



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



Private School Inspection Report

Our Own English High School

Academic Year 2016 – 2017

إقرأ

Our Own English High School

Inspection Date	November 13, 2016	to	November 16, 2016
Date of previous inspection	January 26, 2015	to	January 29, 2015

General Information	
School ID	168
Opening year of school	1992
Principal	Rocky Miller
School telephone	+971 (0)3 767 7974
School Address	147 Khalid Bin Sultan Street, Falaj Hazza, Al Ain
Official email (ADEC)	Ourenglishaa.pvt@adec.ac.ae
School website	www.gemsoo-alain.com
Fee ranges (per annum)	Very Low Category: AED 4,600 – AED 9,200
Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum (if applicable)	English National Curriculum (ENC)
External Exams/ Standardised tests	CBSE- AISSE, AISSCE IGCSE, AS and A Level CAT 4 IBT
Accreditation	----

Students		
Total number of students	1768	
%of students per curriculum (if applicable)	Main Curriculum	66.8%
	Other Curriculum	33.2%
Number of students in other phases	KG	260
	Primary:	639
	Middle:	645
	High:	224
Age range	3.8 – 17 Years	
Grades or Year Groups	KG1 – Grade 12	
Gender	Boys and Girls	
% of Emirati Students	2%	
Largest nationality groups (%)	1. Indian 46%	
	2. Egyptian 16%	
	3. Pakistani 9%	
Staff		
Number of teachers	91	
Number of teaching assistants (TAs)	2	
Teacher-student ratio	KG/ FS	1:26
	Other phases	1:22
Teacher turnover	16%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	120
Number of joint lesson observations	1
Number of parents' questionnaires	249; return rate: 14%
Details of other inspection activities	The team conducted several meetings with senior leaders, teachers, support staff, students, parents and GEMS representatives. They analysed data on external and internal examinations and school continuous and summative assessments. They scrutinised students' work in books and on walls. They considered school documents. The leadership team was fully involved throughout the process and the principal conducted a joint lesson observation with an inspector.

School	
School Aims	We aim to help each child become a self-reliant, responsible and a socially aware individual.
School vision and mission	School Vision – 'To provide a learning environment and create an atmosphere where children achieve full potential in their holistic development to face life's challenges confidently.' School Mission – 'With a strong emphasis on academic excellence, backed by a rich extra-curricular programme, Our Own, Al Ain strives to offer the best through a child-centric and learner-oriented educational programme that has much opportunity for all round development. Together with this, character formation is guided towards a blend of traditional



	values and a progressive outlook, in order to enable pupils to make their mark, wherever they choose to locate themselves.'
Admission Policy	The school has an open admission policy once siblings have been enrolled. Diagnostic tests are conducted at entry.
Leadership structure (ownership, governance and management)	The school leadership includes: a principal supported by three phase supervisors, middle leaders in all subjects, a teaching and learning officer and a special needs' coordinator (SENCO). The school is owned by Global Education Management Systems (GEMS) and the Governing body includes: a chairperson, the owner's representative, a parent representative, two teacher representatives and the principal.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	1	47
Emotional and Behaviour Disorders (ED/ BD)	3	15
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	1	2
Physical and health related disabilities	57	57
Visually impaired	0	0
Hearing impaired	1	1
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	16
Social maturity and leadership	25
Mechanical/ technical/ technological ingenuity	11
Visual and performing arts (e.g. art, theatre, recitation)	37
Psychomotor ability (e.g. dance or sport)	23

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	A	Good
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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

Our Own English High School offers a good education for its students. Attainment is good overall and students make good progress. Attainment is acceptable in Kindergarten (KG) and primary grades and good in middle and high grades. Results in Central Board of Secondary Education (CBSE) and Cambridge International examinations (CIE, IGCSE, AS and A level) in the high school are good overall. Students are willing learners and behave well. Relationships with their peers and teachers are mutually respectful. Teaching is predominantly good and teachers have secure knowledge of their subjects. Lessons do not consistently challenge more able students or support students with special educational needs (SEN). The school's curricula offer choice for students and enable them to prepare for their future needs. The school has a positive ethos with good procedures for the care, welfare and support for students. Leadership is cohesive and leaders at all levels share the ambition and drive to enable all students to achieve their potential.

