



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Grace Valley Indian School

Academic Year 2016 – 2017

إقرأ

Grace Valley Indian School

Inspection Date	November 7, 2016	to	November 10, 2016
Date of previous inspection	January 19, 2015	to	January 22, 2015

General Information	
School ID	208
Opening year of school	2010
Principal	Mohammed Ibrahim
School telephone	+971 (0) 3 780 5511
School Address	Falaj Hazza, Al Ain
Official email (ADEC)	Gracevalleyaa.pvt@adec.ac.ae
School website	www.gracevalleyschool.com
Fee ranges (per annum)	Very Low to Low Category AED 3,975 to AED 16,000
Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	CBSE
Accreditation	CBSE

Students		
Total number of students	1451	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	---
Number of students in other phases	KG	475
	Primary:	644
	Middle:	273
	High:	59
Age range	4 to 18 years	
Grades or Year Groups	KG – Grade 12	
Gender	Boy and girls	
% of Emirati Students	0%	
Largest nationality groups (%)	1.Indian 40%	
	2.Pakistani 32%	
	3. Afganistan 11%	
Staff		
Number of teachers	80	
Number of teaching assistants (TAs)	8	
Teacher-student ratio	KG/ FS	1:22
	Other phases	1:17
Teacher turnover	30%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	119
Number of joint lesson observations	5
Number of parents' questionnaires	63; return rate: 5%
Details of other inspection activities	The team conducted several meetings with senior staff, teachers, support staff, students and parents. They analysed external and internal assessment results, scrutinised students work and considered many school documents. The leadership team was fully involved throughout the process and senior leaders conducted joint lesson observations with inspectors.

School	
School Aims	'Grace Valley Indian school aims to be an institution of excellence, dedicated to produce leaders of tomorrow.'
School vision and mission	'To render ace quality education To impart practical worldly wisdom To mould new generation for the society To cater life oriented pedagogy To serve the social needs To impart quality education using the state of the art technology.'



Admission Policy	No admission testing at KG and by application and interview from Grade 1 onwards.
Leadership structure (ownership, governance and management)	The leadership team comprises the principal and vice principal as well as five section heads and the senior administrator. The 11 strong middle leadership team includes 10 subject heads and an academic coordinator. There is a School Board of five that includes two owners, the chairman, the principal and a parent representative.

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	2
Specific Learning Disability	1	9
Emotional and Behaviour Disorders (ED/ BD)	0	1
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	1	0
Physical and health related disabilities	2	0
Visually impaired	0	0
Hearing impaired	2	0
Multiple disabilities	1	3

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

G&T Category	Number of students identified
Intellectual ability	2
Subject-specific aptitude (e.g. in science, mathematics, languages)	3
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	2
Psychomotor ability (e.g. dance or sport)	3

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	C	Weak
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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

Grace Valley School is judged to be a weak school overall. Although the quality of education is mainly acceptable, procedures to ensure a safe and healthy environment for all students is at risk.

Students' achievement is acceptable overall; it is good in social studies, English and science. Students with special educational needs (SEN) or who are gifted and talented (G&T) all make at least acceptable progress. The behaviour of students is very good. They have an excellent work ethic and enjoy harmonious and respectful relationships with their peers and with adults in the school. The quality of teaching is acceptable; assessment is weak. Children in KG learn in very cramped conditions and this limits the potential for active and experiential learning.

The curriculum offers students limited choice in the higher grades. The school has a caring and inclusive ethos and has successfully encouraged a learning community that encompasses different cultures and world views. School leaders undertake rigorous processes for self-evaluation and development planning. The school's buildings and resources have improved but the provision in KG is not satisfactory. .

Progress made since last inspection and capacity to improve

The school has made good progress in improving weaknesses identified by the last inspection. All subjects which were weak, are now at least acceptable with strengths in science and social studies as well as aspects of English. Teachers are more aware of the need to challenge students to think more critically about their learning. Opportunities in KG for children to explore, investigate, problem solve, think independently and make choices remain very limited. Teachers have raised their expectations of what students can achieve from which most students benefit. The school has deployed its resources more carefully to support learning. They have introduced tablet computers in the primary grades and successfully introduced the 'Bring Your Own Device' (BYOD) scheme in Grade 6 and above.

