



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



Private School Inspection Report

Zakher Private School

Academic Year 2015 – 2016

Iqraa

Zakher Private School

Inspection Date	February 8, 2016	to	February 11, 2016
Date of previous inspection	April 21, 2014	to	April 29, 2014
General Information		Students	
School ID	179	Total number of students	Arabic Division: 259 British Division: 500 Total= 759
Opening year of school	Arabic Division (AD): 1995 British Division (BD): 2008	Number of children in KG	118
Principal	Hasan Ahmed Alhayuti	Number of students in other phases	Primary: 434 Middle: 92 High: 115
School telephone	+971 (0)3 781 0818	Age range	3 to 20 years
School Address	Bldg.No. 4, 15th Street, Magar Al Dhabi, Falaj Hazza, Al Ain	Grades or Year Groups	KG – Grade 12
Official email (ADEC)	Zakher.pvt@adec.ac.ae	Gender	Arabic Division: boys British Division: mixed
School website	http://www.zakherprivateschool.com	% of Emirati Students	50%
Fee ranges (per annum)	Very low: (KG) AED 4,600 – (G12) AED 10,000	Largest nationality groups (%)	1. Egyptian 29% 2. Filipino 20% 3. Pakistani 19%
Licensed Curriculum		Staff	
Main Curriculum	English National Curriculum Ministry of Education (MoE)	Number of teachers	43
Other Curriculum	-----	Number of teaching assistants (TAs)	14
External Exams/ Standardised tests	-----	Teacher-student ratio	KG 1:14 Other phases 1:30
Accreditation	-----	Teacher turnover	25%

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	91
Number of joint lesson observations	5
Number of parents' questionnaires	89 returned, (response rate: 12%)
Details of other inspection activities	The team completed observations, conducted several meetings with senior staff, leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies, surveys and other documents. Senior leaders were fully involved throughout the process and leaders conducted joint lesson observations with inspectors in both divisions.

School	
School Aims	'We aim to imbibe our young people to be achievers with extraordinary determination, to set right goals in areas of education, morality, attitude, ethics and values.'
School vision and mission	'We look forward to building a students who is capable of taking all the reasons for success and excellence, by deepening the foundations of good planting and keeping up with the changes of time confidently.'
Admission Policy	In the Arabic Division, the admissions policy is selective: students seeking admission must score at least 50% in tests in Arabic, English and mathematics. The school makes no provision for students with special needs.



	In the British Division, the admissions policy is non-selective and inclusive: on-entry baseline assessments are used to provide information on students' starting points.
Leadership structure (ownership, governance and management)	The school operates as 2 completely separate divisions. In the Arabic Division, the Board of Directors includes the owner, principal and a parent representative. In the British Division, the Executive Management Board comprises representatives of the consultative group, the headteacher and a parent representative.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments with specific details	Number of other students identified by the school with specific details
Intellectual disability	1	0
Specific Learning Disability	0	1
Emotional and Behaviour Disorders (ED/ BD)	2	0
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	0	0
Physical and health related disabilities	1	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	2
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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
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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						

The Performance of the School

Evaluation of the school's overall performance

Zakher Private School operates as two completely separate divisions in all aspects of structure and provision. 66% of students study in the British Division (BD) from Foundation Stage (FS) to Year 6; 34% of students study in the Arabic Division (AD) from Grades 1 to 12.

The overall performance of Zakher Private School is acceptable.

The overall performance in the BD is good. The key strengths of the division are the students' personal and social development, soundly underpinned by the quality of protection, care, guidance and support. Students' literacy skills in English develop well in all phases, and attainment in the majority of core subjects including Islamic education and Arabic as a second language is good. Achievement in all subjects in Year 6 is good. Achievement in FS is less secure. The quality of teaching and effective use of assessment is inconsistent. Curriculum planning, adaptation and implementation are effective and meet the learning needs of most students by providing challenge and support to the more able and those who find learning difficult. Leadership and management at all levels are effective. Students, parents and staff are very supportive of the school's aims, and particularly appreciate the caring educational leadership provided by the head teacher. Realistic self-evaluation by leaders at all levels leads to ambitious and well-prioritised school development planning. Performance management processes are thorough and focus securely on the impact of teaching on student learning. Professional development is continuous and has a clear and beneficial impact on the quality of teaching.

The overall performance in the AD is weak. The more positive aspects of the division are students' improved behaviour since the previous inspection, and the sound relationships they maintain with each other. This development is supported by an improvement in the quality of protection, care, guidance and support the school provides. Attainment in almost all subjects is weak, and very weak in English. The quality of teaching and use of assessment is weak overall, and significantly impacts on students' learning opportunities and achievement. Curriculum planning, adaptation and implementation are weak and do not meet the learning needs of most students, most particularly the more able and those who find learning difficult. Leadership and management at all levels have limited impact on the performance of the division. Students, parents and staff are supportive of the division; parents indicate that there are many areas that require improvement. Self-evaluation processes lead to overly optimistic and unrealistic judgements, and school development efforts have very limited impact on student achievement, the

quality of teaching and the implementation of the curriculum, and do not reflect well on the effectiveness of leadership. Performance management processes have limited effect: their focus is on the act of teaching itself and not sufficiently on the impact that has on student learning. Professional development is provided and this too produces little improvement in the quality of teaching and learning.