Progress made since last inspection and capacity to improve

The school has made good progress in addressing the recommendations from the previous inspection report. Students' achievement has improved throughout the school. The quality of teaching, especially in middle and high grades, has improved and students work more independently and collaboratively with increased frequency. Teachers now share learning objectives in most lessons so students are aware of the expectations for their learning. Teachers in KG provide better opportunities for children to learn actively and through play. The management structure has been changed and middle leaders now have very clear roles and responsibilities. Resources for information and communication technology are now adequate and students supplement them with their own laptops and tablets that they use in lessons. The library has been refurbished and additional books have been provided. Facilities for sport have been vastly improved with new AstroTurf areas. The school's leadership and staff share the determination for continuous development and there is a good capacity for further improvement.

Development and promotion of innovation skills

Leaders at the school are keenly following the UAE Vision 2021 and ADEC guidelines for innovation. Students have opportunities to develop creativity through activities that are project-based and use digital technology. Older students are involved in 'flipped' classrooms; this means that they are free to present the lesson in their own way. For example, students in Grade 11 biology collaborated in small groups to research plant hormones using the internet. They presented their findings to their

peers with some of their demonstrations using tablets. The school provides a good range of opportunities for students to initiate and follow through their own projects and ideas. For example, students in higher grades made a short film ‘Fight The Fear’, which achieved the best movie award and best script out of more than 80 participants from the UAE in the film making competition in the Children's International Film Festival (CIFF) in 2015-16. A few students designed and created a car with their own specifications for the F1 that won prizes. Another group have developed Tomahawk, a 3-D printer with a pen and participated in the Mathematics Olympiad. Students from all grades contribute to the school annual magazine called ‘Streams’ by producing art work or articles in the different languages taught at school. A student-led monthly House newsletter is published. The Economics (Economix) Club, Environmental Club, Green Olympiad, Robotics competition and the innovation week all help students develop innovation skills. High school commerce students are taken to banks and business establishments to learn about financial organisations and the world of work. However, innovation initiatives are not fully embedded into lessons and teachers’ questioning strategies are not consistently effective. Students’ use of critical thinking and imagination is not therefore a routine part of their learning on a day to day basis.

The inspection identified the following as key areas of strength:

- students’ increasing rates of progress from their starting points, especially in English, science and mathematics
- students’ personal development, attitudes to learning and positive behaviour based on good relationships and mutual respect with their teachers
- the range of choices within the curriculum to cater for students’ future needs
- the very positive attitude of parents towards the school
- leadership provided by the principal that has created a shared ambition for continuous improvement within the school community.

The inspection identified the following as key areas for improvement:

- continued improvement in attainment and progress, especially in KG and primary classes
- the use of assessment data to provide suitable tasks and activities for all students, especially the more able and those with special educational needs
- questioning skills to provide additional challenge to students to think critically and explain their ideas in depth
- embed the development of the roles of middle leaders and the SENCO.



Performance Standard 1: Students' Achievement

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



Students' achievement is good overall. It is never less than acceptable in the KG and primary school but it is stronger in middle and high because progress is much accelerated and students attain more. Across all grades, students' achievement is acceptable in Islamic education, Arabic and social studies. In English, mathematics and science, students' achievement increases as they move through the school. It is mainly acceptable in KG and primary grades; it is good in middle and high school grades. Achievement in other subjects is good across the school. Students who have special educational needs and those with G&T make similar progress to their peers. Students' achievement is good in CBSE and CIE examinations in Grades 10 and 12.

Attainment and progress in Islamic education are acceptable. Students attain in line with curriculum expectations and they progress at an acceptable rate. Most students in Grade 1 have adequate knowledge of Islamic teaching; for example, concerning the good treatment of animals. Most students in Grade 2 know the pillars of faith. Grade 4 students have acceptable knowledge of the scripts and the prophets. In Grade 8, students have adequate knowledge of the Islamic values. Grade 9 students know the story of the prophet Sulyman. Most students are not confident in reading the Qur'an with its rules (Tajweed).

