



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



Private School Inspection Report

The Gulf International Private Academy

Academic Year 2016 – 2017

Iqraa

The Gulf International Private Academy

Inspection Date	February 13, 2017	to	February 16, 2017
Date of previous inspection	February 23, 2015	to	February 26, 2015

General Information		Students		
School ID	159	Total number of students	1,161	
Opening year of school	2001	%of students per curriculum	Main Curriculum	100%
			Other Curriculum	0
Principal	Dalia Kamel	Number of students in other phases	KG	223
			Primary:	527
			Middle:	272
			High:	139
School telephone	+971 (0)3 767 6905	Age range	4 to 18 years	
School Address	Falaj Hazzaa, Al Ain	Grades or Year Groups	KG to Grade 12	
Official email (ADEC)	gulfintacad.pvt@adec.ac.ae	Gender	Boys and Girls	
School website	www.gipa.ae	% of Emirati Students	27%	
Fee ranges (per annum)	Low to Average Categories: AED 11,800 to AED 25,500	Largest nationality groups (%)	1. Jordanian 17%	
			2. Egyptian 15%	
			3. Syrian 6%	

Licensed Curriculum		Staff		
Main Curriculum	American	Number of teachers	90	
Other Curriculum (if applicable)	-----	Number of teaching assistants (TAs)	18	
External Exams/	Measures of Academic	Teacher-student ratio	KG/ FS	1:14



Standardised tests	Progress (MAP), Scholastic Aptitude Test (SAT), Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), External measure of Student Achievement (EMSA),			Other phases	1:12
Accreditation	North Central Association (NCA) and AdvancED	Teacher turnover	18%		

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	124
Number of joint lesson observations	5
Number of parents' questionnaires	116; (return rate: 10%)
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	'Our goal is to nurture a passion for knowledge, a sense of responsibility towards society, and faith in the ability to transform lives and communities to the better.'
School vision and mission	'We are an academy that offers quality education and graduates future leaders equipped with enlightened human values. We strive to create a safe, respectful, and cantered learning environment encouraging what's best in our students and staff.'
Admission Policy	Children are admitted into Kindergarten after an interview. In Grades 1 to 12, students take a placement test.



Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal and 3 assistant principals responsible for quality assurance, girls' campus Grades 1 to 12 and boys' campus Grades 1 to 12. Middle leaders include heads of section and subject leaders who are responsible for the management of academic and administrative matters in their respective departments. The governing body consists of 6 members. It is chaired by the owner and includes the principal in a non-voting capacity, 3 parent representatives and a community representative.
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SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	2	2
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	1	2
Physical and health related disabilities	1	0
Visually impaired	0	1
Hearing impaired	1	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)	7
Social maturity and leadership	15
Mechanical/ technical/ technological ingenuity	10
Visual and performing arts (e.g. art, theatre, recitation)	21
Psychomotor ability (e.g. dance or sport)	16

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 A	Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The Gulf International Private Academy provides education of good quality. Students' achievement overall is good: the majority of them attain levels above curriculum standards and the large majority make good and better progress, including those with special educational needs (SEN) and those who are gifted and talented (G&T). In Islamic education and Arabic, students' attainment and progress are acceptable in all grades. The quality of teaching is good in the large majority of subjects; it is acceptable in Islamic education and Arabic.

Students' good personal development is fostered by the sympathetic implementation of effective procedures for protection, care, guidance and support. They demonstrate keen attitudes to learning, work well collaboratively. Harmonious relationships prevail among students from diverse cultural backgrounds. Students demonstrate appreciation and respect for the values of Islam and the heritage and culture of the UAE.

Parents are very supportive of the school, and are satisfied with their children's academic achievement and in particular with the attentive 'family' approach to their personal development. The senior leaders are highly visible: their purposeful educational leadership and guidance result in good staff morale and a shared commitment to continuous school improvement.

Progress made since last inspection and capacity to improve

The school has made good progress in addressing the recommendations from the previous inspection report. It has improved the effectiveness of teaching and learning. Regular provision of focused professional development, aligned to the outcomes of lesson observations, has resulted in the large majority of teachers confidently using a range of strategies to engage students and maintain effective pace. In more effective lessons teachers are using the results of ongoing assessment to plan activities that match the needs of students of different abilities. This remains an area for development in order to ensure consistent challenge for high achievers. Students throughout the school demonstrate securely developed skills in collaboration and use of learning technologies to support their learning, for example in the confident use of tablets for research and partnered activities.

