



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

International Academic School

Academic Year 2015 – 2016

Iqraa



International Academic School

Inspection Date	May 29, 2016	to	June 1, 2016
Date of previous inspection	N/A	to	N/A

General Information	
School ID	33
Opening year of school	2015
Principal	Allan Yasin
School telephone	+971 (0)2 510 0900
School Address	Al Wathba, Baniyas, Abu Dhabi
Official email (ADEC)	Intacademic.pvt@adec.ac.ae
School website	http://www.ias.sch.ae/
Fee ranges (per annum)	Very Low to Low: AED 9,319 – AED 18,360
Licensed Curriculum	
Main Curriculum	American
Other Curriculum	-----
External Exams/ Standardised tests	IBT; SAT; TOEFL
Accreditation	American International Accreditation Association

Students		
Total number of students	377	
Number of children in KG	0	
Number of students in other phases	Primary:	163
	Middle:	97
	High:	117
Age range	6 to 19 years	
Grades or Year Groups	Grade 1 – Grade 12	
Gender	Mixed	
% of Emirati Students	23%	
Largest nationality groups (%)	1. Jordanian: 22%	
	2. Egyptian: 19%	
	3. Palestinian: 9%	
Staff		
Number of teachers	40	
Number of teaching assistants (TAs)	0	
Teacher-student ratio	KG	N/A
	Other phases	1:24
Teacher turnover	25%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	58
Number of joint lesson observations	0
Number of parents' questionnaires	62; (return rate: 9.2%)
Details of other inspection activities	The team conducted several meetings with senior leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies and other documents. The leadership team was involved throughout the process.

School	
School Vision	The school's vision is to create and maintain a school community for students that is conducive to receiving a quality education and learning opportunities so that students become productive individuals in the community. Students will have success for today and be prepared for tomorrow.
School mission	The school believes that education is: • a life-long journey supported by family and community • the foundation of skills and knowledge for future success • the process to enable the individual to become a responsible, contributing member of society.
Admission Policy	Admission to the school in Grade 1 is determined by a short assessment together with an interview. Entrants into all other grades is by interview.



Leadership structure (ownership, governance and management)	The leadership team consists of the principal, vice-principal (VP) academic supervisor and all heads of department (HODS).
--	--

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
Intellectual disability	2	19
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

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

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

School was judged to be:	BAND (B)	Acceptable
--------------------------	-----------------	-------------------

	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

The overall performance of International Academic School is acceptable. The school is in its first year of operation, since its transition from a villa school, and is currently in temporary premises. Preparations are in place to move the school in September 2016 into its new building in Shakhbout City. The student population represents a wide range of nationalities and cultures. The school is a harmonious community where adults and young people share great respect for each other. Students enjoy their life at school as evidenced by their conduct, a shared love of learning and ambitions for their future lives. Students' achievement in all phases and in almost all subjects is acceptable and in line with curriculum standards. In the middle and high school, achievement in English, mathematics and science is good overall, with progress in science acceptable. A significant strength is the way students from Grade 1 to Grade 12 listen to, understand and respond confidently in English across a wide range of subjects. The quality of most teaching is acceptable or better and there are acceptable arrangements in place to assess students' progress. The school's curriculum has a clear rationale and goals but currently it does not have the facilities to offer a fuller range of subjects so students can extend their skills. The school makes acceptable arrangements to ensure that students are safe, well cared for and supported. Parents hold positive views of the school. The very experienced principal and vice principal ensure that every aspect of the school day runs smoothly. In its current accommodation, the school lacks specialist facilities and enough appropriate technology. This has a limiting effect on students' learning.

Progress made since last inspection and capacity to improve

The school has not previously been inspected, as this is a new school opening in September 2015. The leadership team has established a caring ethos that contributes to student achievement. They demonstrate acceptable capacity to take the school's development forward and build on this firm foundation.

