



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



Private School Inspection Report

GEMS United Indian School

Academic Year 2016 – 2017

Iqraa

GEMS United Indian School

Inspection Date	January 22, 2017	to	January 25, 2017
Date of previous inspection	N/A	to	N/A

General Information	
School ID	259
Opening year of school	2016
Principal	K. George Matthew
School telephone	+971 (0)2 205 9777
School Address	Baniyas West, Abu Dhabi
Official email (ADEC)	GEMSIndian.pvt@adec.ac.ae
School website	http://www.gemsunitedindia.school-abudhabi.com
Fee ranges (per annum)	Very low to Low Category: AED 9,000 – AED 15,300
Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	International Benchmark Tests (IBT), CBSE Board
Accreditation	-----

Students		
Total number of students	1482	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	575
	Primary:	498
	Middle:	352
	High:	57
Age range	3 to 16 years	
Grades or Year Groups	KG1 – Grade 10	
Gender	Boys and Girls	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Indian 95%	
	2. Pakistani 2%	
	3. Bangladeshi/ Nepalese 0.27% each	
Staff		
Number of teachers	65	
Number of teaching assistants (TAs)	8	
Teacher-student ratio	KG/ FS	1:25
	Other phases	1:18
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	121
Number of joint lesson observations	5
Number of parents' questionnaires	0 (new school)
Details of other inspection activities	The team conducted several meetings with senior leaders, teachers, support staff, students, parents and GEMS (Global Education Management System) 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 conducted 5 joint lesson observations with inspectors.

School	
School Aims	'Our aim is to systematically and dynamically implement and monitor the ADEC Student Competence Framework across all Cycles. The focus of competence and values development will be a selected combination of all the Essential and some Desirable elements at KG, Cycle 1, 2 & 3 phases of School'.
School vision and mission	'We envision our students to be forward thinking leaders equipped with knowledge and skills that fulfil individual aspirations based on universal values and become socially responsible global citizens.



	We would like our children: To be cheerful, confident & questioning To be critical thinkers and creative problem solvers To be good humoured, kind & cooperative To appreciate sharing, caring & helping others To achieve satisfaction in personal success and human progress To have commitment to school, work & attainment To practice environmental preservation To develop GEMS core values of World Citizenship Universal values, Leadership Qualities and Forward thinking- And above all, to be good and brilliant human beings’.
Admission Policy	Parents apply online, are invited for an interview and students take an assessment/entrance exam for diagnostic purposes
Leadership structure (ownership, governance and management)	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. The Senior Leadership Team (SLT) comprises the principal, vice-principal and three supervisors.

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	1
Specific Learning Disability	2	3
Emotional and Behaviour Disorders (ED/ BD)	1	3
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	1	0
Physical and health related disabilities	0	0
Visually impaired	1	0
Hearing impaired	2	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)	1
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	2

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

The school was judged to be:	Band 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						
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The Performance of the School

Evaluation of the school's overall performance

GEMS United Indian School provides a good education for its students. It opened in 2016 and has responded well to the enrolment of over 1000 new students and a corresponding increase in the number of teachers.

Students' attainment and progress is good overall. A large majority of students attain levels that are above curriculum standards and make good progress, including those with special education needs (SEN) or with gifts and talents (G&T). The quality of teaching is good or better in most lessons. The quality of curriculum implementation is good and enables students to develop a very good understanding of Emirati culture and heritage.

Students' personal and social development is very good. They like school and have very positive attitudes to learning. The school has a very strong ethos. The welfare of students is at the heart of the school. Procedures for protection, care, guidance and support are very good. Parents have very positive views of the school. The governing body and owner's representatives play an active role in strategic planning and school self-evaluation and hold the school to account robustly. The school runs very smoothly on a day-to-day basis.

Progress made since last inspection and capacity to improve

The school has not been inspected previously. The principal has been pivotal in the rapid progress the school has made since its opening. He is well supported by leaders at all levels and other staff, who share his ambition and determination to sustain further success.