Progress made since last inspection and capacity to improve

The school was last inspected in April 2014.

The BD has made good progress on the recommendations of the report. Student progress in Arabic has improved, especially in the case of second language learners, partly as a result of more consistent use of Standard Arabic and reduced use of English in lessons. Well-focused professional development has increased the quality of teaching. Lessons are planned carefully to take account of different learning needs and abilities. Assessment is aligned to the curriculum and designed to target the four language skills. Resources have been increased in both quantity and quality, and now include more appropriate reading books; they are used effectively by teachers. The curriculum has been modified to ensure that sufficient opportunities are provided for students to practise extended writing, and portfolios demonstrate both an understanding of the writing process and good overall progress.

The quality of teaching and learning has improved as a result of targeted professional development and supportive monitoring. Teachers use assessment for learning to plan activities that challenge and support the different ability groups. Teachers use a range of questioning strategies and are more confident in using open questions. Students set their own learning targets, and teacher marking and feedback consistently help students understand how they can improve their work. This is more effective in the older year levels. Teachers in FS plan activities closely linked to curriculum outcomes. Teachers have ready access to ICT in all FS and younger primary classrooms.

The head teacher and leadership teams have demonstrated good capacity to sustain improvement.

The AD has made limited progress on the recommendations of the previous report. The leadership team is largely the same, with the addition of a safety coordinator and a change in social worker. These new appointments, together with the guidance provided by the principal, have had a positive impact on students' personal and social development. The owner and principal have a vision for the school; other levels of leadership do not articulate this. Self-evaluation is unrealistically positive, and strategic planning and development planning have limited effect in improving the performance of the division and the academic

outcomes for its students. The quality of teaching shows little improvement and assessment processes are weak. The pastoral system and counselling focus predominantly on students with concerns, and the majority of students receive only limited guidance, for example when they are making decisions regarding careers and further education. Resources have been improved through the installation of data-show in Grades 4 to 12 and provision of laptops for teachers. These are not used to best effect by most teachers. Provision of resources remains an improvement need, especially for Grades 1 to 3.

The principal, senior and middle leaders have demonstrated weak capacity to improve the overall performance of the school.

Development and promotion of innovation skills

The school has begun to encourage the promotion of innovation within the curriculum.

In the BD, the head teacher has provided workshops to develop understanding by teachers of the concept of innovation, and curriculum review includes attention to promoting innovative thinking and activities. This focus is emerging in lesson planning and delivery and is more evident in activities and special events. Teachers provide a wide range of opportunities for innovative and active learning and confidently use learning technologies, in new ways, to develop understanding and knowledge. For example, Year 1 teachers use rap-style animations to extend the understanding of mathematics and engage young learners. Teachers are consistently employing open and probing questions to develop critical thinking, and lessons routinely provide opportunities for creativity, most especially in primary and the older year levels. Target-setting by students is well embedded in practice. FS students celebrate ‘innovation day’, and its activities enhance learning through a range of investigative opportunities. Children are regularly given opportunities to participate in ‘real-life’ activities such as baking. The division provides a range of creative and leadership opportunities in and out of lessons through activities such as writing for and editing the school newsletter, and acting as members of the elected student council and group leaders in lessons.

In the AD, the principal encourages innovation and this is at an emerging stage in curriculum implementation. The division celebrates a range of events during ‘innovation week’, such as presenting models to their peers and participating in art activities. Students are able to visit a farm to participate in practical and meaningful activities. Students are given opportunities to act as group leaders and to present in lessons.

The inspection identified the following as key areas of strength:

In the British Division,

- students' attainment and progress in Islamic education and mathematics
- students' literacy skills in English and Arabic
- students' high levels of attendance, reflecting their positive attitudes towards learning
- students' work ethic, self-disciplined behaviour and respectful relationships, all supported by consistent behaviour management strategies
- the quality of care, welfare, guidance and support provided by all staff
- effective organisation and management that ensures the smooth running of the school
- the head teacher's high visibility and the impact she has on staff morale and student well-being.

In the Arabic Division,

- the improvement in students' personal development and the quality of protection, care, guidance and support
- the principal's high visibility and mutually respectful relationships with students.

The inspection identified the following as key areas for improvement:

In the British Division,

- student achievement in all subjects so that attainment, progress and learning skills are consistently good or better for all students
- consistency in teaching for effective learning, particularly in Foundation Stage and Arabic as a first language, social studies and science in Years 1 to 5
- opportunities for children in Foundation Stage to learn through making choices in purposeful learning activities.

