



Basic information about school inspections

School inspections are structured around six Performance Standards:

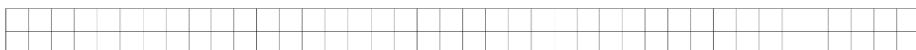
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)





INSPECTION SYSTEM

Basic information about the school

Name: British International School L L C

I.D. number: 9190

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: British

Fee category: Premium

Location: Abu Dhabi - ZAYED CITY

Web address:
<https://www.nordangliaeducation.com/our-schools/abu-dhabi>

E-mail address: 9190@adek.gov.ae

Telephone: 025100100

Number of teachers: 123

Teachers' assistants: 45

Teachers' nationalities: United Kingdom (UK)

Number of students: 1638

Teacher to student ratio: 1:13

Students' nationalities: Britain)

Proportion of Emirati students: 25.21

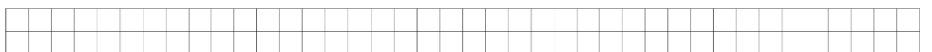
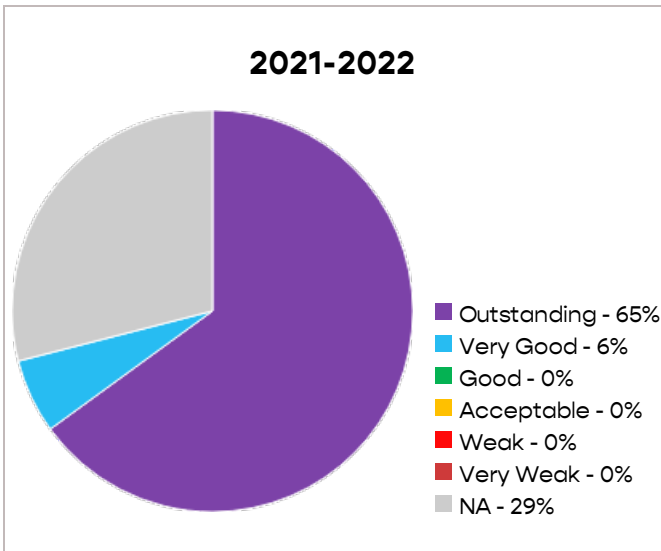
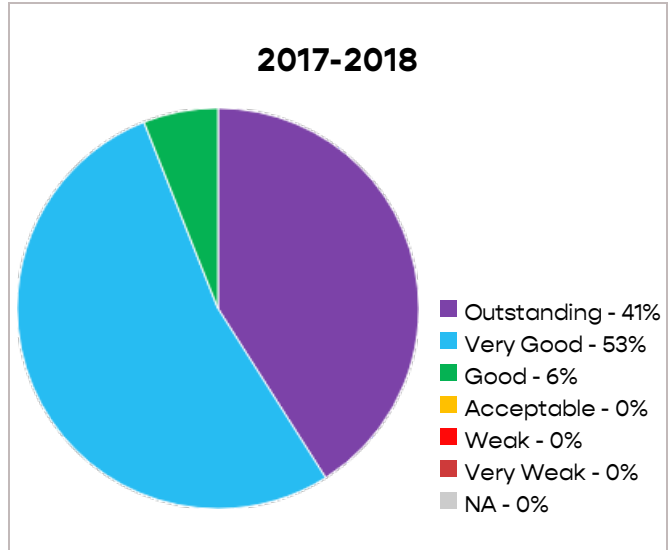
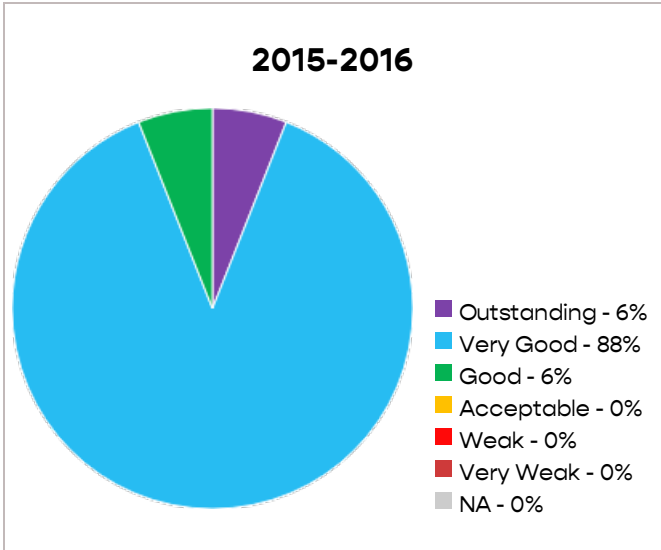
Proportion of students of determination: 4.40

Dates of inspection: 11-Oct-2021 to 14-Oct-2021



INSPECTION SYSTEM

The overall performance history of this school:





INSPECTION SYSTEM

Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Not Applicable *	Good *	Good *	Good *
1.1 Students' attainment in Arabic First Language	Not Applicable *	Good *	Good *	Good *
1.1 Students' attainment in Arabic Second Language	Not Applicable *	Good *	Good *	Acceptable *
1.1 Students' attainment in Social Studies	Not Applicable *	Good *	Good *	Not Applicable
1.1 Students' attainment in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
1.1 Students' attainment in English	Good	Very Good	Outstanding	Outstanding
1.1 Students' attainment in Mathematics	Outstanding	Outstanding	Outstanding	Very Good
1.1 Students' attainment in Sciences	Outstanding	Outstanding	Outstanding	Outstanding *
1.2 Students' progress in Islamic Education	Not Applicable *	Good *	Good *	Good *
1.2 Students' progress in Arabic First Language	Not Applicable *	Good *	Good *	Good *
1.2 Students' progress in Arabic Second Language	Good *	Good *	Good *	Acceptable *
1.2 Students' progress in Social Studies	Not Applicable *	Good *	Good *	Not Applicable
1.2 Students' progress in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
1.2 Students' progress in English	Outstanding	Outstanding	Outstanding	Outstanding
1.2 Students' progress in Mathematics	Outstanding	Outstanding *	Outstanding *	Very Good *
1.2 Students' progress in Sciences	Outstanding	Outstanding *	Outstanding *	Outstanding *
1.3 Students' Learning skills	Outstanding	Outstanding	Outstanding	Outstanding



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PS2: Students' personal and social development

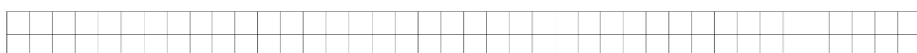
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.3 Social responsibility & innovation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Outstanding	Outstanding	Outstanding	Outstanding
3.2 Assessment	Outstanding	Outstanding	Outstanding	Outstanding

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable	Not Applicable	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable





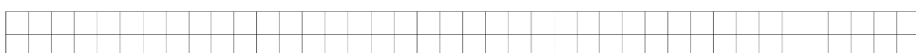
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PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care & support	Outstanding	Outstanding	Outstanding	Outstanding

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Outstanding
6.2 Self evaluation & improvement	Outstanding
6.3 Partnerships with parents	Outstanding
6.4 Governance	Outstanding
6.5 Management	Outstanding
Overall Judgement	Outstanding



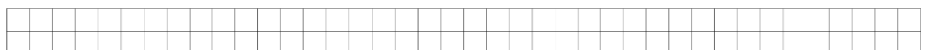


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progress are now good in all the phases for Islamic education, Arabic as a first language and UAE social studies. Attainment and progress are good in all the phases in Arabic as an additional language, except for the P-16 phase. Teachers are highly knowledgeable about their subjects. Through accurate assessments teachers have a well-developed understanding of how students learn and plan lessons that strongly promote students' progress. This is particularly so in the English-medium subjects. The school has exemplary systems for ensuring the health, safety and well-being of students. The students' behavior and attitudes contribute very effectively to the smooth running of the school day. School leaders set a clear direction for the school and continually strive to enhance provision. They have put in place effective school development plans and accountability structures.