Development and promotion of innovation skills

The school is promoting and enhancing students' innovation skills very effectively. In a large majority of lessons, students have opportunity to work in groups to develop collaboration, independent learning and critical thinking skills. They communicate very confidently when answering questions and sharing their ideas with the class. In assemblies, students produce, perform and present a wide range of activities that display their creativity, imagination and high levels of skill. Most students throughout the school keenly demonstrate their enterprise initiative and social awareness through many activities. For example, Grade 2 students organised a tuck shop to gain knowledge of money and enterprise. Students in the 'Zayed Club', attended a summit on Africa with students from other schools, which aimed to develop community and cultural awareness. Older students painted t-shirts to sell to parents to raise money for social causes. The girls'

section has an SEN coordinator who organises support for SEN students. Middle and high school students visited Masdar City to participate in an environmental project about waste management. Middle school students also make very good use of recycled materials to create a wide range of models, some of which are motorised and driven by remote control. Girls in middle grades design clothes and participate in henna design competitions. Students in middle and high grades have performed songs and dances for a national radio station.

The inspection identified the following as key areas of strength:

- academic progress, especially in middle and high grades, English and in CBSE examinations in Grade 10
- students' mutually respectful relationships with their teachers, their behaviour and very positive attitudes to learning
- teachers' secure subject knowledge and lesson planning to enhance students' communication, collaboration and independent learning skills
- the strong ethos and rigorous implementation of procedures to ensure students' welfare and safety
- educational leadership with ambition and determination to maintain the improvement since the school opened, especially in the quality of teaching and learning.

The inspection identified the following as key areas for improvement:

- consistency in the quality of teaching, especially in lower grades
- challenge to students, especially the high achievers to develop even higher order critical thinking and independent research skills in all lessons
- consistent use of assessment data to identify students with additional learning needs and support them in classrooms
- further raising of students' achievement in all subjects, particularly in Arabic.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Very Good	Outstanding
	Progress	Good	Very Good	Very Good	Outstanding
Mathematics	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very 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)		Good	Good	Very Good	Very Good

Attainment overall compared to curriculum expectations is good and most students make good progress overall. Grade 10 students participate in external examinations set by CBSE. The percentage of students who attained higher grades in 2016 was well above average compared to Indian schools following the same curriculum. Results in English were outstanding with almost all students achieving higher grades. Students from Grades 3 to 9 sat the International Benchmark Test (IBT) through the Australian Council for Educational Research (ACER). The average performance levels in almost all subjects and grades were well above international averages. Students with SEN and G&T make similar progress to their peers.

In Islamic Education, students' attainment and progress are good. Most students have a secure knowledge and understanding of the values of Islam and gain insight into their relevance in real life. In Grade 1, students understand the importance of prayer. Most Grade 7 students have good knowledge of how Muslims should apply the Holy Qur'an in their own lives. They understand the importance of Tafseer. Grade 10 students read the Holy Qur'an accurately, using recitation rules. They have good knowledge about the early life of the prophet Mohammed, the Great Victory (Fetah Makkah) and the importance of Mecca in his life.

In Arabic, students' attainment and progress are acceptable. In primary, most students use simple vocabulary and grammar and have accurate knowledge about nouns, verbs and adjectives. Most Grade 5 students can follow the line of events in stories. The majority of students in middle and high grades have acceptable knowledge of grammar. The majority of students in middle and high grades understand teachers' explanations when spoken at normal speed. They can summarise story extracts, as, for example, when listening to dialogue between 2 people, understanding the main points in the conversation. Progress in writing is variable. Most primary students can copy words and sentences, fill gaps using the correct words. Students in Grade 5 do not write in sentences and spellings are not accurate. In middle and high grades, a minority have neat handwriting with few errors in letter formation.

