



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



Private School Inspection Report

International Private School

Academic Year 2016 – 2017

Iqraa

International Private School

Inspection Date	February 13, 2017	To	February 16, 2017
Date of previous inspection	October 11, 2015	To	October 14, 2017

General Information	
School ID	125
Opening year of school	1988
Principal	Azhar Al Shater
School telephone	+971 (0) 3 7674844
School Address	Al Sarouj district, Al Ain
Official email (ADEC)	International.pvt@adec.ac.ae
School website	www.ips.ae
Fee ranges (per annum)	Very Low to Low category: AED 4000 to AED 11000
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	External Measurement of Student Achievement (EMSA) in Arabic Grade 12 MoE examinations
Accreditation	-----

Students		
Total number of students	1200	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	157
	Primary:	545
	Middle:	243
	High:	255
Age range	4 to 18 years	
Grades or Year Groups	KG to Grade 12	
Gender	Boys and Girls	
% of Emirati Students	4%	
Largest nationality groups (%)	1. Syrian: 41 %	
	2. Egyptian: 25%	
	3. Jordanian: 12%	
Staff		
Number of teachers	67	
Number of teaching assistants (TAs)	11	
Teacher-student ratio	KG/ FS	1:26
	Other phases	1:18
Teacher turnover	39%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	122
Number of joint lesson observations	8
Number of parents' questionnaires	105; (return rate: 9%)
Details of other inspection activities	Inspectors examined and evaluated the written work of a sample of students at a range of grades. They held meetings with senior leaders and teachers, with other members of the school staff, the owner and chair of the board of trustees, students and parents. They reviewed a range of documents provided by the school.

School	
School Aims	'Our school's main focus will be on achieving effective involvement of students by emphasizing student-centred classroom approach as well as activating the role of parents and the local community. The ultimate goal is to develop the student as a communicator, a thinker and a problem solver.'
School vision and mission	'Vision: To create a community of learners in which each child can acquire the knowledge, skills, and attitudes to achieve his or her unique potential and become a responsible, productive, and compassionate member of the expanding global community. 'Mission: International Private School strives to prepare students to be responsible, productive, and compassionate members for a global community by placing the child at the centre of the learning



	process. “The Child at the Center” is a vision that embraces the next decade of International Private School’s future.
Admission Policy	Diagnostic testing in Arabic, English, mathematics and science. Students and parents are also interviewed.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, vice principal academic, vice principal administration and 7 subject coordinators. The Trustees Committee comprises the owner, 3 parent representatives and representatives of the local community

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	1	11
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	3
Physical and health related disabilities	0	4
Visually impaired	1	0
Hearing impaired	2	1
Multiple disabilities	1	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)	30
Social maturity and leadership	45
Mechanical/ technical/ technological ingenuity	4
Visual and performing arts (e.g. art, theatre, recitation)	26
Psychomotor ability (e.g. dance or sport)	50

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 B	Acceptable
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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

The International Private School in Al Ain provides an acceptable quality of education. The attainment and progress of students are in line with the expectations of the Ministry of Education curriculum in all subjects. Attainment and progress are stronger in the Kindergarten (KG) and in the high school than in other phases, particularly in English. The school provides good care and guidance, which encourage students of all ages to make good progress in their personal and social development. A large minority of higher and lower ability students achieve less well than they should because of a lack of support and challenge in lessons.

The quality of teaching is acceptable or better in most lessons in all phases of the school. As a result, students make at least acceptable progress in most subjects. They develop the majority of learning skills in line with expectations. Their skills in critical thinking, problem solving and independent research are less developed.

Leadership and management are good. The principal's vision has supported a team of senior leaders who know the school's strengths and weaknesses well. This has enabled them to devise well-targeted and effective plans for improvement. The school benefits from a strong relationship with parents. An effective trustees' committee provides good strategic challenge and support to the senior leadership team.

Progress made since last inspection and capacity to improve

The school has improved in almost all respects since its previous inspection in October 2015, when it was judged to be weak. Progress has been made with almost all the recommendations in the previous report. This is a direct result of the energetic and committed leadership of the principal and her success in creating a strong and effective team of leaders.

Achievement in all subjects is now acceptable at all phases. In the KG and in English, mathematics and science in the high school it is good. The senior leadership team (SLT) has put in place a rigorous system for monitoring the quality of teaching and learning across the school. All teachers are observed regularly by leaders and by other teachers. An intensive, practical programme of professional development has ensured that the quality of much of the teaching has improved. Most lessons are now planned around clear objectives and involve students taking a more active part in them. As a result, they now make better progress in a range of important skills, including the capacity to collaborate successfully in groups. Punctuality to school has improved considerably.

