



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



Private School Inspection Report

Dar Al Uloom Private School

Academic Year 2016 – 2017

Iqraa

Dar Al Uloom Private School

Inspection Date	February 20, 2017	to	February 23, 2017
Date of previous inspection	February 2, 2015	to	February 5, 2015

General Information	
School ID	104
Opening year of school	1998
Principal	Youssef Alkam
School telephone	+971 (0) 2 583 1777
School Address	Bani Yas West, Abu Dhabi
Official email (ADEC)	daraluloomad.pvt@adec.ac.ae
School website	www.daroloum-sch.net
Fee ranges (per annum)	Very Low category: AED 4700 to AED 9400
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	External Measurement of Student Achievement (EMSA) in Arabic Grade 12 external examinations
Accreditation	----

Students		
Total number of students	785	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	21
	Primary:	323
	Middle:	224
	High:	217
Age range	4 to 18 years	
Grades or Year Groups	KG1 to Grade 12	
Gender	Boys and girls	
% of Emirati Students	6%	
Largest nationality groups (%)	1. Syrian: 28%	
	2. Yemeni: 26%	
	3. Egyptian: 14%	
Staff		
Number of teachers	58	
Number of teaching assistants (TAs)	3	
Teacher-student ratio	KG/ FS	1:11
	Other phases	1:14
Teacher turnover	6%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	17
Number of lessons observed	93
Number of joint lesson observations	5
Number of parents' questionnaires	220; (return rate: 28%)
Details of other inspection activities	Inspectors examined and evaluated the written work of a sample of students at a range of grades. They held meetings with senior leaders and teachers, with other members of the school staff, the chair of the trustees' council, students and parents. They reviewed a range of documents provided by the school.

School	
School Aims	'To support students to acquire basic and modern skills to reach their highest levels of creativity and individuality, and to overcome all the challenges of their lives.'
School vision and mission	'School vision: to provide outstanding education, to produce a generation of creators interacting with their home issues and their current requirements. The mission: the school aims to teach generations for the future, and enhance their abilities in an environment of positive interaction among students, teachers and senior leadership team and this through the continuous development of its plans, according to the 21st century skills and strategies, and fruitful cooperation with organizations and institutions of society, which creates an attractive learning environment.'

Admission Policy	Diagnostic testing in Arabic, English, mathematics and science. Students and parents are also interviewed.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, the academic vice principal and the coordinator for girls. The trustees' council comprises the owner, his agent (who chairs the council), a finance officer, 4 parent representatives and a local business. The senior leadership team are members of the council.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	1	15
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	1
Physical and health related disabilities	3	1
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0



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

G&T Category	Number of students identified
Intellectual ability	7
Subject-specific aptitude (e.g. in science, mathematics, languages)	14
Social maturity and leadership	7
Mechanical/ technical/ technological ingenuity	5
Visual and performing arts (e.g. art, theatre, recitation)	12
Psychomotor ability (e.g. dance or sport)	15

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

The school was judged to be:	Band C	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

Dar Al Uloom Private School provides education of weak quality. The achievement of students is below the expectations of the Ministry of Education (MoE) curriculum in all subjects. The quality of teaching is weak in a large minority of lessons in all phases of the school. As a result, students fail to make at least acceptable progress in most subjects. Achievement is particularly low in English. Attainment and progress are stronger in the middle and high schools than in other phases. Most students do not develop learning skills in line with expectations. Their skills in critical thinking, problem solving and independent research are weak. A large minority of students, including those with special educational needs (SEN) and higher achievers make less progress than they should because of a lack of support and challenge in lessons. The school provides acceptable standards of care and guidance, which encourage students of all ages to make appropriate progress in their personal and social development.

Leadership and management are weak overall, although the clear direction and leadership of the principal and senior leaders (SLT) have brought about considerable improvement. There is an extensive programme of professional training and staff morale is high. Planned improvement goals are realistic. The school benefits from a strong relationship with parents. The cramped, shabby buildings and lack of resources make it very difficult to create an acceptable environment for learning. The trustees' council provides no strategic challenge or support to the senior leadership team.

Progress made since last inspection and capacity to improve

The school has made good progress since its previous inspection in February 2015, when it was judged to be very unsatisfactory. Progress has been made with most of the recommendations in the previous report as a direct result of the clear direction and leadership of the principal and senior leaders.