In social studies, a large majority of students demonstrate good levels of knowledge and understanding. A large majority of students make better than expected progress in relation to learning objectives and expected curriculum standards. In Grade 4, most of the students were able to make a comparison between gardens and parks in the UAE and list some activities they can do there. In Grade 7, most students have secure knowledge of UAE culture and heritage. They analyse the costumes and traditions of UAE society very well. They are able to compare and contrast the development of the UAE before and after oil was discovered. In Grade 9, students presented a lesson about tropical forests. They explained the locations

of the forests and had good knowledge about the forests and endangered animals. Most students in the class were able to understand the information and discuss it in groups and assess each other's knowledge by asking challenging questions.

In English, overall attainment and progress are very good. Speaking and listening skills are outstanding for most students in primary onwards. In KG, almost all children make good progress in all aspects of language development. High achieving children have a good grasp of phonics, can blend words and match them to pictures. Most children can write their name. Progress continues to accelerate in primary grades. Most Grade 2 students communicate their ideas in sentences using a wide range of vocabulary. Spellings are mainly accurate. In middle grades, most students have well developed reading comprehension skills. Spellings are mainly accurate. Most write in sentences with a good range of vocabulary. A large majority of Grade 8 students are clear about the elements of narrative writing. Achievement in the high school is outstanding. Most Grade 10 students have secure knowledge of how to craft and structure an effective article. They are very articulate and present their ideas fluently. Writing is very creative and well structured, using their own ideas. Middle and high school students communicate their ideas extremely effectively and confidently in assemblies, presentations in class and when answering questions.

In mathematics, attainment and progress are good overall. Attainments and progress in KG is acceptable. A large majority of children in KG2 can identify shapes and name them. Most children can recognise, count and order numbers up to 10. Almost all the students in different primary grades have secure numeracy skills and calculate accurately. A majority of the students perform above curriculum expectations, for example, Grade 3 students were able to sort the given data and use tally marks to identify the frequency. Most students in Grade 10 attain levels well above the CBSE board curriculum standards. A large majority of the students at higher grades are confident and competent in using complex mathematical terminology to explain the procedure for problem solving. In Grade 10, students remember trigonometric formulae and apply their knowledge to solve problems about angles of elevation.

In science, attainment and progress are good overall. They are very good in the high school. KG children are aware of day and night. Grade 1 students understand the causes of pollution and use a good range of vocabulary like healthy, recycle, clean and reduce. In Grade 6, students classify different types of fibre and have good knowledge of the source of natural and man-made fibres. The majority of Grade 7 biology students dissect flowers and can identify different reproductive parts. Most Grade 9 physics students have very good knowledge of echoes and can calculate the distance echoes travel using appropriate formulae. Grade 10 chemistry students have acceptable knowledge of functional carbon compound groups. They can find



the functional group present in ethanol and ethanoic acid.

In other subjects most students make good progress in developing knowledge, skills and techniques. In music for example, most Grade 2 students know about beats, rhythm, and the families of musical instruments. A large majority of Grade 4 students know the names of instruments and methods of playing them, such as plucking, bowing and picking. In art, most students steadily gain confidence and competence. In Grade 4, for example, the majority show good imagination when drawing landscapes. A large majority of Grade 6 students use computer programmes confidently, such as Microsoft Excel, to use formulae and format graphs. Grade 8 students use computers confidently to draw geometric shapes using the repeat command. These examples are representative of students achieving above curriculum expectations. Grade 10 students make good progress in physical education (PE) and in developing their knowledge of teamwork and strategies in games.

Students develop very good learning skills overall. Most children in KG behave well and complete tasks on their own. They share space sensibly. Students want to learn, enjoy tasks and take increasing responsibility for their own learning as they move through the school. They work very effectively when collaborating in groups to share ideas and play different roles in activities. From primary onwards, when they answer questions or present their ideas, most students communicate their thoughts very effectively and maturely. Most students in middle and high school can formulate their ideas independently, often without supervision, showing well developed independent and critical thinking skills. High achieving students have the ability to take on more independent research activities. In all grades, students are able to link their learning to real life and their good progress is underpinned by confident use of learning technologies, especially in subjects such as science.