Although teachers now make greater use of internal and external assessment data to plan work that matches students' needs, this area requires further development. Teachers' questioning in all subjects still often fails to ensure that students think critically and solve problems. The use of modern technologies to undertake self-directed learning is underdeveloped.

Senior leaders and the trustees' committee have the capacity to achieve further improvement without external support.

Development and promotion of innovation skills

There are routine chances for students to develop innovation skills. These include opportunities to take on leadership roles, such as class prefects and in the school council. Students act as group leaders in lessons and selected students take on the role of 'teacher of the day' in some primary English lessons. Older students successfully act as teachers by planning and presenting lessons to their peers.

Students' ability to undertake enquiry, research and solve problems independently of teachers remains underdeveloped, particularly in the primary phase. Innovative activities include older boys' inventing air-driven cars and intruder alarms for deaf people. Middle school students use tablet computers to independently research information in a few science and English lessons.

There are occasional opportunities for students to demonstrate innovative and entrepreneurial skills. For example, Grade 12 students teach their peers about how to start up a small business. Older students made an ICT presentation to all girls in Grades 11 and 12 on taking responsibility for their own lives. An inspirational speech by a student from Afghanistan praised the liberty and choices available to young women in the UAE.

Leaders' capacity for successful innovation is illustrated by their introduction of key changes to the culture of the school over the last year. They promote an ethos of shared educational purpose. Teachers are rewarded for outstanding initiatives or for promoting the better personal development or achievement of students.

The inspection identified the following as key areas of strength:

- attainment and progress in the high school and kindergarten
- the principal's strong sense of purpose that motivates staff, students and parents
- students' good behaviour, attitudes to learning and pride in UAE culture and Islamic values
- arrangements for the care, protection and welfare of all students.

The inspection identified the following as key areas for improvement:

- provision in lessons for lower ability students and those with special educational needs
- attainment and progress in all subjects
- the use of assessment to inform lesson planning and improve the progress of individual students
- the development of critical thinking, problem-solving and innovation skills, especially in higher achieving students.



Performance Standard 1: Students' Achievement

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

The overall achievement of most students is acceptable. Almost all groups of students reach standards in most subjects that are broadly in line with expectations. Some higher and lower ability students achieve less well than they should because of a lack of support and challenge in lessons. Attainment and progress are stronger in the Kindergarten (KG) and in the high school than at the primary and middle phases.

Students in Grade 12 perform well in in the Ministry of Education examinations. Comparison of 2014, 2015 and 2016 data shows a consistent improvement in performance in all subject areas. More than 70% of students achieved above the minimum standards in Islamic education, Arabic, English, and science subjects in each of the last 3 years. In 2016, results were outstanding in all subjects except mathematics and physics.. The results of EMSA tests in Arabic reading and writing in 2016 were above the average standards of students at Grades 5, 7, 9 and 11.

In Islamic education, children's achievement in the KG is good. The majority of the students are able to memorize some verses of the Quran and understand the overall meaning. They are also able to use proper Islamic "Doa'a" etiquettes in their daily lives. Attainment and progress are acceptable in the primary, middle and high school sections. Primary students gain a secure knowledge of the life of the prophet. By Grade 5, they are able to identify the pillars of faith and link them to their own life experiences. Most middle school students are able to recite the prescribed verses of Qur'an, applying the Tajweed rules. They are able to understand the meaning of the verses and the chief ideas and concepts. They also understand the main meanings of the prophet's "Hadeeth" and apply them to their own experience. Recitation skills are well developed in the high school. Students respond well and make good progress in the minority of lessons in which teachers employ varied teaching strategies to help students explore the links between faith and life.

Students achieve well in Arabic in the KG. In the primary, middle and high school, achievement is acceptable. KG children are able to understand and follow teachers' instructions and have a good range of sight vocabulary. Most pronounce words accurately with good pronunciation and can write simple words and sentences accurately. Primary school students learn to recognise sun and moon letters. Most can read accurately and extract the main ideas from texts. In the middle school, students develop appropriate skills in speaking and listening. They write with correct grammar, but their ability to write at length is not well developed. In the high school also, reading, speaking and listening develop more strongly than writing. Most students can speak acceptably correct standard Arabic and express their ideas clearly.

