



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



Private School Inspection Report

The British International School Abu Dhabi

Academic Year 2015 – 2016

Iqraa

The British International School of Abu Dhabi

Inspection Date		16 – 19 November, 2015	
Date of previous inspection		29 September – 2 October, 2013	
General Information		Students	
School ID	190	Total number of students	1,582
Opening year of school	2009	Number of children in KG	330
Principal	Patrick Horne	Number of students in other phases	Primary: 829 Middle: 314 High: 109
School telephone	+971 (0)2 510 0100	Age range	3 to 18 years
School Address	PO Box 60968, Abu Dhabi	Grades or Year Groups	FS1 – Year 13
Official email (ADEC)	britishint.pvt@adec.ac.ae	Gender	Mix
School Website	www.bisabudhabi.com	% of Emirati Students	21%
Fee ranges (per annum)	AED 47,900 – AED 63,200	Largest nationality groups (%)	1. UK 24% 2. India 6%
Licensed Curriculum		Staff	
Main Curriculum	English National Curriculum (ENC)	Number of teachers	1. 125
Other Curriculum	IB Diploma Programme (IBDP)	Number of Teaching Assistants (TAs)	79
External Exams/ Standardised tests	UK Standardised Assessment Tests (SATs) – KS1 and KS2, IGCSE, IBDP	Teacher-student ratio	1:19 KG/ FS 1:22 Primary 1:9 Secondary
Accreditation	IBDP authorisation	Teacher turnover	20%

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	109
Number of joint lesson observations	7
Number of parents' questionnaires	188; (response rate: 15%)
Details of other inspection activities	The team completed observations, conducted several meetings with senior staff, leaders, teachers, support staff, students and parents. They analysed assessment results, scrutinised students' work across the school, and considered many of the school's policies, surveys and other documents. The leadership team was fully involved throughout the process and senior leaders conducted joint lesson observations with inspectors.

School	
School Aims	'To be a leading contributor within a world-class education system, supporting all students to be the best that they can be.'
School vision and mission	'To provide students in the UAE with an outstanding education so that they can make a positive impact in their world, now and in the future.'
Admission Policy	Admission is non-selective
Leadership structure (ownership, governance and management)	The school is run by Nord Anglia Education as part of a group of international schools. Governance is provided through this group for all aspects of the school's performance. There is an active parent teacher association. The school leadership includes the principal, a Head of Secondary, Head of Primary and a Deputy Head of Primary as well as a Business Manager and Director of Admin & Marketing.

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	8	0
Specific Learning Disability	17	0
Emotional and Behaviour Disorders (ED/ BD)	16	0
Autism Spectrum Disorder (ASD)	6	0
Speech and Language Disorders	11	0
Physical and health related disabilities	2	0
Visually impaired	1	0
Hearing impaired	2	0
Multiple disabilities	6	0

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

G&T Category	Number of students identified
Intellectual ability	112
Subject-specific aptitude (e.g. in science, mathematics, languages)	70
Social maturity and leadership	160
Mechanical/ technical/ technological ingenuity	80
Visual and performing arts (e.g. art, theatre, recitation)	35
Psychomotor ability (e.g. dance or sport)	60

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)	Very 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						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the British School of Abu Dhabi is very good. Key strengths are the secure personal and social development made by students that is very effectively nurtured by the quality of protection, care, support and guidance.

Students demonstrate improving rates of progress: the majority of students attain levels that are above curriculum standards in Islamic education, English, mathematics, science and other subjects. This represents very good progress from students' starting points. Attainment is weaker in Arabic and social studies in Key Stages 3 to 5. The quality of teaching and use of assessment are generally very good and have influenced the improving rates of progress in all subjects. Curriculum planning, adaptation and implementation are highly effective and meet the learning needs of most students, particularly those with special educational needs (SEN).

Staff, parents and students are strongly supportive of the school's aims and the clear strategic direction and educational leadership provided by the principal. Extremely accurate self-evaluation for leaders and staff teams leads to well-prioritised school development planning. Professional development is continuous and has a very positive impact on learning.