Recommendations for improvement

- o Improve students' achievement by: - raising students' attainment and progress in the Arabic-medium subjects to very good or outstanding.
- o Improve the quality of teaching by: - consistently using questioning techniques that ensure all students remain fully engaged in learning. - explaining tasks clearly and succinctly to enable all students to make a quick start to learning.
- o Improve the quality of leadership by: - increasing the accuracy of self-evaluation to a consistently high level across all subjects. - identifying school improvement priorities in the self-evaluation form.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 81% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal and external assessments. This is outstanding. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is outstanding. 1.1.4 For the past 3 years attainment for 77% of students has been above curriculum standards. This is outstanding. 1.2.1 75% of students make better than expected progress in relation to individual starting points and curriculum standards. This is outstanding. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is outstanding. 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students, in all phases, attain levels that are above the curriculum standards. School data states that 14 students took the MoE and IGCSE examinations in 2020/21. The results for these students were also outstanding. There were no external examinations taken in other phases. School internal data for 2021 states outstanding attainment compared to curriculum expectations in all the phases. The reported high levels of attainment were not seen in lessons and in students' recent work. In lessons and in students' recent work, in all the phases, the majority of students attain levels of knowledge, skills and understanding above the curriculum expectation. Over the past three years, school internal and external data states that attainment has been outstanding. This could not be verified, as in lessons students' attainment was found to be good in all phases. School data indicates that the progress of students, from their starting points, has been consistently outstanding. These reported high levels of attainment could not be verified as the progress seen in lessons and in students' recent work was good in all phases. In lessons, the majority of students make more than the expected progress in all the phases. For example, in the Primary phase, students make good progress in developing their skills to follow Islamic etiquettes. In the Secondary phase, students' understanding of the importance of honoring their parents develops well, as does their knowledge of the teachings of the Prophet Mohamed (PBUH). In the P-16 phase, students make good progress in their knowledge of Islamic law. Overall, students in all the phases are less able to apply recitation rules accurately during Holy Qur'an recitations. School internal and external assessment</p>

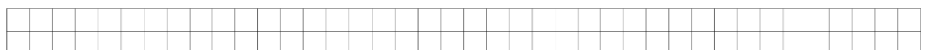


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data indicates that most groups of students make better than expected progress. This could not be verified because it was observed that all groups of students make good progress overall. In lessons, boys and girls make good progress. Emirati students make good progress. Lower and middle attaining students make good progress. Students of determination make good progress. Students for whom the language of instruction is an additional language and students whose first language is Arabic make good progress. Higher attaining students do not make the accelerated progress of which they are capable, particularly in developing their knowledge about the impact of Islamic principles on life in the UAE and on society.

Islamic Education - Next steps for students:

1. Develop knowledge about the impact of Islamic principles on life in the UAE.
2. Apply knowledge of Islamic principles to society etiquettes in the UAE and other Islamic cultures.
3. Improve the accuracy with which recitation etiquettes and rules are applied when reciting the Quran.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 80% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal and external assessments. This is outstanding. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is outstanding. 1.1.4 For the past 3 years attainment for 72% of students has been above curriculum standards. This is very good. 1.2.1 75% of students make better than expected progress in relation to individual starting points and curriculum standards. This is outstanding. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is outstanding. 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students, in all phases, attain levels that are above the curriculum standards. Five students took the IGCSE in 2020/21, where their attainment was acceptable. Five students took the MoE examination in 2020/21, where their attainment was outstanding. School internal data for 2021 indicates that attainment is outstanding in the Primary phase, very good in the Secondary phase and outstanding in the P-16 phase. This very high level of attainment was not seen in lessons and students' recent work. In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum expectations in all the phases. School internal data states that over the last three years students' attainment has been outstanding in the Primary phase, good in the Secondary phase and outstanding in the P-16 phase. These results could not be verified because in the lessons observed and in students' recent work students' attainment was found to be good in all phases. Over the past three years, school internal and external assessment data indicates that most students made more than the expected progress in all the phases from their individual starting points. However, these results are not verified in the lessons observed. In lessons, the majority of students make more than the expected progress in all the phases. For example, in the Primary phase, the majority of students make more than the expected progress in developing listening, speaking, and reading skills. Writing skills are generally less well developed. Students make good progress in reading, through the book bands guided reading scheme. In the Secondary phase, the majority of students make good progress in developing skills to recognise words and sequence sentences when</p>



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speaking and reading. In the P-16 phase, students make good progress in speaking and reading skills. For example, students in Grade 10 were able to discuss various topics using the standard Arabic Language. In addition, students were able to read different texts, analyze them, interpret the linguistic characteristics of the Arabic Language, and compare their learning to the modern-day UAE culture. In all the phases, extended and independent writing skills, including the use of fully accurate grammar and spelling, are less well developed. The school has identified that next steps for students in the Primary and Secondary phases is to develop more speaking and listening techniques. School internal and external assessment data indicates that most groups of students make better than expected progress. In lessons, it was observed that boys and girls make good progress. Lower and middle attaining students make good progress. Emirati students make good progress, as do Students of Determination. Higher attaining students do not make the accelerated progress of which they are capable, particularly related to writing using correct grammar.

Arabic First Language - Next steps for students:

1. Improve independent writing skills in all the phases through drafting texts and reviewing before writing final versions.
2. Improve the accuracy of grammar by applying Arabic writing grammar rules more carefully.
3. Develop more speaking and listening techniques in the Primary and Secondary phase by engaging in more conversations in Arabic.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 66% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal and external assessments. This is very good. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is very good. 1.1.4 For the past 3 years attainment for 64% of students has been above curriculum standards. This is very good. 1.2.1 85% of students make better than expected progress in relation to individual starting points and curriculum standards. This is outstanding. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is outstanding. 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students in the Primary and Secondary phases attain levels that are above the curriculum standards. Most students in the P-16 phase attain levels that are in line with the curriculum standards. School data indicates that no students took the Grade 12 MOE examination in 2020/21. For the seven students who took IGCSE in 2020/21, their attainment was outstanding. School internal data for attainment indicates very good attainment in the Primary and Secondary phases, and good attainment at end of the P-16 phase. This level of attainment is not borne out in lessons and students' recent work, where attainment was observed to be good in the Primary and Secondary phases, and acceptable in P-16 phase. School internal data indicates that attainment over the last three years has been very good in all the phases. This level of attainment could not be verified in lessons and in students' recent work. School internal and external data indicates that students made outstanding progress in the Primary phase, good progress in the Secondary phase and very good progress in P-16 phase over time and from their starting points. This level of progress was not seen in lessons where the majority of students make better than expected progress in the Primary and Secondary phases and most students make the expected progress in the P-16 phase. In lessons, the majority of students make more than the expected progress in the Primary phase and Secondary phases in listening, reading and writing, but their speaking skills remain only acceptable. For example, in the Primary phase, students make good progress learning about and identifying alphabet letters, and they can increasingly read and write more complex words. In the Secondary phase, the majority of</p>

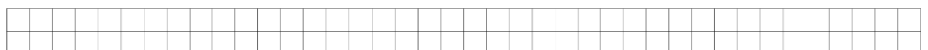


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students continue to make more than the expected progress developing reading and writing skills. In the P-16 phase, progress is acceptable overall. Here, listening and reading skills generally develop more successfully than speaking and writing skills. School internal and external assessment data indicates that most groups of students make better than expected progress. In the lessons observed, boys and girls make good progress. Lower and middle attaining students make good progress. Students of Determination make good progress. Higher attaining students do not make the accelerated progress of which they are capable, particularly related to writing and using correct grammar. In the P-16 phase, while most groups make acceptable progress, it was observed that higher attaining students particularly do not make the accelerated progress of which they are capable, particularly in speaking and writing.

Arabic Second Language - Next steps for students:

1. Improve speaking skills in all the phases, especially confidence to speak more frequently.
2. Make use of a wider range of vocabulary when speaking and writing in all the phases.
3. Improve extended writing using accurate grammar and punctuation in the P-16 phase.





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PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 74% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal assessments. This is very good. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is very good. 1.1.4 For the past 3 years attainment for 71% of students has been above curriculum standards. This is very good. 1.2.1 71% of students make better than expected progress in relation to individual starting points and curriculum standards. This is very good. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is very good 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students in the Primary and Secondary phases attain levels that are above the curriculum standards. No external assessments are available in the subject. Students' attainment, as indicated by school internal assessment data, is outstanding at the end of the Primary phase and very good at the end of the Secondary phase. This level of attainment was not seen in lessons and in students' recent work. In lessons and their recent work, the majority of students attain above curriculum standards in the Primary and Secondary phases. School internal data indicates that attainment has been very good over the last three years in the Primary and Secondary phases. This level of attainment could not be verified as attainment was found to be good overall. School internal data for progress over time indicates that, from their starting points, the large majority of students make better than the expected progress. However, this level of progress could not be verified as it was not seen in the lessons observed. In lessons, progress is good in all phases. For example, in the Primary phase, students make good progress when learning how to locate different civilizations on the map. In the Secondary phase, students make good progress when they learn about the topography of the Arab world. In both phases, progress is less noticeable in the development of students' knowledge about the wider world. Also, students' skills to become independent learners within UAE social studies are less well developed overall. School internal assessment data states that most groups of students make better than the expected progress. In lessons it was seen that both boys and girls make good progress. Lower and middle attaining students make good progress. Higher attaining students do not make the</p>

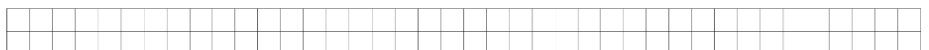


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accelerated progress that they are capable of, particularly related to their understanding of the features and cultures of other countries. Emirati students make the same progress as other groups. Students of Determination and those with Arabic as a first and second language make the same good progress as other groups.