Development and promotion of innovation skills

The school's promotion of innovation skills is acceptable. There is some successful practice and good examples of the generation of creativity and innovative ideas in all three phases of the school; these are not a regular feature of the majority of lessons. In the most successful instance, the school held an innovation week where students of all ages developed a range of skills, conducted investigations and devised problems to solve. Teachers within departments organised, in conjunction with their students, subject related themes. Social studies targeted UAE culture and

linked this with knowledge of other cultures around the world. Younger students made interesting globes from melons that they painted to show the five continents. They used this information to discuss similarities and differences across the world. Art linked their exploration of a wide range of materials with making and decorating things in UAE colours. Students in the middle school conducted a mini project, 'Maths is Everywhere'. The project looked at the application of all forms of number and measurement in everyday life and younger students built their own cuboids. High school students organised a project on Earth Day April 22 2016, where a 'Battalion of Warriors' cleaned and recycled the waste from the school; their motto was 'because we care'. The English department ran a project that gave students the opportunity to depict their interpretation of the school value 'respect'. Students organised a drama presentation to illustrate their interpretation of the value. An exciting part of the week was students debating with teachers the topic of 'Should homework be banned?' promoting both sides of a balanced argument but giving the students a voice. However, opportunities for students to question, challenge and initiate ideas or projects are not yet embedded in the school's curriculum planning or at the forefront of teaching as part of the development of related skills.

The inspection identified the following as key areas of strength:

- a harmonious community, where strong relationships reflect the caring ethos in which everyone feels respected and valued
- students' ambition to succeed and their positive, receptive attitudes to all forms of learning
- the school leadership's management of the school that ensures smooth day-to-day operations during a period of transition
- students' sustained use of the English language to confidently access a wide range of subjects.

The inspection identified the following as key areas for improvement:

- attainment and progress of students in all subjects, especially in subjects where these are currently acceptable, but not better
- achievement in writing in English and Arabic
- the use of resources and technology to provide students with more practical learning experiences
- the overall quality of teaching and learning and the proportion of good or better lessons across all subjects
- adaption and enrichment of the curriculum to meet the needs and aspirations of all students.



Performance Standard 1: Students' Achievement

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

Students' achievement is acceptable overall. Attainment and progress is highest in the middle and high school for English and mathematics. From Grade 5, students also make good progress in science. Students' attainment and progress in Arabic medium subjects are acceptable but progress is slower than those taught in English as a result of weaker teaching strategies and less challenge for students. The development of students' learning skills is acceptable in all grades, with strengths in using and applying information and communication technology (ICT). Results of internal assessments in trimester one and two indicate students of all ages perform in line with the Ministry of Education (MoE) curriculum standards for Arabic, Islamic education and social studies. Internal assessments for Grade 12 students indicate their predicted attainment is strong enough in external Scholastic Assessment Test (SAT) 1 and Teaching of English as Foreign Language (TOEFL) to gain entrance to university or employment.

Achievement in Islamic education is acceptable in all phases. Almost all students learn to make links between their reading of the Holy Qur'an and their everyday lives. Students in Grade 1 can talk about the five pillars of Islam and tell the stories from the short 'suras' of 'Al Kawathar', 'Al Fateha', 'Al Teen' and 'Al Ekhlās'. Recitation skills are relatively weak in relation to expectations for the large majority of students across the school, which depresses overall attainment.

Students' achievement in Arabic is acceptable for both first and second language learners. In the primary school, most students develop their skills in listening and reading better than in speaking or creative writing. Almost all have legible handwriting skills but personal, reflective writing lacks quality and depth. In the middle and high school, most students' reading is accurate because of their knowledge of grammatical constructions, but lacks the steady acquisition and use of challenging vocabulary or practice in their own written responses. For second language speakers, progress in learning Arabic is acceptable for most. New students into Grade 11 demonstrate the ability to read and understand stories. They make acceptable progress from their starting points, particularly in everyday conversation.

In social studies, most students make acceptable progress and their attainment is in line with age-related curriculum expectations. For example, almost all primary students know the importance of the identity card and the UAE passport. They gain awareness of the central services provided by the UAE government, including health care and social housing. Most middle school students understand important historical events and the impact of these. Most high school students demonstrate greater awareness of the world around them. They can debate the changing needs of UAE society, especially in social, financial and commercial situations.



