriculum is good overall. It is broad and relevant and supports continuity and progression in student's learning. On occasion, it is not adapted well enough to provide sufficiently high levels of challenge for the most able students.
- The protection, care, guidance and support for all students, including those with special educational needs (SEN) is good. The promotion of healthy lifestyles to support students' well-being is strong. Premises are well maintained and conducive to learning.
- The day-to-day management of the school is good. The partnerships with the parents and the community are strong. School leaders and staff have worked together effectively to bring about rapid improvements in the school's practice, particularly in the Arabic language. Leaders have yet to further raise attainment in the A-level subjects of English and mathematics and ensure



consistency and sufficient levels of challenge in teaching and learning in a minority of lessons.

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



- Since the last inspection, the school has continued to provide a good quality of education. Students' attainment in Arabic for the native and non-native speakers has improved and is good. Middle leaders have improved the quality of their leadership skills. They have attended extensive training and used the knowledge and skills they have gained to improve the quality of teaching in their subjects. They support their colleagues well and hold them more accountable for teaching and learning in school.
- Students' personal and social development continues to be very good. The quality of teaching, learning and assessment, the curriculum and provision for the care, guidance and support of students also remain good. The new leadership and management of the school is effective.
- School leaders, including the board of trustees, have a common vision to improve the quality of the school's work and student outcomes. The sustained good performance, following a period of significant change, shows the school leaders' capacity to further improve the school is good.



### Key areas of strength

1. The impact of school leaders' actions to improve students' achievement in Arabic for native and non-native speakers.
2. Strong relationships within the school that promote students' good behaviour and positive attitudes to learning.
3. Students' appreciation of the heritage, culture and future vision of the UAE and their understanding of Islamic values.
4. The partnerships with parents and the community which enhance students' well-being and learning.
5. Effective management of the day-to-day life of the school.

### Key areas for improvement

1. Raise attainment in A- level English and mathematics by ensuring that teachers:
  - i. provide more varied learning experiences to enable students to apply and develop their knowledge and skills in the subjects taught
  - ii. consistently check the provision that students receive, set them challenging targets and offer them well-targeted support so that their attainment matches those of other international examinations.
2. Enhance the consistency of high quality teaching and learning by ensuring that all teachers:
  - i. use assessment information more effectively to plan students' next steps in learning and to enable them to consistently make more than expected progress
  - ii. offer high-quality feedback to help students further improve the quality of their work
  - iii. include additional levels of challenge within medium- and long-term planning
  - iv. deliver appropriately challenging tasks and activities for all students within lessons, particularly for those who are gifted and talented.
3. Further improve the impact of leadership and governance by:
  - i. ensuring the curriculum is adapted effectively to provide sufficient challenge for all students, particularly those who are gifted and talented
  - ii. ensuring improvement systems focus more directly on the quality of students' learning experiences, particularly in A- Level for English and mathematics
  - iii. enabling teachers in different subjects to share and experience classroom best practice.



## Provision for Reading

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- The school promotes reading effectively for all students. Students read widely during guided and shared reading sessions in English. They also read for pleasure and for information.
- Teachers in all subjects encourage students to read in Arabic and English. Students enjoy reading books in the well -stocked and organised library, sharing their favourite stories with their friends. Senior students enjoy reading for research and take an active part in reading competitions in both Arabic and English.
- Arabic parents help with reading activities in school to promote the ‘Read’ initiative.
- In English, teachers assess the effectiveness of reading to help equip students with the phonetic (sounds that letters make) strategies required to tackle unfamiliar words and to read for meaning. This is similar in Arabic.
- Teachers in English and Arabic have attended training and know how to teach reading and improve students’ skills.
- The school’s annual plan for reading is effective because the school leaders and staff ensure that they implement and monitor strategies to improve the quality of reading in school.
- Staff provide a suitable learning environment for students to read. In FS2, children have designated areas to read. As a result, progress in reading skills in both Arabic and English is improving rapidly and attainment is strengthening.



## Performance Standard 1: Students' Achievement

| Students' achievement Indicators   |            | KG   | Primary | Middle | High |
|------------------------------------|------------|------|---------|--------|------|
| Islamic Education                  | Attainment | N/A  | Good    | Good   | Good |
|                                    | Progress   | N/A  | Good    | Good   | Good |
| Arabic<br>(as a First Language)    | Attainment | Good | Good    | Good   | Good |
|                                    | Progress   | Good | Good    | Good   | Good |
| Arabic<br>(as additional Language) | Attainment | N/A  | Good    | Good   | Good |
|                                    | Progress   | N/A  | Good    | Good   | Good |
| Social Studies                     | Attainment | Good | Good    | Good   | Good |
|                                    | Progress   | Good | Good    | Good   | Good |
| English                            | Attainment | Good | Good    | Good   | Good |
|                                    | Progress   | Good | Good    | Good   | 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<br>(Art, Music, PE) | Attainment | Good | Good    | Good   | Good |
|                                    | Progress   | Good | Good    | Good   | Good |
| Learning Skills                    |            | Good | Good    | Good   | Good |



### Overall achievement

- The overall quality of students' achievement is good. The school's assessments data show that by the end of FS2, the majority of children attain above age-expectations. Children make good progress in relation to their individual starting points. Across the school, teachers' assessments indicate that the majority of students attain above the curriculum levels and their progress is at least good.
- IGCSE and AS results show that the majority of students are attaining above age-related levels and international standards in English, mathematics and sciences. Recent A-level examinations indicate that attainment is above international standards in sciences and is acceptable in English and mathematics. Students make good progress overall.
- In MOE examinations, students' performance was good in Islamic education and Arabic, indicating the majority of students attain above the curriculum levels.