In the Arabic Division,

- student achievement in all subjects
- teaching for effective learning
- curriculum implementation and adaptation
- resources to support curriculum implementation, particularly in Grades 1 to 3
- leadership and management.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Good	Acceptable	Weak
	Progress	Acceptable	Good	Acceptable	Weak
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Weak
Arabic (as a Second Language)	Attainment	Acceptable	Good	Good	N/A
	Progress	Acceptable	Good	Good	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Weak
English	Attainment	Good	Good	Acceptable	Very Weak
	Progress	Good	Good	Acceptable	Very Weak
Mathematics	Attainment	Acceptable	Good	Acceptable	Weak
	Progress	Acceptable	Good	Acceptable	Weak
Science	Attainment	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	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	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Weak
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Acceptable	Acceptable

Student achievement overall is acceptable. In the BD it is good overall. In the AD it is weak overall.

In the BD, evidence from lessons and scrutiny of students' work indicate that the majority of students attain levels that are above curriculum standards in Islamic education, Arabic as a second language, English and mathematics. In Arabic as a first language, social studies and science, most students attain levels that are in line with curriculum standards and a few reach levels above that; their progress is good. In FS, children attain levels that are in line with curriculum standards in most learning areas and their progress is satisfactory. In Arabic and English, the majority attain levels that are above curriculum standards, particularly in their listening and speaking skills, and their progress is good. In relation to benchmarks used by the division, attainment is: good in most subjects, acceptable in science in primary; consistently good in Year 6; good in English and acceptable in other core subjects in FS. The rate of progress in all subjects improves as students move through the school and accelerates in Years 5 and 6.

Most children begin school with limited English skills. Listening and speaking skills in FS develop securely and they communicate confidently with peers and teachers. Primary students, particularly in the upper year levels, demonstrate secure listening with understanding, speak fluently to express ideas, and use accurate grammar and a wide range of vocabulary. They read with expression and understanding. By Year 6, students use well-structured sentences to express themselves. They read fluently for a range of purposes and with clear understanding. They write for a range of purposes with a developing grasp of the writing process and secure use of language conventions.

In mathematics, the standard of students' work and the rate of progress rise steadily as they move through the school. At the end of FS, students' attainment is in line with curriculum standards. They are able to add two single digit numbers and count out three or four items from a larger group. Within the primary phase and Year 6, the majority of students are attaining levels of performance above curriculum standards. Year 2 students are able to recognise fractions of a whole, for example, that three quarters of a circle have been coloured in. In Year 6, students are able to construct simple formulae using one or two operations. Throughout the school, problem solving skills develop well. In science, FS children understand the roles of people whose job it is to help them, such as police or fire officers. Year 5 students are able to give reasons as to why filter paper is more effective than gauze in separating sand from soil. Students make good progress in Year 6; they understand the human circulatory system and the location, shape and function of chambers within the heart.

In Arabic, students are developing adequate listening, reading and writing skills. Students read with confidence and show developing creative writing skills. Second language speakers have legible and neat handwriting and a few can read and understand the meaning of their reading. In Islamic education, students show an understanding of Islamic values and principles. They connect these to their behaviour and their communication with others. Reading Qur'an skill is not well developed and students in all levels find difficulty when reading Qur'an with recitation. The majority of students demonstrate appreciation of and knowledge about the culture and heritage of the UAE. They understand the diversity within UAE society. Students across the school lack confidence when they talk about the history and the economics of UAE, and their related discussion skills are not well developed.

Students are keen to learn and be successful. In FS they communicate purposefully and responsibly with each other. They show less self-reliance in independent work as a result of the fewer opportunities they are given for that. In Years 1 to 6, they work well both collaboratively and on individual tasks, and by Year 6 they use questions effectively to challenge each other.

In the AD, evidence from lessons and scrutiny of students' work indicate that overall less than three-quarters of students attain levels in most subjects that are at least in line with curriculum standards; their progress throughout is weak. In internal assessments, benchmarks used by the school show that most students attain levels above those expected by the division. In Grade 12 external examinations, student attainment overall is weak. The wide discrepancy is explained by the school as arising from the different requirements of the assessments: limited to knowledge in school assessments; more extensive assessment of understanding and skills in MoE assessments.

In Arabic, students are developing only weak listening, reading and writing skills. Students' speaking skills are underdeveloped and across the division they are not able to speak standard Arabic. Their handwriting is mostly legible and neat. A minority of students read confidently. Extended writing is very much under-developed, with few opportunities for practising it provided during lessons. In Islamic education, students show an understanding of Islamic values and principles. These are evident in their behaviour and their communication with others. Students find difficulty when reading the Holy Qur'an and in the use of recitation rules. The majority of students demonstrate appreciation of and knowledge about the culture and heritage of the UAE. They show a limited understanding of the diversity within the UAE society. Students lack confidence when they talk about the history and the economics of UAE and their related discussion skills are under-developed.