Behaviour in the school has improved greatly, especially among the boys. Relationships between staff and students are positive and respectful. Lessons are calm and orderly and break-times are full of activities and are safe, despite the crowded conditions. KG children have a separate area in the school with its own facilities and resources. School self-evaluation is realistic and honest. A layer of middle leadership has been created by the appointment of subject and KG co-ordinators. All teachers are observed regularly by leaders and by other teachers. There is a detailed programme of professional development based on priorities for improvement identified in the previous inspection report. As a result, the

quality of much of the teaching has improved, particularly in the middle and high schools. More lessons are now planned to achieve objectives shared with students, who are beginning to take a more active role in learning. The number and range of extra-curricular activities have increased, although almost all of these are available only at break-times. The school now has a licence and there is a dedicated prayer facility for girls.

Standards of attainment and progress are still too low. This is particularly the case in KG, the primary school and in English at all phases. Teachers now make greater use of assessment data to plan work that matches students' needs. They do not use it to suggest the next steps or targets for learning. Students do not benefit from enough active involvement in learning and high achievers are not stretched. The new layer of middle leadership does not have enough time away from class teaching to make a real impact on the practice of others. Teachers' questioning in all subjects still fails to ensure that students think critically and solve problems. The use of modern technologies to undertake self-directed learning is underdeveloped.

Development and promotion of innovation skills

There are opportunities for students to develop innovation skills. Older students have begun to create and design more original approaches to projects, especially in science. In a recent science exhibition, students from Grade 8 to Grade 11 showed great potential in creating various models from recyclable materials. Amongst the highlights were motorised air conditioners, a phone charger, solid mixture separator and using the energy of a magnet to run a toy car.

Students' ability to undertake enquiry, research and solve problems independently of teachers remains underdeveloped, particularly in the primary phase.

Apart from in science, there is little planned to promote and support a culture of innovation for students in their daily learning experiences. School leaders have begun to foster a culture of innovation and have introduced key changes to the culture of the school over the last 2 years. As yet there is little clear understanding amongst teachers of innovative learning in the classroom setting.

The inspection identified the following as key areas of strength:

- the commitment of senior leaders to promoting and implementing successful improvement
- students' behaviour, attitudes to learning and pride in UAE culture and Islamic values
- arrangements for the care, protection and welfare of students.

The inspection identified the following as key areas for improvement:

- attainment and progress in core subjects, particularly in the kindergarten and the primary school, and in English at all phases
- the development of critical thinking, problem-solving, research and innovation skills
- the degree of challenge in lessons for all students, especially high achievers
- the use of assessment to inform lesson planning and improve the progress of individual students
- the influence of middle leaders on the quality of teaching and learning
- the effectiveness of the council of trustees.

Performance Standard 1: Students' Achievement

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

Student achievement is weak overall. Far fewer than 75% of them reach standards broadly in line with expectations in most subjects. High and low ability students achieve less well than they should because of a lack of support and challenge in lessons. Achievement is slightly stronger in the middle school and the high school than in the primary school and the Kindergarten (KG). Achievement in the KG is weak because the curriculum and teaching are less well adapted to the needs of learners than they are in other grades. Children do not have enough opportunities to learn and develop through play or by choosing activities.

Students in Grade 12 perform well in the MoE examinations. Comparison of 2014, 2015 and 2016 data shows a consistent improvement in performance in the majority of subjects. More than 70% of students achieved above the minimum standards in Islamic education, Arabic, English, and science subjects in each of the last 3 years. Girls outperform boys by a small margin in most subjects. The results of EMSA tests in Arabic reading and writing in 2016 were broadly in line with the average standards of students at Grades 5, 7, 9 and 11.

Students' achievement in Islamic education is weak in the primary school and acceptable at the other phases. The majority of young children are able to memorize some verses of the Quran and understand their overall meaning. Students in the primary school do not develop any real understanding of Islamic concepts such as the relatives of the prophet Mohammed (PBUH) or the pillars of Islam because of weak teaching and ineffective classroom management. Most students in the middle school understand the main meanings of the "Hadeeth" and can apply them to their own experience. Grade 11 students make acceptable progress in understanding the "Al Shora" principle in Islam. They can provide examples from the prophet's life and from the Quran.