Achievement in English is acceptable in the primary school and good in the middle and high school. The achievement of girls is slightly better than that of boys as they are engaged more often and more enthusiastically in reading a wider range of texts for enjoyment. The majority of students enter Grade 1 with acceptable skills of basic conversation. Fluency of speech and comprehension of reading are strengths that build across all phases of the school. Progress in this aspect is the most rapid for students due to constant exposure to English. By high school age, the large majority of students understand dense, historical and scientific texts and use that sophisticated vocabulary effectively. The majority of students have stronger skills of speaking and reading but not all learn to replicate these in high quality writing. Primary students spend too little time writing independently to increase their confidence in writing longer pieces of work. In the upper school, most students have developed sufficient skills to draft, edit and improve their work and use a wide range of vocabulary, especially subject specific terminology. Grade 11 boys recalled Martin Luther King's speech of "I have a dream" and developed this to discussing his movement for civil rights in America in preparation for writing. Grade 12 produce emotive, reflective writing in their autobiographies showing a balance between difficulties in their past and their personal ambitions for the future.

Achievement in mathematics is acceptable in the primary school and good in the middle and high school. Primary school students make acceptable progress in understanding and using number facts. They also make acceptable gains in their knowledge and understanding of shape, space and measure. By Grade 4, most students confidently identify 3-D figures, count ably in 2's, 3's and solve mathematical problems expressed in words. Progress is not better for most able students. This is because the tasks they undertake, though differentiated, do not stretch and challenge their learning. Students in the middle school build on their prior attainment and make good progress overall. Middle and high school students utilise the functions of a scientific calculator to apply their knowledge to complex, abstract problems. The majority of students in the high school are able to deduct, reflect and come to a conclusion while solving mathematical problem. They are able to link their understanding to work in other subjects. Students have too few opportunities to use their mathematical skills in problem solving or to devise their own solution finding methodology. More successful examples were noted in Grade 11 when girls collaborated successfully to understand challenging problems involving proof by induction, and in Grade 11 when boys investigated an area of choice to explain the properties of trigonometric identities and reciprocal identities.

In science, students begin with below average attainment in their knowledge and skills in the primary phase and they make acceptable progress from this base in understanding scientific concepts and the processes of scientific experimentation.



Students' progress accelerates and is rapid through the middle and high school so that their work shows good attainment in physics, chemistry and biology. From Grade 7 students develop competent skills in forming hypotheses, observing and recording and analysing results. Scientific investigation and practical work is limited by lack of laboratories but when used, 'hands on' experiences provide motivation, interest and a greater pace in progress for students while undertaking practical tasks. For example, Grade 11 students learning about saponification made soap and Grade 10 students dissected a fish to understand its anatomy.

Business and economics studies equip older students with balanced views of UAE and worldwide economies. They gain knowledge of personal credit and finance plus an insight into how national wealth fluctuates. In ICT students of all ages make good progress with attainment in line with curriculum and age-appropriate expectations. In Grade 2, for example, students use a computer software program to write code for animating figures. By Grade 10 students build their own websites. Students in Grade 12 can write programs using an appropriate range of software in line with expected standards. A few can use advanced programming learned through personal investigation.

Most students make acceptable progress in learning skills. The current use of rented accommodation with its lack of specialist facilities restricts investigational and creative work. Almost all students enjoy their time at school and take every opportunity offered to research at home. Older students in particular, make good connections between their areas of learning to link these with career aspirations. Lessons, in particular for subjects taught in Arabic, offer few opportunities for collaborative debate at the level of which students are capable.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

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

Students' personal development is good. Other aspects of social development are acceptable. Almost all students have positive and responsible attitudes towards their learning and enjoy their time at school. None are disheartened by the lack of opportunity to socialise at break because of limited facilities, and make use of their classrooms to chat. They require minimal supervision and keep all areas of the accommodation clean and tidy. Students usually demonstrate self-discipline and respond well to others. They are particularly courteous, not only to adults but to each other. There are no reported incidents of ill-discipline or unkind behaviour. Grade 1 to Grade 12 move around between classrooms in a purposeful way with no time wasted. The school shares a common understanding of what good behaviour is and only a very few boys, mostly in the middle school, need a reminder.

Students are aware of the importance of a healthy diet and active lifestyle. The food items sold are all suitably healthy options. The lack of an indoor physical education (PE) area or quiet outdoor places in which to sit, do limit students' ability to practice what they learn.