Social Studies - Next steps for students:

1. Collect information and produce a wider variety of different sorts of writings, for example poems, stories and PowerPoints.
2. Improve research skills to develop a more in-depth knowledge of the wider world.
3. Strengthen understanding of the features and cultures of other countries.





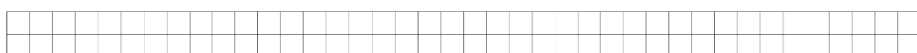
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PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 75% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal and external assessments. This is outstanding. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is outstanding. 1.1.4 For the past 3 years attainment for 74% of students has been above curriculum standards. This is very good. 1.2.1 80% of students make better than expected progress in relation to individual starting points and curriculum standards. This is outstanding. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is outstanding. 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	

Instructional Language - Next steps for students:



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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 75% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal and external assessments. This is outstanding. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is outstanding. 1.1.4 For the past 3 years attainment for 74% of students has been above curriculum standards. This is very good. 1.2.1 80% of students make better than expected progress in relation to individual starting points and curriculum standards. This is outstanding. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is outstanding. 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of children in the Foundation Stage, the large majority of students in the Primary phase and almost all students in the Secondary and P-16 phases attain levels that are above the curriculum standards. In external examinations, including IGCSE and IB, most students in the Secondary and P-16 phases attain levels that are above national and international standards. The school uses a range of external assessments in all the phases, including Century Tech diagnostic and CAT4 to baseline students' attainment. GL testing is also used in all the relevant phases. In the GL Progress Tests, most students attain levels above national and international standards. School internal data for 2020/21 states that the large majority of students attain above expectations in the Primary phase and most students attain levels that are above the curriculum expectation in the Secondary and P-16 phases. These levels of attainment were verified, as they are based on robust internal and external assessments. In lessons and in their recent work, the majority of children in the FS phase attain above the curriculum expectation and the large majority attain above the curriculum expectation in the Primary phase. In the Secondary and P-16 phases, almost all students attain above the expectation. School internal and external assessment data indicates that, over the last three years, the Primary phase students' attainment has been consistently very good and the Secondary and P-16 phase students' attainment has been outstanding. These rates of attainment were verified in lesson observations and scrutiny of students' work. School data states that, from their starting points, students make broadly outstanding progress in all the phases as shown by internal and external testing. School data is reliable, and</p>

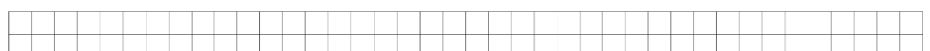


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judgements are supported by lesson observations and consideration of students' work. In lessons and their recent work, almost all students develop key knowledge, skills and understanding very quickly. For example, children's listening, speaking and reading are at a good level of development in the foundation stage. Their early writing skills are less well developed. In the Primary phase, English language skills are built upon systematically and students become confident readers and speakers. However, a few students make less progress in developing their handwriting skills. In the Secondary and P-16 phases, students become highly competent in reading for comprehension. They develop sophisticated skills to write increasingly longer and more complex texts using a wide range of styles and genres. A very few students in the Secondary phase lack confidence in oral presentation. In all the phases, all groups of students make outstanding progress as seen in internal and external assessments, and as seen in students' progress in lessons and in their recent work. Girls and boys make similar progress. There are no significant variations in the performance of different groups of students. Thus, Emirati students, lower and higher attaining students, Students of Determination, gifted and talented students and those for whom Arabic is a first language make better than expected progress.

English - Next steps for students:

1. Improve early writing skills in preparation for more formal handwriting in the Primary phase.
2. Improve handwriting skills in the Primary phase by increasing the accuracy of word and letter spacing, and size and consistency of letters.
3. Acquire greater confidence with oral presentation skills, for a few students in the Secondary phase.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 77% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal and external assessments. This is outstanding. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is outstanding. 1.1.4 For the past 3 years attainment for 75% of students has been above curriculum standards. This is outstanding. 1.2.1 65% of students make better than expected progress in relation to individual starting points and curriculum standards. This is very good. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is outstanding. 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Most children in the Foundation Stage and most students in the Primary and Secondary attain levels that are above the curriculum standards. In the P-16 phase, the large majority of students attain levels above curriculum expectations. The school uses a range of external assessments in all phases, including Century Tech diagnostic and CAT4 to baseline students' attainment. GL testing is also used in all relevant phases. External data from GL assessments identify attainment as being at least very good in most year groups. Similarly, results from IGCSE examinations confirm that most students' attainment is above the expected level by the end of the Secondary phase and the large majority taking IB are above by the end of the P-16 phase. The school's own internal assessments indicate that attainment is outstanding in the Early Years, Primary, and Secondary phases. The school's own internal assessments from tests and past paper questions states that attainment is very good in the P-16 phase. The school's assessments were verified because the assessment methods were found to be reliable and accurate. In lessons and in their recent work, it was observed that most children in the Foundation Stage and most students in the Primary and Secondary phases demonstrate knowledge and skills that are above the curriculum standards. In the P-16 phase, the large majority of students attain levels above curriculum expectations. The school's own assessments and the external data indicates that attainment over the last three years has been outstanding in the Primary and Secondary phases, and very good in the P-16 phase. These assessments were verified as being reliable. By tracking individual cohorts as they moved through the school over a three-year period, the school's own internal data indicates</p>



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that students' progress, from their starting points and over time has been outstanding in all the phases, except for in the P-16 phase where it was very good. The school's data was confirmed to be accurate in observations and reviews of students' work where it was observed that students' attainment was outstanding over time in the Primary, Secondary and the first part of the P-16 phase and very good at the end of the P-16 phase. In lessons and their recent work, it was observed that students' progress is outstanding in all the phases except for in the P-16 phase, where it is very good. For example, in the Foundation Stage, children were observed to make rapid progress in learning about shape, space and mass. In the Primary phase students continue to make outstanding progress. They are very competent in manipulating numbers and defining quantities. In the Secondary phase, students continue to make outstanding progress and develop sophisticated skills in interrogating data and data displays. In the P-16 phase, students make very good progress when learning about mathematical thinking, however their skills to employ complex mathematical formulae are marginally less well developed when tackling past paper style questions. In the FS, Primary and Secondary phases, all groups of students, including boys and girls, make outstanding progress as seen in internal and external assessments, and as seen in students' progress in lessons and in their recent work. Middle and higher attaining students make less progress than they are capable of in the P-16 phase when applying mathematical problem-solving techniques to complex problems in external examinations.

Mathematics - Next steps for students:

1. Develop skills to employ complex mathematical process and formulae in the P-16 phase to solve more complex problems.
2. Apply higher order mathematical problem-solving skills more successfully in examination questions.
3. Increase the frequency of tackling examination-style questions from past papers, to build examination technique to solve problems more quickly.



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PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>1.1.1/.2 75% of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as evidenced in internal and external assessments. This is outstanding. 1.1.3 In lessons students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. This judgement is supported by the performance in internal and external assessments in 1.1.1 and 1.1.2. This is outstanding. 1.1.4 For the past 3 years attainment for 71% of students has been above curriculum standards. This is very good. 1.2.1 72% of students make better than expected progress in relation to individual starting points and curriculum standards. This is very good. 1.2.2 In lessons students demonstrate better than expected progress against curriculum standards. This judgement is supported by the progress identified in 1.2.1 This is very good. 1.2.3 Most groups of students make better than expected progress. This is very good.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Most children in the Foundation Stage and most students in the Primary, Secondary and P-16 phases attain levels that are above the curriculum standards. Data from recognised external assessments including IGCSE and IB, confirms that, overall, the large majority of students' attainment is above the expected level by the end of the Secondary and P-16 phases. The school uses a range of external assessments in all phases, including Century Tech diagnostic and CAT4 to baseline students' attainment. GL testing is also used in all relevant phases. The school reported that GL test outcomes indicate outstanding attainment in the Primary and the Secondary phases. School internal assessment data for 2020/21 indicates that students' attainment is outstanding in all the phases except the P-16 phase where it is very good against curriculum standards. This analysis was verified as it is based on reliable and robust assessments, including external assessment, and aligns well with what was observed in lessons and in students' work. In lessons and in their recent work, it was observed that students' attainment has improved further and is now outstanding in all the phases as most students are now attaining above curriculum standards in all phases. In all phases, most students demonstrate consistently high levels of knowledge, skills and understanding. The outcomes of the IGCSE, IB and GL tests indicates that students' attainment over the past three years has been consistently above national and international standards. The external testing and school internal assessment data indicates that attainment has been rising over time and is now outstanding overall. This analysis was verified, as it is based on reliable and robust assessments including external assessment and aligns well with what was observed in lessons and in</p>