### Subjects

- Students' achievement in **Islamic education** for both Arabs and non-Arabs is good. The majority of students show clear understanding of Islamic values. Across all year groups, Quran recitation and Tajweed rules are good. Senior students articulate their findings confidently at a level above curriculum expectations.

Students' achievement in **Arabic as a first** language is good. Fluency in language skills is above curriculum expectations. Students' progress accelerates as they move through the school. They are able to write at length and confidently explain their findings. Students' achievement in **Arabic as a second language** is good. Their language skills are above curriculum levels. Students can communicate their ideas well in speaking and writing.

- Students' achievement in **social studies** is good across the school. In FS2, children know about people who help them in the community and the majority can explain confidently their role. Students' knowledge strengthens as they move throughout the school. Older students deepen their knowledge of national security to protect their country.
- Students' achievement in **English** is good. Children in FS2 listen attentively and respond well to questions. Throughout the school, the majority of students



perform above age-related curriculum standards in speaking, listening, reading and writing. The achievement in the IGCSE English examination is very good and results in AS English are good. This is less strong in A- level results.

- Students' achievement in **mathematics** is good. The majority of students attain above curriculum levels. Students develop good critical thinking and problem-solving skills. This prepares them well for international examinations as in the case of IGCSE and AS. Recent A-level examination in mathematics is less strong. Progress in mathematics is good overall.
- Students' achievement in **science** is good. The majority of students attain above curriculum standards as shown in internal assessments and external examinations. FS2 children learn to explore resources and find out how they work. Throughout the school, students develop good research and investigative skills in lessons. As a result, students are well prepared for examinations.
- Students' achievement in **other subjects** is good overall. Students participate well in art and craft, music and physical education, including swimming lessons and this helps them to achieve above age-expected levels.

#### Learning skills

- Students' learning skills are good overall. Students work productively on their own and in groups without requiring much guidance from teachers. They understand the connections between subjects, and can apply their learning to the world beyond school. They use information and communications technology (ICT) to support their learning. Students respond well to opportunities to show creativity and imagination in their work.

#### Areas of Relative Strength:

- The good IGCSE and AS results.
- The good level of improvement of students' achievement in Arabic as first and second language.

#### Areas for Improvement:

- Students' performance in A- level examinations in English and mathematics



## Performance Standard 2: Students' personal and social development, and their innovation skills

| Students' personal and social development, and their innovation skills Indicators | KG        | Primary   | Middle    | High      |
|-----------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| Personal development                                                              | Very Good | Very Good | Very Good | Very Good |
| Understanding of Islamic values and awareness of Emirati and world cultures       | Good      | Good      | Good      | Good      |
| Social responsibility and innovation skills                                       | Good      | Very Good | Very Good | Very Good |

- Students' personal and social development and innovation skills are very good overall. Students have good attitudes to learning, but their response to constructive critique from teachers is not consistent. They are responsible and self-assured.
- Behaviour in the school is good. Relationships between students and staff are respectful.
- Students know how to keep safe, including when using the internet. They have a very good understanding of the importance of healthy lifestyles. Attendance at 96% is very good, reflecting students' enjoyment of learning.
- Students have a good understanding of the UAE culture and heritage. Islamic values, such as empathy, respect and tolerance permeate the school community. Students confidently discuss the history, geography and celebrations of the UAE. They are proud of their national identity and develop a good appreciation and knowledge of the wider world around them.
- Students have a very good sense of social responsibility. They raise charitable funds for the Red Crescent to support families in the locality and beyond. Older students take a very active part in conferences, such as the Model United Nations to express their views about children's rights for education and sustainability in the world.
- Students have a good work ethic. They confidently develop innovative ideas and creativity in their work.

### Areas of Relative Strength:

- Students have a very good knowledge of healthy living and enjoy coming to



school which contributes to their achievement.

### **Areas for Improvement:**

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- Students' response to constructive, critical feedback is not consistent throughout the school.