Most students in the primary phase attain standards in line with curricular



expectations in social studies. Students at Grade 5 are able to contrast and compare the transportation system in the UAE in the past and in the present day. The achievement of middle school students is good. They are aware of the impact that the government has had on empowering women in the UAE. They also have an understanding of the UAE's role in providing a safe and secure country with support for children's development and an effective health care system. At Grade 12 they are able to debate suggestions about the different alternative energy resources that could be used in the UAE. They can think critically about the importance of "Masdar City" in promoting the saving of energy. The development of students' ability to conduct their own enquiries is limited because the lessons rarely require them to work independently of the teacher.

Achievement in English is good in the KG and the high school. It is only acceptable in the primary and middle years because the pace of the majority of lessons is too slow. Children in KG 1 understand many spoken English words. By KG2, most children can respond to lesson instructions in English such as 'look at the board'. They can form letters and write from left to right. Most students at Grade 1 can describe body parts. Most can write legibly in both upper and lower case. At Grade 5, a majority of students have sufficient language skill to respond flexibly to a brainstorming situation. They can write simple sentences about their likes and dislikes. A few middle school students can construct sentences with subordinate clauses. The majority can read information texts, skim and scan. They can discuss "why"-type questions and offer opinions. Most students in Grades 10-12 can read information texts of some difficulty and make notes of the main points they contain. A large majority of students at Grades 11 and 12 can express themselves vigorously and effectively in both spoken and written English. They can take notes and lead sophisticated discussions with their peers using PowerPoint presentation skills.

Students' attainment and progress are acceptable in mathematics and they are good in the high school. Children in KG2 can recognise and count numbers forwards and backwards up to 20. Most students in primary grades have secure knowledge of basic numeracy operations. The majority of students in Grade 4 understand fractions and the majority can take a fraction to its simplest form. In the middle grades, students attain standards in line with expectations in arithmetic, geometry and the structure of formulae. The majority learn to factorise accurately and multiply simple decimals. Girls in Grade 8 have good knowledge of quadratic equations and can represent them accurately using graphs. In the high school, most students in Grade 11 can add and subtract matrices accurately. Most students in Grade 12 can calculate functions of x between intervals accurately. Grade 12 boys have very secure knowledge of integration.

Achievement in science is acceptable in the KG, primary and middle phases. More



effective teaching in the high school means that progress accelerates and attainment is good. KG students understand the different parts of a plant and the conditions they need to grow. By Grade 5 most students know the main characteristics of land, sea and air animals and how they have adapted to their environment. High achieving students are not stretched because almost all students work in the same way at the same task. Students in Grade 6 know the planets of the solar system and can identify the conditions needed to sustain life. A few use tablet computers to research information on the properties, size and relative positions of the planets and share their findings with peers. In Grade 9, the large majority of students know the features of different climates and understand their effects on plants and animals. Students are challenged more in the high school. They work independently and demonstrate the ability to research a complex topic such as positive and negative energy. They are skilful in carrying out scientific experiments. Grade 12 biology students demonstrate critical thinking by describing a range of scenarios relating to diabetes, and challenging their peers to explore the consequences.

Students achieve acceptable standards in a range of other subjects. In physical education lessons, most students collaborate well in games such as basketball, football and badminton. There is little focus on the development of skills or techniques. Art lessons help students to develop fine motor skills. In music lessons, students learn how to read musical notation and to match notes to songs. Students are highly motivated by the high number of activities in design lessons. In Grade 4, the students understand simple programming systems and know how to make a robot respond to commands. Attainment and progress are limited in ICT because classrooms are too small and there are insufficient resources for all students to be able to participate fully in practical work.

Students develop an acceptable range of learning skills. They show interest and sustain high levels of engagement in almost all lessons in all subjects. Students frequently work in pairs and small groups. They help one another and cooperate well when sharing ideas and learning resources. Students rarely work together to challenge or extend ideas, except in the high school. The majority of lessons contain at least some reference to real-world situations. In a minority of lessons, teachers encourage students to make links between different areas of learning. Students are not often asked to think critically or to respond to open-ended questions. Activities are directed by the teachers in almost all lessons and students are rarely given the opportunity to work independently. All students have access to weekly 'extension clubs' which encourage them to innovate and be enterprising, but such opportunities are rare in most lessons.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students of all ages have positive attitudes and respectful relationships with each other and with their teachers. They enjoy school and are keen to learn. They listen attentively and show self-confidence when expressing ideas or answering questions. Behaviour is good in almost all lessons and during breaks. The many nationalities in the school help students to quickly learn to understand the needs and differences of others. Students demonstrate a general understanding of healthy living. Most take up the healthy options offered by the canteen and talk convincingly about the importance of physical exercise. Attendance is outstanding at over 98%. Punctuality in the morning has improved since the last inspection and is now acceptable. Punctuality to lessons is very good.