The outcomes of lesson observations are analysed to identify strengths and weaknesses in the teaching. Performance in internal and external standardised assessments is analysed in detail to track the attainment and progress of

individuals and groups of students. These analyses are used effectively to develop recommendations and determine the content of training for teachers.

The school has created a second library and increased its stock of English and Arabic books. Students use these facilities as well as their tablets to undertake research.

The principal, senior leaders and school staff have demonstrated good capacity to sustain further improvement.

Development and promotion of innovation skills

The school is committed to encouraging purposeful innovation. A training and innovation centre, provides targeted training for teachers and promotes innovative approaches and initiatives. A motivating award celebrates and recognizes the most innovative designs and inventions by students, such as the ‘smart walking stick’, seat belt and ‘amazing bag’.

The development of innovative skills among students is at an emerging stage. It is effective for example when students create models for the Makers’ Fair. Students make increasing use of learning technologies in most subjects, as in the routine use of tablets for research, for instance in social studies when Grade 7 students sought out information related to the oil industry in the UAE and organised and shared their findings within the class. In older grades, students and teachers confidently use tablets as an assessment tool, particularly in mathematics. The partnership with the Knowledge Hub in the UAE resulted in students winning first prize in a robotics competition and enjoying the opportunity to compete in China.

The inspection identified the following as key areas of strength:

- students' confident understanding of, and speaking skills in, English
- students' keen attitudes to learning, skills in working collaboratively, harmonious relationships and enjoyment of school
- the systematic and standardized planning structure and implementation that guides activities well in more effective lessons
- students' secure personal and social development, fostered by the caring implementation of effective procedures for protection, care, guidance and support
- the senior leaders' high visibility, purposeful educational leadership and guidance which result in good staff morale and a shared commitment to continuous school improvement.

The inspection identified the following as key areas for improvement:

- student attainment and progress and the quality of teaching in Arabic and Islamic education, in order to consistently match achievement in other subjects
- consistency in teaching for effective learning in all subjects and grades so that lessons are consistently good or better for all students
- consistency in teachers' effective use of ongoing assessments in order to identify students' starting points and plan activities which provide appropriate challenge and success for all students
- opportunities in lessons in all subjects for students to develop skills in critical thinking and independent learning.



Performance Standard 1: Students' Achievement

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



Achievement, compared to curriculum expectations, is good or very good in all subjects except Islamic education and Arabic, in which it is acceptable in all grades. All students from KG to Grade 9 participate in standardized external assessments. The average performance of students in each grade is slightly below US averages. In Grades 5, 7, 9 and 11, students' average performance levels in EMSA Arabic reading and writing assessments are broadly in line with national averages. In Grade 12 MoE examinations in Islamic education and Arabic, most students attain levels above the minimum benchmark levels. In KG, boys outperform girls in mathematics while girls outperform boys in reading. In Grades 1 to 9, girls outperform boys in all areas. There is an improving trend in average performance levels in all areas over the past 2 years. Students identified with SEN and those with G&T make good progress.

In Islamic education throughout the school, students' attainment and progress are acceptable. Students' skills in reading the Qur'an with accurate recitation and their ability to explain the meaning of different verses are under-developed because they have limited opportunities to practise them. In KG, children memorise short suras from the Qur'an and clearly understand how to start and end their reading. In primary grades, students confidently talk about their experiences and celebrations for Eid Al Adha and Eid al Fitr. In middle school, students understand the impact Islamic values have on their behaviour and daily lives and reflect on the value of forgiveness when dealing with others. By high school, students are able to read verses from the Qur'an and analyse recitation rules in the verses. They can identify the ethics that support them when dealing with different cultures and accepting different views.

In Arabic, students' attainment and progress are acceptable throughout the school. A large minority communicate well in standard Arabic and show a sense of responsibility for their learning. In KG, children develop their listening and speaking skills and confidently answer questions. They pronounce letters correctly and accurately write their names. In primary grades, the large majority of students express themselves using standard Arabic and are able to create simple sentences. Students in Grades 3 and 4, particularly, speak and read confidently. In middle and high school, students are able to read well and can express ideas using their dialect; they rarely use standard Arabic. By Grade 12, they are able to read, understand and make a simple analysis of poems. In the older grades, students' creative writing and skills in dictation are generally under-developed because they are given too few opportunities to practise them.

