



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



Private School Inspection Report

Rawafed Private School

Academic Year 2015 – 2016

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Rawafed Private School

Inspection Date	January 17, 2016	to	January 20, 2016
Date of previous inspection	May 5, 2014	to	May 8, 2014
General Information		Students	
School ID	229	Total number of students	1,749
Opening year of school	1993	Number of children in KG	275
Principal	Fadia Alkalla Jibreel	Number of students in other phases	Primary: 523 Middle: 503 High: 448
School telephone	+971 (0) 2 666 2663	Age range	4 to 18 years
School Address	Khalifa City, Abu Dhabi	Grades or Year Groups	KG - Grade 12
Official email (ADEC)	Rawafed.pvt@adec.ac.ae	Gender	Mixed
School website	www.rawafedschool.com	% of Emirati Students	54%
Fee range (per annum)	Medium to high range: AED 17,000 – AED 37,00	Largest nationality groups (%)	1. Jordanian 15% 2. Egyptian 10% 3. Palestinian 9%
Licensed Curriculum		Staff	
Main Curriculum	American	Number of teachers	122
Other Curriculum	-----	Number of teaching assistants (TAs)	45
External Exams/ Standardised tests	English IOWA; ToEFL	Teacher-student ratio	KG/ FS 1:18 Other phases 1:15
Accreditation	AdvancEd	Teacher turnover	22%

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	118
Number of joint lesson observations	4
Number of parents' questionnaires	171 returned responses; (return rate: 10%)
Details of other inspection activities	Learning walks; meetings with staff, parents and students (formal and informal); work scrutiny; data and document scrutiny. Meeting with a Board member.

School	
School Aims	Rawafed School creates a safe and caring environment to foster the all-round development of all students, enabling them to be effective members of the world community.
School vision and mission	Rawafed School is dedicated to providing an optimum environment for rich independent learning experiences, and ensuring the total development of each student so that they can play an active role and utilize the rapid changes in the world community
Admission Policy	Open at KG but by interview and assessment at other grades.
Leadership structure (ownership, governance and management)	Director (Principal) assisted by two Assistant Directors (Principals). The school is managed by the Rawafed School Board.

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	1	1
Specific Learning Disability	5	2
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	2	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
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	5
Visual and performing arts (e.g. art, theatre, recitation)	20
Psychomotor ability (e.g. dance or sport)	40

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

School was judged to be:	BAND (A)	Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

This is a good school in all aspects of its provision. The attainment and progress of students have risen over the last two years. Most students who graduate at Grade 12 are able to gain entry to universities in the UAE or in other countries. The Kindergarten (KG) is a strength of the school where young children are provided with a happy and successful start to their life in school. Despite arriving with limited understanding of English, almost all students make good progress so that they are able to use their English skills to gain full access to the American curriculum. The behaviour of students has improved since the last inspection and is now good. The school provides a calm and orderly environment.

The quality of teaching is good as most lessons are well prepared and provide students with a range of interesting activities. Students in Grades 6 to 12 have insufficient access in classrooms to modern digital technologies. They are not provided with enough opportunities during lessons or through homework to undertake independent or collaborative research.

The leadership and management of the school is good. Senior leaders invite trust and loyalty from their staff. Self-evaluation has been devolved so that a large number of staff now make contributions to the process and this has helped provide a more accurate assessment of the school's performance.

Progress made since last inspection and capacity to improve

The school has made good progress in meeting the recommendations contained in the previous inspection report. It has paid full attention to the health and safety issues. Fire exit doors are now kept unlocked and accessible at all times. The school has consulted with the Municipality and with other public authorities to provide a one-way traffic system around the school in order to reduce congestion and improve safety at arrival and departure times. The school has done all within its power to achieve this; the construction of two hospitals next to the school has delayed implementation of proper road access. All KG classes are now on the ground floor and the KG building is a strength of the school. Canopies are in place over all playgrounds.

Attainment in English is now good at all levels and very good in KG. The majority of students in the senior grades, 10 to 12, produce extended pieces of writing including drama, story, and poetry. Attainment in Arabic is very good in KG and good in the primary grades, which constitutes over half the school. Attainment in Arabic is acceptable in the rest of the school.

The behaviour of boys, particularly those in the middle school, grades 6-9, has improved significantly so that poor behaviour is rare. Senior staff, supervisors and class teachers have worked together closely to set high expectations, establish clear guidelines and deal effectively with any anti-social behaviour.

