



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



Private School Inspection Report

Emirates Private School Al Ain

Academic Year 2015 – 2016

Iqraa

Emirates Private School Al Ain

Inspection Date	April 25, 2016	To	April 28, 2016
Date of previous inspection	May 26, 2014	To	May 29, 2014

General Information		Students		
School ID	155	Total number of students	1804	
Opening year of school	1988	Number of children in KG	347	
Principal	Nabeel Amin Khlaif	Number of students in other phases	Primary:	669
			Middle:	407
			High:	381
School telephone	+971 (0)3 767 9322	Age range	3 years 8 months to 21 years	
School Address	School Road, Al Manaseer Al Ain	Grades or Year Groups	KG - Grade 12	
Official email (ADEC)	Emiratesaa.pvt@adec.ac.ae	Gender	Mixed	
School website	www.epsalain.com	% of Emirati Students	7%	
Fee ranges (per annum)	Very Low to Low: AED 8,000 – AED 13,000	Largest nationality groups (%)	1. Egyptian 39%	
			2. Jordanian 14%	
			3. Sudanese 11%	

Licensed Curriculum		Staff		
Main Curriculum	Ministry of Education (MoE)	Number of teachers	121	
Other Curriculum	British	Number of teaching assistants (TAs)	21	
External Exams/ Standardised tests	IGCSE, AS and A levels, EMSA	Teacher-student ratio	KG/ FS	1:20
			Other phases	1:12
Accreditation	-----	Teacher turnover	9%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	125
Number of joint lesson observations	4
Number of parents' questionnaires	84; (return rate: 5%)
Details of other inspection activities	Meetings with students, parents, staff and a member of the Board of Trustees; scrutiny of students' work; review of documents, policies and surveys

School	
School Aims	'To be an educational edifice representing a unique model through grasping educational needs and achieving the overall quality and to bring up a generation able to effectively act and interact with the surrounding and also maintain our culture.'
School vision and mission	'Being an educational establishment that seeks to present a model for modern schools through adopting international development criteria and educational projects attributed with quality, seriousness and uniqueness and enabling students to employ their skills in a safe attractive and open to the world educational environment.'
Admission Policy	The school's admissions policy prioritises re-registration of current students and their siblings, UAE nationals and students from other Emirates Private School's' group.



Leadership structure (ownership, governance and management)	A governance board consisting of the school's owners, a member of the local community, the principal and representatives of the teachers and parents provide governance. The principal has been in post for seven years. There are five members of the senior leadership team (SLT); the principal, a VP, the head of KG and two senior teachers heading up the boys' and girls' sections.
--	---

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	0	18
Emotional and Behaviour Disorders (ED/ BD)	0	16
Autism Spectrum Disorder (ASD)	0	2
Speech and Language Disorders	0	22
Physical and health related disabilities	0	13
Visually impaired	0	5
Hearing impaired	0	2
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	274
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	25
Visual and performing arts (e.g. art, theatre, recitation)	34
Psychomotor ability (e.g. dance or sport)	35

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

School was judged to be:

BAND (B)

Acceptable

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

The Performance of the School

Evaluation of the school's overall performance

The overall performance of Emirates Private School Al Ain is acceptable. The key strengths of the school are the students' behaviour, their knowledge and appreciation of Islamic values and of the UAE, the vision and educational direction provided by the principal and the systems for ensuring the health and security of all students. Students' attainment in all core subjects is acceptable. There remains an inconsistency in the quality of teaching for effective learning. The school has developed a range of assessment systems but these are not used well enough to support lesson planning in order to challenge and support students' individual needs. Students have insufficient opportunities in lessons to develop problem solving and critical thinking skills. As a result, many students do not make the progress in lessons of which they are capable. The school offers two separate curricula and both are satisfactorily implemented. The school's self-evaluation is robust and mostly accurate and has resulted in the correct priorities being identified for its improvement plan. The school's senior leadership team (SLT) has introduced a number of improvement initiatives to address priorities in the improvement plan. The school is well staffed and adequately resourced. Professional development is regular and has a positive impact on the quality of learning.