A few students study Arabic as an additional language. Most students in all grades attain levels that are in line with expected standards. Most students in primary develop their speaking skills and can pronounce the letters correctly and understand



the spoken language of short sentences from their daily life. Most can analyse the words in full sentences and read the short sentences. In middle and high school most students can read a text accurately and with understanding at an appropriate level of difficulty for their grade. Most students across the school develop their handwriting at a steady pace and can copy text legibly. Most make acceptable progress in writing for different purposes against expectations for their grade level.

In social studies, students' attainment and progress are very good in KG and good in Grades 1 to 12. In all grades, students demonstrate a secure knowledge and understanding of the UAE's heritage and culture. They confidently make connections between their learning and examples from real life and daily events. Throughout the school, students demonstrate their respect for the country when saluting the flag and vigorously singing the National Anthem. Students show a securely developing knowledge of the UAE's history and social achievements, particularly the girls. In KG, children are able to name the seven Emirates and their rulers. In primary grades, students talk about the UAE in the past and are able to compare life before and after the discovery of oil. By middle school, students discuss developments in the UAE, such as the system of government and the different courts and their role. They show an appreciative understanding of the diversity within UAE society.

In English, students' attainment and progress are good throughout the school. They demonstrate secure listening comprehension and their speaking skills are well developed. Their reading skills show strong development in relation to their starting points as a result of the effective implementation of the guided reading scheme. Students' written work shows less development, except in the older grades. In KG1, children confidently respond in short phrases, for example in stating their favourite colour. By KG2, they use phonic understanding well to build short words and use them in sentences. In primary, students confidently use decoding skills to read unfamiliar words. By Grade 5, students use a developing range of vocabulary to speak confidently and to write creative sentences. Students in middle grades confidently use a range of vocabulary in expressive sentences. Most can write creative short poems and are beginning to understand poetic devices such as symbolism and personification. High school students demonstrate well-developed language skills. They are able to analyse poems and evaluate the impact of the choice of words on meaning and tone. They express opinions clearly and justify them confidently. Their written work, although not extensive, shows creativity and accurate use of language conventions.

In mathematics, students' attainment and progress are acceptable in KG, and good in primary and middle grades; in high school, they are very good. Students



demonstrate good knowledge and skills in using operations in basic number questions. In KG, children are beginning to use numerical operations such as addition with confidence, and high achievers reach 2-digit numbers accurately. In primary, Grade 1 students are able to use different mathematical symbols such as greater or less than to compare 2 numbers and by Grade 5 they show knowledge of how to multiply a fraction by a whole number. In Grade 6, students confidently measure objects in centimetres and are able to convert their measurement to metres. By Grade 8, students demonstrate the ability to solve equations involving inequalities. In high school, students demonstrate well-developed understanding and skills. Grade 10 students have very good knowledge of how to solve equations involving complex numbers, and by Grade 12 they are able to use calculus to identify when a function is increasing or decreasing.

In science, students' attainment and progress are good in all grades. Students of all ages develop knowledge and secure learning skills. Students' understanding and use of scientific vocabulary develop well, as a result of practice during lessons. In KG, children enjoy exploring the quality of sound when playing wind instruments. In primary, students use the scientific method, for example in Grade 2 when they make predictions before conducting an experiment related to a pepper plant. In middle school, students' investigative skills are increasingly well developed, for example in Grade 8 when students measure the effect of exercise on respiratory rate and the cardiovascular system. By high school, students use scientific terminology with accuracy to explain their work and demonstrate secure observation and recording skills, as when they measure the acidity value of common solutions.

In other subjects, students' attainment and progress are good in all phases. In physical education, students enthusiastically participate in a variety of activities demonstrating their skills in different types of movement such as sprinting, changing direction and jumping. They demonstrate secure teamwork and social skills. Students show creativity, imagination and design skills in art, for example, when Grade 3 use water colours to create a painting around their hand print. Most students display confident skills in using information and communication technology (ICT). The majority of Grade 1 students are able to insert shapes into a Word document and to create an image of a car. By Grade 5, students use the internet to research information for a 'Save the Environment' poster. High achievers are able to add columns and rows to creatively enhance their designs with illustrations.