The school's processes for self-evaluation have been enhanced by devolving the work of evidence gathering and evaluation to staff teams with each team responsible for a different performance standard. Test and other assessment marking is moderated effectively. Systems for the observation of teaching and learning have been reviewed and revised; they still do not pay sufficient attention to learning and the progress of individuals and groups of students.

Lateness continues to be a persistent problem. The school has worked with parents and students to emphasise the importance of good time keeping, but up to 10% of students still arrive after the singing of the National Anthem.

Development and promotion of innovation skills

The school has embraced innovation as a component of the regular curriculum. Each school year includes a Science Fair, Environment Day, Maths Competition, and Business Day, which are all linked to the regular curriculum. Teachers encourage innovation and demonstrate its application in their teaching. For example, the information and communications technology (ICT) and English departments work closely together so that students produce joint work that is awarded grades in both subjects. Middle School students are expected to produce in-class presentations and videos as part of the curriculum. The physical education (PE) department coordinates a programme involving the clinic, Health and Safety Department and Activity Department to combat childhood obesity and improve nutrition within the school. The regular Technology Fair for students in Grades 10, 11, 12 constitutes 20% of the final grade for Trimester 2. The application of innovative concepts within the ICT curriculum has led to stronger ties with local communities. In their lessons, students have created spreadsheets for local businesses, and a database and barcode readers for Al Bateen Library.

The school has successfully promoted innovation related to STEM (Science, Technology, Engineering, Mathematics). Three senior students entered the Formula One Torque Racing Car competition. They designed, engineered, and business managed their car to first place in the UAE. As entrants in the world competition in Singapore they finished 6th from a field of forty-seven teams. Another student designed a Mercedes car that so impressed the German car builders that the student was rewarded with a scholarship to a German University.

The inspection identified the following as key areas of strength:

- the progress made by the school since the last inspection
- the vibrant learning environment created in the KG and progress made by students in the KG and primary departments phases
- the strong family atmosphere that supports students' personal and social development
- the spoken English skills of students throughout the school
- the self-evaluation process provides an accurate picture of the school's strengths and areas for improvement
- the use of innovative strategies in the curriculum to promote student learning.

The inspection identified the following as key areas for improvement:

- the progress made by students in grades 6 to 9
- the progress made by senior boys in Arabic, Islamic education and in social studies taught in Arabic
- the use of digital technologies in the upper grades
- punctuality of a minority of students in the morning
- the promotion of independent learning skills, research and higher order thinking in grades 6 to 12.



Performance Standard 1: Students' Achievement

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



Overall the attainment of students is good. Children in KG make very good progress and they continue to make good progress as they move through grades 1-5. Progress slows as students move through grades 8 to 9 but improves in the senior school particularly in English, mathematics and science. By the time they leave at the end of grade 12 almost all students are at or slightly below the average levels achieved by students from the USA and internationally.

Children in the KG make a very good start to their education. Although almost all enter KG with very little knowledge of English by the second Trimester they are able to use English in the well-established class routines. Attainment in mathematics is very good in KG2 and most children are confident when counting up to 100 and they are also able to make complicated patterns. They have a good understanding of number and number relationships. Most children in KG are attaining levels above curriculum standards in Arabic, English, mathematics as well as knowledge of the world in which they live.

In the primary years, grades 1 to 5 students' attainment is good in Arabic, English, mathematics and science. In Arabic, students recognise the main idea of the text and they can use context clues to guess meaning of any new vocabulary. Students have a satisfactory basic knowledge of grammar and can apply it in writing and speaking Arabic. Overall attainment is good in the middle school, grades 6 to 9, in English and mathematics and is acceptable in science, Arabic, Islamic education but weak in Social Studies taught in Arabic. In these middle school years, students are not keenly motivated by the teaching. For example, in Islamic education students do not develop a strong enough understanding of how to relate their classroom studies to the outside world.

In grades 10 to 12 attainment is acceptable or better in all subjects except Islamic education where it is weak. The attainment of girls is stronger in Arabic. Most boys and girls achieve at a good enough level at their SATs to ensure a place at a university in the region. A large minority achieve high scores to allow them to apply for university places in other parts of the world.

Students make good progress in all four English language skills of reading, writing, speaking and listening. Most students in Grade 8 were able to read popular adult and teenage books for pleasure. By Grade 11, senior girls are writing short plays, which they use together with their home made puppet theatre, to entertain younger students. Older students are able to sustain longer pieces of writing including poetry. Another example seen was of a group of older boys, who were able to discuss the nature of 'true love' in a mature and enlightened manner. Progress in mathematics is good. By the time students reach the senior grades, a majority of students make good progress in their study of calculus, which is normally a part of

the Advanced Placement (AP) programme. The majority of the students are able to investigate and apply polynomial functions and identify connections between algebraic and graphical representations.

Students make good progress in developing their physical education (PE), French and ICT skills. Students speak French with a reasonable accent and growing confidence. The ten students with identified special educational needs are all making good progress academically and a few make very good progress in line with their peer groups. One student with a pervasive social communication disorder has over the previous three years made outstanding progress in her social skills so that she now has good friends within her class group.

Students acquire good learning skills. Students in grades 1-5 are able to discuss learning tasks in their groups. They listen to each other carefully and by the time they reach, Grade 3 can adjust their views and ideas to accommodate those of their peers. Almost all students from Grade 2 and above have developed the effective 'look, cover, write, check' strategy to promote accurate spelling. In the older grades students have limited opportunities to develop their higher level thinking skills. Opportunities to question and challenge the teacher are very limited especially in the senior school. In a class for older students studying the theme of 'guilt' in Shakespeare's play Macbeth the teacher's own view was presented as the 'right' one without students being able to challenge any of the assumptions on which that point of view was based.

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

The learning environment created in the KG provides young children with a safe and stimulating setting in which to start their education. The clear routines and excellent relationships with teachers allow children to develop positive attitudes to school. Within the influence of this ethos, they demonstrate growing self-control over their behaviour and understand the social expectations that give them a sound basis for entering the older grades. The behaviour of students is generally very good in class, particularly in the KG and primary school. Much of the poor behaviour demonstrated by boys in the middle school at the last inspection is no longer evident. In almost all boys' classes, the behaviour is good with only a few exceptions when lessons are not sufficiently engaging or well managed. At break times, older boys enjoy the relaxed social contact.

Students are respectful of their teachers and generous to each other, willingly sharing resources when required. Almost all students can describe the key elements of a safe and healthy lifestyle. When they are able to choose the contents of their snacks and in the choices they make in the school canteens they nearly always select healthy options. Attendance is generally good. It has improved during the year and in trimester 2 was at 94%. Punctuality continues as a persistent cause of concern.

The majority of students in the school are Emirati and they demonstrate an acceptable understanding of their national identity. Almost all students, whatever their nationality, are grateful for their life in the UAE and accurately describe the values that the UAE promotes. Nearly all students are Muslim and they understand the key points of their faith although their lessons do not sufficiently explore the relationship between their faith and everyday life. In meetings, students are able to clearly express their appreciation of the Emirati culture and heritage. Students in grades 5 to 8 demonstrate a positive understanding of disability. In a corridor display, they portray disability as difference and not disablement.

Many students have taken advantage of the culture of innovation and entrepreneurship that exists in the school. A gifted Grade 11 girl, for example, prepared a short video advertisement as part of her business class. Her advertisement on hair shampoo was forwarded to a large international company resulting in her receiving a full sponsored scholarship to study in the UK. From their first days in KG, children are encouraged to tidy up their own space and contribute to tidying class as a whole. Older boys take care not to drop litter during break-times.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment have improved since the last inspection and are now good. The majority of lessons were deemed to be good with only a minority judged to be less than acceptable. The most effective lessons were mainly observed in English, mathematics and science and the least successful in the subjects taught in Arabic. Most teachers have secure subject knowledge and almost all teachers in KG and grades 1-3 have good pedagogical knowledge ensuring that the lessons are interesting, relevant and challenging. Teachers use a variety of strategies to engage their students. When learning how to dig for fossils Grade 2 students were excited by having to search in bins of sand.

Most lessons are planned to ensure that three broad ability groups are provided with appropriate learning tasks. In most lessons, the objectives for the session are shared with the students at the beginning. In a few classes, teachers go on to use these learning objectives as opportunities to check learner progress. Rarely do teachers use the objectives as a means of self- and peer evaluation at the end of the lesson. In a minority of classes, all students are presented with the same task and planning takes no account of students' differing needs and abilities.

There is an ethos of encouragement in most lessons and a feeling of mutual self-respect between the students and the teachers. Students arrive in school and approach their lessons in a positive frame of mind and most enjoy their learning. Teachers' questioning strategies range from very good to weak. Most teachers in KG and the Primary School often use question and answer sessions to probe the student's understanding. In a few classes for older students, teachers restrict questions to a search for accuracy rather than challenging students to think more deeply about their subject. There is very limited use of digital technologies in classes for older students.

Group work is a common feature of teaching throughout the school. In the KG and primary phases, students enjoy the learning stations that teachers create and move with their groups to different areas in the room as the lesson progresses. In grades 6 to 12, most students enjoy working in groups but in many lessons it is only a minority of students who actively benefit from the experience. Too often a group

activity is dominated by a more-able student or the one tasked to record the group's findings leaving other students as passive onlookers.

Assessment is generally very good in KG and the primary phase where teachers gain a clear picture of each student's progress through close observation. Such detailed knowledge of each student allows the teacher to manage the level of support needed or provide additional intervention or challenge. Where classroom assistants are part of the class, they play a valuable role in both supporting learning and assessing individual progress. In all lessons, teachers make regular assessments of student progress through the use of quizzes and end of the term assessments. Students do not take summative tests until Grade 6. In recent years, the school has been using the internationally recognised IOWA Test of Basic Skills but this no longer provides an adequate or accurate assessment as the school moves towards the full adoption of the Common Core Learning Standards and in future will use the more commonly used Measures of Academic Performance (MAP) tests.

Data from internal and external assessments is collected, collated and analysed. When appropriate, the school uses the data to adjust the delivery of the curriculum. For example, as a result of internal assessment, the science department changed their core science texts and resources in order to reflect a stronger emphasis on higher order thinking skills and a greater understanding of conceptual science.

Almost all teachers have good knowledge of their students' individual strengths and weaknesses, including those with special educational needs as well as those who show a particular flair for their subject. This has allowed a few students to expand their learning in projects that take them outside the classroom. One gifted Grade 12 student expanded his ICT studies and worked with an Abu Dhabi hotel to create a comprehensive Excel spreadsheet.

Performance Standard 4: Curriculum

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

The school follows an American curriculum closely aligned to the ‘Virginia Standards of Learning’. Students learn sequentially through a scope and sequence pathway that details both yearly curriculum expectations and year-to-year progress. The standards describe the expectations for student learning and achievement in grades KG to 12 in English, mathematics, science, social studies and other supplemental programmes such as technology and second language learning. The school has chosen textbooks, curriculum design and assessment instruments that are able to be adapted to reflect life in the UAE and the Gulf region. For example, Chemistry has been adapted to include analysis of local water usage in consideration of UAE environmental concerns. The curriculum also conforms to the statutory requirements of the UAE Ministry of Education. The school is well equipped with laboratories and physical education facilities both indoors and outdoors, as well as specialist rooms for the teaching of Arabic and English in KG.

Students at all levels have a wide range of choices and this is particularly evident in KG and the senior grades where more curriculum flexibility is possible. For example, senior students can opt for business and/or psychology as part of the science stream. At the senior grade level, classes have been enriched to offer elements of the AP programme, for example, calculus in mathematics and equilibrium involving pressure in Chemistry. French is taught very successfully throughout the primary and middle phases.

The school has adopted an integrated curriculum approach in KG and grades 1 to 3, which provides the class teacher with flexibility in the delivery of English, mathematics and science. This successfully allows for the planning and teaching of lessons to match more closely the needs of the students to the curriculum. It is effective in delivering cross-curricular topics and maintaining a high level of student interest and participation.

The school integrates the interests of afterschool clubs such as the Environment Club, Science Club, STEM Club into the regular, daily curriculum. For example, classes visited Masdar City as an extension of lessons on the environment, an

activity consistent with interests of the Environment Club. Further integration across subjects is encouraged; the study of how the brain works in psychology was complemented by a brain dissection in biology. The school uses its analysis of student outcomes as a basis for the effective review of the content and balance of the curriculum. Students with special educational needs follow the same curriculum as their peers and their progress is carefully monitored to ensure their personal, social and academic needs are properly met.

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

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

The school provides good protection, care, guidance and support for all its students. The strong family atmosphere that supports students' personal and social development is a strength of the school. This positive school climate is effectively promoted by the director and her senior staff. Students are greeted by name and with pleasure when they arrive in the morning. There are very effective procedures for the safeguarding of students during their time in school. A caring ethos and sense of mutual respect pervades in classes and break-times. The required policies are known, understood and followed by staff. The school is safe and secure, and supervision in corridors is ever present. There are seven guards inside and outside the campus and at the school gates. Security cameras provide comprehensive and effective CCTV coverage across the premises and on the school buses. The school building is only two years old and remains very clean and hygienic. Any matters requiring maintenance are dealt with speedily. The school provides students with regular information about maintaining a safe and healthy lifestyle. The clinic is well staffed and maintains its area to the highest standards. The school nurse's role in undertaking in visiting classrooms to reinforce messages about healthy living is underdeveloped.

There are good relationships between staff and students. The school applies its



behaviour management strategies systematically and this has been a key feature in improving the behaviour of boys since the last inspection. Students themselves are well aware of the school's expectations concerning behaviour. During the inspection an incident relating to a breach of behaviour was dealt with speedily and in strict accordance with the school's policy. School leaders have not dealt with the persistent lateness at the beginning of the day with the rigour recommended at the previous inspection.

The school presents an inclusive learning environment that is supported by the school's family ethos. The school is implementing an effective referral process for students with special educational needs that deals speedily and accurately with concerns raised by parents and teachers. Referrals are followed up by in-class observation conducted by a member of the learning support team. In the last year, the school has identified the building of a specialist support team as a priority. An effective and well-qualified team are now in place supporting 20 students. Ten of these students have assessments from external agencies and ten others are awaiting reports from specialist agencies. Training for all those who meet the children on a day-to-day basis has taken place. Where they are in place, Individual Education Plans (IEP) provide valuable guidance on support strategies and set clear and measurable targets. Communication with parents is good and they are fully involved in progress reviews. Students are not invited to their own reviews. The use of 'shadow teachers' for those students with more acute needs is highly effective and gives additional benefits to the whole class. All parts of the school building are accessible to students or adults with restricted mobility.

Guidance for students in grades 11 and 12 as they prepare for the next stage of their education are very effective. Students are prepared for university in many countries in the Middle East and further afield. Where individual countries have different course requirements, the school is flexible in tailoring the high school programme to individual needs and requirements.

Performance Standard 6: Leadership and management

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

Leadership and management are good and a strength of the school. Leaders have made a major contribution to the improvements since the last inspection. The director and assistant directors and many of the senior managers are long serving servants of the school and they have provided continuity as the school has consolidated since its move to the new building in 2014. The tangible improvements in the life of the school are an encouragement to leaders to push for further innovation so that the capacity to continue moving forward is good. Leaders and staff have succeeded in creating a family atmosphere that allows good relationships between staff and with students to flourish. Curriculum coordinators and phase managers have clear roles that they perform efficiently. The governance of the school is acceptable allowing the director to make decisions about the running of the school. Accountability by the director to the Board is not sufficiently direct or transparent. The school runs very smoothly on a day-to-day basis.

The school has enhanced its processes for self-evaluation and teams of staff now consider each performance standard using the Inspection Framework criteria. They assemble evidence and make judgements about the school's effectiveness. Senior leaders then moderate these judgements using their view of the school as a whole. This has resulted in more evidenced based and accurate judgements. The school development plan (SDP) contains well-judged targets and success criteria but does not indicate those actions that will be necessary to achieve the desired outcomes. Review dates for each trimester are shown but no notes on progress have been entered in the review column.

Processes for the observation of teaching and learning are regularly under review but focus too heavily on what the teacher is doing and pay insufficient attention to student learning. Areas for improvement are not rigorously identified or followed up in future observations.

Parents report a high level of satisfaction. Teachers and administrators are



approachable and parents receive adequate information about their child's progress. One parent of a student with special educational needs described how their child had improved academically and had made tremendous gains in social skills because of the inclusive ethos. Parents and students do not play a role in the school's decision-making processes and have no formal voice in the life of the school. Students in particular are keen to play a more active part. The school makes a strong impact in local communities through the work of the students. They have formed effective partnerships with local and international universities.

What the school should do to improve further:

1. Raise the attainment and progress of senior boys in Arabic, Islamic education and social studies taught in Arabic by:
 - i. ensuring teachers are given precise and accurate targets for improving their practice through more focused lesson observations
 - ii. ensuring school self-evaluation processes make robust and accurate use of assessment information in all subjects to set clear priorities for improvement planning
 - iii. ensuring that curriculum content is presented in a way that engages classes and makes clear links to everyday life.
2. Continue to improve teaching, learning and assessment by:
 - i. improving the rigour in the lesson observation process through a greater focus on learning
 - ii. following up recommendations for improvement in a timely manner
 - iii. ensuring professional development tackles areas of weakness revealed in the observation process.
3. Ensure there are planned opportunities for students in grades 6 to 12 to undertake progressively demanding research projects, independent and collaborative study.
4. Plan for the speedy introduction of digital technologies so that students in grades 6 to 12 use these technologies as a regular part of their learning.
5. Reduce lateness by:
 - i. raising students' expectations in regard to being punctual
 - ii. linking punctuality to the school's system of rewards, and where necessary, sanctions
 - iii. monitoring lateness more closely and following up more rigorously with those who are persistently late for school.