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students' work. School data provided on the ADEK data sheet, in the school's SEF and in the school's internal evaluation, for progress over time, indicates that close to 75% of students make more than the expected progress from their starting points and over time, which is close to outstanding. This was verified as the analysis is drawn from robust assessment processes which include reliable external progress tests. School data in the SEF indicates that students with special educational needs make good progress overall, except in IB where it is outstanding. In lessons observed and in students' recent work, the pace of progress was seen to have improved further and is now securely outstanding, as most students are now making more progress than is expected. For example, in the Foundation Stage, children develop knowledge of the world quickly when they describe different animals and how they are adapted to their environment. Children can use age-appropriate scientific language confidently to describe what they observe. In the Primary phase, students continue to develop their knowledge of science facts, for example, they can accurately classify animals and plants. In the Primary and Secondary phases, the STEAM program supports students' progress in linking science theory and facts with other subjects and to the world, and in the P-16 phase students can deploy scientific thinking and relate their science knowledge to technology and engineering. In the Secondary and P-16 phase, students are marginally less able to independently devise and carry out science investigations and experiments, and present conclusions. In the FS, Primary, Secondary and P-16 phases, all groups of students make outstanding progress as seen in lessons and in their recent work. In all phases, girls and boys make the same progress. Emirati students, lower and higher attaining students, Students of Determination, gifted and talented students and those for whom Arabic is a first language make better than expected progress. School data presented in

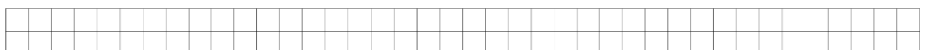


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		<p>the SEF 2020/2021, about students' progress in Key Stage 1, Key Stage 2, Key Stage 3, IGCSE and IBT indicates that students with special educational needs make broadly good progress compared to the very good and outstanding progress made by other students overall. The school data was verified to be correct because the analysis is based on robust and accurate internal and external assessments.</p>
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Sciences - Next steps for students:

1. Make more links between science theory and the real world through the STEAM program in the Primary and the Secondary phases.
2. Improve higher-order skills to independently plan, conduct, record and draw conclusions from investigations and experiments in the Secondary and the P-16 phases.
3. For students with special educational needs, make the same outstanding progress from starting points, as other groups of students do, by consistently achieving challenging individual targets for science.



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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>Students are enthusiastic and motivated to learn. Teachers have high expectations of students and plan opportunities to ensure all students participate actively and learn independently. Students independently use technology to enhance their own learning. Feedback is highly effective in enabling students to know where they are and how to progress in their learning. All students interact and collaborate purposefully in a range of learning situations. They are independent thinkers and learners and achieve common goals. Students regularly demonstrate these in lessons and out of lessons through extracurricular activities assemblies. When problem solving, students can confidently hypothesise and draw inferences. Across the school, students demonstrate innovation and creativity both inside and outside of the classroom, transferring skills to real life situations. Opportunities such as Global Campus, Switzerland and Tanzania trips, links to Juilliard, the UN and MIT are examples of where students demonstrate this.</p>	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>In lessons and around the school, students are enthusiastic about learning, and they contribute significantly to the smooth delivery of lessons through their highly responsible attitudes and high levels of engagement. Students demonstrate their independence and responsibility for their own learning through self-direction when planning their own work and through choosing methods to complete their own work. For example, in the FS phase and the Primary phase students use 'Seesaw' to submit their work and in other phases students choose from a range of technologies including Century Tech, MyiMaths and Education Perfect. In the Arabic-medium subjects, students are generally less confident to take full responsibility for directing their own learning. In these subjects, students often rely on teachers to tell them what to do more. Students very often choose to work in groups, and when doing so they listen intently and make thoughtful contributions to conversations and discussions. Students are highly capable of providing critical analyses of their peers' work and ideas. As a result, when working together students can solve complex problems, for example within the STEAM program it was observed that students could agree goals and then collaborate to identify possible solutions and communicate their views on the likelihood of success to achieve the goals of building structures to span gaps. Students' skills to collaborate are effectively supported and developed through opportunities such as TED Talk, Open Mic and debating competitions. Students exploit opportunities to link their learning to the world around them and to other subjects successfully, for example through the STEAM programme. Although impacted by COVID restrictions, multiple co-curricular opportunities, including the BISAD Diploma and Duke of</p>

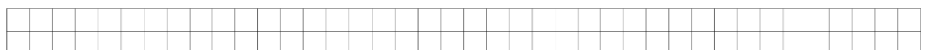


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Edinburgh Award schemes have enabled students to contribute to the wider community and link their learning to the wider world. Initiatives such as Global Campus and fundraising for Tanzania enhance students' knowledge of the wider world. Students are less able to connect their learning to the wider world in Islamic Education, and here more opportunities exist for students to link knowledge of Islamic principals and etiquettes to the UAE and the wider world. Students are highly capable users of ICT. They are innovative in the way they choose from a range of learning technologies to further their learning. They can find things out for themselves, research and critical analyse information through using tools such as Century Tech, Kutubee and ProQuest. They can enquire and research using a range of online and offline tools, such as printed texts and display boards, and are enterprising in the ways they choose to use technology, such as One Note and other presentation techniques.

Next steps for students:

1. Take more responsibility for achievement in the Arabic-medium subjects by reflecting more on progress and setting challenging goals. 2. Reflect on learning in all subjects more and independently make links between learning in each subject with other subjects, and with the wider world. 3. Use existing excellent ICT skills more to conduct independent research into studies and take more responsibility for learning about topics of personal interest.





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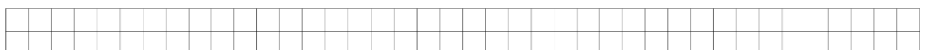
PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
	2.1.1 Attitudes 2.1.2 Behaviour 2.1.3 Relationships 2.1.4 Adoption of safe and healthy lifestyles 2.1.5 Attendance and punctuality	n/a

Next steps for students:

n/a





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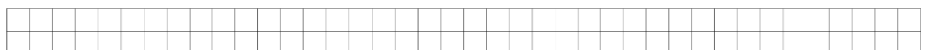
PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
	<p>2.2.1 Appreciation of the values of Islam</p> <p>2.2.2 Respect for the heritage and culture of the UAE</p> <p>2.2.3 Understanding of their own and other world cultures</p>	n/a

Next steps for students:

n/a





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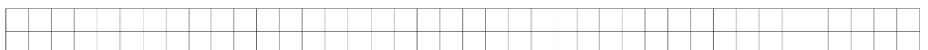
PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
	<p>2.3.1 Community involvement, volunteering and social contribution</p> <p>2.3.2 Work ethic, innovation, enterprise, entrepreneurship</p> <p>2.3.3 Environmental awareness and action</p>	n/a

Next steps for students:

n/a



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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>Teachers have excellent subject knowledge which translates into outstanding learning experiences. Teachers use a range of activities, including technology, to optimum effect to ensure lessons are creative, imaginative and provide outstanding learning experiences for students. They adapt to the context and the needs of the students, using highly effective formative assessment methods. Learning environments inspire, celebrate, and enable students to be successful. Teachers create a positive learning atmosphere where they encourage students to feel respected and that their efforts are worthwhile. Students are encouraged to problem solve independently, with opportunities to innovate and collaborate. Questioning is used to motivate and inspire young minds and to encourage a thirst for learning to discover more. Teachers ensure that they have continually high expectations of all students at all levels of attainment. They adjust the pace of learning based on student responses, adapting teaching to ensure that students make excellent progress.</p>	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Overall, teachers have high levels of expertise in their subjects and plan effective lessons which enthuse and engage students and help them learn difficult concepts. For example, in the Foundation Stage, teachers' knowledge of how young children learn through the pace and structure of a phonics session results in children rapidly learning how to pronounce diagraphs accurately. In the Primary and Secondary phases teachers deploy an extensive range of active learning methods which are well-matched to the learning taking place. In the P-16 phase teachers make good use of one-to-one teaching, and discussion-based and text-based learning. In all phases, teachers make good use of technology to support teaching, such as through interactive displays, casting to students' laptops and providing students access to applications to promote independence, such as Seesaw in the Foundation Stage. However, while the quality of teaching in Arabic-medium subjects is good overall, it is lower than the quality of teaching found in other subjects because teachers do not have the same high expectations of what students can achieve. Teachers in the Foundation Stage plan lessons that make effective use of the resources available, including outdoor spaces, and ensure children's learning proceeds quickly. In the Primary and Secondary phases, teachers ensure that students are clear about the learning objectives, and they create inspiring classroom environments, for example through displays that celebrate students' work. In the Secondary and P-16 phases teachers plan and make efficient use of specialist resources, such as 'Green Screen' areas, the STEAM room and the extensive availability of ICT. For example, One Note is used innovatively to provide students with opportunities to</p>