Attendance is acceptable at 93%. Almost all students are punctual in the morning. Parents and students receive regular reminders of the important link between learning, progress and attendance. There is a student council but primary age students do not contribute to their decisions. Some opportunities for students to develop leadership roles are given, but these are limited. A good example was noted when students in Grade 8 prepared age-appropriate material for a talk they gave to classes in the primary school about e-safety. Most celebrations are organised and devised by parents or teachers. This restricts students' ability to suggest their own ideas. There are some exceptions. For example, during innovation week, students in

the primary and middle school designed model robots. They built these using recycled plastic and metal containers. To achieve robots that balanced well, the choice of material, weight and function utilised their practical initiative, knowledge and common sense.

Students show an acceptable knowledge of Islamic values. They are aware it places a responsibility on them to demonstrate these in day-to-day life. There is a recitation from the Holy Qur'an each day to provide a sound, spiritual start. The UAE national anthem is sung very well in morning assembly and taught in music lessons as well as folk songs from Arab nations. Local culture is celebrated on Flag Day and UAE National Day with the whole community. When students design their websites, many of these revolve around cultural dress with a modern twist or historical sites that attract tourists and visitors from around the world. The diverse nature of the student population demonstrates common elements between these on a daily basis in formal and informal discussion. Older students demonstrate an appropriate knowledge of history and current affairs related to the UAE. They are aware, for example, of recent UAE martyrs of war and of conflicts around the world.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning		Acceptable	Acceptable	Acceptable
Assessment		Acceptable	Acceptable	Acceptable
Teaching and learning are acceptable across the school with most good teaching seen in the high school. Most teachers demonstrate good knowledge of their subject. The majority make effective use of a range of teaching strategies to make lessons interesting. Science teachers know their subject well and plan some practical opportunities for students' independent learning. All teachers plan their lessons with clear learning intentions so students are clear about what they will learn. In the best lessons, activities are varied and teachers ensure that students know how long they have to complete a task. For example, in a Grade 2 ICT lesson, students knew they must complete one task before the timer on the board ran out. Not all lessons, particularly in the primary classrooms, have sufficient active learning planned where students learn through play, using equipment and thinking for themselves. In a minority of lessons, students spend too long listening to the teacher talking, and				

begin their active learning too late. They have much less opportunity for collaborative or practical problem solving. In the high school in English, economics and business studies there are many opportunities for collaborative work. In science and mathematics, students present their work to the class with confidence, explaining their methodology.

In a minority of lessons, teachers give the same work to students of differing abilities. This does not relate to what they know about students or to the class data from assessments. When this happens, it is often the most able who begin their work at too low a level.

Teachers have very positive relationships with students. There is a positive attitude to learning in almost all classrooms. In the large majority of lessons, the teachers use open-ended questioning to encourage students to reflect and think for themselves. Their questions are well focused and sometimes modified for particular students. In a Grade 8 science lesson, for example, the teacher asked students to define and name 'wind' 'solar' and 'energy' in Arabic to clarify the meaning and assess their understanding. In the high school there is sufficient challenge in most lessons, which help students develop their problem solving, higher order and critical thinking, especially in science and English. In a Grade 11 English lesson, girls examined the structure of text, analysed the poet's use of tenses to determine its effectiveness in conveying meaning.

The use of assessment is acceptable. Formative assessment is used effectively throughout the school. Entry into Grade 1 is determined by a short assessment in English. Regular testing from Grade 3 to Grade 12 uses both teachers' continuous assessment and topic quizzes to review learning. There are no formal, end of the year, summative tests until Grade 7. The school does not administer any external exams yet apart from IBT tests from Grades 3 onwards in mathematics, science and English. Students take SAT mathematics and TOEFL in Grade 12. The heads of departments (HODs) meet regularly with their teachers to analyse data and plan for improvement. There are few comparisons made between subjects, nor regular scrutinies of work to ensure all work set is appropriate to each students' ability. The school makes comparisons with international benchmarks (IBT) and assesses progress against expected curriculum standards. Feedback to students is usually oral explanation given in lessons. Advice to edit or improve the quality of written assignments is less frequent. Students do not always know how to improve their written work. The teacher of special educational needs takes referrals from teachers and uses diagnostic assessments to write individual education plans (IEPs) and targets. Assessment of this small number of students shows they make equal progress as their peers, from their lower starting points.