Students start school with very limited English skills. Throughout the school most students listen attentively; their understanding is limited. The understanding and spoken English of the few students in primary is very limited, and their reading and writing skills show weak development. Secondary students demonstrate limited listening comprehension. They predominantly respond with single word answers. Their reading is disjointed and shows limited understanding. Creative writing is very weakly developed.

In mathematics, a minority of students acquire basic knowledge. They have limited understanding of problem-solving processes and data representation. For example, a minority of Grade 5 students are able to find equivalent fractions, and the majority struggle to find the correct answer. In Grade 9 students write polynomials functionally; they are unable to understand what these represent. In Grade 12 students show weak understanding of basic differentiation concepts and principles, and a few are unable to read graphs accurately. In science, a minority of students acquire scientific knowledge; understanding is even more limited and most students' investigative skills are underdeveloped. For example, a few Grade 6 students can define terms related to the atmosphere such as pressure and humidity; they cannot differentiate between evaporation and condensation. A few Grade 9 students are able to define terms related to space; they lack clear understanding of related concepts, such as a 'light year'. A minority of students in Grade 12 are able to define the refraction of light and their explanations are limited.

Students in all grades in the middle and high phases are predominantly passive learners who show a lack of commitment to learning. Only a few students are able to explain their learning. They demonstrate limited development of collaborative skills when working on group tasks, as in Grade 6 where more able student completed the assigned task without interaction among group members. Students do not demonstrate critical thinking skills, and are given few opportunities to respond to open or probing questions.

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

Students' personal and social development is good and their innovation skills are acceptable overall.

In the BD, most students have positive attitudes to learning and enjoy school. This is reflected in the outstanding attendance rates of 99%; they are punctual for the start of the school day and to lessons. Students are self-disciplined and, especially in older year levels, are developing self-reliance, for example when researching information using the internet and representing peers on the student council. These and other opportunities result in the gradual development of leadership skills throughout the division. They have good relationships with each other and mix in harmonious groups. Students have a secure practical understanding of safe and healthy living, as evidenced by their choice of snacks, and through the focus the school provides on such matters both in the curriculum and in guidance activities. Students participate enthusiastically in activities that promote safe and healthy lifestyles, such as energetic sports lessons and friendly games during non-lesson times. They are able to articulate their related understanding well, when questioned.

Students appreciate Islamic values and, more particularly in the oldest year levels, the influence these have on UAE society. This is evident in their behaviour: students in all year levels are almost always well behaved in lessons and during break times. Additionally, they are respectful and courteous towards adults. Students are knowledgeable about and respectful of the heritage and culture of UAE. They show their understanding in lessons and the variety of extracurricular activities and special events, for example, when they eagerly celebrate National Day. Whole-division participation in Peace Day allows students to share their wider understanding of their home and Emirati cultures. Students show strong levels of responsibility, as in the care FS children take of equipment and their readiness to clear materials away with little



prompting. In the older grades, students contribute to the well-being of the division by taking on the role of peer counsellors. They participate in a range of community activities, which are frequently initiated by students during the activity programme. Notably, one project involved all students collecting toys, adding a personal message and sending these through the Red Crescent to children in Nepal. Year 5 and 6 students have a strongly developed work ethic; this is less evident in other year levels. Throughout the division, students work purposefully on teacher-directed activities and complete tasks promptly. The exception is older students, who are more hesitant to offer suggestions and work in independent groups, partly as a result of the fewer opportunities provided in most subjects for the development of these skills. Students are proud of their school and look after it responsibly. As an example, they keep all areas clean, and the recycling activity, 'Go Green', involves regular planting on campus. Active participation by most students in environmental projects beyond school is more limited.

In the AD, most students demonstrate positive attitudes towards school and are remarkably patient and well-behaved even when lessons lack interest. The behaviour of the majority during break-times demonstrates self-discipline and an understanding of the divisions' behaviour expectations. The large majority of students maintain good relationships with each other and are respectful and courteous towards adults. Attendance levels overall this school year are below average at 88%; they are above average in Grades 1, 4 and 5 and particularly low in Grades 12. Punctuality at the start of the day and to lessons mirrors attendance levels. Students demonstrate a secure understanding of safe and healthy living. They participate in additional activities that promote safe and healthy lifestyles, as when older students enthusiastically play sports during break-times.