Progress made since last inspection and capacity to improve

The school has made satisfactory progress on the recommendations from the previous inspection. The safety concerns identified by the previous inspection have been addressed. Most notably, standards in all subjects have improved and are now in line with curriculum expectations. This has been achieved through the provision of extensive professional development for all teachers and closer monitoring of teaching and learning. Teachers routinely share the training they receive from external sources, with other teachers, sharing new strategies and resources. As a result, many lessons now incorporate a wider range of teaching and learning strategies that enable students to apply their knowledge to new concepts. More robust monitoring of teaching has led to senior teachers identifying specific individual improvement priorities for teachers. The school has developed systematic processes to record students' attainment in core subjects. For the small numbers of students working on IGCSE courses, the school monitors students' progress using the examination board syllabus. For all other students, the school has developed a consistent set of assessments to be administered throughout the school year, based on the Ministry of Education (MoE) test papers. Assessment data from diagnostic tests enable teachers to identify students who are more able,

and those who need additional support. Teachers do not routinely use this information to plan and deliver learning activities to meet the different needs of students. The curriculum in the KG (Kindergarten) has been extended to give children opportunities to learn through active play. The school has invested in a wide range of resources including interactive whiteboards in almost all classes as well as increasing the availability of research texts in the school's resource centre.

The principal and the senior leadership team have a detailed knowledge of the school's performance and the needs of the students. Their recent track record of improvement indicates a strong capacity for sustained improvement.

Development and promotion of innovation skills

The school's efforts to promote and engage in innovation with the students are acceptable. The school organizes special celebration days for different areas of the curriculum to showcase students' projects and talents. During the annual celebration of the Arabic language, special lessons are organised to help students think critically about the place of Arabic in the world. In Grade 12 MoE curriculum classes, students make impassioned speeches about the importance of Arabic to preserve the culture of the region as well as the importance of learning directly from the words spoken by the Prophet Mohammed (PBUH). Other classes have the opportunity to explore topics such as Arabic poetry, the differences between standard and colloquial Arabic and impact of different pronunciation of the language in different parts of the Arabic speaking world. The school, aware of its own community of special needs learners, has developed a strong partnership with a local centre for students with more severe learning and physical needs. Students from both organisations exchange weekly visits to have lessons together, play sports and build friendships. Grade 11 students believe that this initiative alleviates the loneliness that young people with more severe needs experience as they begin to understand that they have so much in common with other people their own age. Classrooms in the school's KG section have set up innovation corners in each class. These include challenging open-ended tasks such as creating robots and models of famous UAE buildings and cooking favourite recipes. Many of these initiatives have been introduced as special projects. In lessons, students are not routinely given appropriate opportunities or support to develop innovation and critical thinking skills.

The inspection identified the following as key areas of strength:

- well motivated and well behaved students who demonstrate a strong commitment to their learning
- students' knowledge and appreciation of Islamic values and their respect for the culture and heritage of the UAE and their home countries
- the provision of regular opportunities in all KG classes for children to learn through purposeful independent learning activities
- the effective systems for ensuring the health, safety and security of all students
- the effectiveness of the day to day administration of the school's policies and procedures that ensure the smooth running of the school
- the commitment of teachers to improving their professional practice.
- the strong educational vision and leadership provided by the principal.

The inspection identified the following as key areas for improvement:

- the accurate and consistent use of assessment data by all teachers to inform planning and set individual targets for improvement
- greater consistency in the quality of teaching for effective learning to ensure that all students make good progress in lessons
- the consistency in lesson planning to support the needs of less able learners and provide appropriate challenge for more able students
- consistency in the development of critical thinking, problem solving, research and a wider range of innovation skills in all lessons.



