



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# Inspection Report of First Lebanon School

**Overall Effectiveness: Acceptable**

**Academic Year 2017 – 2018**



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

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## School Information

|                     |                                  |                |                                                   |    |                               |
|---------------------|----------------------------------|----------------|---------------------------------------------------|----|-------------------------------|
| General Information | Inspection date:                 | from           | 5 <sup>th</sup> February 2018                     | to | 8 <sup>th</sup> February 2018 |
|                     |                                  | from           | 19 Jumada Al-Awwal 1439                           | to | 22 Jumada Al-Awwal 1439       |
|                     | School name                      |                | First Lebanon Private school                      |    |                               |
|                     | School ID                        |                | 9156                                              |    |                               |
|                     | School address                   |                | PO Box 16596, Al Ain, Falj Hazza’a, School Street |    |                               |
|                     | School telephone                 |                | +971(0)3 780 6780                                 |    |                               |
|                     | School official email            |                | Firstlebanon.pvt@adec.ac.ae                       |    |                               |
|                     | School website                   |                | ---                                               |    |                               |
|                     | School curriculum                |                | Ministry of Education                             |    |                               |
|                     | School phases                    |                | KG-High                                           |    |                               |
|                     | Fee range and category           |                | AED 2700-10800:<br>Very low to low                |    |                               |
|                     | Number of lessons observed       |                | 123                                               |    |                               |
|                     | Number of joint lessons observed |                | 7                                                 |    |                               |
| Staff Information   | Total number of teachers         |                | 68                                                |    |                               |
|                     | Turnover rate                    |                | 5%                                                |    |                               |
|                     | Number of teaching assistants    |                | 11                                                |    |                               |
|                     | Teacher- student ratio           |                | 1 : 18                                            |    |                               |
| Student Information | Total number of students         |                | 1224                                              |    |                               |
|                     | % of Emirati Students            |                | 3 %                                               |    |                               |
|                     | % of Largest nationality groups  |                | 1. Syria 35%                                      |    |                               |
|                     |                                  |                | 2. Jordan 18%                                     |    |                               |
|                     |                                  |                | 3. Egypt 11%                                      |    |                               |
|                     | % of SEN students                |                | 1%                                                |    |                               |
|                     | % of students per phase          |                | KG: 15%                                           |    | Middle: 23%                   |
| Primary: 40%        |                                  |                | High: 22%                                         |    |                               |
| Gender              |                                  | Boys and girls |                                                   |    |                               |



## The Performance of the School

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



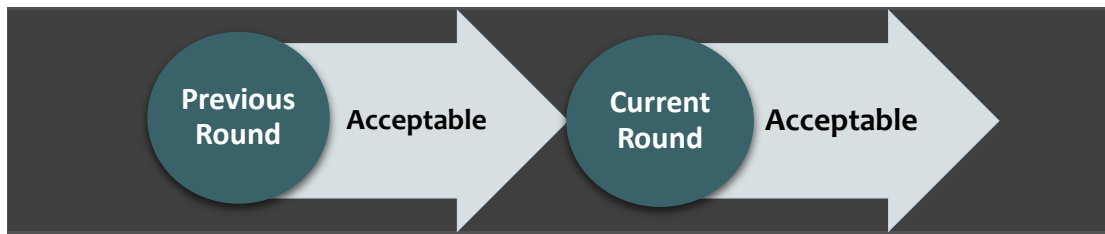
## Evaluation of the school's overall performance