Attainment and progress in Arabic for native speakers and non-native speakers are acceptable. In reading, Grade 1, native students are able to read the target letter (tha) with different vowels. In Grade 5 most native students are able to conjugate a given sentence and identify nouns. In Grade 10, most non-native Arabic speaking students are able to conjugate from single to plural statement adequately. In Grade 11, most native Arabic speaking students are able to use the target grammar rules adequately in speaking and writing. In Grade 12, students have adequate knowledge about the grammar rules appropriate for their age. In Grade 7, for most non-native students reading in Arabic is weak. Writing skills are not well developed for native and non-native speakers throughout the school. Most students are not given sufficient opportunity to practice and improve their writing independently. Most students have neat, legible hand writing but lack confidence in creative writing.

In social studies, attainment is acceptable across all grades and students make acceptable progress in knowledge and understanding about environmental issues related to the UAE and further afield. Students in Grade 9 can analyse the issues and remedies of deforestation. In Grade 7, most students understand the impact of man on the environment. A minority can suggest innovative methods to overcome the scarcity of water. In geography lessons taught in English, Grade 7 students understand how erosion can destroy coastal regions. The majority of



students in Grade 6 can understand the importance of political division of India. Grade 5 students understand the issues of noise pollution. In Grade 2, students find the names of different landforms. Grade 1 students are able to find facts about UAE wildlife and national birds.

In English, children enter school with very limited skills. They make rapid progress in listening skills in KG and understand and follow teachers' instructions and explanations. The majority of students throughout the school are very articulate when discussing both familiar and unfamiliar topics. They speak confidently with good pronunciation and accurate intonations. They have well-developed listening skills and a good analytical awareness of basic grammar. Most students make good progress in writing for different purposes and audiences. In Grade 11, students produce and present a presentation on a poem. They have the skills to summarise it and link the theme of the poem to universal situations. They work well, for example, with complex figurative language and personification. Grade 5 students use adjectives confidently. Children in KG 1 can link the phonic sound of 'h' to the letter and write it legibly. Progress in reading for most students is good in comprehension skills; it is not better than this as there are too few opportunities for the development of library skills, research skills or extended reading skills.

In mathematics, attainment in KG and the primary grades is not as strong as in middle and high grades. Progress is good for most students except in the primary school. All students in Grades 11 and 12 have good knowledge of formulae and are able to apply the knowledge to solve problems related to 3D geometry. Most Grade 9 students can identify the difference between an arc, a sector and a segment. The majority students in Grade 5 are able to manipulate data to make frequency tables and in Grade 3, the majority can order simple fractions. Few students were able to define fraction as part of a whole. Grade 2 students are not confident or accurate in telling the time. Few students in Grade 1 identify the geometrical shapes and could tell their names correctly. All the students in KG are able to recognize numbers 1 to 8 correctly and make good progress in acquiring early number skills.

Attainment and progress in science are good in the middle and high school; they are acceptable in KG and primary. The majority of students in the middle and high school have good knowledge and understanding of science concepts and can apply their knowledge to real life. Grade 12 students gain good knowledge of water pollution and have well developed scientific enquiry skills. The majority of Grade 7 students can connect a circuit with conductors and insulators, representing age-appropriate achievement levels. Few Grade 3 students have secure knowledge about floating and sinking. In KG and primary grades,

students have too few opportunities to undertake practical activities or develop their skills in investigative science.

Attainment and progress in other subjects are good overall. In KG most children's early skills in art and physical education (PE) develop well. Older boys play football very keenly; a minority have well developed ball skills and knowledge of rules. Most students across the school make good progress in information and communication technology (ICT) skills. Students in Grades 4 and 5 use research skills and present their ideas using power point. Grade 9 students can create simple excel spreadsheets and present looped slide shows in Power point format. Grade 12 students know what micros are and can construct and execute them confidently. Most students make good progress in French. They understand teachers' instructions and explanations. Progress is enhanced as teachers use the target language throughout lessons. Attainment and progress in Indian languages Hindi, Urdu and Malayalam are acceptable.