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present their work using multi-media methods and to present research independently. In all phases, teachers make extensive use of a wide range of formative assessment methods. For example, in the Foundation Stage, teachers and their assistants, observe and formally record children's demonstrated skills and knowledge when they interact with other children in free-flow situations. In the Primary and Secondary phases, teachers observe students' work as they complete individual tasks, for example when they complete worksheets and exercises in their books. Students also take part in regular short tests. In the P-16 phase, teachers question students individually and ask students to present their work and learning in extended oral submissions to the class and in online submissions of projects. In all phases students are encouraged to think hard about their own learning through penetrating questions and well-managed classroom discussions. However, occasionally in the Primary and Secondary phases, teachers' technique of only selecting students who raise their hands, leads to a few students losing focus. In all phases, teachers skilfully adjust the focus of learning and challenge the most-able students through extending dialogue, for example in the Secondary and P-16 phases teachers encourage students to present their ideas to the class using subject-specific vocabulary and explain how their new learning links to the world. This is exemplified in a Geography lesson where students had researched the impact of green tourism and were asked to present their detailed analysis of the risks and benefits this brought. Teachers meet the needs of different groups of students by providing them with differentiated work which matches well with students' individual prior attainment. For example, in the Foundation Stage, children are extracted from free-flow activities to work one-to-one with teachers and assistants on specific tasks which meet their individual needs. In the Primary phase learning is active and student-centred. For example,



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in a science lesson, the ‘cut and stick’, colouring in and labelling exercise, related to identifying and naming the specialised structure of plants, suited the learning needs of this age group well. In addition, the challenge activity to relate specialized structures to the environment accelerated the learning of more-able students. However, in the Primary phase Arabic as a first language, the teaching strategy to explain the task to students at length led to a loss of concentration in a few individual students. In the Secondary and P-16 phases, teachers encourage students to complete progressively more complex and extended projects, in which students are expected to take full ownership of planning and carrying out their own work. In all phases, the work teachers ask students to complete encourages their independence, reflection and problem-solving skills. For example, in Foundation Stage, children role-play medical situations and suggest to each other how to make an ill person better. In the Primary and Secondary phases, the STEAM program encourages students to solve engineering challenges by bringing together their science and mathematical knowledge. In the P-16 phase students are asked to formulate questions and responses related to identity, travel and vacations in Arabic as a first language. Leaders expect teachers to plan and delivery lessons in which students are active participants in learning. For example, students are frequently asked to work in teams to critically analyze information and plan how to achieve tasks. Students are expected to review their progress at regular intervals in lessons through peer-discussion and personal reviews. Learning strategies actively promote students’ higher order skills, such as their critical thinking and innovation skills through expecting students to interact with a range of source materials and complete challenging tasks. For example, in mathematics in the Secondary phase, students’ problem-solving and critical-thinking skills were strongly promoted in both online and offline tasks related to

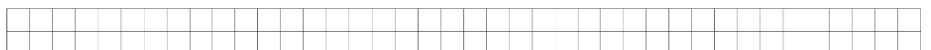


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independently learning how to solve binomial expansion calculations. Teaching related to Global Campus, the STEAM program and teaching related to developing students' knowledge of the wider world also support students' innovation and entrepreneurial skills, such as when developing methods to raise money for schools in Tanzania.

Next steps for teachers:

1. Raise further the quality of Arabic-medium subject teaching through planning lessons that set higher expectations for students' progress.
2. Use questioning techniques consistently to ensure all students remain fully engaged in learning.
3. Explain tasks clearly and succinctly to enable all students to make a quick start to learning.



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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>The school operates a rigorous assessment process from Foundation Stage through to Key Stage 5. Internal Mid-Year and End of Year examinations provide data to monitor student progress. In Arabic, Islamic and Social Studies assessments directly link to the standards of the UAE Ministry of Education. The school benchmarks students' academic outcomes against a range of external, national and international expectations. International benchmarks are used to compare test and examination results. Assessment information is used skillfully and effectively at all levels of the school. Assessment information is used to influence teaching and the curriculum in order to meet the learning needs of all groups of students and to optimise their progress. Data is shared at all levels of the school and those working with students adapt their teaching to reflect the students' needs.</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>Internal assessment processes are thorough and aligned to the curriculum. The school has a comprehensive computer-based assessment process, which uses PowerBI to provide extensive criteria-driven reporting. Mid-year and end-of-year examinations provide curriculum-specific attainment measures which are then used to calculate students' progress towards targets which are generated through baseline testing. Personal and social development is assessed at regular intervals and processed to provide valid and reliable measures. However, while in the Arabic-medium subjects assessment is good overall, it is less effective than that found in other subjects because marking and testing are less accurate, and bench-marking is less developed. In addition to internal testing, a wide range of external measures are also used to validate internal measures. For example, in the Foundation Stage the school makes use of UK national tests such as the Foundation Stage Baseline assessment and the Early Learning Goals. In the Primary, Secondary and P-16 phases the school makes use of international testing such as GL progress tests in reading, English, mathematics and science, and examinations such as IGCSE, IB and MoE end of phase exams. The school benchmarks internal assessments against external assessments regularly. It uses a range of bespoke tools, such as the school's Data Response Documents, Exams Analysis Reports and Year Leader Data Review Meetings, as well as a range of other strategies, to ensure that internal assessments are carefully checked against external assessment outcomes. As a result, leaders have accurate assessments in English-medium subjects. Assessments are less accurate in Arabic-medium subjects, partly because internal assessments are</p>



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not as rigorously checked against external measures. In the Foundation Stage, assessment data is monitored continuously during projects such as 'Help' and 'Let's go Explore' and the information produced is used in real-time to adjust provision. In the Primary, Secondary and P-16 phases ongoing assessments, mid-year and end-of-year assessment outcomes are used in formal 'student progress meetings' in which teachers and leaders monitor and evaluate individual student's achievement against their targets. The outcomes of these meetings are used to make any necessary changes to teaching strategies and provision. In all phases, teachers and leaders are skilled at making efficient use of assessment data to plan lessons and highly effective interventions for individuals, groups and cohorts. Curriculum leaders modify and adapt the curriculum successfully in response to assessment outcomes. For example, in the Foundation Stage, the curriculum is enhanced to take account of children's relatively less-well-developed English language skills and children learn through play-based activities which include singing, dancing, painting and exploring the outside areas. In the Primary and Secondary phases, the curriculum has been enhanced by introducing extra opportunities for students to speak and present in English, in all subjects, in response to analysis that indicated English speaking skills were less well developed. In the P-16 phase, extra emphasis is placed on studying and answering examination-style questions to ensure that students are ready to answer questions, which are presented in English, in formal summative assessments. Teachers interrogate the PowerBI database to understand students' prior attainment levels and compare these to challenging targets set through curriculum-specific baseline testing. They adapt lesson planning to meet students' individual needs by identifying what students need to learn next and ensure plans are bespoke to the class being taught. This practice is less well-established in Arabic-medium

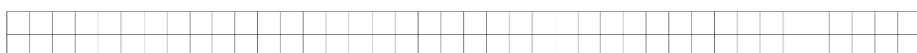


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subjects where lesson plans are often focused on groups rather than the needs of individual students. In all phases teachers can access the school's assessment system to review individual students' prior attainment against a wide range of subject specific knowledge and skills. The system also gives comprehensive information about individual students' personal development. This ensures that teachers know their individual students' skills and abilities in detail. In the Foundation Stage, teachers help children assess their own learning in age-appropriate ways, through discussion about what they have learned. The school is skilful in sharing assessment outcomes with students through written feedback on their work, including 'inking' on One Note, for example in P-16 Phase, and through progress reports to students. In all phases, students are involved in setting their own improvement targets in one-to-one meetings with staff and in end of topic reviews. Teachers regularly make use of self and peer-assessment opportunities in class to help students evaluate their own learning and set their own individual targets which are shared with parents through regular oral and written reports. The school has identified the need to implement a new tracking system in the Primary phase which is more intuitive for staff to use.

Next steps for assessing learning:

1. Improve the accuracy of marking and testing so that it is consistent in all subjects. 2. Improve the use of assessment information to adapt lesson planning so that it is consistent in all subjects. 3. Make effective use of the new tracking system, once available, for the Primary phase, to support planning and progress tracking.