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- The overall performance of the school is acceptable. The principal has been in post for 4 years. The teaching staff has remained largely stable during this time.
- Students' overall achievement is acceptable. KG children's achievement in Arabic is good. In English and science, primary students' achievement is weak. In all other subjects, students' attainment and progress are acceptable. Their learning skills are acceptable overall.
- Students' personal and social development is good. Their innovation skills are acceptable. Students' behaviour is good. They are considerate and help one other readily. Their attendance and punctuality are very good. Students demonstrate appreciation of Islamic values and UAE culture.
- Teaching and assessment are acceptable overall. Most teachers demonstrate secure knowledge of their subjects and plan lessons appropriately. However, the needs of higher-attaining students are not always addressed adequately. In the best lessons, teachers' questioning elicits detailed responses from students. Assessment data is analysed but not utilized fully to inform teaching.
- The curriculum provision and its adaptation are acceptable overall. It is planned appropriately and reviewed regularly. Cross-curricular links enable students to transfer their learning between different subjects. Further modifications are required to meet the needs of the more able students and those who are gifted and talented. Activities to promote innovation are not yet embedded in the planning and delivery of every subject.
- The overall quality of protection, care, guidance and support is good. Relationships between staff and students are cordial and courteous. The school actively encourages healthy lifestyles. Effective procedures are in place to safeguard students. The systems for promoting attendance and punctuality are very good.
- Leadership and management are acceptable. Leaders set a clear vision and direction that is shared by the school community. Most leaders have secure understanding and knowledge of the curriculum and how students learn. Whilst leaders monitor teaching, this process does not focus sufficiently on raising student achievement. Governors also participate in monitoring the performance of the school.



## Progress made since last inspection and capacity to improve



- The school has made acceptable progress since the previous inspection. Appropriate initiatives have been introduced but these are not yet being applied consistently across all phases of the school.
- As a result of the professional development provision for teachers, there are more opportunities for children in KG to engage in active learning. Teachers also place greater emphasis on developing children's learning through play.
- The principal has delivered training in the use of marking and feedback, but this is not yet applied consistently across the school.
- Middle leaders are now analysing performance data. However, the use of this information to inform teaching is not consistent in all subjects.
- Governors are involved in the strategic development of the school and in the setting of priorities. They use the information they gather adequately to hold leaders to account.
- Since the previous inspection, some refurbishment of the outside area has been completed, including a new surface, shade and seating.
- Overall, school leaders' capacity to improve the school is acceptable. Leaders have addressed each of the recommendations from the previous inspection, but the full impact of their actions has yet to be realised.



## Key areas of strength and area for improvement

### Key areas of strength

- Cordial and courteous relationships, and students' good behaviour.
- Constructive partnership with parents.
- Cross-curricular links and the provision for extra-curricular music.
- Student's appreciation of Islamic culture and Emirati heritage, and KG children's attainment in Arabic.
- Identification of, and support for, students with SEN.

### Key areas for improvement

1. Raise standards in all subjects, particularly in science and English in the primary phase by:
  - i. implementing a systematic approach to the teaching of early reading and comprehension skills
  - ii. enabling students in all phases of the school to write independently, and at length, in both Arabic and English
  - iii. ensuring that teachers use open ended, challenging questions consistently throughout lessons
  - iv. providing more opportunities for students engage in practical learning activities
  - v. focussing explicitly on the development of problem solving, critical thinking, innovation and investigative skills.
2. Improve the quality of teaching and learning across the school by:
  - i. ensuring key messages from professional development directly informs teachers' planning and practice
  - ii. matching tasks to the individual needs of the students, especially the more able
  - iii. using assessment within lessons to adapt the lesson to the emerging needs of the students
  - iv. providing consistent and specific feedback to students so they know precisely how to improve their work.
3. Enhance the impact of monitoring teaching and learning on teachers' practice:
  - i. clarifying middle leaders' roles and responsibilities in relation to using data to raise standards
  - ii. ensuring that lesson observations are underpinned by clear and explicit criteria that are shared with teachers and focused on student outcomes
  - iii. providing teachers with precise and accurate targets to improve their practice.