The school generates more detailed information from the twice-yearly exams and they now use it to judge the relative performance of different groups of students and to measure progress in-year. The information from these internal assessments has been used to make small changes to the planning and delivery of the curriculum and has brought a greater clarity to the self-evaluation process. Assessment overall remains weak.

Although the school leadership demonstrates a good capacity to lead further improvement, not enough attention has been done in terms of risk assessment and ensuring that the school is a safe place for all its students.

Development and promotion of innovation skills

The school's development of innovation and enterprise skills is acceptable. An innovation club is led by three students from Grade 11 and they have successfully initiated activities that have caught the imagination of their peers. Grade 11 post high quality 'TV style' short programmes on the school's social media pages. Grade 10 students broadcast a radio programme for 15 minutes every day in the morning recess. The broadcast is used to promote talent, share information about school events and competitions and comment on news from around the world. Students organise school assembly and present short inputs to promote a healthy and safe lifestyle. A reading zone is used to encourage reading amongst students. Many classes in the middle school produce their own magazines which provide entertaining student produced reading materials. Writers in Grades 5–11 recently released an anthology of their own poems. Students in the primary, middle and high school grades organised and participated in an exhibition of entrepreneurship. Students used low or no cost materials to make and sell waste paper baskets and their own printed T-shirts.

The school encourages participation in inter-school activities. Three students recently qualified for National Round of the GCC Asianet Think and Learn Challenge. A student in Grade 11 designed a Clinometer protractor for measuring height. Students of Grades 2–6 programmed a humanoid style robot, which works using sound and colour sensors. For most students, there are insufficient opportunities to develop their independence and skills in research, critical thinking and problem solving as a routine part of their learning in lessons.

The inspection identified the following as key areas of strength:

- the improvement made since the last inspection
- processes for self-evaluation and school development planning
- the attainment and progress made by students in English and science
- the behaviour of students and their attitudes to learning
- the harmonious relationships between students with different cultural backgrounds.

The inspection identified the following as key areas for improvement:

- attainment and progress across all subjects and grades and opportunities for critical thinking and independent learning throughout the school
- the rigour of assessment and teachers' use of its outcomes to plan for students' learning
- the learning environment and curriculum in KG
- arrangements for ensuring the health and safety of students
- the quality of teaching and learning for more able students.



Performance Standard 1: Students' Achievement

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

The achievement of most students is acceptable overall; it is good in social studies, English and science. Students with special educational needs (SEN) or who are gifted and talented (G&T) make acceptable progress.

Attainment and progress in Islamic education are acceptable in all grades; most students make good progress in the middle school. In KG2 most children can memorise short Qur'anic verses and can name the five pillars of Islam. By the end of the primary grades, most students understand the steps of 'Salah' and can perform it accurately. In the middle school, students become more confident when reciting longer Qur'anic verses using the rules of 'tajweed' correctly. These skills are ably demonstrated by students in the morning assemblies. In lessons, most students in the middle and high school grades make good progress as they reflect on how their faith impacts on their daily life and their behaviour during lessons.

Attainment in Arabic as a second language in KG, primary, and middle grades is acceptable, and in the high school it is good. The knowledge and skills of most students across the school are in line with curriculum standards. As children move out of KG most widen the use of vocabulary and ably demonstrate understanding of the words in their context. Most students in KG, primary and middle schools are making acceptable progress. Students in the primary and middle school grades develop their spoken Arabic skills; they form their letters accurately and writing is neat; they can read what they have written accurately. In the high school, most students make better than expected progress and further develop confidence and competence in their speaking skills. They use their widening vocabulary to express their views coherently. A large majority of students develop their translation skills as a useful addition to they prepare for the world of work.

In social studies, attainment and progress are acceptable in KG and good in other grades. Most students attain levels that are in line with curriculum standards. From KG onwards, most show a steady increase in knowledge. In the primary grades, most students recognise the UAE leaders, and know the words of the UAE national anthem. In Grade 6, for example, almost all students could name main cities and places in the UAE and then write creatively about their visits to these places. In the high school grades, most students are making better than expected progress. They demonstrate a broad, but basic knowledge of the world and the place of the UAE in global affairs, particularly in relation to the environment and in thinking critically about key ideas. For example, students debate themes such as the freedom of women within Islam.