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PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
	<p>4.1.1 Rationale, balance and compliance</p> <p>4.1.2 Continuity and progression</p> <p>4.1.3 Curricular choices</p> <p>4.1.4 Cross curricular links</p> <p>4.1.5 Review and development</p>	





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PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
	<p>4.2.1 Modification of curricula to meet the needs of all groups of students</p> <p>4.2.2 Enhancement, enterprise and innovation</p> <p>4.2.3 Links with Emirati culture and UAE society</p>	

Next steps for curriculum leaders:

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PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>The school is a safe environment with stringent measures in place to maximise the safety of all. The school is fully compliant with all legal and regulatory requirements and Health and Safety policies are shared and understood by all parties. An innovative approach to safeguarding ensures rigorous procedures and policies in place. A highly trained team of DSLs ensure concerns are acted upon immediately. Students feel safe in school and confident in sharing concerns. Fully qualified medical staff are proactive and vigilant in their care of students and staff are First Aid trained as per ADEK requirements. Healthy living is systematically built into and promoted in all aspects of school life. Staff and students are encouraged to adopt healthy lifestyles and students are explicitly taught about the importance of healthy choices. The school provides many student and family-based initiatives such as; Ways to Wellbeing, Virtual Triathlon and Parent workshops.</p>	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>The school has excellent procedures for the care, welfare and safeguarding of students. Child protection arrangements are rigorous, comprehensive and ensure students are kept free from harm including while online. The Nord Anglia review program provides a rigorous audit of safeguarding to ensure comprehensive and effective measures are in place. Staff are trained when they join the school and continuous training, including in cyber safety, ensures staff have secure knowledge of the school's policies and procedures. Guidance is shared with parents and with students through age-appropriate lessons in the Primary and Secondary phases. Older students in the P-16 phase receive more detailed information that also includes reference to the legal implications of inappropriate use of social media in the UAE. The school's DSLs and counselors provide expertise and advice to students, parents and staff. The building is of a very high standard. It is clean and maintained well. Staff are vigilant and on hand to keep students safe when they arrive and leave school. Each day, supervisors keep rigorous records of who is travelling on the buses. This ensures all students, especially younger students, are accounted for at the end of the day. Staff also supervise and manage students' movements around the building and ensure COVID 19 safety arrangements for all students in all phases are successfully implemented. The school takes an active role in testing students that require regular PCR tests. The school environment is kept secure for all staff and students by vigilant guards and a digital entry system ensures that all those who enter the school are recorded. The school's medical clinic is very well resourced and fully staffed with qualified male and female nurses. Information about</p>

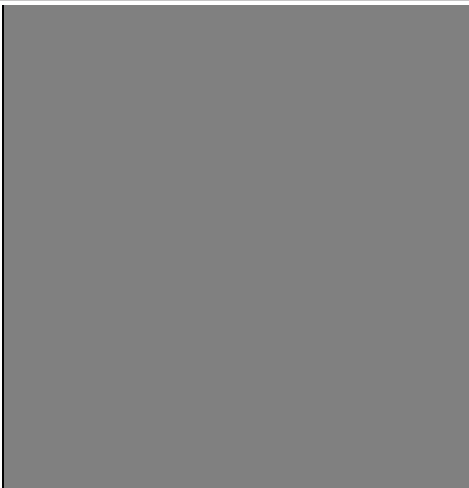
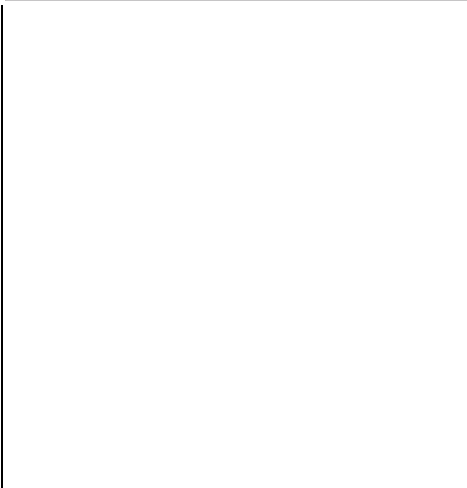


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students' food and medical needs are recorded in the school's Management Information System (ISAMS). School records are kept in line with ADEK expectations. ADEK's Health and Safety inspections and the annual Civil Defense audit all indicate that health and safety arrangements are robust and successful. The school has planned a whole fire drill for later in the term once the weather becomes cooler. Students from each phase have their own assembly points and particular care is given to ensure the Foundation Stage children and the Primary phase students are evacuated safely and that they understand the evacuation routines. Older students in the Secondary and P-16 phases are fully aware of the procedures. Senior students help guide the younger ones to their assembly points. In addition, the school receives regular Nord Anglia internal audits. The buildings and equipment are maintained in excellent order. All parts of the building are fully accessible, and lifts and ramps ensure access to all areas. The premises provide an inspiring learning environment for the students to work in. For example, in the FS phase children benefit from ground floor access to outside learning spaces and this strongly supports learning through play and exploration. In other parts of the school, sports halls are used innovatively, for example to teach the Primary-age students about sunset and sunrise. Classrooms are modern and well resourced with technological teaching and learning aids, including extensive access to laptops. Very well-developed displays provide students with exemplar work and materials to support their learning, such as research materials. The school works hard to promote healthy lifestyles and encourages students to take part in clubs to ensure they are active. Initiatives such as the school's 'Ways to Wellbeing', 'Virtual Triathlon' and healthy living workshops support students' and parents' knowledge of healthy lifestyles. Healthy living is explicitly taught and integrated into all aspects of the curriculum. The



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school has an active 'House' system that gives students a sense of identity and belonging. Students from all phases take part enthusiastically in a diverse range of House sporting activities. Extracurricular sports activities for the Secondary and P-16 phase students involve regular fixtures taking place against other schools. Due to COVID 19 restrictions, the school does not provide meals as the canteen is currently closed. A few students, despite reminders, do not always make good choices for the snacks they bring to school.





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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>Staff and student relationships are exemplary; mutual respect is evident. Students, staff and parents work together in an open, honest way, to fulfil the ethos of the school. The behaviour of students in the school is excellent. Students are punctual, have outstanding attendance and arrive ready to learn. The school keeps accurate records of attendance and punctuality and is proactive in maintaining systems and procedures. The school uses robust data to identify students who have additional needs and provides highly effective support for those students. The social and personal development of all students is systematically monitored. Students have access to highly experienced teachers and specialist support staff for academic, careers and health guidance. External agencies are used to enhance internal support structures for students when required. The school provides excellent guidance on career choices and higher education pathways and students go on to some of the best universities globally.</p>	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>Staff and student relationships and behaviour management are a significant strength at the school. The school's processes to manage students' behavior is very effective across all phases. Rewards are provided for good behavior but the very positive relationships between students and between the students and staff mean any sanctions in lessons are almost always very minor. Should issues develop, the school has very good relationships with parents to resolve them. Meetings are arranged to explore any issues and to put in place actions if they are warranted. The moral education program in the Primary phase and the moral messages woven through the Secondary phase Personal, Social, Health and Economic (PSHE) curriculum are highly successful. This is reflected in the exemplary attitudes and behavior students demonstrate. Additional programs such as the Service and Student Volunteer programs encourage students in the Secondary and P-16 phases to act as role-models and this encourages mutual respect between students and with staff. Promotion and management of attendance and punctuality is very successful. Attendance has improved to 97 percent, which is very good and consistently so across all phases, due to the school's effective 'First Day Absence Calls' program. Accurate records are kept, and any non-attendance is swiftly followed up. In addition, the school promotes students' attendance and punctuality through specific support plans designed around individual student's needs, and award certificates are given to celebrate high attendance. Identification of students with additional learning needs, and those who are gifted and talented is highly effective. Efficient systems are in place to identify and support students of determination, and those who are</p>



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gifted and talented. These include admission processes which ensure the school understands the needs of individual students when they join the school. Specialist inclusion staff complete case studies in accordance with the school's special needs policy. Standardized assessments and CAT4+ analysis are used to identify students' needs and these are integrated into individual Student Support Plans. If students have been identified by teachers with specific barriers to learning, they receive specific interventions to provide support. For example, in the Primary phase when teachers identify issues with reading, students then receive support programs such as 'Toe2Toe' before the start of the day. Students are also listed in the inclusion register and gifted and talented register so that all staff are aware. Targeted activities in lessons support and extend the learning of gifted and talented students. For example, students can take on the role of the teacher in flipped lessons in the P-16 phase. In the Primary and Secondary phases those students who are talented in the creative arts are helped to extend their talents, for example through additional music and drama activities. Overall, students with additional needs are very well supported both inside and outside classrooms. The school's inclusion team has access to well-developed specialist resources, including software to support the progress of students of determination and gifted and talented students. Bi-weekly monitoring of these students' personal development and academic progress against targets specified in students' support plans and advanced learning plans is conducted. The specialist team communicates regularly with teachers and school leaders to advise on classroom interventions and special teaching methods. Teaching assistants work with students with additional needs in Foundation Stage to support their learning and personal development. Those students who join with English as an additional language (EAL) are helped to quickly improve their English language skills. The school is