## Provision for Reading

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- The school library has a range of books in both English and Arabic. Students are enabled to use the library regularly and borrow books to read at home. School leaders have identified that the book stock requires further enhancement and the school has recently purchased a large quantity of new books in both languages.
- Every class is allocated a library visit weekly and students can also visit the library during break times. This provides students with opportunities to read for both information and pleasure.
- Children in KG benefit from an attractive central reading area, designed to encourage them to read. However, there are no facilities for ‘free reading’ within classrooms in any phase of the school.
- Reading is identified as an area for development on the school improvement plan. In line with this plan, teachers have received training in the teaching of reading, a new assessment system has been introduced, and reading stock has been extended.
- A baseline assessment is administered at the beginning of each new academic year and teachers check individual students’ progress termly against this baseline.



## 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<br>(as a First Language)    | Attainment | Good       | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Good       | Acceptable | Acceptable | Acceptable |
| Arabic<br>(as additional Language) | Attainment | N/A        | N/A        | N/A        | N/A        |
|                                    | Progress   | N/A        | N/A        | N/A        | N/A        |
| Social Studies                     | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| English                            | Attainment | Acceptable | Weak       | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Weak       | Acceptable | Acceptable |
| Mathematics                        | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Science                            | Attainment | Acceptable | Weak       | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Weak       | Acceptable | Acceptable |
| Other subjects<br>(Art, Music, PE) | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Learning Skills                    |            | Acceptable | Acceptable | Acceptable | Acceptable |



### Overall achievement

- The overall achievement of students is acceptable. KG children's achievement in Arabic is good. In English and science, primary students' achievement is weak. In all other subjects, students' attainment and progress are acceptable.
- The results of recent MoE examinations and internal assessments show that students are attaining above curriculum standards in all subjects from G1 to G12. This is not substantiated by observations in lessons.
- Overall progress of all groups of students is acceptable in lessons.
- Students with special educational needs are making acceptable progress. Those who are gifted and talented are not yet fully identified, hence their progress has not yet been tracked.

### Subjects

- Achievement in **Islamic education** is acceptable. In lessons, most students achieve levels that are in line with curriculum standards. Children in KG understand the importance of cleanliness. Students show reasonable understanding of Islam and can recite the Qur'an with grade-related fluency. As students progress through the school, they make acceptable progress in understanding and applying Islamic values to their daily lives.
- Achievement in **Arabic** is good in KG and acceptable in other phases. Most students have adequate language skills in Arabic across all phases of the school. Students in the middle and high phases demonstrate skills commensurate with curriculum standards in speaking, listening and reading. Students' skills in writing demonstrate progress but are below curriculum expectations because they do not apply grammatical rules to their writing.
- Achievement in **social studies** is acceptable. Most students have an age-appropriate understanding of the history of the UAE and its heritage. They recognise the great leaders of the UAE and can describe current UAE initiatives.
- Attainment and progress in **English** are acceptable overall. Achievement is weak in the primary phase where progress in literacy is hindered by students' limited skills in decoding unfamiliar words. In KG, most children can form letters correctly and know to read and write from left to right. Most students can understand and communicate orally in English at an acceptable level. Overall, writing is below expected curriculum standards.
- Students' achievement in **mathematics** is acceptable. Most students achieve at age-related curriculum expectations. Students show adequate understanding of numeracy, decimals and equations. Their problem-solving



skills are less well developed.

- Students' achievement in **science** is acceptable overall. It is weak in the primary phase because their evaluative and research skills are less well developed. In other phases, attainment and progress are acceptable with most students achieving expected curriculum standards. As a result of their investigative work, students in the higher phase can hypothesise about and explain scientific concepts such as velocity and momentum.
- Achievement in other subjects is acceptable. In **PE**, primary students demonstrate agility and teamwork, while older students can follow the rules of a game and understand fair play. In **art**, students can copy drawings and add detail. Extra-curricular provision in music is good. Students play instruments confidently to accompany the singing of the National Anthem and represent the school in a range of competitions.

#### Learning skills

- Students' learning skills are acceptable overall. Children in KG are learning to collaborate and communicate their learning. Most students have positive attitudes to learning and are engaged in their lessons. They can apply their learning to the outside world. Students' problem-solving, investigative, innovative, and critical thinking skills are less well-developed

#### Areas of Relative Strength:

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- KG children's attainment in Arabic.
- High phase students' investigative skills in science.