Students develop good learning skills. KG children have settled quickly, follow routines and cooperate with other children. In the primary grades, most students have a good work ethic, especially when teaching is engaging. They listen well and complete tasks willingly. Most students are able to work on their own without supervision. They cooperate with peers and share space and equipment. Group activities do not encourage students to collaborate and interact with peers sufficiently. The majority of students can communicate their ideas very confidently when given opportunity, especially in the high school. For example, in a Grade 11 biology lesson, students had researched plant hormones and presented their ideas to their peers very confidently. In ICT, most students across the school steadily gain knowledge and skills in using the internet independently. Grade 11 biology students, for example, used a range of technology when sharing their research ideas with their peers. In science, especially in the high school, students research independently and in small groups and present their ideas to their peers. Only in a minority of lessons across all grades can most students relate their work to the real world. For the majority of students, the use of skills in research and critical thinking is not a regular feature of their work.

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	Good	Good

In all grades, the personal and social development of most students is good. They enjoy school, like their teachers and are keen to learn. Behaviour is good in lessons and around the school. Most students from KG onwards become increasingly self-reliant and self-disciplined. Students are from a variety of different backgrounds but there are no tensions between them. Bullying is very rare and dealt with promptly by the school. Relationships between students and teachers are mutually respectful. Most students, from the youngest class onwards demonstrate that they are developing an increasingly good understanding of safe and healthy living. Healthy food is served in the canteen and almost all students bring healthy food from home. The majority of students understand the need to exercise and to participate in activities that promote safe and healthy lifestyles. Attendance is good at an overall school rate of 95% and students are punctual to school and lessons.

Most students show good understanding of Islamic values. They are knowledgeable and respectful of the heritage and culture of UAE. KG students and those across all other grades sing the UAE anthem respectfully in assembly and during cultural activities. They join in enthusiastically as the school celebrates UAE national day. Most students show a growing knowledge and understanding of world cultures and an appreciation of their own heritage and customs.

In the primary, middle and high school, the majority of students have good awareness of environmental concerns and actions needed to protect the environment. Most are involved in the school community and take responsibility willingly. The student council raises awareness of good behaviour and upcoming events. Students in the middle school produce house newsletters, participate in events such as the 'Mathematics Olympiads' and visit museums. They produce an annual school magazine 'Streams',

which highlights staff and student talents in the different languages taught in school. A few high school students were successful in reaching the final in an innovation event by producing a motor for 'cartridge-free' printing. In primary, middle and high school a large minority of students participate with success in a range of competitions, including sports and robotics. They enjoy field trips and visits to such places as the motor racing venue at Ferrari World and local universities.

Performance Standard 3: Teaching and Assessment

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

During the inspection, almost all lessons were deemed acceptable or better with very little weak teaching seen; in the high school a minority of lessons were very good. The overall strength of teaching enables students to make good progress, especially in the middle and high school. Most teachers have sound subject knowledge so explanations are meaningful and accurate. KG teachers have a secure understanding of how young children learn best. Relationships are positive and class management strategies are age appropriate and used consistently. In the best lessons, teachers plan lessons skilfully using a consistent format. Lesson objectives are shared with students in most lessons from Grade 1 onwards. In a minority of lessons, objectives are vague or not fully measurable so students are unaware of the expectations for their learning. In the primary, middle and high school grades, teachers planning identifies different work for three ability groups in the class. Tasks often include independent as well as group collaborative learning. Group tasks are mostly effective because students work well together to provide answers or solutions; a minority are not effective because groups are too big and a small number of students dominate, slowing the learning and progress of others. Most lessons usually proceed at a brisk pace.

ICT resources are often used by teachers to introduce and develop learning, often using power point presentations. The links between teachers and the new special education needs coordinator (SENCO) are not fully established and the use of individual education plans (IEP) across the school to modify tasks is not consistent.

Similarly, too few lessons offer a sufficient level of challenge to develop higher order thinking for G&T students.