Students appreciate Islamic values and these are reflected in their behaviour during lessons and other activities. Students in primary confidently lead 'Al Dhuhr prayer' in mixed-age groups. They appreciate the culture and heritage of the UAE through extracurricular activities and special events, such as celebrations for Flag and National Days. Students are more hesitant to express their views of these matters, particularly in secondary grades. They generally mix in harmonious groups, with a developing appreciation for the other cultures within the division. Students take care of the campus and keep the classrooms and common areas free of litter. They are involved in charity projects, such as raising funds for the Red Crescent, and middle school students visit children in hospital. Opportunities to participate in activities to support a sustainable environment and conservation are rare. When activities are engaging, students enjoy related work; they are too often passive learners and are given very limited opportunities to develop initiative and leadership skills, enterprise, creativity and innovation. For example, there is no student council.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment is acceptable overall.

In the BD it is mostly good in Years 1 to 6 and acceptable in FS. The quality of teaching observed by inspectors ranged from outstanding to weak. The large majority of lessons were deemed to be good or better. Examples of effective teaching were seen in all subjects and year levels, most consistently in Arabic, English and mathematics and in Years 5 and 6.

Teachers have secure knowledge of their subjects throughout the division and in most subjects in Years 1 to 6 they demonstrate a good understanding of how children learn most effectively. This is less secure in FS. All teachers use a comprehensive common planning format and this generally leads to relevant attention to and planning for the needs of students of different abilities, including their various learning styles. As a result most lessons in all subjects are purposeful, including those taught in Arabic. The many resources including learning technology are for the most part used effectively. In the more effective lessons, such as Year 6 science, students collaborate well to research information using laptops. Up-to-date display that celebrates student work and provides information, creates an attractive and supportive learning environment.

Teachers sustain productive interactions and this results in responsive and engaged students. In most lessons, teachers employ a range of questioning strategies. Questioning is predominantly open and teachers challenge students to share ideas, think more deeply and explain their answers. Consequently students are developing secure critical thinking skills and work creatively, for example when drafting imaginative writing in primary. In Years 5 and 6, modelling by teachers helps produce students who confidently question each other in group work. In most subjects, teachers use a range of strategies effectively. They provide purposeful, engaging activities and use time and resources effectively, and these factors combine to promote enthusiastic learning. These features are particularly strong in Year 6, for example in a science lesson most students made better than expected progress when learning about the functions of the four chambers within the human heart. In FS, teachers provide opportunities for students to make choices, for example they can

choose from a range of activities when they have finished their assigned work. This strategy is not yet providing all children with regular opportunities for independent and guided investigative work. In FS and throughout the division, classroom assistants and additional staff are used to good effect to support learning, as in-class support by the coordinator of special needs.

Assessment processes are mostly consistent and coherent, and well linked to the curriculum. Progress is tracked closely to inform planning and teaching. There is some weaker assessment for learning in younger grades. The division closely benchmarks the achievement of all students against curriculum expectations. The division compares performance data with another local school following the same curriculum. In FS, benchmarking on entry reveals low starting points in literacy, and tracking shows that most children make good progress. Class teachers analyse performance results to identify individual strengths and weaknesses, allocate students to ability groups and modify the curriculum in order to provide targeted challenge and support. Teachers use assessment information well and have a good understanding of what students in their classes know, understand and can do. This results in meaningful instruction and activities, and timely interventions in the majority of lessons support secure progress, particularly in Years 5 and 6. The large majority of teachers make effective use of assessment for learning. Students have developed, and know, their personal targets. Teachers' planning shows good attention to students' prior learning and learning styles. Marking in books is regular and teachers habitually offer constructive comments.

In the AD teaching and assessment are weak. The quality of teaching observed by inspectors ranged from acceptable to very weak. Most lessons were deemed to be weak or very weak. Only a few examples of effective teaching were seen: in Grade 12 Islamic education, in primary and middle Arabic and social studies, and in science.

Teachers' subject knowledge is mostly secure; their knowledge of how students learn most effectively is weak, particularly in Grades 6 to 12. Teachers' understanding of how to teach English as an additional language, especially to younger students, is very weak. Teachers provide insufficient opportunities to practise skills and develop understanding, and in most lessons formal instruction predominates. Teachers' use of the common planning format is basic and limited, in all subjects. In too many lessons, teachers do not make effective use of either time or available assessment information. They do not plan effectively to meet different learning needs, nor do they provide appropriate challenge and support for students of different abilities, and group work is often ineffective. Resources are generally limited. Data show and electronic screens are available in Grades 4 to 12; these were used in only a few lessons. There is meagre display and the learning environment is unstimulating.



The style of teaching is largely didactic and teachers generally address the class as a whole. Teaching strategies are limited. In the few examples seen of more effective Arabic lessons in primary grades, teachers use a wider range of methods to foster learning. Most teachers mainly use lecture methods, factual question and answer sessions, and worksheets. Attention to different ability levels is limited and teaching is predominantly to one level, paying little attention to individual or smaller group needs. Teachers habitually use direct 'closed' questions that focus on factual recall and provide limited opportunity for critical thinking. They accept very brief and frequently one-word responses that are restricted to knowledge development. Students are given rare opportunities to work develop skills in problem-solving, creativity and innovation. Teachers maintain largely respectful interactions with students.