### Performance Standard 3: Teaching and Assessment

| Teaching and Assessment Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | KG   | Primary | Middle | High |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|--------|------|
| Teaching for effective learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Good | Good    | Good   | Good |
| Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Good | Good    | Good   | Good |
| <ul style="list-style-type: none"><li>Teaching and assessment is good overall. Most teachers have good subject knowledge and motivate students well to learn. Teachers do not all use assessment information to the same level to plan well for the students' next steps.</li><li>Teachers mark students' work regularly, but they do not always encourage students to respond to their comments to improve their work.</li><li>Lessons are purposeful. Students work at a brisk pace. They use ICT to support their learning effectively.</li><li>In the large majority of lessons, teachers provide appropriate challenge and support for highly-attaining students. Lower-attaining students and those who require help receive extra adult support to help them catch up.</li><li>Continuous assessment procedures are robust. The school compares students' performances effectively against its curriculum levels and alongside national and international standards.</li><li>Leaders and staff meet regularly to analyse assessment data for individuals and groups of students. They identify those who are falling behind and take effective action to narrow any gaps.</li></ul> |      |         |        |      |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |         |        |      |
| <ul style="list-style-type: none"><li>Teachers have good subject knowledge and provide a welcoming learning environment.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |         |        |      |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |        |      |
| <ul style="list-style-type: none"><li>Not all teachers make effective use of assessment information to match tasks precisely to different abilities and needs.</li><li>Not all teachers explain to students how to improve the quality of their work.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |         |        |      |



## Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is good. It is broad, age-appropriate and follows the licensed curriculum and the national statutory requirements. The school reviews its curriculum to ensure good continuity and progression.
- The school's approach to curriculum adaptation is good. Teachers generally plan well to meet the needs of most students. However, not all staff consistently adapt the curriculum to provide more challenging experiences for the gifted and talented students.
- Good quality extra-curricular activities such as art and craft, fitness and swimming enhance the curriculum. These activities increase students' confidence and their understanding of the importance of social contributions.
- Links to UAE culture and society are good, helping students to develop their understanding and appreciation of the UAE culture and heritage and Islamic values. Students enjoy many opportunities to develop their critical-thinking and problem-solving skills.
- Older students access a range of curricular choices to meet their abilities and interests. Students have good opportunities to transfer knowledge from one subject to another. School leaders consistently monitor and evaluate the impact of the curriculum to make improvements.
- Experienced teachers now teach moral education to enable students to distinguish right from wrong and to raise their aspirations related to the importance of the moral values in society such as responsibility, honesty and respect for others.

### Areas of Relative Strength:

- The curriculum provides good opportunities for students to develop a good knowledge of the UAE heritage.

### Areas for Improvement:



- The curriculum has yet to be adapted further to increase levels of challenge, particularly for the gifted and talented students.



## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Good | Good    | Good   | Good |
| Care and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Good | Good    | Good   | Good |
| <ul style="list-style-type: none"><li>• The overall quality of protection, care, guidance and support for students is good. Procedures for safeguarding, including child protection are effective. Students know how to keep safe and are confident to ask for help if they have any welfare concerns.</li><li>• The school nurses provide strong support to parents and their children to adopt healthy lifestyles, including attention to personal hygiene and healthy eating. Records of accidents and incidents are comprehensive.</li><li>• Policies and procedures for managing behaviour are implemented well. Staff show genuine care towards students. There are very well-established systems to maintain very good attendance and punctuality in school.</li><li>• The school has very good systems to identify SEN and G&amp;T students, although on occasion high achieving students are not fully challenged.</li><li>• A well-organised transition into school, and carefully planned careers guidance fully support student's academic and personal development. Senior students are successful to attend a range of universities in the UAE and abroad.</li></ul> |      |         |        |      |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |         |        |      |
| <ul style="list-style-type: none"><li>• The school promotes safe and healthy lifestyles, attendance and punctuality very effectively.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |         |        |      |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |         |        |      |
| <ul style="list-style-type: none"><li>• Not all staff provide sufficient challenge to maximise learning for students, particularly the gifted and talented ones.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |         |        |      |



## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Very Good |
| Management, staffing, facilities and resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Good      |
| <ul style="list-style-type: none"><li>• The overall quality of leadership and management is good. The principal, well supported by senior leaders and staff, provides strong and effective leadership.</li><li>• Relationships between staff are professional and effective and morale is positive.</li><li>• Self-evaluation is detailed. Findings are used well to highlight the school's strengths and to inform future developments.</li><li>• Leaders monitor the quality of teaching regularly and hold teachers accountable for students' achievement. The impact is not yet sufficient to eradicate teaching which in a small minority of lessons is not consistently strong.</li><li>• Partnerships between parents and school are very strong. Parents contribute very well to the life of the school and the community. For example, they lead on reading in school and organise charitable events during the month of Ramadan. Parents are delighted with the very effective communications that keep them fully informed on their child's progress and wellbeing. Teachers work with schools inside and outside the UAE to enrich their curricula.</li><li>• Governors support and hold leaders accountable for students' performance and direct change in a positive manner. They monitor the school's actions with rigour, and ensure that the school meets all the statutory requirements.</li><li>• The day-to-day management of the school is effective and has a positive impact on students' achievements. Premises and resources are of good quality and fully support the effective delivery of the curriculum.</li><li>• School leaders have ensured the school contributes well to the promotion of the UAE in international assessment. Students take part in international examinations as IGCSE, AS and A level. There are also firm plans to take part in PISA examinations.</li></ul> |           |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |
| <ul style="list-style-type: none"><li>• Leaders seek the views of parents and other stakeholders to improve their</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |



service.

- Partnerships with parents and the community are very strong.

#### **Areas for Improvement:**

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- Teaching and learning in the minority of lessons where monitoring shows it is not consistently strong.