



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



Private School Inspection Report

Sheikh Khalifa Bin Zayed Arab Pakistan
School

Academic Year 2016 – 2017

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Sheikh Khalifa Bin Zayed Arab Pakistan School

Inspection Date	February 20, 2017	to	February 23, 2017
Date of previous inspection	May 11, 2015	to	May 14, 2015

General Information	
School ID	28
Opening year of school	1975
Principal	Abdul Qudus Saggu
School telephone	+971 (0)2 4487160
School Address	Sultan Bin Zayed First Street, Abu Dhabi.
Official email (ADEC)	Shkbzpakistan.pvt@adec.ae
School website	www.skzbzaps.ae
Fee ranges (per annum)	Very Low Category: AED 3,400 to AED 5,800
Licensed Curriculum	
Main Curriculum	Pakistani
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	Federal Board of Intermediate and Secondary Education, Pakistan (from Grade 9 to Grade 12)
Accreditation	----

Students		
Total number of students	2,165	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	289
	Primary:	883
	Middle:	458
	High:	535
Age range	4 to 20 years	
Grades or Year Groups	KG1 to Grade 12	
Gender	Boys and girls	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Pakistani: 95%	
	2. Afghani: 3%	
	3. Sri Lankan: 0.4%	
Staff		
Number of teachers	125	
Number of teaching assistants (TAs)	12	
Teacher-student ratio	KG/ FS	1:25
	Other phases	1:30
Teacher turnover	8%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	150
Number of joint lesson observations	6
Number of parents' questionnaires	149; (return rate: 7%)
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. They reviewed many of the school's policies and other documentation. The leadership team was involved throughout the inspection and conducted joint observations with inspectors.

School	
School Aims	'The Primary aim of the school is to serve the Pakistani Community by preparing responsible citizens who honour their national identity, maintain personal growth and strive for academic excellence. We want our students to become life-long learners and make a difference in this challenging global environment while working in line with ADEC's Framework. To provide an Islamic environment where all students are valued and respected within an atmosphere of brotherhood and sisterhood, where diversity is celebrated and equality of opportunity is encouraged. Spiritual, moral, social and physical development of students in accordance with Islamic guidance, and a purposeful education aimed at attaining the highest possible academic achievements.



	To provide a broad and balanced curriculum incorporating quality teaching and learning strategies and utilising modern and up-to-date technologies.'
School vision and mission	Vision: 'Sheikh Khalifa Bin Zayed Arab Pakistan Private School is determined to provide quality education to all learners at affordable costs and to produce citizens who are morally upright, disciplined, patriotic, competent, productive and ready to meet the challenges of 21st Century.' Mission: 'To educate the child: foster a lifelong love for learning, encourage critical thinking, provide opportunities for leadership and good citizenship, enabling them to communicate and function well in UAE, Pakistani & Global environment'
Admission Policy	The school administers entry tests from Grade 1. Parents of students with special educational needs (SEN) are interviewed.
Leadership structure (ownership, governance and management)	The school leadership team comprises the principal, the vice principal and 5 section supervisors. Middle leadership includes 10 heads of department, a special educational needs coordinator (SENCO) and a psychologist. The school is governed by a board of trustees comprising the chair, vice chair, a member of the Pakistan business council, the vice principal (representing teachers), the principal and a grandparent.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	2
Specific Learning Disability	0	5
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	4
Visually impaired	0	2
Hearing impaired	0	1
Multiple disabilities	0	5

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	3
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	7
Psychomotor ability (e.g. dance or sport)	5

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 overall performance of Sheik Khalifa Bin Zayed Arab Pakistan School is acceptable. Key strengths of the school are the Principal's vision and sense of purpose, the quality of education in the kindergarten (KG), hard-working, confident students, the positive school ethos and attainment and progress in high phase sciences. Achievement in most core subjects is in line with curriculum standards, except in Arabic where it is weak overall.

Most of the teaching is of acceptable quality but assessment arrangements are weak. The curriculum meets the learning needs of most students, with the exception of those with special educational needs (SEN) and high achievers.

Staff, parents and students support the school's aims and education vision. School self-evaluation is accurate and guides appropriate priorities for improvement.