Most students develop good learning skills in all phases. Most students in all grades show positive attitudes and engage well in learning activities. They generally take ownership of their activities and are persistent in completing good work, for example, when Grade 8 students analysed a poem's structure and challenged each other to explain their responses. Students work well as partners and in small groups.

Children share materials well in KG. Students communicate well: they listen carefully and share thoughts harmoniously, as in Grade 5 when they generate ideas for a story. By high school, students demonstrate a very clear ability to work together, for example in solving complex high level questions in mathematics. As a result of carefully implemented planning in most subjects, students make meaningful connections to their own experiences and to Emirati culture. Students' critical and creative thinking skills develop effectively, especially in older grades, as a result of teachers' secure use of open and probing questions, such as 'Why have you chosen?', 'How can you?' Students have too few opportunities in all subjects to work independently of the teachers.

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

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

Students' personal and social development and their innovation skills are good overall. Students have positive attitudes and particularly enjoy the range of activities school provides. They respond positively when they receive feedback from teachers. Most lack the confidence to question teachers about their work in order to persevere and improve its quality. Students confidently contribute towards and lead assemblies, such as when a group from the eco club inform and motivate all students to compete in collecting plastic water bottles and recycle them to make garbage bins. Girls and boys are well behaved and respect each other. In lessons, and generally around the school, students are friendly towards one another and adults. They readily help each other. Students demonstrate a good practical understanding of how to maintain safe and healthy lifestyles, recognizing the advantages of exercise. Students' attendance levels are very good at 96% and they almost always arrive at school and to lessons on time.



Students demonstrate a good appreciation for and understanding of Islamic values, for example when they presented an engaging role play in assembly to demonstrate respect for mothers. This is well reinforced throughout the school in displays and by accurate recitation from Qur'an during assembly. Students display secure knowledge and appreciation of the heritage and culture that influence their lives in the UAE. They enjoy participating in a range of cultural activities and events and are confident in talking about places and buildings of national interest, and about traditions. They show their respect by saluting while singing the National Anthem. They take advantage of the opportunities provided to develop their understanding and appreciation of other cultures through activities such as inter-school competitions. Students demonstrate secure levels of respect for their own culture and the many other cultures and nationalities represented by students and teachers.

Older students, particularly, understand their responsibilities to the school and wider community, and participate in a range of planned activities. They take seriously their roles as junior social workers and their participation on the student council, and indicate that senior leaders take note of their ideas. Students participate in volunteer projects such as generating participation by adults and Grade 12 in blood donation and contributing articles and fund-raising for Red Crescent distribution. Student-initiated activities are more limited. They are developing and can be seen, for example, in the student-led activity as part of their community organization. Students in all grades show a strong work ethic. They enthusiastically participate in special projects that develop their creativity and skills in innovation. For example, the robotics team successfully achieved their goal and won the opportunity to compete in the world championships in China. Grades 1 to 3 participated in the school's innovates event, and students were fully involved in the Al Ain science week festivities. There are more limited opportunities for students of all grades to develop projects and demonstrate innovation within regular lessons. Students, led by the eco clubs, demonstrate a developing awareness of environmental issues, protection and sustainability. They responsibly take care of their classrooms and mostly keep the school litter free by using the recycling bins.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching observed by inspectors ranged from outstanding to weak. In the large majority of lessons, the effectiveness of teaching is good or better. Effective teaching practices are evident in all subjects and grades, consistently so in English, science, mathematics and social studies and particularly in high school mathematics. Less effective teaching is evident in Islamic education and in Arabic in Grades 1 to 5 and Grades 10 to 12.

Most teachers have good subject knowledge and use it well to plan purposeful lessons that successfully meet the needs of different groups of students. Lesson planning is consistent across the school. It gives clarity in the detail of all the key aspects of the lesson and in the different activities and expected outcomes designed to address the needs of all learners, including those with SEN. In more effective lessons, teachers maintain good pace and timing for students so that they remain engaged and complete planned activities. The classroom environments show up-to-date displays of student work in most subjects. Teachers generally make effective use of available resources, as in English lessons where teachers use motivating videos to generate discussion, and students confidently use iPads to research topics. Teachers plan cooperatively and most make good links with other subjects and UAE culture, and routinely relate learning to examples in everyday life. For example, Grade 1 mathematics is linked to English when students are asked to write a story paragraph about a real life situation to illustrate how two numbers are greater than, less than or equal to each other.