#### Areas for Improvement:

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- Overall achievement especially in science and English in primary.
- Independent and extended writing skills in both Arabic and English.
- Problem solving, critical thinking, innovation and investigative skills.



## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 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 | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"><li>Students' personal and social development is good. Their innovation skills are acceptable. Students demonstrate positive attitudes to learning and are self-reliant. When enabled, they respond well to critical feedback.</li><li>The overall behaviour of students is good. Students' relationships with one another and with staff are courteous. They are considerate and help one other readily.</li><li>Students demonstrate good understanding of how to lead a healthy lifestyle. They engage enthusiastically in PE lessons and eat healthily at break times.</li><li>Students' attendance levels, at 97%, are very good. They arrive punctually at school and to lessons.</li><li>Students demonstrate a clear understanding of Islamic values and show respect for the UAE heritage and culture. They demonstrate an appreciation and basic understanding of the world cultures of other students.</li><li>Students assume leadership roles in the school through the student council and at assemblies. They contribute to the local community by collecting litter from the park. They also raise money for charities such as the Red Crescent.</li><li>Most students demonstrate a positive work ethic. However, the development of their skills in innovation, enterprise or entrepreneurship is less developed.</li></ul> |            |            |            |            |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |            |            |            |
| <ul style="list-style-type: none"><li>Students' positive relationship and good behaviour</li><li>Levels of attendance and punctuality</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |            |            |            |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |            |            |            |
| <ul style="list-style-type: none"><li>Students' skills in innovation, enterprise and entrepreneurship.</li><li>Students' appreciation and understanding of other cultures.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |            |            |            |



### 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 |
| <ul style="list-style-type: none"><li>The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure knowledge of their subjects.</li><li>Teachers plan lessons appropriately, but a minority do not provide attractive classroom environments that support learning. Whilst modern technology such as the use of video clips is used to enhance lessons, there is an over reliance on textbook and worksheets.</li><li>In the best lessons, particularly in the high phase, teachers' questioning elicits detailed responses from students. In most lessons, teaching strategies enable most students to make expected progress. However, lessons are not always sufficiently challenging for the more-able students.</li><li>The school's approach to assessment is acceptable. Internal assessment processes are linked to the school's curriculum. A few teachers make adequate use of assessment information to inform their planning and adapt lessons to meet the individual needs of students. However, this is not consistent practice across the school.</li><li>Marking to support students' understanding of how to improve their work is used inconsistently. Students are sometimes involved in assessing their own learning.</li></ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"><li>Teachers' secure subject knowledge.</li><li>The emerging use of technology to enhance teaching.</li><p><b>Areas for Improvement:</b></p><ul style="list-style-type: none"><li>Ensuring that learning tasks match the ability of more-able students.</li><li>Use of assessment within lessons to meet the emerging needs of students.</li><li>Feedback to enable students to improve their work.</li><li>Teaching in English and Science in the primary phase</li></ul></ul> |            |            |            |            |



## Performance Standard 4: Curriculum

| Curriculum Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | KG         | Primary    | Middle     | High       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Acceptable | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"><li>The overall quality of the planned curriculum is acceptable. The curriculum is reasonably broad and balanced and meets the needs of most students.</li><li>The curriculum provides the students in the high phase with some subject choices. Cross-curricular links enable students to make links and transfer their learning between different subjects.</li><li>The curriculum is reviewed regularly but insufficient modifications are made to ensure that the needs of the more-able students are met.</li><li>Learning experiences are provided to develop students' understanding and appreciation of UAE culture and society.</li><li>The curriculum provides few opportunities for students to acquire and develop skills in innovation and enterprise. Such activities are not yet embedded in the planning and delivery of every subject.</li><li>Moral Education is taught as a separate subject. In lessons, students learn to recognise and deal with dangerous situations and the possible consequences of their actions. Younger students learn how to work as a team. Assemblies and displays further promote students' understanding of the concepts taught. Students' behaviour and interactions evidence the application of their knowledge.</li></ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"><li>Cross-curricular links that deepen learning.</li><li>Activities that promote appreciation of UAE culture.</li><p><b>Areas for Improvement:</b></p><ul style="list-style-type: none"><li>Curriculum adaptation and planning to meet the needs of more-able students.</li><li>Learning experiences to help students develop innovation skills.</li></ul></ul> |            |            |            |            |