Achievement in Arabic is weak, except in the middle school, where it is acceptable. KG children are not given the chance to practise the different skills of the language in an age appropriate context. As a result, their progress is weak. In the primary school, Arabic language skills remain underdeveloped. The majority of Grade 1 students have difficulty in reading even simple words. Their speaking skills in standard Arabic are also weak because much of what they are given to listen to is based on dialect. In the middle school, students develop appropriate skills in speaking and listening. They can extract the different elements of simile in a given sentence, and apply it by giving their own examples. In the high school, students' reading, speaking and writing skill fall below expected standards. Most students find it difficult to express their ideas clearly in either spoken or written Arabic. They have few opportunities to apply grammar rules and new vocabulary in extended writing.

Most students in the primary section attain standards in line with curricular



expectations in social studies. Grade 2 students can name different valleys in the UAE and understand how running water is formed in them. Students in Grade 5 are able to classify different means of transport and link them with those currently used in the UAE. A large majority of Grade 9 students can explain the meaning and importance of social welfare in the community. They are able to give examples of social welfare provided by such services as Um Al Emarat and the Family Development Foundation. Their skills in map reading are less secure. In one lesson, a majority of students had difficulty in locating different areas of Abu Dhabi. Achievement is acceptable in the high school. Grade 10 students can list the steps leading to the foundation of Al Ittihad with simple details.

Achievement in English is weak at all phases. This is largely because the majority of teachers cannot speak English well themselves, and therefore provide poor models for learning. KG children learn to form some letters and know that they must write from left to right, but other language skills are weak. Most students at Grades 1 can describe body parts and use simple polite phrases. Almost all can write legibly from left to right and copy simple spellings but the majority are not developing their understanding. At Grade 5, most still cannot understand an age-appropriate text on diabetes or answer questions without discussion in Arabic. Middle school students make acceptable progress. They learn how to construct sentences with adverbs of frequency. They can discuss simple “why”-type questions and offer opinions. In the high school, only a few students can read information texts of any difficulty. They can only answer simple questions, and frequently fold over those pages in the textbooks which require more complex reading or writing. They can make notes of the main points in texts and perform simple skimming and scanning, but few of them can express themselves vigorously or effectively in spoken English. Almost all students find it very difficult to write anything correctly at length.

Attainment in mathematics is at the levels expected in the KG and the high school, but below expected levels in the primary and middle schools. KG children make slow progress, but they learn to recognise and use single-digit numbers to count and match. By the end of the primary school, students can calculate equivalent and non-equivalent fractions. By Grade 9, students are working with more independence within groups and can often explain more than one method of working out to their peers. The lack of basic resources like rulers, shapes and protractors in the primary and middle schools inhibits students’ ability to demonstrate more than basic competency in their mathematical knowledge, skills and understanding. Progress is better in the high school. Most students in Grade 11 can add and subtract matrices accurately. By Grade 12, students can define algebraic law and offer a variety of solutions to support their answers.

Achievement in science is acceptable in the KG and weak at the other phases. In

KG2, children are able to talk about living and non-living things and make comparisons between them. Students in Grade 2 show poor understanding of how day and night affect life on earth. By Grade 9 most students have developed secure knowledge about the characteristics of land, sea and air animals and how they have adapted to their environment. Students in all grades have few opportunities to undertake investigations and experimental work. As a result, in high school, Grade 12 students have only limited understanding of reduction concepts and the balance of chemical equations and are uncertain about electrical circuits and the units of current and voltage.

The standard of students' work in the majority of other subjects is weak. Music lessons have low level of student involvement because of the lack of musical instruments and other resources. Art lessons usually fail to challenge students to develop their skills, and focus on simple repetition of what they can do already. Most physical education (PE) lessons are acceptable. Students develop a limited range of skills in football and basketball. They participate in activities such as warm ups, running around cones and basic agility training. They understand the idea of physical fitness, although a large minority are not active in too many lessons. Students make weak progress in information and communications technology (ICT) because there are very few working computers. Even when students' theoretical knowledge is of an acceptable standard, they cannot put it into practice.

The development of students' learning skills is weak overall. Students show genuine interest and sustain acceptable levels of engagement in most lessons. They do what is asked of them. They are often passive listeners, or undertake tasks which require little thinking. Only a few lessons, mainly in the middle and high schools, involve students making choices, being challenged and learning at a brisk pace. Students are frequently required to work in pairs and small groups. They help one another and cooperate well when sharing learning resources and taking turns to use them. They rarely work together to challenge or extend ideas, except in a minority of middle and high school lessons. The use of more able students as group leaders often disguises weak learning or low levels of commitment in other students. A large majority of lessons contain at least some reference to real-world situations. Students are usually not asked to explore them or to apply what they have learnt critically to their own lives. There are few links between different areas of learning. Teachers direct activities in almost all lessons and students are rarely given the opportunity to work independently. They do not have enough opportunities to frame their own enquiries, draw conclusions or decide how to present their findings. There are few opportunities for them to use learning technologies to research information. Almost all such work is undertaken at home. Students produce work for events such as science marathons and heritage fairs, which display innovation

and enterprise, but such opportunities are rare in lessons.