Progress made since last inspection and capacity to improve

The school has made acceptable progress with several of the recommendations from the previous inspection report. The relevance and range of resources for effective teaching and learning have improved. In KG, the environment for learning is now appropriate and the use of play corners and learning technologies gives children a good breadth of experiences. Plenty of varied activities keep the children engaged and happy. In other phases, the use of projectors and interactive whiteboards, for example in the science laboratories, has promoted more independence in students' learning, particularly when high school students prepare lessons and make presentations to their peers. Teachers use their own laptop computers in classrooms where the school has not provided learning technologies. The constraints of the building mean that there are still classrooms which are small and crowded.

Assessment has improved and the school measures students' attainment more effectively. External examinations record students' performance in the middle and high school phases. Most students now reach standards in line with curriculum expectations. This is mainly the result of initiatives introduced by the principal to promote independent and activity-based learning; the impact is evident in most lessons. Training has not yet had a positive impact on the quality of teaching in Arabic, where standards of achievement remain weak. Some health and safety compliance issues have been resolved with the purchase of new buses. There are still outstanding issues with regard to students' washroom facilities throughout the school. Punctuality to lessons is much improved; attendance

remains an area for improvement. The principal and the senior leadership team (SLT) have demonstrated acceptable capacity to sustain further improvement.

Development and promotion of innovation skills

The development of skills in innovation and enterprise is not a regular feature of most lessons. A minority of lessons observed encouraged critical thinking. For example, Grade 12 students used a computer programme to construct a database that could be used to record accountancy transactions.

Older students demonstrate proficiency in finding information for themselves. Grade 12 students take on roles as teachers when they make informative power point presentations to their peers; they share their learning and are enterprising in the solutions they find to create shared resources.

The principal has driven rapid change in the ways that teachers contact parents. Parents can track the rewards and sanctions their children earn in school through a shared electronic system.

The inspection identified the following as key areas of strength:

- the principal's strong sense of purpose that motivates staff, students and parents
- the quality of education in KG
- hard-working, confident students who are keen to learn
- a positive school ethos and harmonious relationships between students and staff
- attainment and progress in sciences in the high school.

The inspection identified the following as key areas for improvement:

- achievement in all subjects, particularly in Arabic
- assessment strategies to track students' progress and inform teachers' lesson planning
- the health and safety of washroom facilities
- attendance and punctuality to school
- teaching to match students' learning needs, particularly those with SEN, gifted and talented students and high achievers
- teaching that develops students' critical thinking and problem solving skills



Performance Standard 1: Students' Achievement

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

Achievement at all phases is in line with the expectations of the Pakistan national curriculum in English, science, mathematics, Islamic education and social studies. Children in KG make better than expected progress in language acquisition and numeracy skills. Standards in science and mathematics at Grades 9 to 12 are higher than those achieved in similar schools in Pakistan and the UAE. Attainment is below expectations in Arabic in all phases; progress is acceptable in primary grades and weak at the middle and high school phases. Girls achieve higher standards than boys at Grades 11 and 12. Students with SEN and high achieving students do not make fast enough progress in most subjects at most grades.

Attainment and progress in Islamic education are acceptable. Most students at all phases demonstrate a sound understanding of the general etiquette of Islam when relating to others. Recitation skills are adequate. The majority of students in the younger grades can recite simple verses from the Holy Qur'an and understand the roles of different members of the family. By Grade 5 most students can communicate confidently when they speak about Islamic manners and dress. A large majority of students at the middle school phase know the main elements in the message of the Holy Qur'an. They understand how a Muslim prays while travelling and the different prayers for the sick. By the time they reach Grade 11, most students can discuss more complex issues, such as the religious reasons for dietary prohibitions. Students listen attentively in lessons and speak with confidence.

Attainment in Arabic is weak in all phases. Progress is also weak at the middle and high school phases; it is acceptable in the primary phase. Primary school students' skills in language and communication develop steadily. They know and can speak a range of Arabic words and sentences relevant to their everyday lives, for example about their family. Students in the younger grades have weak reading skills; most Grade 3 students can recognise words but do not always understand their meanings. Most students in the middle school listen carefully and understand the meanings of words. Their ability to respond to questions using appropriate vocabulary is weaker. Only a minority of high school students are able to use context clues and read with expression. By Grade 10 the majority of students possess a reasonable vocabulary and can make direct statements about their feelings. They can narrate a story's events with details about the characters. Only a minority can answer unprepared questions or give considered opinions. Writing skills are well below expectations at all phases.