Progress made since last inspection and capacity to improve

The school was last inspected in October 2013 and has made very good progress on the recommendations from that report. Teachers of Arabic and Islamic education observe colleagues in other core subjects, and thorough performance management processes include an ongoing cycle of lesson observations with detailed feedback and targeted areas for improvement. The enhanced student assessment system includes careful analysis of key skills and identifies specific targets for development. A range of strategies have been successfully implemented to raise the profile of the subjects taught in Arabic, such as assemblies led in Arabic, prominent displays, participation in national competitions and individual subject awards.

Effective systems have been implemented in order to monitor and improve student attendance; levels have been significantly raised to above 94%.

Comprehensive structures are in place to monitor the effectiveness of teaching. Lesson observations focus on the quality of student learning and identify specific areas for improvement, and each teacher has a performance development plan

that tracks progress and achievements. Professional development is aligned to the identified individual and group needs. Management systems are in place that rigorously analyse student performance in order to monitor the progress of individual students and all groups. Analysis is used very effectively to inform development planning and to determine appropriate learning outcomes.

The principal, senior and middle leaders have demonstrated very good capacity to sustain further improvement.

Development and promotion of innovation skills

Leaders and staff are committed to promoting innovation throughout the school. The enhanced structure of whole-school senior leadership is developing a strongly collegiate approach to school management that encourages initiatives in curriculum planning and adaptation, teaching, the promotion of learning skills and social responsibility. For example, the curriculum has been enhanced through effective interactions with visitors to lessons: a visiting entrepreneur provided a powerful stimulus to Year 9 students who responded with enthusiasm and great creativity.

Students are developing the confidence to purposefully explore ideas, think critically and solve problems. For example, children in the Foundation Stage (FS) are encouraged to use their classrooms and outdoor spaces as learning laboratories: the stimulating set-up of resources and teaching strategies provide them with direction and purpose in their explorations. Year 6 students enthusiastically take part in an engineering challenge to design and make a vacuum cleaner as part of the science curriculum. They have a clear idea about the 'design and create' process and their learning demonstrates high levels of imagination, planning, creativity and questioning skills.

The school is careful to promote a sense of social responsibility in its students. The Duke of Edinburgh Award provides a strong social care element. Many students take part in the school's community service programme that involves them in active local and international service, such as sustainability projects in Tanzania. Older students make a positive contribution to the life of the school when they support the learning of younger students, for example when Year 9 assist younger students with the design and construction of boats built from different materials, and with the testing of their ability to float.

Teachers routinely use higher order questioning across the school. They are vigilant in ensuring that students understand their lessons at a deep level. Students are frequently encouraged to consider how they know the things that they know and to explain this to the rest of the class. In an extremely successful initiative, teachers have introduced the use of quick response (QR) codes to

stimulate student thinking, especially in relation to their home learning achievements. This scheme has enabled students to enhance their independent and collaborative learning skills: they are able to select from a menu of options from the wider curriculum that they then pursue over a six-week period.

The inspection identified the following as key areas of strength:

- students' improving rates of progress, and the enjoyment they show in learning
- inclusive whole-school community awareness and very positive relationships
- students' secure personal and social development nurtured by very effective procedures for protection, care, guidance and support
- the quality of teaching and use of assessment information
- the stimulating and imaginative learning environment created by teachers in FS and KS1
- the quality of curriculum planning, adaptation and implementation, particularly for students with special educational needs
- strong educational leadership and accurate self-evaluation leading to well-prioritised school development planning.

The inspection identified the following as key areas for improvement:

- continued improvement in attainment levels in all core subjects
- student attainment and progress in the subjects taught in Arabic, in order to consistently match the achievement in all other core subjects
- consistency of high quality teaching in all subjects
- rigorous systems to identify and provide effective support for students who are gifted and talented
- activation of the representative parent advisory board.