In English, attainment and progress are good throughout the primary, middle and high school grades. Most children arrive in KG having had limited exposure to English. Almost all children make good progress in developing confidence and understanding of English throughout the KG years. When they move into the primary grades, most students read simple sentences accurately and have skills to read new vocabulary. Most students in the primary grades can write simple sentences using correct punctuation and with common words spelt correctly. Almost all students are developing a neat handwriting style so that they can read back the sentences they have written clearly and without faltering. In the middle school, most students develop good speaking skills; they answer questions confidently and talk in English in their class groups. Students in the high school are confident users of spoken English and can present their views convincingly when in debates with their peers. A majority of high school students use their writing skills competently across the curriculum and express their thoughts and ideas with correct grammar in fluent, extended pieces of work.

Attainment and progress in mathematics is acceptable in KG and the primary grades. Attainment and progress across the middle and high school are good. Children make a sound start to their mathematical knowledge in KG. Most add two simple single digit numbers and by the time they enter the primary school, they have a basic understanding of 3 digit numbers. The majority of students in Grade 5 could add fractions competently. Most students make good progress in the middle school. In Grade 8, for example, the majority of students could demonstrate that the sum of interior angles of a quadrilateral equals 360° . Students at higher grades make better progress in mathematical skills of computation, measurement, problem solving, sequences and patterns. Almost all students acquire a facility to deal with numbers effectively and this supports their progress. In the high school, a few students have developed outstanding skills that enable them to construct combinational solids and present complex ideas about the formulae for calculating the areas of these solids.

Attainment and progress in science are good. Most students in all grades across the school achieve good results in their internal exams with two thirds of students scoring B grade or above. At every grade level, most students show their skill of undertaking investigations and experiments appropriate to their grade. The majority of children in KG can design a farm with the given materials; they can differentiate between wild and domestic animals. In the primary school, most students develop a good understanding of human anatomy including the skeletal system. Most students display a good understanding of the concepts and answer questions correctly. In the middle school grades, most students are confident in practical work. Grade 7 students, for example, built 'polymers' and demonstrated a basic understanding as to



how these may be used in bonding processes. Most students in the high school have a good understanding of ecology. In Grade 10, for example, students correctly identified the components of an 'eco system'. They explored this information to prepare a chart of 'energy flow' through the ecosystem and presented their findings to the class. Almost all students relate their learning to life outside the school.

The achievement of most students in other curriculum subjects is weak overall. For most students studying information and communication technology (ICT) and business studies in the higher grades, their attainment and progress are acceptable, but for the majority of those choosing art or music achievement is weak. Students in the primary and middle school grades enjoy their art and music classes; their potential progress is restricted because the curriculum does not systematically develop their skills. Physical education (PE) classes ensure that younger students maintain a level of basic fitness and those gifted in sports improve their skill levels through team games and competitions.

Most students across the school develop acceptable learning skills. Independent learning skills are under developed in KG classes, where children have fewer opportunities to make choices about pursuing their own interests and ideas. From the start of the primary grades onwards, almost all students listen attentively to instructions and comply promptly. On arrival in class they organise their equipment and settle quickly ready for the prompt start of the lesson. Almost all work well in groups; they listen to each other's contributions without interruption, contribute their own ideas and accept the support of their group leader. When required most are able to work alone to complete work without direct supervision from an adult. In the middle and high school grades students, are not provided with sufficient challenging opportunities to undertake collaborative research. The application of students' learning to the real world is acceptable.

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

Students' personal and social development is good. Students enter classrooms ready and willing to work; they expect to enjoy their learning and are generally enthusiastic learners. Almost all student behaviour is good and in the high school where students take on greater responsibilities with maturity and commitment, it is very good. Most students are sensitive to the needs of others and show tolerance and acceptance of difference. This is particularly evident between students of different ethnic and cultural backgrounds. Relationships are very good throughout the school. Staff and students interact in a harmonious, although often formal manner, and treat each other with respect. Most students can describe the basic ingredients of a healthy lifestyle but this is not consistently reflected in the snacks they bring into school. The overall attendance rate for students is very good at 96%. Almost all students are present for the morning assembly and they arrive promptly for their lessons.