In social studies attainment and progress are acceptable. KG children make good progress. As they move through the school, students develop appreciation for the culture and values of the UAE. For example, Grade 3 students research information about their local community. They draw and colour important institutions near their



homes such as hospitals, banks and police stations. By Grade 6 most students understand and can explain the importance of a renowned Pakistani scholar, and can discuss his achievements. A majority of older students in Grades 11 and 12 have an understanding of other cultures. For example, Grade 12 students discuss the benefits and drawbacks of travelling to China to study at universities there. They understand the language and social implications of living in a different culture.

Achievement in English is good in the KG and acceptable at the other phases. Children have very limited English on entry. Their speaking and listening skills develop well and by the end of KG they converse in English while playing and working. Students make steady progress in developing writing skills as they progress through the school. Grade 1 and 2 students construct accurate simple sentences and they understand when to use capital letters for proper nouns. Most middle school students' understanding of language is well developed. They listen attentively and retain information accurately. Students' reading skills are less well developed. Grade 9 students can identify different parts of speech in single sentences, such as pronouns and adverbs, but there is insufficient challenge for high achievers to read and comprehend extended texts. Most high school students are confident, articulate speakers who understand and use both colloquial and formal English. By Grade 12 most students discuss ideas and use a broad range of language to express and justify opinions.

Attainment and progress in mathematics are acceptable. KG1 children achieve good standards. They can count from 1 to 30 and identify and draw triangles, quatrefoils and ellipses. KG2 students can skip-count by 5s and 10s and identify equal parts of a whole by picking $\frac{1}{2}$ s and $\frac{1}{4}$ s. Grade 1 students tell the time by the 'hour' and the 'half hour' on a clock. As they move through the school, most students develop the ability to use more abstract mathematical concepts. Grade 4 students calculate the perimeter and area of a varied range of objects. Most Grade 6 students can construct a parallelogram and talk about its properties. By Grade 8, most students can calculate the areas of circles with different radii and talk about congruent and non-congruent triangles. Most high school students are able to apply concepts to real life situations, for example in the way the size of the labour force in different middle eastern countries can be represented in bar charts. In Grade 12, higher ability students can evaluate the indefinite integral of trigonometric functions.

In science, students' attainment and progress are good in KG and the high school and acceptable at the primary and middle school phases. In all phases, students develop secure investigative skills and use scientific language accurately to explain their learning. KG children discuss what a plant needs to live and can describe the plant cycle in the correct order. Younger primary school students investigate insects and their characteristics. By Grade 5 students can make simple electrical circuits,



using different items found at home. They record their findings and compare with those of the other groups. Acceptable progress continues in the middle school. Grade 8 students can differentiate between the three kinds of blood vessels and explain their functions in the human body. Achievement in chemistry, physics and biology are good in the high school. Students can confidently research and present their findings to their peers in intelligent demonstrations. For example, Grade 12 students delivered a detailed and well-researched presentation about the different kind of batteries and the chemical changes that take place in them when using the correct formulae.

Students' achievement in other subjects is acceptable. Most students enjoy physical education (PE) and make acceptable progress during lessons and in competitions. They enjoy considerable success in UAE cricket competitions. Students in Grade 2 develop skills in their art lessons as they work on 3D art pieces. Students make acceptable progress in information and communications technology (ICT). Grade 12 students show skills in using databases and demonstrate their use to classmates. Grade 6 students make acceptable progress in Urdu. For example, in lessons they confidently identify and discuss the various types of pollution and the effects that they have on all life forms and the environment. Grade 11 students in accountancy develop good understanding of the effects that unpaid and prepaid expenses have on a company balance sheet.

Students develop an acceptable range of learning skills. They are keen to learn and willingly engage in activities. They interact with one another very positively. Almost all students enjoy working in groups. Learning is limited when the groups are too large. Links between subjects are not a strong feature of most lessons. Students' acquisition of skills in critical thinking, problem solving and the use of learning technologies is weak. Their application of learning to the real world is sufficient in most lessons, particularly in science.