Teachers in all grades sustain positive and encouraging relationships with students that support their learning and make possible a confident approach to their work. In a majority of lessons, teachers use a range of engaging strategies and make effective use of open and probing questions to challenge students to share opinions and explain their ideas. This, together with development of critical thinking and problem solving in small and large group settings, is a particularly strong feature in high school. In primary, in less effective lessons, teachers dominate and students have little opportunity to work independently and direct their own activities in groups. In Arabic and Islamic education lessons, students have limited opportunities



for discussion, extended reading and creative writing. The work in these subjects fails to challenge students of all abilities and interests. Internal assessment processes are consistent within phases and are closely aligned to curriculum standards. The results, and those of external standardised tests, are used to influence teaching and inform curriculum planning. The school benchmarks students' attainment and progress in English and mathematics in Grades 1 to 9, and in science in Grades 3 to 9, against international expected levels. Continuous assessment processes provide valid information to track students' progress. This information is given to students and parents. Teachers in all grades provide effective and well-focused challenge and support to individual students and groups. Most teachers give oral feedback to students that helps them understand and improve their work. Generally, the marking and annotation of students' written work is limited and does not sufficiently support and guide them in improving their performance, particularly in the area of extended and creative writing.

Performance Standard 4: Curriculum

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

The curriculum is broad and balanced and aligned with the California State Common Core Standards. It provides a choice of subjects in high school, designed to develop students' knowledge, understanding and skills. Planning in Arabic and Islamic education does not sufficiently take students' prior learning and starting points into consideration. Lessons in these subjects contain too little challenge for students. The scope and sequence of the curriculum prepares students well for their next grade, and their life beyond school in college and their chosen careers. The school plans links between subjects, so that the work in one prepares for or reinforces work in another. Examples include connections between work in Arabic and social studies at Grade 7. School leaders, the curriculum committee and subject departments regularly review the curriculum to identify particular strengths and gaps in learning.

The curriculum includes modifications to meet the needs of particular groups of students, including those with SEN and high achievers. The school enhances its curriculum by providing all students with a wide choice of co-curricular options and club activities during a dedicated period each week. These are effective in developing students' interests and enriching their school experience. Innovation throughout the curriculum is emerging through an initiative designed to promote problem-solving, critical thinking and creativity. For example, Grade 7 science students are given the opportunity to show creativity in developing products and devices that might assist those in need. The curriculum in all subjects includes references to Emirati culture and heritage.

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

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

The school makes good provision for the protection, care, guidance and support of students. The child protection policy is shared with staff, students and parents, and it is effectively implemented. Students indicate that inappropriate behaviour is rare and promptly handled by staff. They have trusted adults to whom they are able to take any concerns. Staff provide effective supervision during breaks, at changeovers between lessons and at the end of the school day. The premises and facilities provide a safe, hygienic and secure environment that is fit for purpose and meets most student needs. The building has no lift to the upper floor, thus not catered for students who are physically challenged. The school provides two prayer rooms and has created a specific time for prayer in the daily schedule. Security procedures are thorough and well followed; there is careful monitoring of access points on both campuses. The buildings, facilities and equipment are well maintained, and record keeping is thorough and up-to-date. The school promotes safe and healthy lifestyles. The two canteens provide healthy options and staff encourage an active lifestyle, such as enthusiastic participation on the nation-wide sports day. Medical care is attentive in both clinics. The school's procedures to ensure safety on school transport are appropriate, and maintenance records are up to date.

The caring atmosphere throughout the school is appreciated by students and parents. School-wide systems and procedures for managing students' behaviour are effective and this is reflected in students' secure personal development. The school's approach is very effective in maintaining very good attendance levels and punctuality. Late arrival and non-attendance are promptly followed up with students and parents.