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

Students of all ages have positive attitudes and respectful relationships with each other and with their teachers. They enjoy school and are keen to learn. Behaviour is good in almost all lessons and during breaks. Most students adopt healthy lifestyles and eat healthy food. They take up the healthy options offered by the canteen and talk convincingly about the importance of physical exercise. There is little litter around the school site. Attendance has improved noticeably since the previous inspection. It is now acceptable at over 92%. Punctuality in the morning has also improved since the last inspection and is now acceptable. Punctuality to lessons is good.

Students show a good understanding of Islamic values such as honesty and respect in their daily behaviour. Almost all develop a good knowledge and understanding of the UAE's heritage, culture and history. They are aware of ancient occupations such as fishing and pearl diving. Students know about traditions involving dates and desert hospitality. They show appropriate respect for the UAE national anthem and flag during morning assemblies. Students eagerly contribute to the large number of heritage and cultural displays around the school. Most students can describe the ways in which their culture is similar to, and different from, other cultures. The many nationalities of students in the school help them to quickly learn to understand the needs and differences of others.

Students are aware of their responsibilities within the school. They develop leadership skills through assemblies and through work on the student councils.

There are limited opportunities for students to lead in lessons. A large majority are keen to be involved with activities within the community such as charity or volunteer work. Most take part in some form of activity relating to environmental awareness. They work on recycling waste products, produce displays about pollution, clean the school environment and ensure there is a minimum amount of litter. A number of students took part in a large local project to clean up the Al Bateen Corniche. There are insufficient opportunities for students to take up challenging initiatives in lessons.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Weak	Weak	Weak	Weak
Assessment	Weak	Weak	Weak	Weak

The quality of the teaching was deemed acceptable in just over half the lessons observed. It was weak or very weak in a large minority of them. A majority of the weak and very weak lessons were observed in the primary school.

Most teachers' knowledge of their subjects and how to teach them is at least acceptable. It is generally better in the middle and high schools than at the younger grades. In Arabic and English, a majority of teachers' own pronunciation and language skills are weak. They provide poor models for language learning. In KG, teachers control all changes in activity and children rarely have the opportunity to make choices in their learning.

The learning environment in KG celebrates and informs learning somewhat better than in other phases. Girls' classrooms are more welcoming and display more student work than those in the boys' section. Teachers generally plan their lessons adequately, using a common planning format. Lessons fail to follow the plan on numerous occasions. This is particularly the case in the areas of active learning and provision for the needs of different groups. Classroom management is weak in the primary school in most subjects. A lack of resources in mathematics, Arabic and science limits learning experiences and progress. Most lessons include learning objectives. These are simply lists of activities in a large majority of lessons. It is rare to find teachers referring to the objectives during the course of a lesson in order to

consolidate learning and check progress. Textbooks are consistently used in most lessons throughout all phases as a source of planning. They are often the only resource in evidence. Students almost never use technology in lessons.

Students and teachers have friendly and respectful relationships. Students are too often passive recipients of information rather than the centre of learning. Group work is the main strategy in almost all classes. This develops students' cooperation and collaborative skills well, but the technique is over-used. The development of individual students' aptitudes suffers as a result. High achievers are not challenged enough. The range of questions used in most lessons is narrow. Teachers do not often probe students' thinking or enable them to respond in depth. Students ask more detailed questions in the middle and high schools, except in English. Here questioning remains limited, hampered by students' lack of English vocabulary, lack of practice in speaking in English and the poor language model provided by the majority of teachers. In science, teachers create more positive discussions, especially in the middle school. In social studies, students take greater responsibility for their own learning and teachers provide more consistent opportunities for higher order thinking. Higher order thinking skills remain relatively weak among students of all ages. Students are given too few opportunities to find things out for themselves, solve problems or develop the capacity to work independently.