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

Students enjoy school and they behave well towards one another and their teachers. They maintain good relationships with each other and are courteous and respectful towards adults, which leads to a harmonious school community. Older students are self-confident and make a strong contribution to the school community. For example, Grade 9 students voluntarily raised money for computer equipment to support learning in Grade 8 classrooms. Students have a practical understanding of how to live safe and healthy lives and discuss healthy eating options knowledgeably. Punctuality to lessons is good but it is weak at the start of the school day. Attendance, at 86%, is very weak.

Most students have an acceptable understanding of Islamic values and the impact these have on daily life in the UAE. They show respect for the national anthem and in listening to the Qur'an recitation in assemblies. Classroom displays emphasise the importance of Islamic values such as honesty, respect and good manners. They are familiar with the culture and heritage of the UAE. For example, primary school boys describe how Muslims celebrate 'Eid' and the way girls paint their hands with henna in beautiful patterns. Older students can discuss the history of the union (Ettihad) of the Emirates and how the UAE has developed modern technologies, such as the nuclear power station and the hyper lube train. Most students are aware of the culture of Pakistan, such as food and styles of clothing. Their understanding of other world cultures is limited.

Most students have an acceptable understanding of how to support their school community and care for their environment. At the end of break, girls collect litter without supervision, and leave their shared recreation and sports area clean.



Students' work ethic develops well and is evident in classrooms throughout the school. Students from Grades 4 to 12 take advantage of the leadership opportunities they are given, for example, as prefects, group leaders and members of the student council. Younger students have fewer opportunities provided for them to plan and lead initiatives. They enthusiastically participate in the eco club and the recycling programme. They reflect on environmental issues and discuss water conservation and pollution.

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	Acceptable
Assessment	Acceptable	Weak	Weak	Acceptable

The quality of teaching was acceptable or better in most of the lessons observed and good or very good in a large minority of them. Good teaching was observed in most core subjects, PE and ICT. The teaching of Arabic is mostly acceptable or better in the primary phase but the majority of lessons are weak in the middle phase and almost all teaching, except in science, is weak in the high school.

Most teachers have strong subject knowledge and know how to ensure that students learn effectively. Lesson planning is mostly good. Departments have a common planning template and most teachers use it. Learning objectives are usually clear and understandable and most teachers share them with students at the beginning of each lesson. KG classrooms provide stimulating and interesting learning environments. Only a minority of rooms at other phases display attractive posters or examples of students' work. Resources in the KG are of high quality and are well used. Resources are limited at other phases, which restricts the ability of teachers to deliver high quality lessons.

Most teachers extend learning through questioning techniques that explore students' understanding and monitor their progress. Most make lessons interesting. They occasionally link learning to other subjects and make connections to life outside school, particularly in the higher grades. For example, Grade 12 English students prepared presentations on Louis Pasteur and discussed the importance of his discoveries on the way the medical profession treats diseases such as rabies.

Teachers in the majority of lessons provide acceptable challenges to students of different abilities, except for the highest achievers. In more effective lessons, teachers organise learning activities by ability and encourage students to help their peers. Only a minority of students with SEN receive sufficient additional support in lessons or work to match their abilities.

Only a few teachers ensure students have sufficient opportunities to develop skills in critical thinking and problem-solving.

The school's arrangements for assessment are weak, except in the KG and high



school. At the primary and middle school phases, subject coordinators do not consistently use assessment processes that are linked to the curriculum. The results of internal tests and assessments are recorded but not systematically supplemented by examples of students' work, except in the KG. Senior leaders do not benchmark the Federal Board attainment and progress data in relation to nationwide results. The school has some up-to-date predictions of the attainment and progress of each cohort of students against national statistics. These are not consistently used to identify individual students' strengths and weaknesses or to measure the rates of progress that each student is making. Only a minority of teachers use assessment information to inform their lesson and curriculum planning.

The school has a comprehensive marking policy. Feedback to children in the KG is positive and shows them and their parents how they could improve. Written comments from teachers at other phases are not explicit and do not consistently help students improve. In a minority of classes teachers encourage peer marking and self-assessment.