The school is inclusive and has thorough systems to identify students with SEN and those who are G&T. Their achievements in internal and standardized assessments are closely monitored, helping teachers to plan activities that meet their needs. Parents are involved in the identification of such students, and further

communication keeps them well informed. The specialist teacher and classroom assistants, along with shadow teachers provided by parents, support students with SEN effectively in lessons and in special classes. Staff follow a range of procedures to monitor students' well-being and personal development during homeroom periods, supported by the social workers. The guidance counsellor provides support and advice to students in Grades 9 to 12 in preparing their portfolios and in their career and further education choices.

Performance Standard 6: Leadership and management

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

The principal has created a secure leadership structure which gives autonomy to the vice principals and holds them to account. Subject and grade teams work well together. Senior leaders understand good quality educational practice and are committed to continuous improvement in provision and student outcomes. They encourage innovative practices, such as the creation of the auditing department to lead performance data recording, analysis and monitoring; the development of the training and innovation centre to lead professional development opportunities; and the development of the committee for students to initiate and lead activities. Leaders at all levels establish and maintain professional and encouraging relationships, which hold staff to account for improvement in the effectiveness of their teaching and for raising student achievement. Leaders at all levels understand what needs to be done to improve the school further and demonstrate good capacity to achieve it.

Self-evaluation processes are systematic and closely linked to the analysis of student performance data. All staff were involved in developing the school's self-evaluation document (SEF) and school development plan (SDP) through a series of meetings, guided by senior leaders. The principal and senior leaders have accurately identified the school's strengths and priorities for development, set out in the SDP Subject

coordinators and assistant principals monitor teaching quality through regular observations of lessons, overseen by the principal. The results are used to identify teachers' professional learning needs. They lead to a wide range of professional development opportunities at whole-school, group and individual teacher levels. Monitoring of the effectiveness of teaching is not sufficiently rigorous in most subjects to ensure that the teaching results in more successful learning by students.

The school cultivates positive relationships with parents, who are very supportive. A range of effective strategies involves them and keeps them regularly informed about their children's achievement and progress, as well as providing them with general information. These include the school portal, which is greatly appreciated by parents, parent teacher meetings and special events. Parents participate in regular surveys about school provision and developments. They report that their opinions are valued and that their concerns are handled promptly and appropriately. The school has developed a range of partnerships that enhance student learning, such as competitions with local schools, workshops led by visiting writers, book fairs and community service projects.

The governing board includes the owner and parent and community representatives. The principal attends in a non-voting capacity. Board members regularly visit the school. They have a secure understanding of its strengths and priorities for development. The owner closely monitors the performance of the school. Through regular meetings and reports, the board holds the principal and school firmly accountable for reaching development goals and improving all aspects of the school's provision. The governing board has a clear vision and supports the school well in developing and guiding its strategic direction.

The school is well organized and its operational procedures are efficient. Movement by teachers between campuses is scheduled so that transitions are smooth. There are sufficient appropriately qualified staff to deliver the curriculum. Classroom assistants in KG effectively support children's learning and behaviour. Professional development activities include all staff and are well aligned with school priorities and identified needs. Premises offer an appropriate range of specialist and classroom facilities to support the curriculum. Classrooms are small and cramped on the boys' and KG campus. They are mostly laid out effectively to provide access and support curriculum implementation. The school provides a range of resources that are used effectively by most teachers to support curriculum implementation and engage students.

What the school should do to improve further:

1. Improve the teaching in Islamic education and Arabic, in order to raise the levels of students' attainment and increase their rates of progress by:
 - i. ensuring that the most successful teaching approaches in all subjects and grade levels are shared widely among staff
 - ii. ensuring that teachers make consistent use of engaging strategies and activities to provide support and challenge
 - iii. enable the more effective teachers to influence and develop their colleagues' practice through, for example, modelling successful strategies, team teaching and peer observations
 - iv. closely monitor and evaluate the impact of teaching so as to provide targeted professional development and focused support.
2. Increase the consistency of teaching in all subjects and grades so that lessons are good or better for all students by:
 - i. ensuring that all teachers consistently make effective use of assessment information in lesson planning, in order to identify students' starting points and plan meaningful activities which challenge them all
 - ii. enabling more effective teachers to influence and help develop colleagues' practice through modelling successful strategies and participating in peer observations
 - iii. improving the quality of marking and constructive feedback to students on how to improve their work
 - iv. increasing the impact of the monitoring and evaluation on teaching quality and student achievement.
3. Increase the opportunities provided in each subject for students to develop critical thinking and independent learning skills.