In a large minority of lessons, teachers use appropriate strategies to engage students' interest and active participation such as making working models, open ended discussions, role plays and debates. For instance, in a Grade 11 English lesson, students prepared and presented the poem 'Father to Son' using ICT as they switched roles with the teacher. Students asked challenging questions and engaged in high quality debate about issues with their peers. Most teachers ask questions which frequently target the majority of students. Questions do not always require students to think critically and explain their thoughts in depth. Too often, not enough thinking time is allowed for students to reflect and reinforce learning.

Internal assessment procedures are rigorous, and systematic. CBSE board examinations at the end of Grades 10 and 12 benchmark students' attainment against appropriate curriculum standards as well as other schools offering the same curriculum internationally. Similarly, students in the CIE section sit examinations at IGCSE, AS and A level. The proportion of these students is relatively small as many students return to India to complete their schooling. Students are assessed regularly against the criteria of the CBSE and ENC curricula. Leaders analyse data to check progress at individual, class and cohort levels. Consequently, teachers know their students well. In KG classes, teachers make effective use of on-going assessment to track children's progress. In the primary and middle school, the use of assessment data to drive lesson planning or curriculum modifications is not yet robust. The review of learning or the checking of understanding during lessons is inconsistent. The use of data to inform lesson planning is not fully embedded. Teachers rarely involve students in setting targets for their own learning and constructive feedback to enable students to improve their work is infrequent.

Performance Standard 4: Curriculum

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

The quality of curriculum design and implementation and adaptation is good. The curriculum has a clear rationale at all levels. It is broad, offering a wide range of subjects and activities. It provides relevant and enjoyable learning experiences to most of the students. Provision in the primary grades closely follows the CBSE curriculum. The school offers students with the choice of the CBSE or the English National Curriculum from Grade 5 onwards. This provides good opportunities for students to prepare for their future from an early age. The school offers a wide range of additional subjects and activities to enhance learning. Students in primary, middle and high school can study a wide range of languages. The school offers Arabic, English, French, Hindi, Malayalam and Urdu to meet students' needs. Students in Grades 11 and 12 choose between science and commerce subjects. Psychology and sociology have also been recently introduced.

In the majority of lessons, teachers' plans identify the links between areas of learning. These are not always evident in reality. Links between subjects are therefore not robust and reinforcement of students' knowledge and skills through such links are incidental rather than embedded in their learning. Lesson planning follows a common format and identifies clear objectives and a range of tasks to support the learning of different groups. The curriculum has been effectively adapted to meet the needs of more able students and those with special educational needs. Planning is not implemented in a minority of lessons and their needs are not completely met. More able students have opportunity to participate in debates, robotics, science symposiums and design activities.

Curriculum review and mapping takes place in April. Provision is reviewed regularly by leaders and teachers who reflect on assessment data to make any adjustments. The curriculum for KG follows the model used by the schools in the GEMS group and has been adapted to provide children with structured play and active learning experiences. It is enhanced by a good range of hands-on experiences such as role-play and book sharing.

The curriculum is effective in developing students' knowledge and understanding of the heritage and culture of the UAE. From KG onwards, flag day, national day, celebrations of festival, events and competitions enhance the appreciation of Emirati traditions, culture and the values.

Subject weeks, science exhibitions and symposiums, project work and special assemblies enhance students' learning. A programme, to support under privileged students, a healthy food day, grandparents' day, visits by dentists and police department eco-club activities are provided to help students establish links with the community. Students benefit from good links with a special needs centre in understanding the special talents and needs of other students.

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

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

The care, protection, support and guidance for students is good. Child protection procedures are effective and training is provided for all staff who apply procedures robustly. Systems and procedures are reviewed regularly. The school is inclusive and has an ethos of care for all students. The school monitors behaviour and the school counsellor ensures that policies are applied consistently to prevent incidents of unacceptable behaviour and bullying. The counsellor also provides support and guidance when students have individual concerns.