Students demonstrate a good understanding of Islamic values in their daily behaviour. Almost all develop a good knowledge and understanding of the UAE's heritage, culture and history. They show appropriate respect for the UAE national anthem and flag during morning assemblies. Students eagerly contribute to the large number of heritage and cultural displays around the school. Most students can describe the ways in which their culture is similar to, and different from, other cultures. A number of students from war-torn areas speak movingly about how the welcome and safety offered by the UAE has enabled them to rebuild their lives.

Students are aware of their responsibilities within the school. A large majority are keen to be involved with activities within the community such as charity or volunteer work. There are currently not enough opportunities for students to achieve this aspiration. Some are involved with local charities, but more could be done. Students show a positive work ethic in most situations. They particularly enjoy the Thursday

morning clubs which provide different opportunities for all to develop innovation and entrepreneurship skills. These opportunities are not usually available in ordinary lessons. Students respect the school site and take care of their surroundings. They have few opportunities to take part in activities that support sustainability or conservation.

Performance Standard 3: Teaching and Assessment

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

The quality of the teaching was deemed acceptable or better in almost all the lessons observed and weak or very weak in only a few of them. It was good or very good in a large minority of lessons in a wide range of subjects. A majority of the good teaching was observed in lessons in the KG and the high school.

In KG, the majority of teachers have a good understanding of how young children learn through activity. They use a range of resources and strategies, such as puppetry, role play and group tasks, to help children make good progress. Teachers encourage independent thinking and cooperation. Teachers control all changes in activity and children rarely have the opportunity to make choices in their learning.

Most teachers have secure subject knowledge. They provide accurate explanations and tasks which offer suitable challenge to most students. Lesson planning is thorough and a new common format in both English and Arabic is ensuring greater consistency. Objectives are shared with students so that they are aware of the expectations for their learning. These are not often returned to at the end of the lesson so that students can measure their progress. Classroom environments are generally welcoming and feature displays of students' work. This is not the case in the dark and dull rooms of the boys' section. Students very seldom use technology in lessons. Teachers interact well with students and ensure that most are engaged in their work. The range of questions used in most lessons is narrow. Teachers do not often probe students' thinking or enable them to respond in depth. Questions are mainly closed and require only brief, factual answers, often given by the whole class in chorus. Where teachers use more open-ended questions, as in many high school



lessons, students respond enthusiastically. They are keen to express their opinions, to reason deeply and to debate. Recent intense professional development has encouraged the majority of teachers to try out new strategies for learning. It is too early for these strategies to be universally successful. Teachers do not always provide sufficient support for low achievers and SEN students in lessons. Higher achieving students are only occasionally stretched to achieve their best. In almost all subjects, students are given too few opportunities to find things out for themselves, solve problems or develop the capacity to work independently. Consequently, higher order thinking skills remain relatively weak among students of all ages except for those in the high school.

Internal assessment procedures are robust and effective. In KG, teachers continually assess children against early years' development goals and post the results on classroom wall charts. There are weekly quizzes, continuous assessment and portfolios of work. Leaders use assessment data to identify children with SEN and produce remedial plans. Assessment information is shared with parents regularly. Lesson planning and assessment procedures identify competences as well as academic achievement. In the primary, middle and high schools, diagnostic testing is used to set start points for each student in each grade. Subsequent regular and frequent testing and monitoring produces accurate information about students' progress in all the key subjects. Adequate use is made of the few external benchmarks available: Grade 12 examination results, comparative data from other Al Ain schools and EMSA test scores in Arabic reading and writing. All subject leaders have data on students' achievement and use it to track students' attainment and progress. The data is not currently used regularly to set rigorous learning targets. Exercise books are marked regularly but contain few detailed comments. Students are frequently asked to evaluate their own and each other's work. This is often in the form of a simple checklist or rubric, and does not help students to know how to improve their work.