Internal assessment procedures are regular and consistent in all subjects and grade levels. Assessments are linked to the MoE curriculum. They are performed at the beginning of each year as baseline, and subsequently at the end of each term. The scores are used to track progress and group students. For this, adequate use is made of the few external benchmarks available: Grade 12 examination results, comparative data from other local schools and EMSA test scores in Arabic reading and writing. Assessment information is not effectively used to modify curriculum plans or to meet all students' needs in lessons. As a result, many students lack either challenge or support. Exercise books are marked regularly but contain few detailed comments. This does not help students to know how to improve their work. Teachers are more aware of the strengths and weaknesses within groups than those of individual students.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Weak	Weak	Weak	Weak
Curriculum adaptation	Weak	Weak	Weak	Weak

The curriculum is based on MoE standards. It meets the basic needs of students in Grades 1 to 12. There is little enrichment and there is too much focus on knowledge at the expense of skills. Children in KG do not have enough opportunities to learn and develop socially through play-based activities or by making their own choices.

Curriculum planning does not account effectively for continuity and progression in students' learning. Topics are repeated and levels of challenge are similar across consecutive grades. Previous learning is often not taken into account, because teachers do not focus closely enough on individual students' needs. The school offers an appropriate degree of choice of subjects, including business studies and innovation and design for older students. There is little meaningful transfer of knowledge between subjects. Subject coordinators review the curriculum regularly, but revisions and adaptations are not always put into practice. The school does not apply the results of assessment processes to revise or develop the academic and personal needs of students.

The curriculum is not well adapted to meet the needs of all groups of students. Those with special educational needs (SEN) are withdrawn and given individual support in a specialist classroom. The support they receive in lessons is inconsistent because they are frequently given the same tasks and activities as other students. The curriculum is not sufficiently well adapted to meet the needs of high achievers, who are rarely challenged to achieve to the best of their ability. Students have few opportunities to engage in activities that promote enterprise, innovation, creativity and make a social contribution. Extra-curricular activities are held at breaks. Apart from football, music and gardening, they tend to be subject related, such as science, mathematics, English, Arabic and Islamic clubs. Students are sometimes involved in activities relating to the community. There are few local collaborations, although there are good links with the local Bani Yas Football Club and the Red Crescent charity. A pride of being part of the UAE is prominent in the school's educational philosophy and is well embedded in the curriculum. It results in a strong appreciation of UAE tradition and culture. Students participate enthusiastically in celebrations and special events throughout the year.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

Procedures for the care, welfare and safeguarding of students are acceptable. Students are well supervised around the school and on the buses. There are clear child protection procedures which are widely understood by students, staff and parents. Students feel safe and secure and know where to go if they have any concerns. Arrival and dismissal procedures are safe. Security staff are available all day to check all visitors' identities. Supervision at the breaks is adequate, despite the overcrowded spaces. The school buildings are old but maintained to an acceptable standard. The health and safety officer keeps a record of regular checks and any incidents. The premises are not suitable for all students. There are 3 students with mobility challenge and the ramps provided for their use are narrow and steep. The canteen provides only healthy food and is daily checked by the qualified nurse. The clinic is clean and well-maintained with meticulous files kept on all students. Numerous visiting speakers provide students with lessons and workshops on topics such diabetes, healthy eating, cleanliness and personal hygiene.

Relationships between staff and students are positive and respectful. Parents appreciate and value this. There are clear rewards and sanctions systems, which are known by all staff and students. The school's systems for promoting and tracking attendance and punctuality have been effective in raising attendance from 89% to 92% since the previous inspection. There is no SEN coordinator at the school and social workers deal with special needs. There is no clear identification policy. Actions to support students are limited and are inconsistently followed up. There is no specific provision for gifted and talented students. As a result, the majority of students with special needs do not make adequate personal or academic progress. Students receive acceptable guidance in preparation for the next stage of their education. Grade 9 students are guided on high school options. There are visits to and from local higher education providers, including the Sorbonne and Abu Dhabi University. Students are clear about their higher education pathways.

Performance Standard 6: Leadership and management

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

Senior leaders, including the principal, have a well-defined vision for the development of the school and set a clear direction. Under their leadership, the school has improved steadily since the previous inspection. Teachers and other staff respect and value the improvements that have been made and recognise the central importance of improving their own professional practice. Co-ordinators have been appointed in seven areas. They are beginning to exert a positive effect on learning, but they do not currently have enough non-teaching time to make a significant impact. Roles and responsibilities are not sufficiently clear. There is no delegated coordinator for SEN students, which has hindered the development of consistent practices for inclusion. The principal and vice-principal lead a programme of professional development based on priorities identified in the previous inspection report. All teachers are observed regularly by leaders and by other teachers. Staff are regularly consulted about issues of concern and matters for improvement and feel accountable. As a result, morale is high. Senior and middle leaders have had significant impact on improving the quality of students' care and personal development since the previous inspection. They recognise that they must now apply the same rigour to the improvement of students' achievement in all subjects and in all phases.