Performance Standard 4: Curriculum

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

The curriculum has a clear rationale based on Pakistani curriculum standards. Sufficient time is allocated for all key subjects. Teachers follow the curriculum framework which ensures effective coverage of curriculum outcomes. The continuity and progression of learning are secure. Limited flexibility in teachers' planning restricts the breadth and pace of learning for high achieving students and those with SEN. There are subject choices available to Grade 9 students, such as options between biology or computer sciences. Grade 11 students are offered a wide range of courses to choose from such as pre medical, pre engineering, commerce and computer science. Subjects include accountancy, business studies, home economics and commerce. There is also a range of choice available to students within subjects, for example Grades 9 to 12 students can take an alternative Urdu course which focuses on communication.

In KG, the curriculum is taught through a series of themes, which help to reinforce children's learning in different subjects. Other cross curricular links are planned in the high school, for example when Grade 12 English students study the lives and work of great scientists. The school reviews and tracks teachers' coverage of learning outcomes over time, mainly guided by textbook outcomes. Senior and middle leaders provide limited opportunities for teachers to reflect on the role of the curriculum in raising achievement.

The school's curriculum is sufficiently well modified to meet the needs of most students. It is not adapted to meet the needs of students with SEN within mainstream lessons or those of high achievers. Students have few opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. In higher grades there are adequate opportunities for students to take the initiative and to lead, for example as prefects. There are relatively few opportunities for students to engage in after school activities. Senior boys play cricket against other teams and won an inter-school competition. The school has provided a few opportunities for school trips to Khalifa Park and the Sheikh Zayed Grand Mosque. Grade 12 students participate in debating and youth leadership

conferences.

A strong pride in being part of the UAE is prominent in the school's educational philosophy and is well embedded in the curriculum. Work to develop cultural understanding is planned in all subjects. It results in a strong appreciation of UAE traditions and culture.

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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

Arrangements to ensure the quality of health, safety and child protection are acceptable overall. Students are safe in school. The child protection policy is clear and detailed. It has been distributed and discussed with all members of staff. Cyber safety awareness is encouraged in collaboration with the community police; and road safety advice is provided by the Civil Defence department. The school provides a secure environment. Regular risk assessments and fire drills are conducted and records are up to date. Labelled first aid kits and fire extinguishers are well maintained. First aid provision is effective. The nurse maintains students' records efficiently and raises staff awareness of those students in need of regular medical care, for example for diabetes and epilepsy.

Cleanliness in a minority of boys' classrooms requires improvement. There are notable concerns about the health and safety inadequacies in students' washrooms; their replacement is urgently required. There is overcrowding in a very small number of high school classrooms where classes have been combined. The building is not well adapted to meet the needs of all students, including those with physical disabilities, as there is no lift.

The school's promotion of safe and healthy living is systematically built into most aspects of school life, particularly in the primary school. The health and safety committee actively promote health awareness programmes, such as personal hygiene and healthy eating. They liaise with parents and provide adults and children with guidance and support on health issues. The canteen serves a range of

nutritious fruit and vegetables. Daily exercise routines in assemblies and PE lessons underpin a healthy lifestyle, which the school promotes.

The quality of care and support is acceptable. Staff and students have very positive relationships and behaviour management is good. Arrangements to promote high attendance are ineffective. Procedures for identifying students with SEN and those who are gifted and talented are largely dependent on teacher referrals. The SENCO supports the small number of SEN students who have individual education plans (IEP). No in-class support is given to other students with special needs. Support for gifted and talented students and others with high ability is under-developed.

The principal and teachers are in daily communication with parents to discuss students' well-being and personal development. The KG has cultivated a calm and caring atmosphere. The school counsellor-psychologist monitors the mental welfare and emotional needs of students. Grade 12 students have opportunities to attend university exhibitions and careers guidance sessions.

Performance Standard 6: Leadership and management

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

The principal has a vision for improvement and has been successful in promoting it. Section supervisors share his sense of purpose. The KG leader and a majority of heads of subject departments demonstrate secure understanding of the curriculum and best practices in teaching. They have significant teaching commitments, which impair their leadership capabilities. Professional relationships are effective and leadership is delegated. There is open communication among the staff. Leaders have correctly identified areas for improvement. They have had success in improving standards in almost all subjects since the previous inspection.

Processes for school self-evaluation are systematic and effective. Leaders have

correctly identified the strengths and areas for improvement across the school. Teachers and parents are not yet involved in the self-evaluation process. The principal, senior leaders and heads of departments carry out termly lesson observations and provide teachers with written feedback. Their evaluations are precise but focus on styles of teaching rather than on how well students are learning. School development planning is detailed and linked to the recommendations from the last inspection report. Leaders have devised targets based on these recommendations, to which leaders and teachers make frequent reference.