Performance Standard 1: Students' Achievement

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

Student achievement across all subjects is acceptable. The evidence from lesson observations indicates that most students perform in line with the expectations of their selected curriculum. A number of external examinations such as IGCSE and AS are taken in the high school. Results of the 20% of students taking IGCSE examinations show that students achieve in line with expectations in ICT, biology and physics and below expectations in chemistry, English as a second language and mathematics. The 15% of students who take AS levels achieve in line with expectations in chemistry but below expectation in ICT, physics and mathematics. The 13% of students who take IGCSE and A level examinations attain expected levels in chemistry but achieve below expectations in physics, mathematics and ICT. The 87% of students in Grade 12, who take the MoE examinations, achieve above expectations in most subjects.

In Arabic, by the time they leave KG, most students are able to read and write simple words, identify initial letter sounds and are able to answer simple questions using standard Arabic. Their knowledge and skills, particularly their reading skills, develop in line with expectations throughout the primary and middle phases. In Grade 4 students develop their knowledge of Arabic grammar, including adverbs describing time and place, and could use them when writing sentences. By the time they leave the school, most students are able to express their views using standard Arabic and read unfamiliar texts expressively. Students' writing skills develop well but there are few planned opportunities for extended writing.

Most students demonstrate secure knowledge and understanding of Islamic values and know how to relate these to their daily lives and behaviour. Children in KG classes are able to talk about being caring towards others. By Grade 3, students understand the importance of fasting and by Grade 6, the large majority of students are able to recite age appropriate verses such as 'Al Moddather'. Students' knowledge and understanding about key figures in the Islamic world is strengthened through Grade 9 studies of Saeed Ben Jubair and Grade 11 students' focus on women who have played an influential role in Islam.

In social studies, students gain a good knowledge of the history, heritage and values of the UAE. Their knowledge and understanding of the wider range of Arab states grows through the middle and high school where they learn about their home countries as well and the countries of Arabian peninsula.

In English, from a very low starting point in the KG, children make good progress in their speaking skills, and steady progress in other skills. Students in the British section of the school are more confident in their speaking skills as they have had many years of subject teaching in English. By the end of their time in KG, where all children are taught in English, most children are able to read common sight words and are beginning to form letters correctly. By the end of the primary phase, most students in



the MoE section are able to write short sentences, identifying verbs, adjectives and nouns. In the British section, Grade 10 students are able to create persuasive written arguments through a process of identifying, prioritizing and organizing key facts about using fresh instead of imported foods. Students' extended writing skills in the British section are developed through homework projects that require independent research. There are fewer opportunities for students in the MoE section to write in English to share their views and opinions or to create imaginative stories.

In mathematics, students develop age appropriate numeracy skills across the school. By the time they leave KG, most children can recognize and use numbers to at least ten, including reproducing addition and subtraction sentences using practical apparatus. By the end of primary, most students confidently use mental operations to add three decimal numbers and are able to calculate the perimeter of common shapes. The progress of more able students is often limited in the primary lessons through of the lack of challenge provided for them. Students' attainment and progress are acceptable in mathematics in the middle and high school phases. Grade 7 students in the MoE section, are able to apply their understanding of direction, fractions and sequencing when programming a robot to perform complex moves. In a few lessons in the British section, students' good recall of prior learning and use of correct vocabulary enables the teacher to quickly increase pace of learning.

In science, students' knowledge and understanding of concepts develops appropriately in both curriculum sections. KG children are able to talk about animals, and the differences between pets and wild animals. Most Grade 2 students can describe what happens to corn seed following high levels of heat being applied. Many Grade 3 students know about the consequences of friction and are able to use correct scientific terminology. Students' scientific knowledge and understanding develop more rapidly in the upper grades through specialist teaching. Most Grade 9 students are able to identify the chemicals that effect lungs and how oxygen transfer is inhibited by smoking. Grade 10 students build on this learning and most are able to explain the anatomy and structure of a lung. By Grade 12, many students are able to define the properties of saturated hydrocarbons. Throughout the school, students have limited opportunities for practical experiments and consequently do not demonstrate sufficient investigative skills and knowledge.