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

Students personal and social development and innovation skills are very good overall. Most children in KG think for themselves and are able to communicate their ideas orally. They take leading roles such as class monitors and buddies for lower achievers. Children interact and collaborate purposefully. Throughout the school, students have very positive attitudes to learning. They like school and their teachers. They are self-reliant and have a very strong work ethic. Almost all students are keen to learn and are engaged in tasks, concentrating fully on their work. They have many opportunities to develop leadership roles, particularly in the high school. Assemblies are student produced, performed and presented. There is a student who is an SEN coordinator. Middle and high school students are prefects with responsibilities such as corridor supervisors. Almost all students behave well; they are self-disciplined and display a maturity beyond their years. Students have very positive relationships with each other and their teachers based on mutual respect. Most students have very good understanding of the benefits of leading safe and healthy lifestyles. Students' attendance is good at 94.7%. They are punctual at the start of the day, after break times or when moving between classes.

Students have a very clear understanding and respect for Islamic values. This is evident throughout the school in all lessons, breaks and activities. Work around school demonstrates their very good understanding of the culture, tradition and heritage of the UAE. They have created displays of famous people, transportation networks, the UAE environment, undersea life in the UAE, national fruits, birds and animals and are currently drawing murals on corridor walls depicting UAE emblems. They have a good understanding of other cultures.

The Students' Council is an effective forum for students to play a role in decision making and show a commitment for their social responsibility. Students participate in a wide range of activities, projects and charity events. Most have very strong knowledge of environmental issues and are involved in planting trees and recycling projects. All grades have opportunity to create models from recycled materials. For example, in the creation room, Grade 7 and Grade 8 students show they have very strong knowledge of recycling and use recycled materials to make speakers, models with motors, fire extinguishers with remote control and robots. In middle and high school, individual students demonstrate very strong skills in composing and performing songs, mime and traditional and fusion dances.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching and assessment is good overall; it is good or better in most lessons. The quality of teaching observed during the inspection ranged from outstanding to a very few lessons judged to be weak. The most effective teaching was in middle and higher grades. The quality of teaching is good or better in most subjects and grades; the quality of teaching in Arabic as a second language is acceptable.

The majority of KG teachers have good knowledge of how children learn best. They have created a positive learning environment, plan activities that engage and interest children and use time and resources effectively. Children get opportunities to learn through play using large apparatus.

Most teachers throughout the school have secure knowledge of their subject. Lesson planning is very thorough with clear objectives that are shared with students so they know the expectations for their work. Tasks in the majority of lessons are pitched at a level that provides suitable challenge to different groups. High achieving students are not fully challenged in a large minority of lessons through using research skills more frequently or leading learning in lessons. Most teachers have high expectations for students to work independently and collaboratively to



develop critical thinking and communication skills. A large majority of the teachers use appropriate resources those develop learning, especially in mathematics and science. Most teachers make frequent use of probing, open questions to challenge students to explain their thoughts in depth, especially in English, mathematics and science. In a highly effective English lesson in Grade 9, for example, the teacher empowered the girls to communicate their ideas about 'The Seven Ages of Man' in depth, having analysed the text. She then asked other students to reflect on the presentation and give their own opinions. In middle and high grades, most teachers enable students to use their highly effective skills of collaboration and critical thinking in communicating their thoughts extremely well. In a Grade 9 physics lesson, students made outstanding progress because of the high challenge and expectations of the teacher for students to plan a symposium having analysed the applications of ultra sound. The teacher facilitated learning by asking probing questions to stimulate students' critical thinking. In a few lessons, teachers do not plan tasks that are appropriate to the learning objectives. In a minority of lessons, teachers did not give students sufficient time to complete tasks or make the expectations clear enough.

Internal assessment processes are robust. The school rigorously records data from continuous, formative and summative assessments linked to curriculum standards. Leaders analyse data to identify trends in student performance at individual, class and cohort levels. In KG, assessment data is used to plan lessons that meet the needs of all groups of children. Throughout other grades, the use of assessment data to inform planning and to identify and support the learning of students with SEN in classrooms is not fully developed. The school benchmarks students' performance in external examinations and compares data with appropriate international benchmarks, such as IBT and CBSE. Most teachers make use of an assessment framework in lessons, often for students to evaluate their own work, so students are aware of their learning. The school evaluates students' competences as well as their attainment. Parents are able to access all data on their child's performance through the school's internet portal.