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

| The protection, care, guidance and support of students Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | KG   | Primary | Middle | High |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|--------|------|
| Health and safety, including arrangements for child protection/safeguarding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Good | Good    | Good   | Good |
| Care and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Good | Good    | Good   | Good |
| <ul style="list-style-type: none"><li>The overall quality of protection, care, guidance and support of students is good. Staff, students and parents have been informed of the effective procedures for safe guarding, including use of social media.</li><li>The school provides a safe environment. Safety checks are conducted regularly, and students are well-supervised at all times. The school buildings are maintained in sound repair. Comprehensive records of checks and incidents are kept.</li><li>To support students' healthy lifestyles, the school provides a range of healthy foods at breaktimes. The school holds 'healthy food open days' to further promote healthy living. Very effective systems to monitor attendance and punctuality are in place.</li><li>Relationships between staff and students are cordial and courteous. Systems for managing student behaviour are successful.</li><li>Appropriate systems to identify students with SEN are in place. The school produces personalised learning plans for these students and provides them with regular individual support. Talented students in art, music and PE are identified and enabled to participate in a range of competitions. However, those who are gifted in the academic subjects are not all identified.</li><li>Students' well-being is monitored regularly. Older students are provided with opportunities to discuss their academic progress with teachers. The school provides them with appropriate career guidance, including university choices.</li></ul> |      |         |        |      |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |         |        |      |
| <ul style="list-style-type: none"><li>Identification of, and support for, students with SEN.</li><li>Systems to promote attendance and punctuality.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |         |        |      |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |         |        |      |
| <ul style="list-style-type: none"><li>More robust identification procedures and greater provision for students who are gifted academically.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |         |        |      |



## 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 |
| <ul style="list-style-type: none"><li>• The overall quality of leadership and management is acceptable. The leaders communicate a clear vision and direction, firmly based on UAE priorities, to the school community. They demonstrate commitment to inclusion.</li><li>• Most leaders have secure understanding and knowledge of the curriculum and of how students learn. However, some leaders are unclear about their roles and responsibilities in raising standards. Relationships amongst staff are constructive and morale is positive.</li><li>• Self-evaluation and school development planning are acceptable. Leaders have engaged with teachers and parents to identify priorities for improvement. The school is increasingly using data to inform the SEF and the school development plan.</li><li>• Although leaders monitor teaching, this is insufficiently focused on student achievement. Teachers are not given sufficiently precise targets to improve their practice nor is the impact of CPD monitored.</li><li>• Partnership with parents is good. Parents report they are pleased with the level of communication and reporting provided by the school. A few parents provide their expertise to support students' progress and social development.</li><li>• Governance is acceptable. Governors, who include parent representatives but not community or staff, have begun to hold school leaders to account for school performance. They visit classrooms and scrutinise school performance data. They ensure that funds are available to address key areas for improvement.</li><li>• The day-to-day management of the school is efficient. The school is adequately staffed with appropriately-qualified teachers. It has plans in place to extend and update facilities for science. Access into the school is</li></ul> |            |



appropriate and ramps are in place on the ground floor. The school provides sufficient resources to support adequate teaching and learning.

#### **Areas of Relative Strength:**

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- Partnership with parents.
- Governors' role in monitoring the performance of the school.

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

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- More robust monitoring of teaching focused on student achievement.
- Embedding of initiatives and training that support improved teaching.
- Include community and staff representatives on the Board.