Most students have a good understanding of Islamic values. Only a few boys make use of the prayer room and they are aware of the routines they should follow. Almost all students can explain, at an age appropriate level, how their faith relates to their everyday life in the UAE. Students have been made aware of the importance of 'zakat' through collections made for the Red Crescent charity. Almost all students show a great respect for the singing of the UAE national anthem. Students keenly celebrate the heritage and culture of the UAE and also enjoy dance and music from the Indian sub-continent.

Almost all students are developing a very good understanding of their personal responsibility to build a cohesive and caring community. Most are careful not to drop litter and will pick up any litter they see in the shared areas. They use the recycling bins well. They keep their classrooms clean. The school offers more opportunities in

the middle and senior grades for students to take on the role of prefect or group leader than in the primary school. Almost all students who are delegated leadership roles by their teachers carry these out with authority and attention to detail. Almost all students are keen to put their classroom learning into practice within their own school community. Most students have a strong work ethic and are keen to do well at school.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching is acceptable or better in the large majority of lessons. Teaching is good or better in the high school and in all science lessons across the school. A minority of teaching in the school is weak. Teachers in all subjects have an acceptable grasp of subject knowledge. A majority of teachers have benefitted from the professional development provided by the school and are able to create interesting learning activities. This is less evident in KG, where the small rooms restrict the range of active and investigative learning needed to support the learning of young children. Lesson planning is acceptable, with a consistent format used across the school. Lesson objectives are shown on the whiteboard but these are not routinely shared with the students. In a few classes these are used to review progress during and at the end of lessons.

Within most lesson teachers plan a range of activities, which involve an element of choice and cooperative learning. This is less marked in KG classes where not all children can sit at a table. Group learning is generally effective. Students understand the rules of group work. They listen to each other's contributions and take turns in writing down their answers. There is an atmosphere of mutual respect in classrooms. In a majority of classes, including those for senior students a very formal approach restricts students' freedom to debate ideas or challenge their peers and teachers. Most teachers do not ask questions that probe students' understanding and invite them to think more critically about their learning. In KG, a minority of teachers rely too heavily on whole class questioning which rarely results in any meaningful



dialogue. Teaching assistants, where they are available, are not always used to the best effect in supporting children's choice and independence.

In a majority of classes teachers prepare different activities for each group these are not matched to the differing abilities of the students. More able students are not sufficiently challenged; planned extension activities are rarely used and students who finish their tasks early wait patiently for the next activity. Most students who work at a slower pace do not always complete the set tasks. Most teachers use questioning to test factual knowledge only. In most classes, including those for older students, opportunities for asking 'why', 'how, and 'what if' are absent.

Formal internal assessment procedures are conducted twice in the school year. Tests are set by teachers to mirror the expected progress of students through the curriculum; these are marked by those who set the tests and results are not moderated by colleagues. Student outcomes are not set against international benchmarks or against schools following a similar curriculum. Only a very small number of high school students have sat exams set by the Indian Central Board of Secondary Education (CBSE). A few teachers in KG undertake informal checks on student's knowledge and skills.

Most teachers do not routinely use the information to match their lesson plans to the needs of different groups of students. In most classes for high school students, where class sizes are often smaller, teachers adapt curriculum content much more closely to the abilities of the students. Teachers demonstrate an acceptable understanding of students' strengths and weaknesses but this is not reflected in their lesson plans. Worksheets are marked as the teacher moves around the room. Marking rarely moves beyond checks on accuracy and students do not see written comments on their work offering encouragement and guidance about how to improve.