Performance Standard 1: Students' Achievement

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

Achievement is very good; attainment is good, levels of progress are very good and learning skills are well developed. From relatively low starting points on entry, children in FS make very good progress in all areas of learning. In Islamic education and in the subjects taught in English, the majority of students attain levels that are above curriculum standards and progress is very good. Attainment is higher in FS and primary, particularly in science. In Arabic and social studies, most students attain levels that are in line with curriculum standards and a few are above: children make the most progress in FS as a result of engaging learning strategies; progress is weaker from KS2 in Arabic and KS3 in social studies. The majority of students who speak Arabic as a second language attain levels above curriculum expectations and their progress is also good. Students with special educational needs (SEN) make very good progress as a result of targeted planning and well-focused support to meet their specific profiles. For students with gifts and talents (G&T), progress is not as good.

English National Curriculum (ENC) standard assessments tests (SATs) at the end of Key Stage 1 (KS1), KS2 and KS3 show that the number of students attaining at least expected levels or above is higher than UK averages in reading, writing and mathematics. At the end of KS1 and KS2, performance on SATs demonstrates that the majority of Emirati students attain levels that are higher than UK averages in reading and mathematics. Attainment in GCSEs is outstanding in English and the sciences; it is good in mathematics and satisfactory in Arabic. For the very small cohort of students who took the International Baccalaureate Diploma for the first time, performance in English and Arabic was outstanding, in biology and chemistry was good and in mathematics and physics was acceptable. Attainment data indicates an improving trend in performance in almost all subjects.

In English, students are fluent and confident communicators. They demonstrate well developed listening skills, especially in FS and primary; they quickly grasp key ideas and follow instructions carefully. Reading and writing skills are strongly developed, with accurate use of phonics and spelling; extended writing in older year levels demonstrates secure extension of skills. Discussions in secondary highlight students' depth of understanding and extensive vocabulary: they read a range of texts with secure comprehension and high-level analytical skills.

In Arabic, students' listening, reading and handwriting skills are well developed. Year 1 students confidently analyse words and recognize simple grammar rules; a few can write short sentences. By Year 6 students' handwriting is legible and clear. Year 12 students write creatively at expected levels; in secondary, students' spelling and dictation are less well developed. Most students do not consistently speak standard Arabic to express views or retell stories.



In Islamic education, students are developing confident skills in memorisation, reading and repeating short 'suras' (verses) of the Holy Qur'an. In a few lessons, they find it more difficult to explain the meaning of the verses. Students show high levels of respect for Islamic values and reflect them in their daily life and behaviour. In social studies, students successfully relate their learning to their own experiences, for example, Year 3 students are able to identify people in society who need support, such as orphans. They show understanding of the culture, heritage and the diversity within UAE society. Students from KS2 generally lack confidence when discussing the economic development of the UAE, and their knowledge and understanding are less well developed.

In mathematics, students in the younger grades develop very good computational skills: almost all students understand mathematical processes and concepts. By the time students reach secondary level, they accurately use mental mathematical skills and confidently apply problem-solving abilities to understand the relevance of mathematical skills to real-life activities such as calculating percentages and measuring a room to fit a carpet. In sciences, students develop secure practical and investigative skills; they have a strong understanding of scientific method, making sound predictions and designing experiments from an early age. Their acquisition of knowledge and understanding and their ability to relate those to real life are stronger in primary school than in secondary, where there are some gaps in conceptual development.

In non-core subjects such as physical education, creative arts, humanities, French, information and communication technology (ICT), attainment is high and progress is very good. Students skilfully apply digital technologies in all subjects as they research, organise and present information. Students are keen to learn and come to lessons well prepared; in secondary, they arrive on time, organise their resources quickly and settle into their set activities. Students demonstrate well-developed skills in working independently and collaboratively from FS onwards, for example when Year 2 students acted out parts of a story as a group activity and when Year 12 students collaborated to explore language features of a Shakespearean text. Students confidently apply their learning to real-life situations, for example when Year 4 in social studies explained the positive impact government makes on the lives of people in the UAE, and when Year 6 students used an oil spill scenario to create newspaper reports, thereby developing greater interest and making more meaningful connections.