Performance Standard 4: Curriculum

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

The curriculum has a clear rational based on MoE standards. The KG curriculum offers broad and balanced provision based on the UK Early Years Foundation Stage (EYFS) learning outcomes. Sufficient time is allocated for all key subjects with the exception of science in KG. The curriculum adequately meets the needs of students. The continuity and progression of learning between the primary and middle schools is not sufficiently secure in all subjects. For example, in science and art students study the same topics in the same detail in different grades. Skills and knowledge in mathematics, physics and chemistry are mapped against Advanced Placement (AP) test criteria in Grades 10, 11 and 12. The school offers an appropriate degree of choice for students, particularly in the high school, where all students follow the ‘advanced’ course of study which includes three sciences and computer studies as well as all core subjects.

Children in KG have limited choice regarding activities and equipment to work on. The curriculum content is purposefully linked together through a series of themes, which help to reinforce children’s learning. In the higher grades, some links exist between subjects and more are planned. This is particularly the case in Arabic, Islamic Education and social studies. In English, older students learn about university careers for modern women with cross curricular links to computer studies. Students complain that the range of extra-curricular activities is limited. Where after school activities exist, for example in football or weekend training sessions in English, participation rates are high. The curriculum is reviewed regularly by phase and subject teams.

The curriculum is partially adapted to meet the needs of SEN students, who are supported by a dedicated team of staff. Students are withdrawn and given individual support in a specialist SEN classroom. The support they receive in lessons is inconsistent because they are frequently given the same tasks and activities as other students. The curriculum is not yet sufficiently well adapted to meet the needs of high achievers. Students have few opportunities to engage in activities to promote enterprise, innovation, creativity and social contribution.

Most students have limited practical opportunities to use learning technologies to undertake research. In the higher grades there are adequate opportunities for students to take the initiative and to lead, for example as members of the student council. There are a few links developing with the community through volunteering and charity work. A strong pride of being part of the UAE is prominent in the school's educational philosophy and is well embedded in the curriculum. Students participate enthusiastically in celebrations and special events. Work to develop cultural understanding is a feature of all subjects. It results in a strong appreciation of UAE tradition and culture. Learning resources are selected with cultural sensitivity. For example, students have access to online Arabic resources from a US university in physics, chemistry and biology.

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

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

Procedures for the care, welfare and safeguarding of students are good. Students are well supervised around the school and on the buses. There are clear child protection procedures which are widely understood by students, staff and parents. Students feel safe and secure and know where to go if they have any concern. The school is proactive in contacting parents, using instant SMS messaging, Class Dojo and Facebook, as well as phone calls and letters. Security staff are available all day to check all visitors' identities. Numerous CCTV cameras around school help to keep the site safe. The maintenance officer ensures that thorough checks are made each day and that maintenance and risk management records are updated daily. Routine fire drills and other evacuation procedures take place following clear guidelines. Ramps adequately assist those with physical disabilities, but there is no lift. The canteen provides only healthy food and is daily checked by the qualified nurse. The nurse provides guidance to students through lessons about healthy food, cleanliness, diet and personal hygiene.

Relationships between students and teachers are built on mutual respect. There is a

code of appropriate school behaviour management that is clear to all students, parents and staff. Parents value the positive relationships between students, teachers and other staff. There are effective systems for managing attendance. A rewards system and close co-operation with parents has resulted in an outstanding attendance rate of over 98%.

There is a rigorous identification process for SEN and G&T students through diagnostic skill tests in Arabic and mathematics. These are supplemented by observation from social workers, supervisors and teachers, as well as from medical reports presented by parents. Each student identified has a regularly updated individual education plan (IEP) with precise targets. Students with SEN have withdrawal lessons 2 or 3 times per week, but support in lessons is inconsistent. There is no specific provision for G&T students. Students receive good guidance in preparation for next stage of their education. Grade 9 students are guided on high school options. Grade 12 students make well-informed presentations about career choices to those in Grade 11. The school arranges visits to and from local higher education providers and has a particularly close connection with Abu Dhabi University.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable
The principal has a well-defined vision for the development of the school and sets a clear direction. She has built a strong team of senior and middle leaders in a short time. Teachers and other staff have been energised and recognise the central importance of improving their professional practice. Weekly meetings between coordinators, staff and senior leaders enhance accountability and the sharing of good practice. There are regular meetings for staff planning and professional development. Roles and responsibilities are defined. There is delegated leadership for SEN students but this has not yet led to consistent practices for inclusion.	