Performance Standard 4: Curriculum

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

The curriculum has a clear rationale based on the Virginia State Curriculum Standards. The school is implementing this curriculum for the first time this year. Currently the school does not have the facilities to offer the full range of subjects so students can learn more skills. Music is weak with limited equipment. PE, although successful with extracurricular football, is currently limited to the use of one indoor classroom. The core curriculum is extended with ICT for all grades. The school follows the Ministry of Education (MoE) curriculum for Arabic, Islamic Education and social studies. The school's stated curriculum offers continuity and progression within subjects and very clear standards of learning. It has very clear goals; for example, in the mathematics programmes of study, simple concepts about statistics are introduced into Grade 1 that build progressively to international standards by Grade 12. Students in the high school make a choice between economics, business and American history or biology, chemistry and physics in Grade 11.

Those students who require an adapted or supported curriculum in Grade 1 to Grade 3 are assessed by a special educational needs (SEN) specialist teacher. There are 19 students who receive support and have individual education plans (IEPs) that set clear targets and goals for learning. The curriculum is planned to meet the needs of majority of the students; there is some modification for students with limited English language skills. In a few classes, students or teachers use Arabic if necessary, to explain vocabulary to new students with little English. The content of the curriculum is not always suitable adapted for learners of all abilities.

There are limited opportunities, except in history and science, for students to engage in investigation, research and creativity. In science, for example, Grade 10 biology students gave a presentation about genetics and how it influences our lives based on their own, independent research. ICT students in Grades 9 to Grade 12 design complicated websites as part of their classwork, but those who are particularly interested go far beyond what they are taught because they are motivated to discover more advanced programming techniques. There are very limited opportunities to take part in extracurricular activities. Few leadership roles are established but in

classes, some teachers appoint roles for collaborative work. Very few older students volunteer in community projects. Without access to a library, students' opportunities to select reading for pleasure or purpose is severely limited. Teachers supplement this on occasions by allowing students to use their laptops. For example, in history, Grade 11 were able to look at maps in this way. Social studies provides younger students with knowledge about Emirati culture but these are not fully integrated into the learning experience of the whole school community.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Health and safety, including arrangements for child protection/safeguarding		Acceptable	Acceptable	Acceptable
Care and support		Good	Good	Good

School procedures for safeguarding children are acceptable. Almost all parents, staff and students are familiar with these. Students know they can speak to any adult if they are worried. A comprehensive programme of e-safety awareness for each age group has ensured students know how to keep themselves safe when using the internet or social media. Students manage their own behaviour throughout the school with very few who need sanctions. A reward programme in all classrooms recognises students with positive behaviour for learning as well as good attendance.

Safety checks are regular and thorough. Supervision throughout the school is vigilant, including by security guards. The building meets requirements and is clean and well maintained. There is no shading for students during their assemblies, PE lessons and recreational breaks. Without a canteen, the school is using a hygienic room for storage and sales but cannot provide an indoor, purpose built area where students can socialise. There is plenty of fresh water available. Buses are equipped with first aid kits and fire-fighting equipment but not all drivers ensure this is located where it is easily reached in the case of an emergency. The nurse provides medical care. There are no students with regular medical needs.

The school's arrangements for care and support are good. For much of the year, a qualified social worker successfully looked after students' pastoral needs. Whilst she

is on leave, this is the responsibility of all staff members. There are appropriate and secure systems to refer or identify students who require further assessment or support and those who are gifted and talented. Those who require personal, academic guidance have access to a good range of extra information and the school ensures that all students are well supported in the next stages of their education or work life. There are visits to higher education exhibitions, speakers from local and world-wide universities who visit the school. Currently, the school has one student accepted for a two week placement at Yale university with a view to studying there. Grade 12 students are well prepared to make applications to universities across the world. They are supported in English lessons to write personal statements and in business studies they learn to write comprehensive curriculum vitae (CVs). Information, advice and guidance is organised by the academic supervisor.