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

Students' personal and social development and learning skills are very good. They have very positive attitudes to learning and enjoy the opportunities school gives them. They are developing high levels of self-reliance and discipline. They are well behaved inside classrooms and during break time. Older students show maturity and organisation in their use of personal study periods. Levels of attendance have improved and are now good at 94%; students are also punctual to school and lessons, encouraged by a range of successful strategies. Student-staff relationships are positive and respectful; the many nationalities mix extremely well and are sensitive to others' different learning and social needs during lessons and around school. Students' personal choices, during breaks and as explained in meetings, demonstrate their secure awareness of healthy eating habits; they participate in activities that promote safe and healthy lifestyles.

Students have a sincere appreciation of Islamic values; this is reflected in their general behaviour in lessons and around school. Primary and secondary students are able to clearly express their understanding of the positive influence these values have on the lives of the diverse community of the UAE. Students are generally knowledgeable about and respectful of the heritage and culture of UAE. They show this during assemblies and in cultural activities such as preparations to celebrate the National Day.

Students from FS to Year 13 behave responsibly and demonstrate a strong awareness of environmental concerns and actions needed to protect the environment. In FS they are prompt to clear away resources and keep their classrooms clean and tidy. Primary and secondary students enjoy leadership roles such as student council participation and as leaders in learning activities, and report that teachers and leaders value their opinions. For example, they attribute the

building of the new gym and swimming pool to their suggestions for improvement. Students have a very positive work ethic. This helps them to make confident choices about activities and successfully manage their work, for example when Year 1 students presented a celebration of their learning during an assembly for parents and students. Students participate enthusiastically in community service actions; this is evident in the strong social care element in Duke of Edinburgh Award activities and in their school community when secondary students work with younger peers to help them with learning activities in different subjects.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment is very good. The quality of teaching observed by inspectors ranged from outstanding to weak. Most lessons were deemed to be good or better. Consistency in more effective teaching practices was observed in the FS and primary phases, and in the subjects taught in English and in Islamic education in most grades.

Teachers have very good subject knowledge, secure pedagogical understanding and classroom management skills that ensure students benefit from their teaching. In the less effective lessons teachers do not have sufficient pedagogic knowledge to ensure that learning is relevant and challenging. For example, they design tasks that are too easy, and use closed questions. Not all teachers working in Arabic ensure that they or their students always use standard Arabic in lessons. The school specifies a uniform lesson planning format; the extent to which teachers use this plan is variable. In the fullest plans, teachers take account of the needs of different ability groups and individual students within the classroom. Learning intentions are clearly shared with classes. In the more effective lessons, these are referred to throughout and in the plenary sessions; this allows students to assess how fully they are reaching their learning targets. In the least successful lessons, tasks do not sufficiently challenge the more able students throughout the period. Most lessons are purposeful and time is used well to maintain engaging pace.

Teachers in FS and KS1 help to create a stimulating and imaginative learning



environment. In FS, a wide range of learning centres in classrooms and the shared area provide young children with interesting choices that support the development of early learning skills very effectively. Focused teaching sessions for small groups of children ensure that they make very good progress in literacy and numeracy as well as in their personal and social skills.

Relationships in classes are generally very good, and friendly. Teacher-student interactions are very good so that almost all students are able to ask questions and respond well to teachers' questions. Most teachers are aware of the need to employ higher questioning strategies to ensure students understand their lessons at a more profound level. Students throughout the school are able to consider how they know the things that they know and to explain this to the rest of the class. For example, Year 2 students were able to describe the process they used to subtract numbers and also explain why they had chosen that particular strategy. Teachers use a range of strategies to motivate and promote students' ability to work independently and collaboratively. Most teachers make confident use of ICT and other resources to develop effective skills in research, investigation, design of experiments and projects, and in the recording of information.

Students' prior assessments are well known to teachers and most take good account of this knowledge in the planning of groups for different subjects and activities. The use of international benchmarking is a strength of the school: it has a clear overall picture of the attainment of its students when compared to curriculum and United Kingdom standards. The school uses the data available from formative assessments to track the progress of individual students, cohorts and different groups over time. This provides a wealth of comparative data that is thoroughly analysed to ensure that dips in performance can be quickly addressed. The use of Individual Learning Records (ILR) now presents teachers, parents and students with a more comprehensive picture of individual strengths and weaknesses. Teachers effectively implement peer-to-peer assessment and self-assessment during the learning process.