Consultation is built into the day to day life of the school. As a result, morale is high among the teachers and other staff. Leaders at all levels have sufficient capacity to achieve and sustain further improvement.

The principal leads a rigorous programme of professional development in order to embed her vision for improvement. It is innovative and closely based on analysis of the last inspection report. Evaluating the effect of recent initiatives on students' achievement and behaviour is a central feature of staff and trustee meetings. Senior and middle leaders have had significant impact on improving the quality of students' achievement and personal development since the previous inspection. There is an issue with oversize classes which is unresolved.

The SEF is competently written and cites sources of evidence to support the judgements in each section. Priorities for improvement are realistic and concur with inspection findings. Grades for current performance are too generous. The analysis of external examination results makes little use of robust data. The development of learning skills is poorly evaluated. The school has begun to introduce effective systems for monitoring and evaluating teaching and learning. All teachers are observed regularly by leaders and by other teachers. The priorities of the School Development Plan (SDP) are founded on the detailed recommendations in the previous inspection report. There are precise targets with numerical performance indicators. Improvement strategies are realistic, with responsibilities allocated and practical time scales. Recent plans have resulted in significant improvements to almost all areas of student achievement and personal development.

The school has developed strong partnerships with parents. They are regularly involved in school activities and fund raising. They express their views via the parent council and mothers' council, and participate in the Trustees' Committee. Work in the Kindergarten benefits from significant parental involvement. Communication is good. The school uses a variety of tools such as SMS, Class Dojo and Facebook. Parents value the frequent reports and weekly learning plans which help them monitor their children's personal and academic progress. Reports do not all contain enough information about students' strengths and areas for improvement. Parents speak highly of the school's open door policy and feel that any concerns are listened to and dealt with in a professional manner. The school has developed a small number of effective links with local charities, businesses and other schools. Abu Dhabi University has recently provided ten scholarships for current Grade 12 students.

The governance of the school is good. The Trustees Committee is chaired by the owner with representatives from parents, staff, and the local community. It meets frequently with senior leaders to discuss the school's performance. There are



reports to parents each semester. Subcommittees rigorously scrutinise the school's SEF, SDP and departmental development plans. Members of the Committee know the school well and enthusiastically support the principal's vision. They have used the previous inspection report as the basis for establishing secure internal policy guidelines, appointments and spending priorities.

The day-to-day management of the school is well organised. Routines are effective and the school runs smoothly. Leaders have ensured that the learning environment has improved considerably since the previous inspection. The boys' section remains dreary and cramped with few displays, obsolete furniture and poor lighting. A far brighter and more welcoming environment has been created in the rest of the school. The quality of display work is high, both in classrooms and in outside areas. KG classes have colourful displays of children's work and numerous stimulating aids to learning. They lack some modern facilities, such as direct access to outdoor spaces for each classroom. The school has a full complement of appropriately qualified teaching staff. Premises are clean and safe. All classrooms have data shows and the majority are connected to the internet. The library is adequately stocked and spacious. Sports facilities are acceptable, with a large outside area and equipment for playing ball games. Science facilities are restricted. There are only 3 laboratories and equipment is limited. The ICT rooms are far too small. Students still have little opportunity to use technology in lessons. This restricts the development of modern skills in independent enquiry and research.

What the school should do to improve further:

1. Raise attainment in all subjects, especially in the primary and middle years, so that the majority of students make better than expected progress by:
 - i. improving teachers' use of objectives and success criteria in lessons so that all students know what learning is expected of them and how well they are doing
 - ii. ensuring that teachers develop a wider range of questioning strategies to stretch individual and whole-class learning
 - iii. creating more opportunities in lessons and homework for students to find information and solve problems
 - iv. extending the levels of challenge in lessons for more able students, together with the levels of support for lower ability students and those with special educational needs
 - v. providing KG children with increased opportunities for choice in learning.
2. Use assessment data more effectively by:
 - i. ensuring that it underpins lesson plans which directly meet the needs of individuals and groups of students
 - ii. making it the basis for setting learning targets and precise achievement goals for individual students.
3. Enrich learning and the development of innovation skills by:
 - i. using a wider range of strategies in lessons to encourage students to think
 - ii. providing students with as many opportunities as possible to develop higher-order thinking skills, solve problems, carry out research, and learn independently
 - iii. building opportunities into the curriculum for students to engage in enterprise, entrepreneurship, and the development of economic awareness
 - iv. creating opportunities for students to undertake a wider range of extra-curricular enrichment and community activities.