A range of strategies, such as daily early morning conversations with the principal and senior leaders, mobile phone dialogue and termly reports sustain effective communication links with parents. Written reports are limited to final grades on attainment and do not include comments regarding academic progress or personal and social development. Reports include external examination results and internal continuous assessment grades, although the information presented lacks supporting detail. KG parents are very closely involved in their children's education. Reading at home and frequent communication with class teachers, means parents are fully informed about their children's progress. The school has developed some useful local and international links to enhance student learning, for example, visits by a variety of organisations including universities and curriculum related class visits.

The trustees hold the principal and senior leaders adequately accountable for the continuing development and the quality of the school's performance through monthly meetings. There is a functioning board of trustees whose members are regularly involved in school events. Trustees are aware of day to day management concerns, such as the impact of limited resources on teaching and learning. Their focus is mainly on facilities and financial matters and their understanding of how to enhance the school's academic performance is limited. This is partly because there is no parent representative and teacher representation on the board is limited. They are aware of the importance of continuity and consistency in senior leadership to ensure continued school improvement.

Daily operations in the school are efficient. Staffing and resources are managed effectively, particularly in KG. The school runs efficiently on a day-to-day basis. Attendance remains well below average and is a reflection of ineffective management of this issue. Deficiencies of the building and meagre financial support means that facilities are not well maintained. This has resulted in health and safety concerns related to students' washrooms and overcrowded classrooms. Teachers are sufficient in number and appropriately qualified to deliver the curriculum. The relevance and range of resources for effective teaching and learning in KG have improved significantly since the last inspection. The introduction of interactive



whiteboards and learning corner materials has enhanced children's learning experiences significantly. Resources are limited, including a lack of specialist PE facilities and art rooms, which diminishes students' learning opportunities. Teachers adapt their teaching strategies well to make the most of the limited space available.

What the school should do to improve further:

1. Raise achievement in key subjects, particularly in Arabic, so that the majority of students make better than expected progress by:
 - i. conducting joint lesson observations in Arabic
 - ii. using assessment strategies that track students' progress regularly and inform teachers' lesson planning
 - iii. ensuring the work that students complete is recorded in notebooks and portfolios which are regularly checked and written feedback from teachers provided
 - iv. planning lessons which reflect an understanding of the learning needs of all students
 - v. ensuring that assessment data is used to track individual students' progress.
2. Improve assessment strategies to track students' progress regularly and inform teachers' lesson planning by:
 - i. ensuring that heads of departments analyse the attainment data for their subjects
 - ii. holding senior section leaders to account for improvements in student attainment
 - iii. providing senior leadership support to heads of departments in conducting lesson observations and work scrutinies of students' books
 - iv. providing focused professional development training on assessment for learning for all leaders and teachers
 - v. ensuring that subject teachers meet regularly to moderate and compare assessments of students' work
3. Improve arrangements to ensure students' health and safety and, attendance and punctuality to school by:
 - i. prioritising agreed contracts to improve washroom facilities throughout the school
 - ii. implementing attendance and punctuality policies

- iii. raising students' awareness of the importance of attendance and punctuality.
- 4. Improve teaching to match students' learning needs, particularly those with SEN and gifted, talented and high achievers by:
 - i. providing time for the SENCO to give in-class support
 - ii. encouraging more able students to work on individual learning activities
 - iii. raising teachers' expectations for more able students, particularly in developing extended reading skills
 - iv. providing extension activities to learning activities for all students, including those with SEN
 - v. making IEPs available to class teachers.
- 5. Teaching to develop students' critical thinking problem solving and research skills by:
 - i. ensuring that teachers plan open-ended lesson tasks which provide higher achievers sufficiently challenging extension activities
 - ii. raising teachers' expectations of high achieving students with more complex problems related to real life
 - iii. allowing small groups of students to work independently in the library
 - iv. enabling all teachers to book science laboratories and other well-equipped facilities that promote higher order thinking
 - v. improving students' access to learning technologies.
- 6. Improve the performance of the board of trustees in supporting the SLT in meeting the school's commitment to parents and in shaping the school's further development.