Teachers know their children well. In lessons, they direct additional adults carefully to those children where extra support would be advantageous. In the best planned lessons teachers use information from formative and summative assessment to plan well-constructed learning groups. They sometimes employ gifted and talented learners as group leaders, reinforcing learning for more able students and providing additional support for the rest of the group. The marking of student work is constructive.

Performance Standard 4: Curriculum

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

The quality of curriculum design, implementation and adaptation is very good. The core curriculum is broad and balanced and enhanced by other subjects including languages, creative arts, physical education and a range of options in the secondary school. Regular planning within subjects and year levels and across phases, with close oversight by leaders, ensures progression and continuity. Students are well prepared for the next stages in learning, whether in school or in further education. Cross-curricular links are carefully identified in all subjects and add relevance to students' learning. For example, in the FS and primary, literacy, numeracy and technology are linked when reading texts are used as the starting point, so as to offer wider opportunities for students to develop and engage in problem-solving and critical thinking activities in mathematics and science.

The school provides an extensive choice of extra-curricular activities. Teachers, students and parents often suggest activities. All activities have clear aims and purposes, with links to the curriculum, and are continually monitored to ensure the quality of provision. These include Islamic art and culture, Japanese, Arabic calligraphy, orchestra and Model United Nations, alongside various other arts and sports activities.

The curriculum is regularly and systematically reviewed. This involves leaders of subjects, phases and teachers across the school. It forms part of the self-evaluation process and results in development plans that are monitored regularly. Initiatives such as Talk 4 Writing, transition arrangements, UAE links, EAL support, Big Write and Phonics have been implemented after recent reviews and are beginning to impact positively on student progress.

In FS, planning and implementation ensure very good attention to meeting the specific developmental learning needs of young children. Planning takes care to meet the range of learning needs and interests and as a result activities engage most students. Provision is particularly effective for students with identified SEN and those who speak English as an additional language. The curriculum lacks sufficient modification to fully meet the needs of those identified as G&T within planned activities, especially in lessons. The Home Learning initiative is extremely

successful in extending the curriculum outside the classroom, and linking learning to real life experiences and the wider world: students have opportunities to share photos, personal experiences and research wider aspects of topics. Meaningful connections are made in most subjects and within whole-school initiatives to promote a secure understanding of Emirati 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very Good	Very Good	Very Good	Very Good

The school makes outstanding provision for the health, safety and protection of students, and very good provision for their support and guidance. Staff at all levels generate a calm, orderly and inclusive approach in which students report they feel safe and valued. Relationships between students and staff members are respectful and positive. Students are able to refer to year leaders for academic support, and to their teachers, counsellor, and senior leaders of student well-being for pastoral support. In secondary, a range of strategies gives students effective guidance in making informed choices for subjects in KS4 and KS5 and further education. Training and oversight by an assigned staff member ensure that procedures for safeguarding students, including the provision of child protection in case of suspected abuse, are followed by staff and understood by students. Highly effective behaviour management procedures reinforce very positive student behaviour. Students are well cared for and supported in their academic, personal and social development.

The school provides a safe, secure and hygienic environment for all students. They are proud of their school and use the facilities responsibly. Risk assessments and evacuation drills are regular and there are personalised evacuation plans for physically challenged students. There is a highly effective monitoring system that also keeps comprehensive records of any issues and related actions taken. The robust security system includes a team of proactive security guards at each of the school gates. Efficient procedures are followed and carefully monitored to maximize

students' safety during arrival and dismissal times. The clinic is well equipped and staffed, and students receive prompt medical care.

The school implements innovative procedures to encourage student attendance and punctuality at all year levels. For example, teachers In FS years use a 'ping-pong ball' strategy to promote peer encouragement of attendance and punctuality.