Performance Standard 4: Curriculum

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

The quality of curriculum design and implementation is good. The school offers the CBSE (New Delhi Board) curriculum, which is supplemented with additional programmes and subjects to provide additional challenge for students. For example, Hindi, Malayalam, and French are offered from Grade 7. The curriculum has a clear rationale, breadth and balance and is planned effectively to motivate and interest students. In KG, the curriculum is planned to link areas of learning and relate the activities to real life. For example, children learn about traffic rules whilst they are riding tricycles. The curriculum is planned to give children opportunities to learn through play and experiential activities and to develop confidence and independence.

Senior leaders, heads of department and teachers meet annually to review curriculum mapping and ensure progression in students' learning across subjects and grades. Curriculum mapping and lesson planning ensures that attention is given to developing links between the content of different subject. These often relate to real life situations and develop literacy and numeracy skills in the main.

The school aims to meet the learning needs of all students, including those with SEN and G&T. Lesson planning specifies the different outcomes expected for students of all abilities. This is monitored by heads of department and supervisors. The SEN coordinator provides support outside the classroom and after school. Plans are not translated into practice in a large minority of lessons and overall, there is insufficient support to meet the needs of the majority of students with SEN in classrooms.

The school is committed to promoting innovation, creativity and entrepreneurship through the curriculum. Displays of projects around school demonstrate students' secure skills and interest in this aspect and in community engagement. For example, students from the music club performed in a church on Thanksgiving day and middle school Students presented a live 'mime' show on 'Road Safety awareness' at Mazyad Mall. Students have opportunities to enhance their sports' skills in table tennis and basketball clubs. Students celebrate all UAE festivals and most develop very good understanding of the culture and heritage of the UAE.

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	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good

The school's overall provision for the protection, care, guidance and support of students is very good. It has rigorous procedures and policies for the safeguarding of students including child protection. All staff, students and parents are fully aware of these and implement them successfully. There is a central register of all adults who work or are involved in the school. The school makes strenuous efforts to protect students from all forms of abuse, including bullying and via the internet and social media.

The school provides a very safe, hygienic and secure environment for students and staff. Safety checks are frequent and thorough. Supervision of students is highly effective at all times. The school has an evacuation policy and performs fire drills regularly. Risk assessments are comprehensive. Supervision of students during dismissal time is very good. Security at the gate is extremely rigorous. The clinic is clean and hygienic and there are sufficient medical staff to carry out routine checks. Students' medical records and medication are stored securely. Both nurses are suitably qualified and licensed by the Health Authority. All adults are trained in first aid and 13 teachers are certified by an external agency. The school has rigorous procedures to ensure safety on school transport.

Buildings are maintained very well and the school has comprehensive and secure records of incidents and subsequent actions taken. The external maintenance company undertakes regular checks and maintains accurate records. The premises and facilities provide a safe and secure physical environment that is very well suited to the learning needs of all. It includes adequately equipped specialist facilities that meet the needs of the students. The school has ramps and a lift to support any students with physical difficulties. It provides special bathrooms to cater for the needs of SEN students. Appropriate measures are taken to provide reasonable protection from the sun, including shading and ready access to fresh drinking water. The school promotes safe and healthy living very effectively. The school nurse advises students about healthy food. The curriculum includes references to healthy

lifestyles such how to stay healthy and clean. Students eat healthy food during breaks.

Relationships between staff and students are very positive, based on mutual respect. Attendance levels are good as a result of robust implementation of procedures. The school is inclusive. It has an SEN coordinator to identify and support students. The school has good procedures to identify students with SEN or G&T. Students are identified internally, based on information provided by parents and teachers. SEN students have IEPs based on their needs. The school support the students with learning difficulties especially in mathematics and English outside lessons in withdrawal groups. No support is provided in lessons. There are classes after school for upper grade students who are underachieving.