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successful in its work with students who have communication and interaction difficulties. Long-term support and nurturing has resulted in several students, with complex needs, successfully accessing and completing all their studies and gaining high quality final examination awards. The students themselves play an active role in supporting their peers who have additional needs. For example, the younger students in the Primary phase buddy-up with individuals with communication and interaction difficulties to make them feel safe and welcome in the school. Overall, the guidance and support students receive is very well developed. The school's motto of 'what's best for the students' guides both the school's pastoral and academic work. In the Foundation Stage classes children receive on going guidance and support to help them as they improve their literacy and numeracy skills. Students in all phases benefit from close academic and personal development monitoring and highly effective personal guidance. All students meet with designated teachers to review their academic and personal progress. In these meetings students are encouraged to self-review and set challenging next steps for learning and personal development. A small number of students continue to learn from home and the school provides these students with real-time lessons and helpful guidance through a safe and secure online platform. Students in the P-16 phase can asynchronously access any hybrid lessons if they feel they need to revisit past material. Written feedback for students in the Primary, Secondary and P-16 phases provides them with helpful improvement suggestions on their work, and students are helped to respond to this. In the Secondary and P-16 phases teachers offer guidance on how to answer specific past paper questions to ensure the students are better prepared for their final examinations. Specialist counselors are available to support students with additional needs and students can self-refer to these counselors at any time. This has been effective in supporting

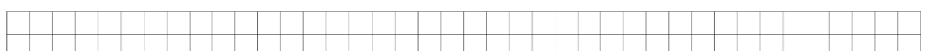


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students' mental health and their parents, particularly at times of crisis. Additional support also includes counselling workshops for students and parents. Careers guidance is provided to help students consider their options for their next steps in education. For example students can access UNIFROG, a platform that provides information about English-taught undergraduate programmes from across the world. Secondary phase students receive advice about the courses they can choose to take. For example, options meetings help students choose their subjects and understand the academic routes available for them to follow in IGCSE and IB courses. Throughout the P-16 phase, students receive high quality support from external agencies, such as Oxbridge Mentoring and Medic Portal, which supplements the school's internal university guidance program, and students receive comprehensive advice about careers options.

Next steps for leaders:

1. Monitor closely the healthy eating choices students are making to promote consistently healthy lifestyles.
2. Raise students' attendance further so that it becomes outstanding.
3. Encourage students to support those of their peers who may find following behaviour expectations difficult, so they remain focused and on task at all times.



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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>Senior leaders are highly effective. They lead with clear purpose which inspires and empowers others throughout the school. Leaders at all levels clearly demonstrate an accurate understanding of the part they play in continued school improvement. There is clear strategic direction. Plans for improvement address local and national priorities effectively. Leadership is innovative as evidenced by the school's approach to professional development, self-evaluation, building leadership capacity and creating a purposeful learning culture. Because staff are empowered, they drive development and innovation – examples include the BISAD Diploma App, and International Award-winning projects (Y6 partnership with Abu Dhabi University and University Pathways Programme). The school is inclusive. There is carefully planned provision for all students. Consequently, standards have been high and improving. All groups of students achieve well both academically and personally. Relationships and communication are effective. Stakeholders feel valued and there is a strong sense of community.</p>	<p>6.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>Leaders' high levels of commitment to the UAE priorities are instrumental to the school's success. The Principal's drive for excellence in all aspects of the school's work is supported by senior and middle leaders and inspires and motivates staff at all levels. The school's motto of 'Be Ambitious' is articulated in leaders' promotion of the school's stated values of respect, honesty and kindness. Development planning takes full account of UAE priorities and is reviewed regularly to reflect any changes to national priorities. The school has an inclusive intake. Leaders communicate their vision to the whole community in presentations, through the school's website and through regular communications with the whole school community. A purposeful learning culture is promoted through the recently implemented leadership structure which now includes representation for Arabic-medium subjects. Accountability procedures have also been recently revised and require that leaders at all levels take responsibility for delivering high standards of students' learning and personal development. Leaders know the school's curriculum and best practices in teaching well, because they have previously taught and held other positions of responsibility in similar schools and have gained leadership qualifications specific to the curriculum, including qualifications to inspect schools in the UK. Leaders understand assessment routines clearly and have implemented routines which ensure students' attainment is measured against reliable external measures such as GL and accurate IB mock examinations. Leaders acknowledge that, at times in the Primary phase, students' attainment is not fully shared between Year Heads and Subject Coordinators. Leaders promote professional relationships between staff through</p>



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a programme of devolved leadership and shared responsibility. For example, recent changes to the management structure have highlighted and promoted the importance of Arabic-medium subjects in the school. Initiatives such as this ensure that all leaders are able to contribute to school improvement. Relationships and morale are supported by a range of strategies including staff and parent satisfaction surveys, an active Parents and Teachers Association and membership of the British Schools Middle East Organisation. The communications leaders receive from these strategies all contribute to leaders' understanding of stakeholder views, which in turn guide their carefully considered communication strategies. The capacity to improve is strong because leaders have a clear understanding of the school's successes and development needs. Leaders have anticipated and put in place strategies to secure improvements since the previous inspection, for example students' achievement in Arabic-medium subjects is improving. The instigation of the new line management structure ensures that leaders are focusing on raising achievement in these subjects further. Leaders have been innovative during the COVID 19 period and have successfully enabled developments in the use of ICT for teaching and learning. They have built upon these developments further now that the school has returned to face-to-face teaching and learning. There are significant and sustained improvements since the previous school inspection. The school remains compliant with statutory requirements and has improved students' achievement in nearly all subjects. The quality of teaching and assessment have improved overall. Leaders are now more clear about their roles and are more accountable for the school's performance. The ethos of collective accountability has directly led to improvements in the areas identified by the previous inspection.

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PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>The school's processes for self-evaluation are systematic, cyclical and data driven and take place at all levels of the school. Staff members contribute to and lead on self-evaluation for their areas and all teams engage in the process in order to improve student experiences and attainment. There is systematic and rigorous evaluation of teaching and learning throughout the school. Processes such as department reviews and more recently BICycle path review are inclusive and ensure all teachers are part of the review. Heads of Department and Year Leaders are expected to play a lead role in the quality assurance of their teams directly supported by the Senior Leadership team. A committed approach to school development is reflected in strong evidence of sustained improvements in all parts of the school with regards to student achievement, curriculum offer and teaching and learning.</p>	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>Self-evaluation and improvement planning are planned and coordinated effectively overall. However, self-evaluation is marginally less accurate in Arabic-medium subjects. This is because teachers and leaders in these subjects are not as accurate in their assessments and benchmarking. Self-evaluation processes are inclusive of all members of the school and result in leaders' accurate knowledge of the school's strengths and areas for improvement. Leaders have a very clear understanding of improvements they wish to make. However, these are not referenced in the SEF. The cyclical self-evaluation process includes steps where parents, governors, students, teachers and the regional Nord Anglia manager contribute to the process. Staff are fully integrated in the self-evaluation process through departmental and year group reviews which happen regularly. Internal assessments and external assessments are integrated into the reviews at departmental level and contribute to department self-evaluations. Senior leaders use the information gained in the self-evaluation processes to prioritise areas for improvement and these go forwards to the school development plan which is subsequently shared with those accountable for delivery. Middle leaders monitor teaching and learning through formal and informal lesson observations, departmental reviews, trio reviews, learning walks and book scrutiny. Examination and assessments analysis is used to check the accuracy of the outcomes of monitoring and contributes strongly to leaders' accurate understanding of the impact of teaching on students' progress and attainment. Leaders understand what constitutes best practices in teaching. Their evaluations of teaching and learning enable them</p>

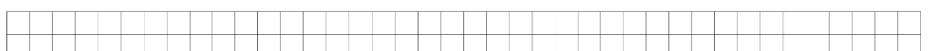


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to prioritise improvements efficiently. Improvement planning is embedded into daily practices at the school and all stakeholders are expected to contribute their own improvement ideas and carry these through. The constant drive for success is at the heart of the whole school community. Improvement planning has a very positive impact on students' attainment and has resulted in improvement to students' outcomes in nearly all subjects. Also, since the previous inspection, improvement planning has resulted in significant improvements in students' learning skills, and these are now outstanding in all phases. After the previous inspection, the school was set targets to raise the standard of teaching and leadership within the Arabic-medium subjects. The school has shown sustained improvements over time against these targets and both these recommendations have been achieved. The standard of teaching is now good, as is the standard of leadership in these subjects. School leaders remain committed to raising the standard of teaching and leadership further, so that it aligns with those found in other subjects.

Next steps for leaders:

1. Improve the accuracy of self-evaluation so that it is fully accurate across all subjects.
2. Share assessment information more conveniently in the Primary phase through the use of the new online tool.
3. Identify school improvement priorities within the SEF and justify these using robust evidence sources.