A comprehensive process that involves parents ensures prompt and focused identification of students with SEN and G&T. Entrance procedures are wholly inclusive. Individualised planning, high quality record-keeping and ongoing analysis of attainment supports students in making very good progress. The school provides well-focused, inclusive support to students during lessons through a range of resources together with effective class teachers and specialist staff. Identified students with SEN who require more intensive provision also receive withdrawal support to ensure their emotional or learning difficulty needs are fully met. Identification and support for students with G&T is effective, but the quality of provision does not match that for students with SEN.

Performance Standard 6: Leadership and management

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

The quality of leadership and management is very good. The principal displays a high level of professional competence and an excellent understanding of best educational practice. He has set in place leadership structures to ensure an inclusive whole-school approach that is embraced by a very effective senior leadership team. Relationships among senior leaders, staff and parents are professional and positive, contributing towards the purposeful learning environment. Staff are motivated and share a commitment to improvement and high quality education. Leaders encourage and support innovations such as action research within year levels and subjects, for example in the collaborative school-based inquiry by the Year 4 team that has resulted in the adoption of a new curriculum in KS2, and the effective research into

interactive use of phonics by Year 1 teachers. Leaders at all levels show a high level of accountability within a collegial approach, and a marked capacity to sustain improvements.

The school has systematic and thorough self-evaluation processes; these ensure effective use of internal and external data to inform school improvement planning. Senior and middle leaders know the school well and accurately identify and initiate actions on key priorities for improvement. Self-evaluation includes input from staff in all key aspects and has resulted in development plans in all subjects and at all year levels.

The school cultivates very positive relationships with parents, who are extremely supportive of the school and its ambitions. A range of strategies are used effectively to involve parents and to keep them well informed about their children's achievement and progress, as well as providing general information. These include a comprehensive report format, with parents taking class liaison roles, and invitations to join lessons in primary years to help with reading. Parents are regularly consulted about school developments, such as the introduction of new reporting structures; they state that communication by the school is excellent and that their opinions are valued. The school has developed a wide range of partnerships, locally and internationally, that enhance student learning, such as guidance visits by the local police liaison officer, professional speakers, and community action visits overseas.

Governance is performed through a board of trustees comprising officers of the parent company. This ensures high accountability for the principal and school that contributes towards improving quality in all aspects of the school's performance. The school does not have a governance body that has representation by the majority of stakeholders. It has developed a policy to create a school advisory board that will have representation by parents and staff members as well as targeted community representation. The first meeting is planned for January 2016. The board of trustees makes a significant contribution to the school's planning and strategic direction.

The school is very efficiently organised and management structures ensure that daily routines are highly effective. There are sufficient well-qualified and experienced staff members, including classroom and support assistants, and they are appropriately deployed to further the aims of the school support curriculum delivery. The premises and specialist facilities provide a high quality learning environment: they are spacious and support student learning well. The school is mostly well supplied with up-to-date resources, including practical materials and equipment, and ICT hardware and software; these are used to good effect by teachers to support learning. For the subjects taught in Arabic, reading materials in the library and classrooms to support curriculum delivery and enhance reading skills are limited.

What the school should do to improve further:

1. Increase the consistency of highly effective teaching in the subjects taught in English in order to raise student attainment still further by:
 - i. ensuring that successful teaching approaches are shared widely among staff
 - ii. enabling highly effective teachers to influence and help develop colleagues' practice through, for example, modelling successful strategies, team teaching and peer observations
 - iii. continuing to monitor and evaluate the work of teachers through a process of regular observation, developmental feedback and target-setting.
2. Strengthen the effectiveness of teaching in the subjects taught in Arabic, so that students' attainment and progress match those in other subjects by:
 - i. sharing more widely the good practices already in place, particularly in primary Arabic, Islamic education and other core subjects
 - ii. ensuring that teachers make more effective use of assessment for learning to inform planning, deliver lessons that take account of students' prior learning, and make effective use of engaging methods to provide support and challenge for all students
 - iii. closely monitoring and evaluating the impact of teaching so as to recognize professional development needs and provide continuing support.
3. Strengthen leadership and management at all levels to ensure the development of rigorous systems to identify and provide support for students who are gifted and talented.
4. As a priority, activate the parent advisory board to include representation by parents and staff as per the Organising Regulations of Private Schools in the Emirate of Abu Dhabi.