The well-being and personal development of all students is routinely monitored. The school provides personal, careers' guidance and support to Grade 10 students so that they are aware of suitable academic choices for their next stage of education.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Good
The quality of leadership and management is good. The principal has been pivotal in ensuring that the transition to the new school has been smooth. Since its opening, leaders have given strong direction through their professional expertise and understanding of best practice in teaching and learning. The principal is ably supported by the vice-principal, supervisors and other leaders. They have created a school with a very strong ethos, which has students at its heart. Leadership is distributed effectively to individuals and teams and these are held accountable for ensuring good quality outcomes. Heads of Department are at different stages in their leadership development so that their impact is inconsistent. In the short time the school has been open, leaders have demonstrated a very good capacity for	

sustained improvement.

The school's self-evaluation and strategic planning is undertaken by teams of representatives from all key stakeholders including the governors, school leadership, students, parents, and members of the community. Self-evaluation is extremely comprehensive and evaluative, based on robust monitoring procedures and analysis of assessment data. Most judgments in the Self-Evaluation Form (SEF) are accurate, based on rigorous monitoring of teaching and assessment data; they are over generous in relation to students' progress. The School Development Plan (SDP) is aligned with outcomes of monitoring and focuses on improving students' academic and personal progress. The school has robust procedures to monitor the quality of teaching. All teachers are observed formally and informally several times each year. Teachers are provided with development points and the school monitors their impact. The provision of professional development for teachers by the school and the owners has created a more consistent style of pedagogy which is helping students to make good progress overall.

Parents have very positive attitudes towards the school. The school portal, open door policy, regular newsletters and parent open house meetings keeps parents abreast of the progress of their child, their schedules and events in the school. Parents receive regular reports about their child's attitudes to learning. Parents and other adults from the local community are involved in the school and sit on the School Advisory Board. This provides an effective forum for them to air their views and monitor the performance of the school. Parents are appreciative of the way that the school listens to their views and implements actions accordingly. The school has effective links with local businesses and hospitals. These links enhance the curriculum, provide a meaningful context for learning and collaboration. Students also work for charity collections to support needs of others in the community.

The school's Governing body, on behalf of the owners, are very supportive and hold the school to account robustly. A representative of the owners meets with the school weekly and has a very clear understanding of the school's performance.

The school's effective management systems ensure that it runs very smoothly from day-to-day. All teachers are appropriately qualified and teach within their expertise to support curriculum delivery. The school is almost new and, consequently, the premises are of very good quality. The facilities include specialist provision, as, for example in ICT, sport, science and music. It is well equipped with all necessary and relevant and up-to-date resources including textbooks, sports equipment, hands-on resources, practical equipment and technology. The school has links with local businesses and hospitals. These links enhance the curriculum and provide a meaningful context for learning and collaboration. Students work for charity



collection to support needs of others in the community. For example, students gave school support staff presents to reflect their appreciation for their work. The school has not yet developed international links.

What the school should do to improve further:

- 1.
2. Further raise the achievement of students in all subjects, particularly in Arabic by:
 - i. continuing to provide professional development to develop teachers' understanding of how to promote student-centred learning and the development of critical thinking and independent learning skills
 - ii. monitoring the impact of development points for teachers from lesson observations
 - iii. enabling teachers to share good practice through peer observation and to reflect on their own classroom delivery
 - iv. providing professional development opportunities so that teachers better understand how to more effectively teach Arabic as an additional language and ensure that students' progress matches that in other subjects.
3. Providing high achieving students with additional opportunities to develop high order critical thinking and analytical skills by:
 - i. challenging them to undertake individual research more consistently, making use of computers and other sources of evidence
 - ii. challenging students to lead learning in lessons.
4. Strengthen the provision for students with SEN by:
 - i. ensuring that support for students in lessons builds upon and consolidates the support they receive outside the classroom individual support lessonsensuring that teachers make consistent use of assessment data to plan tasks that meet their specific needs.