Performance Standard 4: Curriculum

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

Curriculum design and implementation is acceptable overall. The school follows the CBSE curriculum for Grades 1 to 11. In KG, the school follows a less formal curriculum intended to provide a foundation in literacy, numeracy and environmental studies. The school provides the MoE curriculum in Arabic and Islamic education up to Grade 11. The English medium version of the UAE social studies curriculum is taught from grades 4 to 9. The school offers choice of science and commerce but no humanities stream at Grade 11. The school also provides second language lessons with a choice of Malayalam, Hindi, Urdu, Bengali, additional English and additional Arabic.

The curriculum is effectively sequenced to build on students' previous experience and prepare them for the next stages of their education. The level of complexity increases with each grade and students are adequately prepared for transition to the next level. Links between the content of different subjects are not yet integrated into curriculum planning though a minority of teachers share plans. ICT is insufficiently used to reinforce or promote learning across subjects. The school's senior leaders undertake review of the curriculum towards the end of the school year and on occasion this leads to minor changes in content and related textbooks.

Curriculum adaptation is acceptable. It is not as effective in KG as in the rest of the school because teachers face limits in providing opportunities for experiential and sensory learning due to the very small size of rooms. Additional classes are provided for support in the wide range of languages represented in the school. Space is created for enhancing the curriculum during the school day, particularly in the middle and high school grades. For example, the 'Mock Parliament' provides a large number of middle and high school students with a valuable and regular opportunities to model how a democracy might operate. Students also spoke passionately about a variety of interesting subjects and using solid and detailed research. The school places emphasis on class and subject teachers taking responsibility for meeting the needs of students with SEN. Individual Educational Plans (IEPs) are available to teachers and contain

useful and relevant advice but these strategies are not consistently carried through in classrooms.

The school has productive links with a number of local private schools for sports and other competitions. Extracurricular activities are provided in three broad areas: literary, ecology, sports activities and games. These require changes to the time-table and do not happen on a regular basis. A range of activities, such as subject fairs, the entertaining recess radio and the school magazine are fully run, mainly by middle and high school students. These are successful in developing students' creativity as well as their leadership and initiative skills. The school is effective in ensuring that celebration of the UAE culture is visible in the school corridors and during morning assemblies.

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	Weak	Weak	Weak	Weak
Care and support	Acceptable	Acceptable	Acceptable	Good

The school is not consistent enough in monitoring its arrangements for ensuring the health and safety of all its students. The arrangements for providing supervision at dismissal time are not always applied with sufficient rigour to ensure students safety. Cleaning materials are not consistently kept locked away ensuring that students have no access to them. Chemicals in the science laboratories are not always locked in cupboards or supervised adequately when students could have access to them. The school has maintenance contracts that ensure repairs are carried out promptly. Not all contracts meet the needs of the school. Medical waste builds up and is not removed in a prompt manner. The school has effective procedures for child protection and safeguarding students. Teachers and parents know the school's child protection policy and it is visible in most classrooms. Most students are aware of to whom they can turn should they be distressed. The school leaders and other staff

work hard to create and maintain a cohesive school community, one in which students from all backgrounds are valued and appreciated.

The school has benefited from a new all-weather football pitch and outside play area. There are ramps at all entrances to the school but there is no access to the first floor for those with severely impaired mobility. There is no dedicated prayer room for girls or a plan that would allow them shared access to the existing prayer room. The school aims to promote a safe and healthy lifestyle through positive messages displayed in corridors and in messages in the morning assembly. The clinic is clean and well organised. At present, the nurse has no role in promoting the benefits of healthy eating or regular exercise.

The school promotes a positive ethos in which the contributions of all students are valued. Staff have positive relationships with all students. Systems and procedures for managing students' behaviour are effective. The school has been successful in encouraging good attendance and students arrive at school in time for the morning assembly and are punctual for lessons. The school has acceptable provision for meeting the needs of students with SEN and it has strategies for identifying students who may be causing concern. This process has been successful in identifying over 22 students who need to receive additional support. The last step in the identification process relies heavily on the input from the SENCO and social worker whose English skills are too weak to produce reliable results. Students with SEN are primarily supported through the advice provided for class and subject teachers. A limited programme of in-class support and individual support provided in the learning resource room. The school has also identified 10 students who may be gifted and talented primarily through their academic results. All students, those with SEN and those who are G&T, have IEPs which set targets for improvement. Parents are fully involved in the IEP and review process. The well-being and personal development of all students are routinely monitored. Students in grades 10 and 11 attend workshops provided at a university fair to be aware of their future career and academic pathways.