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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>The school is highly successful in engaging the community as partners in student learning. The welcoming, open-door ethos enables parents to have frequent dialogue with staff and school leaders regarding their child's education. Regular surveys ensure that the community have a voice in the school; results indicate strong approval of these methods. Parents are empowered to assist learning through regular communications regarding curriculum and school events. Academic progress is reported on regularly. The innovative non-academic report is appreciated by parents as an important statement of school values. There are many successful partnerships which contribute to the ethos of service to others, from local projects such as Foundation Stage gardening to senior students working with families in Tanzania and a community-based project with a Mexican school. Working with a sister-school in Dubai on a Pre-University course during the pandemic led to the school being awarded its second International Schools Award.</p>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>The active Parent Teacher Association and the parental representation on the School Advisory Board enable parents to formally share their views. For example, the annual parents' satisfaction survey indicates that stakeholders are very satisfied with the involvement they have with school and the school's provision. The school's 'open door' policy enables parents to regularly attend events at the school and express their views to teachers and school leaders. For example, the coffee 'Hub' encourages parents to congregate and interact with school staff. This encourages dialogue between the school and parents and enables them to express their views and become involved in school life and their children's education. In ADEK's parental survey, carried out before the inspection, over 50% of parents rated the school very good or outstanding in communication and encouraging parental involvement. Parents are considered as key partners in the school's work and in their children's achievements. Communication strategies, such as Seesaw in the Foundation stage and Primary phase, are highly developed and result in parents being very well informed about their children's academic and personal progress. School events and activities are communicated through weekly emails, monthly updates, and a weekly newsletter. Students' achievements are shared in a termly magazine and regular consultation events. Parents of Students of Determination have regular meetings with specialist staff who act as key workers for their children. School communication strategies enable parents to be consistently well informed and empowered partners. Leaders acknowledge that attainment in Arabic-medium subjects is not always accurately assessed and therefore communication to</p>



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parents is not always fully accurate within these subjects. Reporting is comprehensive and regular and provides parents with detailed and accurate updates on their children's progress. An academic written report focussing on progress towards targets, together with formal and informal discussion with parents enable parents to be fully informed of their children's academic progress. There is also a non-academic report highlighting achievement in other areas of school and this is linked to the BISAD diploma. The wide range of reporting empowers parents to contribute significantly to their children's education. The school is regularly involved in the community through its bespoke 'Service Programme' in which every student is expected to be involved. For example, the FS phase children have contributed to community gardening and older students work with, and raise funds for, schools in other countries. The school's Duke of Edinburgh Award, BISAD award (along with its recently developed app) and the CAS element of the IB Diploma award also engage students in a range of community development projects. The school collaborates with its network of partner schools, for example to develop and deliver a pre-university course to enable students from sister-schools to smoothly transfer from school to university after the disruption to examinations caused by COVID 19. The school takes part in national and international events, and recently won an International Schools' Award for a collaborative project with Abu Dhabi university related to a sustainability and architecture project. Overall, the school makes a significant and sustained contribution to the local and wider community, and this significantly enriches students' learning.

Next steps with parents and partners:

1. Provide parents with consistently accurate reports about their children's attainment and progress in all subjects.
2. Support parents' understanding and use of the BISAD app, so that they can support their children's involvement in this program.
3. Increase the proportion of parents who rate the school very good or outstanding in 'communicating' and 'involving parents in school life' by identifying those parents who are less satisfied and putting in place strategies to improve their views.



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PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>The constituents of the School Advisory Board represent all school stakeholders and also the wider community, including a Minister of State within the UAE Federal Government. The leaders of the school and the school owners, Nord Anglia Education, also seek and consider stakeholders' views through a variety of other means, such as surveys and regular meetings. The owners and the Board systematically monitor the school's actions and ongoing development and school leaders are held fully accountable for all aspects of the school's work. The Board and the owners have a highly effective influence on the school's leadership and direction, including ensuring that all statutory requirements are met. Strong ethical principles are maintained, with the school's contribution towards young people and society within the UAE of utmost importance. The ongoing improvements in student provision and student outcomes demonstrate the impact of the Board and the owners on the school's strategic development.</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The Governing Board represents the views of all stakeholders effectively. Stakeholders are involved in regular meetings where the agenda is driven by the school's self-evaluation form and school development plan. The Board has a clear and deep understanding of the school which it gains through regular visits, interviews with stakeholders and frequent surveys. For example, annual parental surveys and ADEK parental surveys enable governors to gain the views of parents, in addition planned parent meetings and consultations are used to canvas parents' views. Teachers' views are gained in biennial surveys and through regular meetings between senior leaders and staff. The Board receives regular analyses of students' achievement and systematically focuses on raising students' attainment and ensuring students are making more than the expected progress. For example, they make careful studies of the predicted outcomes for students, which are gained through on-entry and baseline testing. The board sets challenging targets for students' personal and academic development and then holds school leaders to account rigorously for achieving these. School improvement plans are regularly reviewed, and senior leaders are asked to report on the progress being made towards these. Overall, the governing board acts as an effective critical friend to the school. The Governing Board has been highly successful in promoting and supporting the school's development; for example, through the implementation of new leadership structures and accountability structures which have raised the profile of Arabic-medium subjects. Specialist teams are invited from the Nord Anglia groups to advise on all matters related to the school and the school is well resourced. The board ensures</p>



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		<p>that the school is staffed with appropriately qualified teachers and other staff through active recruitment programmes in the UK. The Board makes effective use of efficiencies of scale provided by multi-school contracts. The Nord Anglia regional manager interacts with the school regularly including termly review visits to support the Governing Board's understanding of the school.</p>
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Next steps for governors:

1. Monitor and support the strategic planning specifically related to the full return of school after COVID restrictions.
2. Monitor the impact of the new leadership and accountability structure to ensure high quality provision is maintained and further improvements are made where necessary.
3. Invest in wider facilities and resources to maintain and improve upon the high quality resources available to teachers and to students.





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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>The operation of the whole school is well established and runs extremely effectively. Lessons are well prepared and resourced and clearly have a strong influence on student outcomes. The school's staff is very well qualified and highly experienced, with expertise matched to the needs of all students to maximise achievement. The school also offers a strong programme of professional development with a wide range of personalised opportunities. The school's premises provide an extensive range of specialist facilities which are designed to allow access for all. A range of indoor and outdoor areas enable all students to engage in activities to support both curricular and extra-curricular opportunities as permitted. The premises and learning environment were effectively adapted during the pandemic and have been highly commended by local authorities. There is an extensive range of high-quality resources and learning technologies which promote excellent teaching and learning at all levels.</p>	<p>6.5.1 Management</p> <p>6.5.2 Staffing</p> <p>6.5.3 Facilities</p> <p>6.5.4 Resources</p>	<p>All aspects of the school day are carefully planned and communicated. As a result, students and teachers are clear about the school's routines and expectations, and the school day proceeds without any interruption. The exceptionally calm and purposeful atmosphere this generates strongly supports students' academic and personal progress because lessons are able to start quickly and learning time is used efficiently. The school has been innovative in enabling students to work from home if necessary. COVID 19 restrictions are carefully implemented so that their impact is minimized. The Board and senior leaders ensure that staff are highly qualified and well-matched to their roles. Recruitment drives in the UK and careful timetabling ensure that teachers are deployed to their specialist subjects and to the phases they are trained and qualified to teach. Highly successful professional development programmes are in place to continually develop staff competencies. For example, staff members can access training through Nord Anglia University and a wide range of other high quality professional development programs are available, for example NAE Leadership Programs. Online, self-study and collaborative action research projects, conducted with other schools in Abu Dhabi, enable peer-to-peer professional development in aspects of teaching and learning bespoke to the school's and individual teachers' needs. Overall, teachers are very well supported through access to a substantial range of high-quality professional development opportunities, and this promotes their ability to support the vision and mission of the school. The buildings and facilities are very well developed and deployed. Specialist resources, such as science laboratories, sports facilities and an</p>



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exceptionally large number of ICT devices support students' and teachers' successful interactions. This enables teachers to deploy a wide range of pedagogical methods and approaches which match students' preferred learning styles and individual needs. In all the phases of the school, students have access to a wide range of resources which encourage and support their active participation in learning both inside and outside classrooms. For example, students have immediate access to laptops and tablets and make exceptionally good use of these when carrying out research and recording and presenting their work. Children in the FS phase have access to outdoor learning spaces which encourage their development through play and exploration and supports their progress in the Foundation Stage. Primary students have access to a range of manipulatives and models which are well-aligned to the curriculum, and this supports learning well in mathematics and sciences. The school recognises that the impact of COVID 19 has resulted in some restriction in how resources can be used, for example the use of hands-on manipulatives and science equipment is diminished at this time.

Next steps for managers:

1. Implement the return to full use of outdoor spaces during free-flow activities in the Foundation Stage, to support active learning when appropriate. 2. Implement more use of manipulatives and specialist equipment, such as laboratory equipment, when appropriate. 3. Extend the range of professional development opportunities through exploiting links with a wider range of schools outside the Nord Anglia group.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

- recommendations from the ADEK inspection team;
- areas identified by school leaders as requiring improvement;
- other external reports that evaluate the outcomes of the school;
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae

