



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



Private School Inspection Report

Reach British School

Academic Year 2016 – 2017

lqraa

Reach British School

Inspection Date	April 24, 2017	To	April 27, 2017
Date of previous inspection	May 11, 2015	To	May 14, 2015

General Information	
School ID	256
Opening year of school	2014
Principal	Dene Bright
School telephone	+971 (0)2 582 2030
School Address	PO Box 51786, 34 th Street, Baniyas East, Abu Dhabi
Official email (ADEC)	reachbritish.pvt@adec.ac.ae
School website	www.reachbritishschool.com
Fee ranges (per annum)	Average to High Categories: AED 22,800 to AED 39,100
Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	GL Education Group, Progress Tests
Accreditation	British Schools in the Middle East (BSME)

Students		
Total number of students	1,131	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	373
	Primary:	599
	Middle:	159
	High:	
Age range	3 to 14 years	
Grades or Year Groups	KG to Year 9	
Gender	Boys and Girls	
% of Emirati Students	58%	
Largest nationality groups (%)	1. Egyptian 7%	
	2. Pakistani 7%	
	3. Jordanian 4%	
Staff		
Number of teachers	106	
Number of teaching assistants (TAs)	28	
Teacher-student ratio	KG/ FS	1:23
	Other phases	1:25
Teacher turnover	30%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	121
Number of joint lesson observations	6
Number of parents' questionnaires	164; (return rate: 15%)
Details of other inspection activities	Inspectors conducted meetings with senior leaders, teachers and support staff, students and parents. They analysed test and assessment results and scrutinised students' work across the school. They reviewed many of the school's policies, the results of surveys and other documentation. The leadership team was involved throughout the inspection and conducted joint lesson observations with inspectors.

School	
School Aims	'Student Progress: • with consistently high expectations and achievements • where students' individual development is nurtured • where students are prepared for the next stage of their education • in which appropriate challenges are available to allow all to fulfil their potential Students' Well Being and Personal Growth • all students are happy and safe • positive behaviour is recognized and praised



	• students are independent learners who are confident in their abilities • respect and tolerance are central to all aspects of learning • a love for life-long learning is fostered Curriculum delivery • recruit qualified, experienced teachers with a desire to continue their own learning journey • provide a rounded, relevant and rigorous curriculum for all learners • prepare learners for the next stage of their educational journey • utilize multi-cultural and community facets to enhance the learning of all embraces technology and prepares students for an ever-changing world Leadership & Management • which has excellent Leadership and Management who are accessible • in which leaders are encouraged at all levels which has a supportive and collaborative relationship with all stakeholders'
School vision and mission	Vision 'Lead. Learn. Inspire.' Mission 'Our mission is to offer a meaningful education for students from different cultures and origins. We must equip them with the knowledge and skills for a successful future after they leave school. Their learning must be both relevant and purposeful. Besides acquiring literacy and numeracy skills and competence with ICT, we also endeavor to provide a holistic education to students, so that they grow into confident, caring and contributing citizens. They must also understand the vital need to make our world a sustainable place to live. The world is a competitive place and only an understanding of the competition ahead will give them the ability to fulfil their potential for success.'

Admission Policy	The school has an open admission policy. Children are admitted into KG after an interview. In other year levels, students take an admission assessment. In addition, secondary students undergo an interview.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, vice principal, director of Arabic, head of early years, head of primary, heads of secondary, leaders of Key Stage 1 and Key stage 2, head of Arabic, Islamic education and social studies coordinator, head of operations, head of communications and admissions, and head of finance. The governance board consists of 12 members. This includes 3 parent representatives and 2 local community members.

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	1	1
Specific Learning Disability	2	59
Emotional and Behaviour Disorders (ED/ BD)	2	20
Autism Spectrum Disorder (ASD)	1	3
Speech and Language Disorders	0	11
Physical and health related disabilities	1	2
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)	1
Social maturity and leadership	8
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	20

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

Reach British School provides education of acceptable quality. Since its opening, the school has added a year level each school year and now includes Year 9; it has managed the 68% increase in student numbers over two years and the corresponding increase in teaching staff effectively.

Students' achievement is acceptable overall. Most students attain levels in line with curriculum standards and make acceptable and better progress, including those with special educational needs (SEN) and those who are gifted and talented (G&T). Achievement in Islamic education, science and mathematics is weak the middle phase. Arabic is weak in both primary and middle phases. In KG, most children's attainment and progress is good in most areas of learning. Teaching is acceptable and better in most lessons.

Students' growth and personal development is fostered well by the attentive implementation of effective procedures for protection, care, guidance and support. Positive relationships prevail among students from diverse cultural backgrounds. Students demonstrate appreciation of and respect for the values of Islam and the heritage and culture of the UAE.

Parents are supportive of the school, and particularly appreciate the school's open-door approach and its prompt responses to queries. The senior leaders provide purposeful educational leadership and guidance. This results in good levels of staff morale and commitment to sustained school improvement.

Progress made since last inspection and capacity to improve

The school has made acceptable progress in addressing the recommendations from the previous inspection report. Students' attainment and progress in English, mathematics and science has improved. The school has raised the quality and consistency of teaching in most subjects and year levels. Teachers plan more effectively for different learning needs. Meeting the needs of students identified with SEN and those with G&T is a continuing area for development. Teachers, especially in Kindergarten (KG), now support children who speak English as an additional language (EAL) more successfully. Ongoing professional development has ensured that teachers now have a clear understanding of expected age-appropriate curriculum levels. Processes for measuring and tracking student progress are now more consistent within phases. Marking of students' work and use of feedback by teachers is also steadily improving. More consistent implementation of effective behaviour management strategies is resulting in the corresponding improvement in attitudes and behaviour.

The school has established a fully representative governing body this school year. Processes are now more rigorous in holding the principal and senior leaders accountable for raising the quality of education provided by the school. The school has an acceptable capacity to improve further.

Development and promotion of innovation skills

The school's development and promotion of a culture of innovation is at an emerging stage. The school is encouraging innovative activities. Students, mainly in the middle school, lead innovation activities, for example by designing a new school uniform and reviewing the school menu to make it healthier. Curriculum implementation provides students with increasing opportunities to develop innovation skills; for example, professional development has ensured that more teachers make effective use of open questions to encourage students to share ideas and think creatively. In Year 3 science, learning activities involve model-making to promote students' understanding and develop their creative skills. In Year 5, students enjoy the opportunity to design a landmark for their local area, promoting creative ideas and communication skills with peers as they work on their design. Staff and students celebrated innovation day with a range of creative activities. In order to improve the tracking of student progress, the school has introduced a system of recording evidence and tracking the learning journeys made by children in KG, and students' progress in older year levels.

The inspection identified the following as key areas of strength:

- children's attainment and progress in the early years, and the development of English language skills throughout the school
- students' positive relationships with each other and staff, fostered by effective procedures for protection, care, guidance and support
- improvement in student behaviour
- teachers' increasingly effective use of more detailed lesson planning and learning objectives
- the senior leaders' purposeful educational leadership and guidance which is improving staff morale and teachers' commitment to sustained school improvement.

The inspection identified the following as key areas for improvement:

- students' achievement particularly in Islamic education and Arabic
- the quality of teaching in all subjects in primary and middle phases
- consistency in the use of assessment to plan for the needs of all students
- opportunities in lessons in all subjects for students to develop skills in critical thinking, innovation and independent learning
- the development of middle leadership roles within each phase to provide guidance and support and accelerate school improvement
- premises and resources, particularly to support the science curriculum, students' research and reading skills and their use of ICT, and the development of creative arts.



Performance Standard 1: Students' Achievement

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

Students' achievement is acceptable overall. The outcomes of lesson observations and scrutiny of students' work by inspectors shows overall acceptable attainment in most core subjects throughout the school, as compared to curriculum expectations.

Children's attainment in KG is good in Islamic education, Arabic and mathematics; it is acceptable in other subjects. Their progress is good in most subjects; it is acceptable in social studies, science and other subjects.

In primary, students' attainment and progress are acceptable in Islamic education, social studies, English, mathematics, science and other subjects; they are weak in Arabic. In middle phase, students' attainment is acceptable in social studies, English, and other subjects; it is weak in Islamic education, Arabic, mathematics and science. Their progress reflects attainment in all subjects except mathematics, where progress is acceptable. Performance in internal assessments shows that most students attain levels in line with curriculum standards, and a few above. In almost all year levels, girls' attainment is higher than boys. The school's analysis of internal assessment information shows acceptable improvement over time in all subjects and an improving trend across all subjects. Overall, students with SEN and those with G&T make similar rates of progress to all other groups.

All Year 3 to Year 9 students participated for the first time in January 2017 in standardized external assessments in English and mathematics. The average performance levels for all year levels were below international averages. Students in Year 6 and Year 8 participated in the Grade 5 and Grade 7 EMSA Arabic reading and writing assessments. In Year 6 results show acceptable attainment in Arabic Reading and Writing, and in Year 8 weak attainment; students' average performance levels are below national averages.

In Islamic education, students' attainment and progress are good in KG, acceptable in primary and weak in the middle phase. Most students demonstrate acceptable knowledge and understanding of Islamic concepts. By Year 1, children are able to memorize different short Suras of the Qur'an, such as Alfateha, Alekhlass and AlKawthar. In primary, by Year 6, a large majority of students link their learning appropriately to real life examples; They are able to distinguish between good and bad ethics and the impact these may have on individuals and society. They lack the confidence to talk in lessons and give examples, for example in explaining how to reflect Islamic values in their behaviour. Generally, in primary and middle phases, students' skills in reading the Qur'an and explaining the meaning of short verses are underdeveloped. Overall in middle years, students have difficulty discussing Islamic values and in reflecting more deeply to develop their understanding. For example, Year 8 students struggle to discuss the impact of the Islamic value of humility on



individuals and society.

In Arabic, students' attainment and progress are good in KG and weak in primary and middle phases. In KG, children demonstrate well-developed listening and speaking skills. They can pronounce the Arabic letters correctly and link them to pictures. They can form letters accurately and recognize the directionality of writing in Arabic. In primary and middle phases, students do not consistently speak standard Arabic to express views or explain their answers. In reading, their understanding of Tashkeel is under-developed. Their creative writing skills lack development as a result of low expectations and the limited opportunities given to students to practise them. In primary, students develop appropriate listening and comprehension skills. They steadily increase their vocabulary. Students' handwriting is legible. Only a large minority of students are able to summarise a story in writing; for example, Year 4 students listened attentively to a narrative and subsequently wrote a brief account of it. In middle phase, students develop their listening, reading and creative writing skills. When they have the opportunity, they show acceptable development of writing skills. In Year 7, a large minority of students can read with confidence, and their dictation skills are developing. Students generally have difficulty understanding Arabic grammar descriptions; for example, the majority of Year 9 students are not able to identify the grammar of sentences that contain adverbs.

In primary and middle phases, students of Arabic as a second language speak standard Arabic in short sentences. Only a minority understand simple spoken language and are able to translate it. They can understand the simple grammar rules of Tashkeel. In Years 3 and 4, students lack confidence in the language: they are unable to use short sentences to answer simple questions and find it difficult to create simple sentences to describe pictures. Students demonstrate limited development of writing skills; for example, in Year 5 only a minority of students develop legible and neat handwriting.

In social studies, students' attainment and progress are acceptable in all phases. They demonstrate acceptable knowledge and understanding of the culture and heritage of the UAE. Students make clear connections with their own experiences as well as with other subjects. In KG, children talk about different animals that live in the UAE and understand the importance of animal care and protection. In primary and middle phases, most students demonstrate age-appropriate understanding of national values, and a pride in citizenship and the country's drive towards Emiratization. Students work effectively in collaborative groups. In older primary year levels, students are able to talk about the role of women in society and appreciate their contribution. They recognize the problems created by heavy traffic flow and confidently make suggestions for solving the traffic congestion problem.



Students understand and appreciate the role of late Sheikh Zayed in the establishment of the UAE. In the middle phase, students know historical sites in the UAE, they understand the need to protect the country's heritage and they are able to suggest ways to preserve the environment for the future. In Year 9, students start to think about the economy of the UAE and investigate ways in which they might establish their own business. Non-Arab students show an appreciative understanding of the importance of the roles of Islam and the mosque in society.

In English, KG children's attainment is acceptable and their progress is good. Students' attainment and progress are acceptable in primary and middle phases. Almost all students are learning English as an additional language (EAL). In most year levels, their listening comprehension, vocabulary development and speaking skills are developing well. Their presentation of written work and handwriting generally show care, and improvement over time. In KG, during role play activities, children show confident development of vocabulary when they talk in short sentences about what they can do. By KG2, children can compare stories, using a developing range of vocabulary to express themselves. They apply simple spelling rules to write adjectives and are able to identify and use blends at the start of words. They use punctuation such as capital letters and full stops with accuracy. In primary, Year 2 students use simple phonic understanding to read unfamiliar words and read with understanding. The majority have more difficulty in identifying the number of syllables in words. By Year 6, students use complex sentences when sharing creative ideas. The large majority demonstrate creative writing skills and write with enjoyment. In middle phase, Year 7 students develop confidence in using quotations accurately to provide evidence in persuasive writing. The majority use context clues to read with understanding and expression. In Year 9, most students speak with age-appropriate fluency and read at expected levels. Their writing is brief, with appropriate use of spelling and punctuation.

In mathematics, students' attainment is good in KG, acceptable in primary and weak in the middle phase. Progress is good in KG and acceptable in primary and middle phases. By the end of KG, the majority of children are making good progress from their starting points. Most children are able to use numeracy skills to calculate and solve simple problems and can recognise 2D and 3D shapes in their environment. Children are beginning to understand mathematical terminology such as cuboid and sphere. In primary, students demonstrate growing development in all mathematical strands. Their skills in number operations are increasingly secure. Year 3 students use non-standard units, such as lollipop sticks and paperclips, to measure length. They are able to estimate length relatively accurately and can record their results in tables. By Year 6, students use coordinates to draw and locate shapes. They can describe the characteristics of shapes using complex and accurate vocabulary.



Students are encouraged to use correct mathematical vocabulary such as estimation, mean, median and mode; they occasionally struggle with vocabulary due to their limited knowledge of English. Students are encouraged to practise their times tables, and numeracy skills are developing well. In middle phase, most boys have gaps in their knowledge and understanding of vocabulary, which hinders their access to the curriculum. Girls are more confident in their abilities, and as a result their attainment and progress are more secure. Boys demonstrate under-developed basic numeracy skills. Year 9 girls are able to calculate and solve word problems involving simple interest. Boys are able to calculate the result of a percentage increase or decrease at a more basic level. All students are able to relate their work to real-life financial situations.

In science, students' attainment and progress are acceptable in KG and primary; they are weak in the middle phase. Students' development of scientific terminology is developing appropriately. In KG, children can recognise and name different textures such as rough, smooth and pointy as applied to items hidden in a sand tray. By Year 1, children can predict which items will sink or float when placed into a tank of water. Higher achievers can record their predictions, forming two groups with their choices. They are able to compare the outcomes with their predictions. In primary, Year 2 students understand the need to recycle and re-use materials, and the impact on the planet of excessive waste products. They can predict the time substances such as plastic, paper and apple cores will take to decompose. By Year 6, students can recognise symbols for various parts of an electrical circuit and understand the concept of solar electricity, such as that in Masdar City. In the middle phase, students' practical investigation skills lack development as a result of the basic nature of available resources and the lack of operational science facilities. Year 8 students understand the particle model; they can describe the properties of gases, solids and liquids and know that particles within each state have a different energy. By Year 9 students understand the challenges of pollution and the benefits of conservation. For example, they understand why de-forestation is bad for air quality.

In other subjects, students' attainment and progress overall are acceptable in all phases. In KG, children develop their confidence and skills in all areas of learning through a good range of activities. They demonstrate securely developing fine motor skills and are able to give meaning to their mark-making using an emerging range of vocabulary. Children confidently choose and move between activity centres during outdoor play; they enjoy talking with each other in both Arabic and English. In primary and middle phases, students demonstrate their developing skills and articulate an age-appropriate understanding of their learning. In ICT, students demonstrate increasing skill levels, as when Year 7 students work diligently to develop accurate word processing and power-point skills. Primary students enjoy



physical education (PE). In games lessons, the majority work well in teams to manoeuvre and dodge so as to outwit their opponents. They understand the impact of exercise in raising their heart rates. In Year 9, students are energetic; they are able to run and catch a ball thrown underarm and confidently toss a cricket ball under pressure over progressively longer distances. In primary art, students enthusiastically talk about their ideas and designs. In middle phase, Year 8 students create exciting and interesting collage picture using mixed media to develop tone and texture. In Year 9, students recognise the high quality of an example of artwork; they copy and enlarge pictures and use oil pastels confidently to colour and add shadows and highlights.

Students generally demonstrate acceptable learning skills. Students engage well in most lessons and demonstrate positive attitudes towards their learning. In KG children are enthusiastic throughout the school day and persevere in tasks. In KG, primary and middle, students interact productively and work well with partners and in small groups. They are mostly keen to respond to questions and demonstrate securely developing communication skills with each other and with teachers. In the more effective lessons, activities are linked to examples and applications in everyday life; this increases student interest and engagement. They are able to make secure connections to other subjects and apply their knowledge to the real world, for example when Year 5 students, in creating a story, describe the traditional clothing of an Emirati. In more effective lessons, students are developing their ability to think critically and problem solve, particularly in KG and primary. In English, students in all phases show creativity and the ability to justify and explain their responses as a result of teachers' effective use of probing questions. This is more limited in the older year levels in most subjects: in science, as a result of insufficient opportunities to develop investigation skills and conduct independent research; and in Islamic education and Arabic due to over-reliance on textbooks by teachers in 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	Acceptable	Acceptable	Acceptable	
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	

Students' personal and social development and their innovation skills are acceptable. Most students have positive attitudes toward learning; in lessons, they enjoy their work and take part responsibly in activities. They listen and respond to teachers' feedback and are developing self-reliance. Students' behaviour is acceptable and students demonstrate increasing self-discipline; most show respect for school rules during break-times as well as in lessons. Students demonstrate respectful relationships with each other and adults, and interactions are friendly. They understand the needs of others and are quick to help and support each other in all year levels, both in and out of lessons. Children in KG and students in older year levels understand the meaning of healthy lifestyles; they explain their choices and can identify healthy food choices and the benefit of these, and exercise, for their well-being. This is fully encouraged during PE lessons. Attendance levels of 93% are acceptable; students usually arrive at school and lessons on time.

Students show acceptable understanding of Islamic values; they are able to give examples to explain how these guide their behaviour. All students are attentive and respectful during the recitation of the Qur'an at daily assemblies. Students show good levels of understanding and appreciation of UAE culture and heritage. This is underpinned by the range of opportunities the school provides them. At all year levels, they show respect for the flag and National Anthem. They are able to talk about key places of interest, sporting achievements, and past and present leaders and their impact on the country's progress. Students show a growing understanding of other world cultures, supported by activities such as international day, during which classes represent different countries by wearing national dress and sharing



national food.

Students are developing an awareness of their responsibilities in the school, less so towards the wider community. KG children promptly clear up at the end of activities. Older students are keen to participate in leadership roles such as those of house captains who help with break times and sports activities. In one instance, Year 7 boys enjoyed the opportunity to join primary classes as 'teacher assistants', and their contribution was appreciated by the younger students and their teachers. Students have participated in a few school-initiated charity events. Students have a positive work ethic, particularly in KG and primary. They enjoy their work; few take the initiative in leading activities without teacher direction. Their creative and innovative skills are emerging overall, but more securely in KG and in lessons such as English where the activities and strategies used by teachers encourage creativity and imagination. Students are proud of their school and take care of the environment: they keep it clean throughout the day. They have an age-appropriate awareness of environmental issues such as pollution and conservation, supported by curriculum input and special days such as 'Earth day'.

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	
Assessment	Acceptable	Acceptable	Acceptable	

Teaching and assessment are acceptable. The quality of teaching observed by inspectors ranged from outstanding to weak. In most lessons, the effectiveness of teaching is acceptable or better. Effective teaching practices are evident in all subjects and throughout the school; this is particularly consistent in KG and subjects taught in English. Less effective teaching is evident in Islamic education and science in the middle phase and in Arabic in primary and middle phases.

Teachers demonstrate secure subject knowledge in all subjects. In more effective lessons they use it effectively to engage students; for example, in English when most students become fully involved. Teachers' understanding and use of engaging strategies is inconsistent in Islamic education and Arabic. In KG, teachers understand how young children learn best; they implement activities that provide choice and in particular develop communication skills, as well as cooperation, in an increasingly resource-rich environment. Professional development and monitoring have improved lesson planning and attention to learning objectives. Teachers consistently use a standardized format, and plans are clear, with more detail to guide purposeful teaching and learning activities. There is still insufficient detail relating to students with SEN and high achievers to accelerate their learning. In Arabic and Islamic education, teachers do not consistently follow their lesson plans to appropriately meet students' needs.

Most teachers create learning environments that are positive, engaging and supportive, and make appropriate use of the available ICT. Teachers mostly use time well in KG, English, mathematics and science; this results in engaged students and steady progress. In lessons where pace is slow, a few students disengage and lose focus, and low-level disruptive behaviour occurs. Teachers make appropriate use of resources in all subjects and year levels. Teachers form positive and respectful relationships with students and in most lessons they manage behaviour well. In the most effective lessons and more consistently in all year levels in English, teacher-student interactions, including the use of questioning and dialogue, are good; questions are frequently open and probing, requiring students to reflect and share ideas. In most subjects, questioning is only used to check students' factual

understanding.

In more effective lessons, teachers use a developing range of strategies to meet the needs of individuals and groups of student. In all year levels and most subjects, despite planned learning outcomes, teachers do not sufficiently implement activities to provide differentiated learning. This is particularly true in mathematics, science, Arabic, Islamic and social studies. When most effective, their teaching interventions provide challenge and support that accelerate students' progress. Too often they focus their support on low achievers, with low expectations, particularly in Arabic in primary and middle phases, and this leads to an insufficient challenge for higher achievers. Strategies encourage partner and small-group work; there is more limited development of independent learning and research skills. In KG, teaching in all subjects uses strategies effectively to encourage children's critical thinking, problem-solving, innovation and independent learning skills. For example, in science, it provides opportunities for children to participate in free-choice activities to investigate the texture of objects, and to interact in order to promote thinking and creativity. Teaching in most subjects in older year levels less effectively encourages these skills.

Internal assessment processes are coherent and consistent within phases; they are closely aligned to curriculum standards. Internally, the school benchmarks student academic outcomes to the curriculum, for example, in KG through age-related learning goals, and through 'I Can' statements closely aligned to curriculum levels for all other year levels. The school conducts external benchmarking in English and mathematics for Year 3 to Year 9, and for Arabic in Year 6 and Year 8. The school conducts a detailed analysis of assessment data. This is used effectively by senior leaders to monitor the progress of individuals and groups, particularly in subjects taught in English. In the more effective lessons, teachers use continuous assessment effectively to inform lesson planning. Generally, teachers do not have a secure understanding of how best to use assessment results to inform planning and impact students' learning, and as a result the level of challenge and support in lessons is variable. Teachers' use of self- and peer-assessment is emerging in most subjects; it is more frequently observed in English lessons.

Teachers overall know their students reasonably well; they provide appropriate support and challenge and as a result most students make acceptable progress. In KG, teachers know their students well and provide well-timed interventions that promote good progress, especially in children's communication skills in Arabic and English. Teachers mark students' work regularly and where more effective they provide formative comments that support students in improving their work. This is inconsistent across subjects and year levels.

Performance Standard 4: Curriculum

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

The quality of curriculum design, implementation and adaptation is acceptable overall. The curriculum has a clear rationale and delivers an appropriate range of subjects. There is no structured provision for music or design technology in middle year levels. The curriculum is acceptably broad and balanced and successfully engages students in most subjects. Planning and implementation ensure adequate continuity and progression in students' learning; planning does not sufficiently take account of students' individual starting points in order to most effectively meet their learning needs, particularly in the case of students with SEN and high achievers. In KG, children have opportunities throughout the day to experience a wide choice of activities through an integrated curriculum. Collaborative planning in year levels ensures that links between subjects are securely in place, for example a fashion theme in a primary year level, which included art, English, and design. Effective links are also planned between Islamic education and social studies, particularly in KG. Review and development of the curriculum is regular, as in the development of 'themes' in primary to add relevance and student interest. Additionally, in KG, review has resulted in the recent development of the 'messy play' area as well as outdoor continuous provision to more effectively promote children's fine and gross motor skills, creativity and social development.

The curriculum is increasingly planned to more effectively meet the needs of the large proportion of students who have EAL. Teachers' planning in all year levels details differentiated outcomes. In middle years, students are streamed according to ability and the curriculum is adapted to meet their needs. Opportunities for enhancement, enterprise and innovation are emerging and provision is improving. This is reflected in the increased interest of students, who enjoy their activities, especially in KG, English and mathematics. There is an acceptable range of extra-curricular clubs, several of which have been created to support specific aspects of the curriculum and students for whom learning is difficult, such as athletics, English, Arabic and UAE Heritage. The standardized planning format ensures that teachers in all subjects identify meaningful connections with UAE culture and their own

experiences. Students have opportunities to develop their understanding and appreciation, for example, in primary science lessons reference is made to camels and falcons and curriculum-related field trips include a visit to Sheikh Sultan bin Zayed Heritage Festival and the Grand Mosque.

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	
Care and support	Acceptable	Acceptable	Acceptable	

The school makes good provision for the protection, care, guidance and support of students. The school has a range of effective procedures to ensure the safety, protection and well-being of students. A rigorous child protection policy is in place and all staff have received relevant training. Students indicate that they have trusted adults to whom they can take any concerns. Staff supervision of students at break times and particularly at the end of school is interactive, and attentive in ensuring students are safe and behave appropriately. Premises are relatively new and mostly well maintained so as to provide a safe, hygienic and secure environment. Security procedures are thorough and fully implemented at access points and within each building. The school conducts regular risk assessments, including those for out-of-school trips and special celebrations. Premises have appropriately placed lifts and ramps, and provide access for students with a range of SEN. The school conducts regular evacuation drills, and personal evacuation plans are in place for specific students with physical disabilities. Maintenance records are adequate; the procedure for recording and tracking maintenance requests was upgraded during the inspection visit. Good medical provision is available in the clinics in the KG and primary buildings from two qualified nurses and an assistant. In addition, 36 members of staff hold first aid certification. The school promotes healthy lifestyles well: the PE department and the nurses effectively promote healthy eating and exercise, and the school encourages the choice of healthy snacks by awarding dojo points. The school's procedures to ensure safety on school



transport are appropriate and maintenance records are up to date.

Staff foster supportive and respectful relationships with students. As a result, almost all students respond positively to their teachers. All staff consistently implement the updated behaviour management policy. This includes more effective procedures to respond to, refer, record and track the behaviour of students who make poor choices as well as to provide incentives for positive behaviour. Students and parents indicate that this has resulted in improved behaviour. The school's approach towards attendance and punctuality at the start of the day, and the systems it has in place to support those, are appropriate.

The school has appropriate procedures for identifying and supporting students with SEN. The recent appointment of a special education needs coordinator (SENCO), with a full teaching role this school year, has assisted in this. A few students have undergone external observation, with subsequent recommendations included in individual educational plans (IEPs). Parents are involved and kept informed about their children's progress. The school informally identifies those students who may have G&T and IEPs are in place that are reviewed and monitored. There are no specific programmes or enrichment for these students. Support for students with SEN is through class teacher planning and interventions. A minority of teachers do not have sufficient understanding of how to effectively support these students. Homeroom teachers monitor students' personal and academic development. Students receive caring guidance and support, in confidence if necessary, from their class teachers, head of phase and SENCO.

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	Good
Management, staffing, facilities and resources	Acceptable

The quality of leadership and management is acceptable. The principal and senior leaders demonstrate a commitment to an increasingly distributive leadership approach, and recent appointments have included those of a head of early years and joint heads of middle school. Senior leaders have secure understanding of curriculum and best practice in education. The principal provides strong direction and a firm commitment to the vision and aims of the school. Senior leaders have created supportive relationships with staff, and high expectations in raising the quality of teaching and learning. This is leading to improved morale and a drive for continuous improvement.

Self-evaluation is embedded in the school improvement process. It is led by senior leaders and involves focus teams including teaching and support staff. The school's self-evaluation document (SEF) is appropriately evidenced and mostly realistic. The school's development plan (SDP) focuses well on the recommendations from the previous inspection report and is appropriately designed to guide further improvement. Professional development is continuous and increasingly aligned to performance management and teaching needs. Professional development opportunities have been mostly referenced to whole-school priority needs. The SLT make effective use of its analysis of student performance results to inform self-evaluation and curriculum planning. Formal evaluation of the effectiveness of teaching is mostly conducted by senior leaders and is well focused in all subjects on the impact of teaching on learning in order to drive improvement in the quality of teaching. The results are used to guide regular professional development opportunities.

The school has positive relationships with parents, who are appreciative of the support for their children's academic and personal development. Strategies, such as regular reports, emails and contact through mobile phone applications keep them well informed about their children's achievement as well as providing general



information. Parents particularly appreciate the school's open-door approach and its prompt responses to queries. The school encourages parental involvement, for example through participation on the parent council and attendance at sports days and celebrations. The school has developed a limited range of community partnerships that enhance student learning, such as regular curriculum-related field trips, and hosting a country during the 'World Skills, Abu Dhabi 2017' competition.

The governing board includes representation from most stakeholders including parents, teachers, students and community representatives. A board representative regularly visits the school and has a thorough understanding of the school's performance, achievements and priority areas for development. The board is attentive to parents' views through a variety of processes such as meetings, reports and visits to the school. The principal and school are held securely accountable for continuous improvements in the quality of provision and students' learning and personal development, through weekly meetings and regular reports. The parent board are influential in approving improvement plans and guiding strategic development.

The school is efficiently organised; procedures and routines support students' learning effectively. In all phases, there are sufficient qualified staff, who are mostly appropriately deployed to support curriculum delivery. Two teachers currently take on dual roles as full-time teachers and SENCO and EAL specialists. The school does not presently have a dedicated SENCO, EAL specialist or social worker. Teachers manage classroom assistants inconsistently in their roles as providers of support for learning and pastoral care, rather than just of administrative help. Premises are relatively new and displays help provide a welcoming and attractive learning environment. Classroom and specialist facilities are used effectively to promote student learning. Science resources are basic and there is no science laboratory or procedure to provide specialised equipment to support curriculum delivery. Maintenance undertakings such as resurfacing of the gym and playgrounds and swimming pool refurbishment are scheduled for completion before the start of the next school year. Resources mostly support curriculum delivery appropriately and are used to good effect by most teachers, particularly in the KG.

What the school should do to improve further:

1. Raise student achievement in all subjects in primary and middle phases and particularly in Islamic education, Arabic and science, by:
 - i. increasing the consistency of high-quality teaching
 - ii. providing professional development that focuses on targeted group and individual needs to increase their knowledge and understanding of the curriculum and how to plan and implement effective strategies and provide meaningful activities for all students
 - iii. ensuring that individual teachers' planning is detailed, takes account of students' prior attainment levels, and provides activities to challenge and support all students
 - iv. enabling more effective teachers to influence and help develop colleagues' practice through modelling successful strategies and participating in peer observations, with increased interaction between teachers working in Arabic and English
 - v. improving the quality and consistent use of marking and written feedback to students in order to help them understand how to improve their work.
2. Increase the consistency in teachers' effective use of assessment data in order to identify students' starting points and plan activities which provide appropriate challenge, support and success for all students by:
 - i. providing targeted professional development to build teachers' understanding and confident use of a) formative assessment during lessons and b) the range of assessment information provided by the school's data analysis and tracking system
 - ii. ensuring that individual teachers' planning is detailed and gives focus to and takes account of students' prior attainment levels, with a particular focus on individual students identified with SEN and those with G&T
3. Strengthen the planning, adaptation and delivery of the curriculum by increasing the opportunities provided in each subject for students to develop skills in critical thinking, innovation and independent learning.

4. Continue to develop the middle leadership structure in order to cultivate leadership roles within each phase that provide guidance and support to accelerate school improvement by:
 - i. expanding the role and impact of the SENCO
 - ii. expanding the role and impact of the EAL specialist
 - iii. continuing to develop the distributive approach, with a focus on year levels and subjects.
5. Continue to improve the premises and resources to ensure and support high quality provision through:
 - i. provision of science laboratories and a wider range of resources to enable investigative and practical activities
 - ii. continued development of library resources to support the development of students' reading and research skills, and their enjoyment, in Arabic and English
 - iii. continued development of students' access to ICT in all subjects
 - iv. development of facilities and resources to enhance creative arts curriculum provision in all phases.