In most lessons, students demonstrate positive attitudes to their learning. In the large minority of lessons, many students are passive due to the lack of opportunity for them to initiate or lead their learning. Primary children demonstrate less self-reliance. Students in the high school, particularly in the British curriculum section, take more responsibility for their own learning as they purposefully focus on examination board requirements. In the large minority of lessons, students have opportunities to work collaboratively. This is most evident in science and English lessons in the middle and

high school. In the majority of lessons, tasks are too strictly controlled by the teacher, expecting students to complete sections of textbook activities or worksheet activities. Consequently, students' independent research, reflection, innovation and critical thinking skills are less well developed.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	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 across the school demonstrate responsible attitudes towards one another and towards their learning. Students' behaviour is good, as reflected in their orderly movement around a very large and complex school building. Even in the smallest of rooms, where conditions are crowded, students behave well. Students are generally very polite and courteous in their interactions with one another and with adults. Across the school, most students have an age appropriate understanding of safe and healthy living. In science lessons, most are able to talk about the importance of water in their diet and the importance of regular exercise. Attendance, at 92%, is acceptable. Most students demonstrate a good understanding of Islamic values and an awareness of Emirati culture as well as their home cultures. In assemblies, students recite verses from the Quran and take time to explain how the messages can be interpreted in modern times. Students are familiar with the culture, heritage and achievements of the UAE. In preparation for the school's annual Cultural Day students from across the school, select a country and present examples of the country's art, literature and food, to the wider school community. This leads to a deeper understanding of the customs and heritage of the large variety of countries that make up their school population.				

As part of the Leadership Programme in the school, elected students from each class take responsibility to monitor the behaviour of other students during communal assemblies and at break times. Most students demonstrate a positive work ethic. In the KG classes, children are encouraged to take initiative and make independent choices on a daily basis. Elsewhere in the school, many students rely on their teachers to suggest ideas for projects and activities, but then participate and engage in the projects enthusiastically. The majority of students are committed to keeping their immediate environment clean and tidy and do so productively.

Performance Standard 3: Teaching and Assessment

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

Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

The quality of teaching for effective learning is acceptable. The quality of teaching observed by inspectors ranged from good to weak. Most lessons were deemed to be acceptable or better.

Most teachers' subject knowledge is secure. Teachers routinely model accurate subject specific vocabulary and encourage students to do the same. In science lessons, particularly in the middle and high school phases, students are actively encouraged to use precise scientific terminology that enables them to be accurate in the descriptions of their experiments. Since the previous inspection, teachers' pedagogic knowledge of how young children learn has improved. As a result, children are provided with a wider range of activities to support their fine and gross motor skills as well as their language development. Lessons are mostly planned using textbooks and, in the older classes in the British section, according to examination syllabi. Most teachers identify and share, clear learning objectives. Only a few return to these at the end of the lesson to assess whether students have made the required progress. Practical resources are well utilised in most lessons. Students have limited access to digital technologies in lessons. In the large majority of lessons, the use of questions to challenge students' thinking and to enable them to reflect and gain a deeper understanding of a new concept is limited. In many lessons teachers talk for too long, allowing students little time to respond to their questions. In a few science

lessons in the high school, teachers use more open-ended questions, directed at small groups to aid their learning.

As a result of the substantial investment made by the school on professional development, teachers now use a wider range of strategies to engage students. A majority of teachers assign group roles for collaborative discussion and reporting to the whole class. In the more effective lessons, the roles are rotated, giving every student the opportunity to develop a different set of skills. Teachers plan to meet the needs of different groups of students in their classes. The implementation of this aspect of lesson planning is limited to a few lessons. In most lessons students are expected to work on the same task, at the same speed with no extension tasks for those who are more able. Teaching to develop critical thinking and problem solving is underdeveloped, as a result of most learning being based on textbook or worksheet activities, which give less emphasis to these skills. In a few science lessons in the high school, students are challenged appropriately and this enables them to develop higher order thinking skills.

The school has developed a range of internal assessments to match the requirements of the two curricula on offer. Students are tested on the previous unit's work at the middle and end of each term. Students in the KG classes are observed regularly and individual child profiles record the work they have completed. The school has robust systems in the primary, middle and high school phases, to ensure that students requiring further clarification on a specific concept, are supported by their teachers. This support is provided through daily early morning lessons led by subject teachers. The recording of assessment information is efficient. There is limited analysis and use of the assessment data at class or group level to adapt the curriculum or plan further interventions. Assessment information is not used sufficiently well by teachers, to determine the progress that each student is making, identify gaps in their learning or to track individual student progress. Consequently, students do not always make the progress of which they are capable. The quality of marking is inconsistent across the school. Most often, it consists of ticks that acknowledge that the child has completed an activity or task. There are no constructive comments that let students know what they need to do to improve their work further. In a few lessons, students are given opportunities to assess their own or a peer's work.

Performance Standard 4: Curriculum

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

The quality of curriculum design and curriculum adaptation is acceptable. The school offers a MoE curriculum for almost two thirds of its students and a broadly British curriculum for the others. In the KG and Grade 1, all students are offered the British curriculum. The curriculum in both sections is broad and balanced. In both curriculum sections, continuity of learning and progression are achieved through the use of curriculum specific textbooks. Teachers benefit from increasingly robust monitoring and training to ensure a greater continuity and progression in planning.

In KG classes, the varied and purposeful activities in learning centres enable students to apply their learning in a variety of cross-curricular contexts such as art, reading, mathematics and music. The variety of IGCSE subjects on offer enables those returning to their home countries, particularly Egyptian and Jordanian students, the opportunity to enter local further education systems. Curriculum leaders across the school are keen to develop the transfer of learning between subjects and between curriculum sections. Currently these opportunities are not systematically mapped out between subjects other than incidental references between social studies, Arabic and Islamic education lessons. The curriculum in the high school is reviewed periodically to ensure that it meets the requirements of the relevant examination board so that students are prepared to meet the challenges of further education courses.

The school makes minor adaptations to the curriculum to meet students' needs. The few children with visibility needs are supported by enlarged text being provided in lessons. The curriculum is not sufficiently well planned to meet the need of all students, particularly those who need more support or challenge in lessons. There are a range of extra-curricular activities and opportunities for students to learn outside of classrooms. These include sports competitions, trips to places of learning and interest as well as social events organised with the wider school community. The school organizes a wide range of annual events and celebrations to promote an understanding of UAE culture and society. Displays around the school also promote this aspect of learning.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The protection, care, guidance and support of students is acceptable. The school has well-established policies for safeguarding children. Training has been provided in child protection and procedures are widely understood by staff, students and parents. Most students are aware of who to go to for support with their academic or pastoral needs. A few students report that their views are not always heard regarding school rules and processes. The school's systems for managing health and safety are robust. There are comprehensive safety systems that are well implemented to ensure student safety around a large school campus with several exits. Risk assessments are appropriate and emergency evacuation drills are regular and well-organised. Supervision of students is effective at all times in the school day, including on school transport. A large team of support staff and school leaders ensure that the school building is well maintained, kept clean at all times and detailed records kept of all incidents. The premises, equipment and resources generally provide a suitable learning environment to support the curriculum for all students, including those with SEN. The school makes adequate provision for students with physical needs to access specialist classrooms. A few classrooms are too small for the number of students with limited space for students to move around or store their resources. The school nurse provides students with medical support as well as guidance on how to lead safe and healthy lives through well-prepared programmes about diet, personal hygiene and dental care.

Relationships between staff and students are polite and respectful. Most teachers have adequate systems in place for managing and rewarding behaviour. There is also a whole school policy of reward cards that culminates in a monetary award each week for the best-behaved students. The school has systems for recording, monitoring and promoting regular attendance, though the impact of these has not resulted in good attendance levels. A home-school agreement, where students and parents agree to adhere to a set of school requirements, including good attendance and punctuality, has had a positive impact since the previous inspection. The school has robust policies

for identifying students with special educational needs and those who are more able, through the assessments that are carried out at regular intervals. Students with identified special needs have individual support plans developed by a team of specialist teachers. There are less effective systems for supporting these students in lessons and they are often left to do the same work as other students, which many find too difficult. Support for identified more able students is also limited in lessons. Many of these students are encouraged to participate in external competitions and regional events, where they are successful. During daily lessons they are not sufficiently challenged. The school provides effective guidance for students in the higher grades for career and university choices through visits to local universities, enterprise companies as well as an annual university fair held at the school.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
The quality of leadership and management is acceptable. The principal provides a clear direction and emphasis on school improvement. He is highly visible around the school and leads a number of the improvement initiatives introduced since the last inspection. Most senior leaders are knowledgeable about best practice in teaching, learning and assessment. This is not the case with all subject leaders. There is a commitment to distributive leadership in order to develop educational leadership across the school but some subject leaders are not sufficiently focused on student learning. All staff have clear job descriptions. Relationships are strong across the school and morale is high. The senior leadership team is aware that further improvements, particularly in terms of ensuring consistency in teaching for effective learning, are required and demonstrate a strong capacity to lead sustained improvement for the school. The school's self-evaluation includes input from a wide range of stakeholders, including the school's board of Directors. Judgments in the school's self-evaluation	

document (SEF) are broadly accurate. The school's development plan (SDP) includes the recommendations of the previous inspection as well as newer school priorities. The development areas are well planned and review dates set but the processes for review and monitoring of the impact of the plans on student learning are less clear. The school's performance management processes are robust. There are regular evaluations of teaching by a range of senior teachers, including the principal. These provide improvement targets for teachers that are reviewed during performance management meetings. There is a growing emphasis on the impact of teaching on student attainment but this is at the early stages of development within the school.

The school has developed strong partnerships with parents and local communities. The views of parents are sought through regular surveys and meetings. Parents value the regular communication regarding the curriculum and ideas about how they can support their child at home. Parents also receive regular written reports and have the opportunity to meet with teachers to discuss their child's progress. The school has also developed a number of links with local community organisations and cultural centres to enable students to have closer links with their home communities both in the UAE and elsewhere.

The quality of governance is acceptable. The school has a number of external management bodies, including a board of Trustees as well as a board of Directors, which includes the school's owner. These boards include participation from parents, staff and the local community. The views of parents and staff are sought and decisions and actions are recorded and shared with all stakeholders. Board members are aware of the school's key priorities and are involved reviewing the school's improvement plan. The Board relies on the school's own account of its performance and only the owner holds the school accountable for its performance.

The day-to-day management of the school is good. There are effective procedures and systems to ensure student safety, well-established routines and policies to manage a complex organization offering a range of curricula for large numbers of students across a large campus. The effective implementation of these systems results in a calm, safe and secure atmosphere across the school. The school is adequately staffed to deliver both curricula, MOE and British. There is regular professional development, both within school and provided by external organizations, for all teachers, which is having an impact on improving the quality of teaching and learning. Classrooms assistants in the KG classes are reliant on class teachers for their professional development. The school's premises are mostly adequate. In some of the smaller rooms, teachers and students have less access for active learning but make best use of space. The school has improved its range of resources since the last inspection and these are adequate to support most lessons.

What the school should do to improve further:

1. Strengthen the effectiveness and consistency of teaching so that all lessons promote good progress and improve student attainment by ensuring that teachers:
 - i. make more effective use of whole school assessment information to plan the delivery of their lessons
 - ii. provide support and challenge for all students, particularly the more able, and those with SEN who find learning difficult
 - iii. monitor closely what students are learning through ongoing formative assessments
 - iv. provide specific feedback on students' work so that they know how to improve further
 - v. provide regular opportunities for students to carry out independent research and develop critical thinking skills.
2. Strengthen leadership and management at all levels by:
 - i. accurately analysing the full range of assessment information
 - ii. making more effective use of assessment information to identify priorities for improvement and sharing this information in a meaningful way so that teachers adapt their lessons accordingly
 - iii. improving the focus in lesson observations by all senior leaders on the quality of learning
 - iv. implementing more robust systems to identify and provide effective support and monitoring for students with additional needs and those who are gifted and talented.