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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The principal provides clear direction for the school. The leadership of the school has demonstrated a strong commitment to continuous improvement since the last inspection and standards across the school have risen. Together with the senior leadership team (SLT) the principal has set the school on a path of improvement and is determined to build on the progress already achieved. The school provides students and parents with a sense of community which accepts that students have different cultural backgrounds.

Relationships within the school are good and teachers have regular opportunities to learn from each other. Morale is good. Subject heads provide their departments with sound leadership but are not yet confident enough to allow teachers to broaden their teaching strategies away from a formal teacher led approach.

The school's evaluation of its own performance has drawn on the views of all key stakeholders including parents, students, teachers and domestic staff. Its identification of strengths and weaknesses is accurate; its grading of some aspects of its performance is over generous. The school used its self-evaluation together with recommendations from the previous inspection to build a comprehensive development plan. School improvement groups meet regularly to monitor progress in each standard. As a result, many of the planned actions have been completed successfully. For example, most teachers have responded to the recommendations set at the previous inspection by planning their lessons carefully and setting easily understood lesson objectives. This basic structure in lessons has enabled students to make measurable progress in their learning. The improvements made in the last year indicate a good capacity for further improvement.

Parents are fully supportive of the school. They recognise recent improvements and welcome their input to the school improvement programme. The school reports to parents very effectively and the many parents spoken to were re-assured by the school's open door policy and the accessibility of the principal and teaching staff. The

school is an enthusiastic partner in a small number of community, academic and technological initiatives.

The Board meets regularly to assess the performance of the school but entrusts the day-to-day management of the budget to the principal. There is a calm and orderly tone to the school and it operates very smoothly. There are sufficient staff to provide curriculum requirements. The premises provide an acceptable learning environment. There are weaknesses in the school's protocols for ensuring the health and safety of their students. Corridors provide wide a stimulating learning environment as well as colourful displays of life in the UAE. There are good outside recreational areas. Room sizes in KG are too small for children to benefit from a good range of active learning strategies. Not all children in a class have a place to sit at a table when working. Resources are adequate and effectively allocated. Students in the middle and high school grades are encouraged to bring their own laptop computers to school. The school has introduced a set of tablet computers for use in the primary school.

What the school should do to improve further:

1. Continue to raise attainment in all core subjects by:
 - i. ensuring that lesson planning is put into practice and delivers activities which are matched to the needs of all students
 - ii. writing lesson objectives that are discussed with students and that progress against them is reviewed both during, and at the end of lessons
 - iii. extending opportunities for students to develop skills of critical thinking and independent learning
 - iv. providing more able and academically gifted students with increased opportunities to design, initiate and direct their own research
 - v. strengthening the provision for students with special educational needs and those who are gifted and talented.
2. Continue to improve the learning environment and curriculum in KG by:
 - i. providing greater opportunities for children to make choices about activities and resources
 - ii. enabling children to benefit from more active and investigative learning strategies
 - iii. reviewing the deployment of teaching assistants so that they are more clearly involved and effective in the teaching and learning process.

3. Take immediate action to improve arrangements for ensuring students' health and safety by:
 - i. checking that medical waste is collected and disposed of in a timely manner so that bins are emptied daily
 - ii. ensuring that there is always sufficient supervision and orderly procedures when students leave the school to ensure that they arrive at their transport safely
 - iii. establishing clear protocols for the storage of and access to chemicals and hazardous cleaning products and ensuring that these are followed.
4. Make systems for measuring students' attainment and progress throughout the school more robust by:
 - i. moderating the results of internal tests
 - ii. measuring student outcomes against international benchmarks or against those from schools following a similar curriculum
 - iii. using the outcomes of assessment to modify the curriculum to meet the needs of all students
 - iv. setting learning targets for students' and matching work in lessons more closely to the needs of different ability groups
 - v. raising the quality of marking and feedback so that students understand how well they have done and where they need to improve their work
 - vi. involving students more consistently in assessing their own learning.