The school is safe and security is rigorous. The buildings are clean and hygienic. Ramps are provided for with physical disabilities. Although there is no lift, a wheelchair elevator is available. The school has a doctor, as well as a nurse, who is on site every day. She promotes students' awareness about healthy lifestyles such as personal hygiene, obesity and healthy food. Regular medical check-ups are done. The clinic is well equipped with thirteen first aid boxes. Medicines are kept safely and student' cases are logged.

The school has effective procedures for promoting good behaviour, attendance and punctuality. Procedures for the identification of G&T students and those with SEN are acceptable. Leaders at the school analyse data and identify any students who have special educational needs and those who may have exceptional gifts or talents. Students with SEN have individual education plans (IEPs) and receive support in the SEN room and after school. IEPs are not used effectively in all class rooms. A SENCO has been recently appointed to provide additional support to SEN students. Most students with G&T are not fully challenged in lessons. The school makes effective provision for guidance of middle and high school students in their choice of subjects and in planning for their future education and career paths.

Performance Standard 6: Leadership and management

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

Leadership and management is good. The principal is committed, enthusiastic and plays a pivotal role in leading and maintaining the positive and inclusive ethos in the school. He is well supported by other leaders who share his vision and determination for continuous improvement. All leaders and staff, supported by parents and students, have a shared understanding of the school's strategic direction. The leadership and management structure has been reorganised recently. Middle leaders have clear roles and responsibilities to monitor their areas and improve the quality of teaching and learning; these roles are not fully embedded. The school has a strong ethos of collaboration, distribution of responsibility and holding people to account. Staff morale is high. These elements underpin the school's trend of improvement and its good capacity for sustained continuous improvement.

The school's evaluation of its performance is extremely thorough and based on secure evidence. All stakeholders are involved in producing the SEF (Self Evaluation Form). Each Performance Standard has a committee of senior staff, administrators and teachers responsible for producing a draft commentary and grading its work. The



school has accurately judged its performance. The School Development Plan (SDP) is well organised and has very clear links to the recommendations from the previous report and the schools' own self-evaluation. The actions taken to address areas for improvement are reviewed regularly and the school is making good progress on the areas identified. Supervisors and subject leaders have responsibility to monitor their areas, provide support for teachers and take an active role in school improvement, especially in teaching and learning.

The school has a good partnership with parents and they are positive about the way in which it supports their children. Parents are especially happy with the level of communication they receive about their child's progress. The school has an interactive portal, a website and an open door policy to ensure parents have full knowledge of their child's progress, the curriculum and events. Parents are able to sit in on classes to experience their child's education first hand. The school is inclusive and heavily oversubscribed because of its popularity with parents.

The school promotes a good range of local, national and international partnerships. It has links with banks, local firms, the Red Crescent charity, universities, the Environmental Research Institute and the Sheik Zayed Special Needs Centre. Students from the school have attended the Global Youth Conference, held last year in America, and the Youth Forum in Italy.

The school owners provide advice and support and rigorously hold the senior leadership team to account for school's performance and improvement. All staff, groups of parents and student representatives are involved in the school's decision making process including the production of the SEF and SDP.

Leaders ensure that the school runs very smoothly on a day-to-day basis. The school has sufficient suitably qualified staff, including a new SENCO to drive forward the achievement of students with SEN. The buildings are mainly suitable though a minority of classrooms are cramped and make it difficult to provide active learning and group tasks. The school has an acceptable range of learning resources with which to meet the needs of students and teachers.

What the school should do to improve further:

1. Continue to raise attainment and encourage progress, especially in KG and primary grades, in all core subjects by:
 - i. using assessment data more effectively to plan lessons that meet the needs of all groups of students, including those who are gifted and talented and those with special educational needs
 - ii. providing tasks that consistently engage all students so that they all make good progress
 - iii. planning lessons that always have objectives against which students and teachers can measure their success
 - iv. providing group tasks that always enable all members of the group to participate fully
 - v. asking questions that develop students critical thinking and lead students to communicate their ideas in depth.
2. Continue to improve the effectiveness of middle leaders by:
 - i. maintaining their continuous professional development and support for their role in setting improvement targets and monitoring their impact
 - ii. embedding the role of the new SENCO and monitoring impact on the progress of students with special educational needs.