Assessment processes for all subjects are inconsistent. Internal assessment does not provide valid or reliable data. Particularly in Grade 12, assessments are not aligned with expected curriculum outcomes and do not adequately track students' progress. Assessment of learning is not consistently used to check students' understanding and accelerate skill development. When it is used, teachers do not provide constructive feedback to students. Most teachers have insufficient knowledge of students' strengths and weaknesses. Planning shows little attention to the prior learning of students, and activities do not match students' varying abilities. Overall students receive insufficient support and this results in weak progress. There is a particular lack of challenge for higher achievers and this significantly restricts their educational growth.

Performance Standard 4: Curriculum

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

The quality of curriculum design, implementation and adaptation is acceptable overall.

In the BD, the quality of curriculum design, implementation and adaptation is good. The curriculum in all phases has a clear rationale based on the school's authorised curriculum. It is broad and balanced and is enhanced by other subjects including information and communication technology (ICT), physical education (PE), art, music and a range of third language options. Review meetings and curriculum mapping ensure progression and continuity, and adjustments are agreed to ensure relevance to the learning needs of different groups of students. Planning for cross-curricular links is an expectation and teachers collaborate to ensure links are meaningful. Regular review ensures purposeful connections to the UAE culture.

Teachers work in teams to plan effective adaptation to meet the needs of the different groups and to ensure that attention is given to the development of social and personal skills as well as academic. This is particularly successful in the older year groups. The SEN coordinator is involved in planning and implementation to develop appropriate modifications, through teacher input and the establishment of tailored outcomes, for identified students. Opportunities in the planned curriculum successfully engage most students and promote creativity and innovation. Examples of these were seen in lessons: when students in Years 1 to 3 took part in a day of 'learning on wheels', where activities for many lessons were displayed inside school buses, and also when Year 6 wrote creative narrative about the desert. This is reinforced through active participation by all students in the variety of weekly extracurricular activities. The division engages in a well-planned range of curriculum-related field trips and visits by external agencies to enrich students' learning opportunities. Knowledge of and appreciation for the culture and society of the UAE are integrated in most subjects, most effectively in the primary and middle levels; field trips and special events also enhance this aspect of student learning.

In the AD, the quality of curriculum design, its implementation and adaptation are weak. The curriculum is generally textbook driven. Planning does not provide enough attention to the development of learning skills and to ensuring breadth and balance

for the range of learning abilities. There are limited enrichment activities and these do not provide sufficient opportunities for students to develop key learning skills such as problem solving, collaborative and independent learning, purposeful use of ICT and research. The subjects offered in Grades 10 to 12 give students a particularly limited choice. Teachers in all grade levels use the common planning format to build relevant connections between subjects. There is limited systematic review and the focus is mostly on inaccuracies in textbooks.

Few modifications are made to the curriculum and it does not sufficiently match the interests of most students in order to engage them in learning; nor does it meet the needs of more able students and those who experience difficulty in learning. The school plans for innovation during a special week, with activities that promote interest and engagement such as Qur'an recitation and art workshops. However, in lessons, students are rarely given opportunities to work creatively and be innovative in their learning responses. A range of extracurricular activities and community links include educational visits, visits by different services, and student donations to the Red Crescent.

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	Good	Good	Good	Good
Care and support	Good	Good	Acceptable	Acceptable

The school overall makes good provision for the protection, care, guidance and support of students.

In the BD, provision overall is good. The division gives high priority to the welfare of students and the head teacher leads staff in creating a caring and constructive ethos. There are well-embedded and effective procedures for the safeguarding of students, including child protection policies, particularly in FS. The few cases of students with challenging behaviours are supported effectively by the counsellor and special needs coordinator. Systems and implementation of procedures for managing student behaviour are effective and constructive. Students indicate that there are members of staff whom they can readily contact if they have concerns.

The division provides a safe, hygienic and secure environment for students and staff. It conducts regular safety and risk assessments, of the bus transportation system among other areas of the school's facilities and activities. In FS, dismissal procedures are extremely well organised and supervised so that children have a calm and friendly departure from school. Emergency evacuation drills are regular and well-organised. Premises, facilities and equipment provide a well-maintained, safe and inclusive learning environment, which meets the needs of different groups of students. Bright, colourful displays celebrate student work so as to create an attractive learning environment in and outside classrooms. The division promotes safe and healthy living within the curriculum and through assemblies and activities. Meals and snacks are healthy and parents are given clear guidance. The division is highly successful in promoting high levels of attendance and punctuality. The division has appropriate systems to identify students with special educational needs. The SEN coordinator provides appropriate withdrawal and in-class support for identified students. She collaborates with class teachers in the planning and provision of targeted support that enables students to make consistent progress.

Class teachers and leaders regularly monitor the well-being of students. The information is used to provide effective personal and academic guidance.

In the AD, provision for health and safety are good; provision for care and support is weak. There are adequate procedures for the welfare and safeguarding of students, including child protection policies. The appointment of a safety officer has improved the quality of protection and care. The division provides a safe, hygienic and secure environment for students and staff. It conducts regular safety checks and evacuation drills are also regular. Records are appropriately maintained. Students indicate that they feel safe at school and are able to contact a member of staff if they have concerns. Premises and facilities are well maintained and provide a safe physical environment which meets the needs of most students. Maintenance requests are dealt with promptly. The division promotes safe and healthy lifestyles within the curriculum, particularly in physical education (PE). The division has a process in place to inform parents and students of the expectation that only healthy food is brought to school.

Staff maintain respectful relationships with students, and procedures for managing student behaviour are consistently implemented. The promotion and management of attendance and punctuality are mostly adequate. They are very effective in Grades 1, 4 and 5 and makes little impact in Grade 12. The admissions policy is not inclusive and the division excludes students with identified SEN at admission. There are no procedures to identify special needs after the admission process, and as a result no specialist support is given to any student. The well-being and personal development

of students are monitored at intervals with a focus mostly on low achievers. The division gives limited support and guidance to most students about career choices and further education options.

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	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The quality of leadership and management is acceptable overall.

In the BD, the quality of leadership and management is good. The head teacher of the British Division has a well-articulated vision that is shared by all levels of management. She provides strong educational leadership and has introduced meaningful delegation, which along with her commitment to a team approach fosters, in particular, a clear understanding of the curriculum and of best practice in its implementation. Senior leaders, guided by the head teacher, maintain professional and supportive relationships with staff while holding them accountable for development in teaching practices and improvements in student outcomes. The head teacher maintains high visibility throughout the school day and this has a noticeably positive impact on staff morale and student well-being; for example, students confidently approach her to share achievements and raise concerns.

Self-evaluation includes input from all staff. Processes are systematic and thorough and make full use of the analysis of performance data to identify improvement priorities. Strengths and progress are celebrated, and most leaders at all levels have a realistic understanding of priorities for development. Performance management processes involve appropriate structures and include a formal lesson observation cycle and regular drop-in visits with developmental feedback. This is most effectively focused on improving teaching effectiveness and raising levels of student achievement.

All staff cultivate positive relationships with parents. Parents are extremely appreciative and supportive of the school, and especially of the head teacher; they express strong approval of the availability of staff, and the close contact possible with them.

The division implements an effective range of communication links with parents. In addition to whole-school events and parent teacher meetings, communication extends to newsletters in each grade and parent workshops. Parents participate well in events such as information workshops, and provide help with activities. The parent council is active in its support. Reporting is regular and informative; it includes attention to personal development and teacher comments. The division has developed strong community connections, including well-established links for educational field trips, a monthly book exhibition, and the students' 'Helping Hands' club that has initiated community service projects such as collecting used and re-cycleable shoes for children in the Philippines.

The governing board includes representation from parents. The division implements a range of strategies to seek and take account of parent views. The board has rigorous procedures in place to regularly monitor the work of the school to hold the head teacher and leadership teams to account for developing the quality of teaching and student achievement. This process includes reports, regular meetings and visits to the division. The experienced board makes a considerable impact on the strategic direction and performance of the division. It is supportive and provides regular and knowledgeable guidance.

The division has a wealth of resources to support implementation of the curriculum, particularly in the area of learning technologies, and these are mostly used to good effect. Technology is not always employed to best effect in all subjects and at all year levels. The school runs smoothly on a day-to-day basis; systems are well followed and this ensures efficient operational procedures such as those ensuring the calm arrival and departure of students. Teachers are sufficient in number and appropriately qualified to deliver the curriculum. Classroom assistants and additional adults are well informed and provide good support to the work of the school. Premises are adequate. There are a large number of students in some classrooms and this restricts the range of active learning opportunities.

In the AD, the quality of leadership and management is weak. The principal has aspirations for the development of the division; however, these are not sufficiently shared by staff. Middle leaders are complacent about the performance of the division. There is inconsistency in their understanding of best practices and in their commitment to improvement. The principal has high visibility, and together with senior leaders develops and maintains professional relationships with staff. Selective

admission processes restrict admission on the basis of achievement and do not make any provision for students with special needs.

Self-evaluation and improvement planning include input from senior leaders. Processes are underdeveloped and lack rigour. Self-evaluation does not take enough account of analysis of student outcomes and overall provision, for example in addressing the discrepancy between the Grade 12 internal and MoE marked assessments. There is an over-positive perception of the division's achievements, limited identification of priorities for improvement and a lack of urgency in driving improvement forward. Performance management structures provide for appropriate processes. These include regular observations of lessons and feedback by middle leaders; their feedback is overly positive and does not focus sufficiently on targets for improvement in order to drive positive development in the effectiveness of teaching. Lesson observation and feedback place too little emphasis on student outcomes, and on the effectiveness of teaching.

The division maintains respectful relationships with parents. Parents are supportive of the school and indicate that they appreciate the progress their children make, the manner in which the school involves parents in events, and the opportunities students have for prayer. Their concerns centre on the limited communication by the school, the inadequacy of homework, the lack of resources and the absence of a parent council. The division implements a range of communication strategies with parents. This involves contact by sms, participation in whole school events and parent teacher meetings. Formal student reports are distributed at the end of each semester and are limited to final grades. The division has developed links with civil agencies who visit to provide input to students. Students have also been involved in basic community service such as raising funds for Red Crescent and visiting children in hospital.

The governing board includes the owner, principal and a parent representative. Parent views are predominantly sought through informal personal contact. The owner and the governing board do not have sufficiently rigorous procedures in place to hold the school and principal firmly accountable for improving the quality of the division's performance, particularly in relation to student achievement. The owner is very supportive of the division and provides guidance to the principal; resources have been increased, and the addition of data-show projectors in the Arabic Division has considerably improved technical support for the delivery of curriculum.

The management of the division is organised and runs smoothly on a day-to-day basis. Teachers are sufficient in number and appropriately qualified to deliver the curriculum. Professional development opportunities are provided; these are not focused sufficiently on the effectiveness of teaching, and the impact on improving student learning opportunities is limited.

Premises are adequate in both divisions. There is limited display in classrooms and around the division, resulting in an unimaginative learning environment with little celebration of student work. Resources for learning are limited; these are mainly textbooks and whole-class worksheets. Grades 1 to 3 have very limited equipment and materials, and those they do have do not adequately support engaging curriculum implementation.

What the school should do to improve further:

British Division

1. Strengthen leadership and management at all levels by:
 - i. providing targeted professional development and monitoring its impact in order to develop the understanding of all FS teachers in the most effective practices in early years teaching
 - ii. making effective use of baseline assessments in FS 1 and FS2, in order to track children's progress towards early learning goals.
2. Increase the consistency of effective teaching so that attainment, progress and learning skills are consistently good or better for all students by:
 - i. ensuring that successful teaching approaches are shared widely among staff
 - ii. enabling more effective teachers to help develop colleagues' practice through modelling successful strategies, team teaching and peer observations
 - iii. continuing to monitor and evaluate the work of teachers through a process of regular observation, developmental feedback and target-setting
 - iv. ensuring teachers make more effective use of assessment for learning
 - v. ensuring teachers plan so that students are able to make effective use of learning technologies in all subjects and year levels.
3. Strengthen curriculum planning and implementation in FS by providing more planned opportunities for children to make choices through purposeful guided learning activities that develop their independence, creativity and problem-solving skills.

Arabic Division

1. Strengthen leadership and management at all levels by:
 - i. ensuring that school self-evaluation is rigorous and makes accurate use of assessment information so that the school recognises its strengths and identifies key areas for improvement so as to develop a comprehensive and prioritised school development plan
 - ii. improving the effectiveness of performance management, through lesson observations that are more focused on the quality of learning and the impact of teaching, in order to ensure that teachers are given precise and accurate professional targets and are held accountable for improving their practice
 - iii. monitoring the impact of professional development, both internal and from outside providers, in order to provide better support and guidance to teachers
 - iv. implementing systems to identify, plan and provide for the precise needs of students who are more able and those who find learning difficult.
2. Develop the quality and effectiveness of teaching so that lessons consistently promote at least satisfactory progress, and improve student attainment in all subjects, by ensuring that:
 - i. teachers visit lessons in the British Division and observe and discuss the good practices in place there
 - ii. ensuring teachers make more effective use of assessment to inform more detailed lesson planning, deliver lessons that take account of students' prior learning and achievement levels, and provide support and challenge for all students, including the more able and those who find learning difficult
 - iii. teachers share measureable learning objectives and review them during and at the end of lessons to check that students know what they have achieved and what they still need to learn
 - iv. teachers make more effective use of assessment for learning to monitor student progress and help students identify how to improve their work
 - v. students are given meaningful opportunities during lessons to learn independently, work collaboratively and develop critical, creative and problem-solving skills.

3. Strengthen curriculum planning and implementation by ensuring that:
 - i. teachers of all subjects and at all grade levels develop long- and short-term plans that take account of the range of learning needs within each of their classes.
 - ii. Grade 1 to 3 are appropriately resourced to support secure curriculum delivery
 - iii. all students have regular access to ICT and other materials and equipment that will promote development of practical, problem-solving, creative and research skills.