Performance Standard 6: Leadership and management

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

Leadership and management are acceptable. The school has a clear vision in place to set out the value it places on the education of the next generation of UAE citizens. The principal and VP are dedicated to supporting school improvement and raising the aspirations of all students. All senior leaders are at the heart of the process for establishing a successful new school. Staff morale is buoyant despite the uncertainty they faced during the year. It is a strong community with commitment to its young people and their parents. The school has a full complement of teachers but without the range of specialisms it wishes to have. A large majority are well qualified and deliver their subject with confidence. A few, from necessity, teach another subject as well as their own specialism. There are no native English teachers, which affects how well they model pronunciation and intonation.

The school self-evaluation (SEF) document is broadly accurate with most areas of the school's performance judged to be acceptable. It feeds into subject leaders' action

plans that contribute to the whole school development plan (SDP). All plans and targets do not have specific timelines for achievement. Roles for monitoring are identified.

Subject leaders monitor the quality of teaching and learning as well as the VP who quality assures the process. There is an inconsistency between subject leaders' record keeping, feedback to teachers and overall monitoring of improvement with some subjects, such as those in the Arabic medium, being less well served in this process. Feedback and revisits to lessons that focus on an agreed area of teaching, are effective in English and mathematics. Overall, subject leaders lack experience at observing learning in their own and other subjects and any improvements in teaching are not yet evident in the rates of students' progress.

Parents express positive views about the school. Parents who met with inspectors agreed that the SEF and SDP are shared on the school website. They praised the principal's open door policy because they feel that he is a good listener. Emails and SMS are regularly used to contact parents. Reporting procedures are regular with three written reports issued in a year. They are basic with little information about students' personal and social development. They contain brief academic grades and attendance.

There are a few community links but these are limited to visits by the civil defence, police and university admission tutors. Governance is acceptable, and undertaken by a small, external body that assumes responsibility for student recruitment and the school's social standing in the community. It does not offer academic challenge. The owner makes few visits and delegates full authority and power of attorney to the principal.

The daily management of the school in its restricted site is a strength. It is an orderly environment because staff and students get along well together. The senior leadership team has strengths, particularly in ensuring students are well prepared for their next stage in education or employment. The rental of the top floor of another school's building has presented many challenges to students' learning and motivation. The playground, for example, has no shade. In particular, the quantity of resources is weak in every respect. This adversely affects the quality of teaching and learning, plus independent learning. Despite the many challenges, the school is a calm environment for learning which students of all ages value.

What the school should do to improve further:

1. Increase attainment and progress of students in all subjects and especially in subjects where these are currently acceptable but not better, by:
 - i. encouraging high expectations in all classrooms, lessons and homework tasks
 - ii. identifying students' needs more closely so lessons are planned for all students to make equally strong progress from their starting points
 - iii. using departmental assessment data to match different lesson activities to students' needs,
 - iv. undertaking regular checks on the quality of individual students' work across a range of subjects to achieve consistency of challenge and standards.
2. Improve students' achievement in writing in Arabic and English by:
 - i. providing training for all teachers in age-appropriate expectations of writing
 - ii. planning a range of writing experiences in all subjects that focus on using sophisticated, explanatory or technical vocabulary
 - iii. planning tasks and competitions that develop consistency in the standards of English and Arabic
 - iv. ensuring students can write for a variety of functional and creative purposes in Arabic and English.
3. Adapt and enrich the curriculum to meet the needs and aspirations of all students by:
 - i. ensuring that departments provide a range of opportunities in lessons or from visits, that are relevant to what students are learning and help enhance their knowledge and understanding of the subject
 - ii. seeking students' views on extracurricular experiences that interest them.
4. Improve the use of resources and technology to offer students more practical learning experiences by:
 - i. providing primary school students with more appropriately planned learning strategies where they learn by using small apparatus especially in mathematics and science
 - ii. planning lessons that incorporate and develop students' ICT knowledge across a range of subjects

- iii. ensuring students are given opportunities and choices to research and work on individual tasks
5. Improve the overall quality of teaching and learning and the proportion of good or better lessons across all subjects by:
- i. providing training for subject leaders in evaluating the quality of teaching and learning
 - ii. focusing lesson observations more sharply on the quality of learning and students' progress
 - iii. sharing with teachers precise and accurate targets for improving their practice through more focused lesson observations.