Self-evaluation and improvement planning are weak. The analysis of external examination results makes very little use of robust data. This means that judgments about students' achievement within the school self-evaluation form (SEF), and targets for academic improvement within the School Development Plan (SDP), lack a secure basis. The development of learning skills lacks rigour and is poorly evaluated. Priorities identified by the school for improvement are appropriate and concur with inspection findings. The school has begun to introduce systems for monitoring and evaluating teaching and learning. All teachers are observed regularly by leaders and by other teachers. The resulting targets are often too general to exert a powerful

influence on practice. The priorities of the school development plan (SDP) are based on an accurate analysis of the previous inspection report. The majority of improvement goals are realistic, with responsibilities allocated and practical time scales. Success criteria are insufficiently clear.

Partnerships with parents are acceptable. Parents are regularly involved in school activities and fund raising. They express their views via the parent council and mothers' council. They are represented on the trustees' council. Parents praise the school's "open door" policy. They say that the school is effective in swiftly resolving any concerns or difficulties. Communication is good. Parents value the frequent reports and weekly learning plans, which help them monitor their children's personal and academic progress. Reports do not contain enough information about students' strengths and areas for improvement. The school has developed a small number of links with local charities, businesses and other schools. There is an effective link with the Bani Yas football club and sports complex. This allows students to benefit from recreational space and facilities not available to them in the cramped environment of the school.

The governance of the school is very weak. The trustees' council was re-founded at the beginning of the academic year, having been inactive for some time. It is chaired by the owner's agent. The whole of the senior leadership team sits on the council, with representatives from parents, staff and one local business. Scrutiny of the school's SEF and SDP is weak. Trustees have no first-hand knowledge of students' achievements or their personal development. There is no clear understanding that the council has responsibility or is accountable for the school's performance. There has been no recent investment in school resources, including computers. The council has no coherent view of the contribution it should be making to the strategic direction of the school.

The day-to-day management of the school is well organised. Routines are effective and the school runs smoothly. KG classes lack some modern facilities, such as direct access to outdoor spaces for each classroom. The boys' section remains dreary and cramped with few displays, obsolete furniture and poor lighting. The school has a full complement of appropriately qualified teaching staff. The premises are clean. All classrooms have data shows. During the inspection few of these were working. Sports facilities are weak. The outside spaces are extremely restricted and there is little equipment. In order to give students access to acceptable facilities, the principal organises large-scale trips to the nearby sports centre once a week. The library has new stock and is of sufficient size. The 2 ICT rooms are far too small and have few computers which work. Science facilities are restricted. There is only one laboratory and equipment is limited. Students have little or no opportunity to use technology in lessons.

What the school should do to improve further:

1. Raise attainment in the core subjects, especially in the KG and the primary school, so that the majority of students make better than expected progress by:
 - i. improving teachers' use of objectives and success criteria in lessons so that all students know what learning is expected of them and how well they are doing
 - ii. ensuring that teachers develop a wider range of questioning strategies to stretch individual and whole-class learning
 - iii. creating more opportunities in lessons and homework for students to find information and solve problems, especially through the use of learning technologies
 - iv. extending the levels of challenge in lessons for more able students, together with the levels of support for lower ability students
 - v. developing play-based activities and genuine learning choices in the KG.
2. Make more effective use of assessment information by:
 - i. using it to create lesson plans which directly meet the needs of individuals and groups of students
 - ii. making it the basis for setting learning targets and precise achievement goals for individual students.
3. Enrich learning and the development of innovation skills by:
 - i. providing students with as many opportunities as possible to develop higher-order thinking skills and learn independently
 - ii. building opportunities into the curriculum for students to engage in enterprise, entrepreneurship, and the development of economic awareness
 - iii. creating opportunities for students to undertake a wider range of extra-curricular enrichment and community activities.
4. Improve the effectiveness of middle leaders by:
 - i. clearly defining their roles and responsibilities
 - ii. ensuring that they have sufficient non-teaching time to lead, manage and make a real impact on the improvement of teaching.
5. Improve the effectiveness of the council of trustees by:
 - i. increasing its role in strategic planning
 - ii. developing its responsibility for holding the SLT accountable for the school's performance.