



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

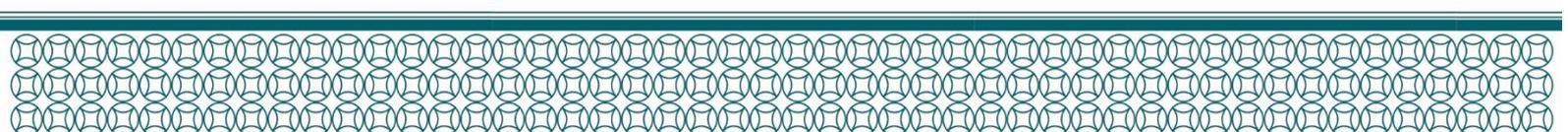
Inspection
Report of

Reach British School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Reach British School		
School ID:	9256	School phases:	Foundation Stage to high
School Council: **		Fee range and category*	AED22,800 to AED 46,800. Medium to high
School curriculum: *	British	Email:	ReachBritish.pvt@adec.ac.ae
Address:	34th Street, Baniyas East 2, Abu Dhabi.	Website:	https://www.reachbritishschool.com
Telephone:	+971 (0) 25822030		

Staff Information			
Total number of teachers	91	Turnover rate	25%
Number of teaching assistants	34	Teacher-student ratio	1:16

Students' Information				
Total number of students	1480	Gender	Boys and Girls	
% of Emirati students	54%	% of SEN students	5%	
% of largest nationality groups	Egyptian 9%	Pakistani 7%	Jordanian 4%	
% of students per phase	KG 22%	Primary 63%	Middle 12%	High 3%

Inspection Details				
Inspection date:	from	<u>26/06/1440</u> <u>03/03/2019</u>	to:	<u>29/06/1440</u> <u>06/03/2019</u>
Number of lessons observed:	128	Number of joint lessons observed:	40	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school has grown considerably since opening in 2014 through gaining new year groups. Recently there has been a high turnover of students and teachers, with around 70% of students and 50% of teachers new to the school. Students enter with low English language skills. School leadership structures and personnel have also changed considerably since September 2018 and include new senior and middle leaders.
- The overall performance of Reach British School is acceptable. Most students' attainment is in line with expectations in nearly all subjects. Children's achievement in the Foundation Stage (FS) is above expectations overall. Teachers understand the curriculum and deliver lessons which most students find interesting. The curriculum supports students' acquisition of knowledge but is less successful at developing students' learning skills. School leaders support students' attitudes and behaviour well through consistent promotion of the school's vision. They understand the school's strengths and areas for development through inclusive self-evaluation processes.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Students' attainment is only acceptable in most subjects. • FS children's achievement is good overall and is very good in Arabic as a first language (AFL). Students' achievement is now good in Arabic language, UAE social studies and mathematics. • Students can work well together but lack the skills to independently review their learning and initiate their next steps. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> • Students' attitudes and behaviour support their learning and their skills in working together. • Students have a well-developed appreciation of Islamic values and UAE culture. • Attendance rates are only acceptable, and students lack innovation and enterprise skills. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Teachers have sound subject knowledge and plan purposeful lessons. • FS teachers skilfully plan and deliver lessons that exploit children's interests. • Teachers do not use questions effectively to accelerate learning and do not meet the learning needs of high-ability students consistently. 		

Performance Standard 4	Curriculum
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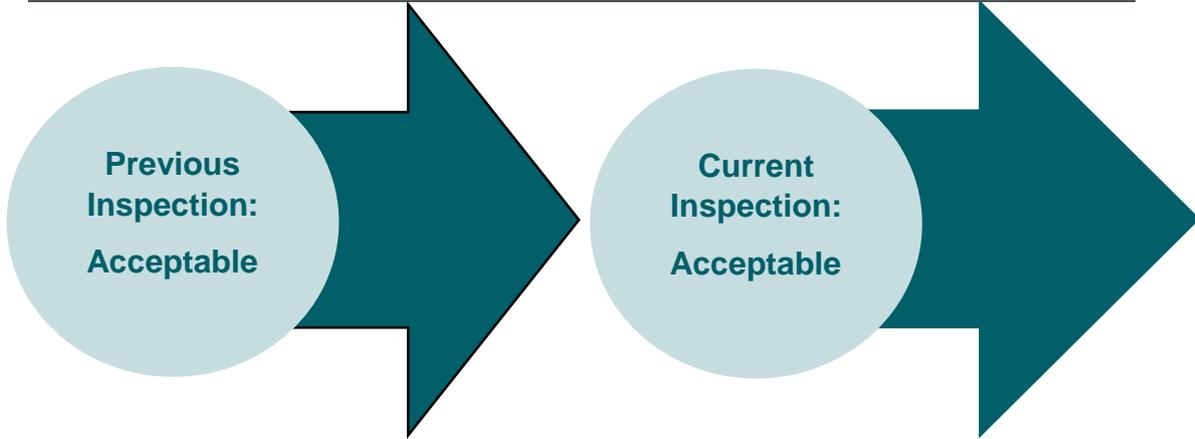
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Cross-curricular links are planned well, particularly in the FS.• The curriculum promotes students' knowledge of Emirati culture and UAE society.• Students have few options to choose what they learn and opportunities for them to be innovative and creative are limited.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• School processes encourage students' positive behaviour and relationships.• The premises and facilities are developed well, and students are kept safe.• Guidance for students does not support their healthy lifestyle choices and skills to be independent learners consistently well.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• The school day is organised and managed well, and this supports students' learning.• Teachers and students benefit from a wide range of resources to support teaching and learning.• Middle leaders are not consistently held to account for their contribution to delivering school improvements.		



Progress made since last inspection and capacity to improve



- Most of the recommendations from the previous inspection have been acted on with varying degrees of success.
- Students' achievement has generally improved. Students' achievement has improved to good in both Arabic first (AFL) and second language (ASL), UAE social studies and mathematics. In FS, children's progress is now consistently good in all subjects and very good in AFL.
- The quality of teaching has improved most in Arabic-medium subjects and mathematics. Teachers are making more use of assessment information to monitor students' attainment and progress.
- The FS curriculum develops children's creative and independence skills. Extra-curricular provision is beginning to support students' innovation and enterprise skills. Recent adaptations to the curriculum in primary are beginning to develop students' critical thinking skills.
- New science laboratories, enhancements to libraries and additional ICT facilities are evident. Creative arts are now integrated into the FS and primary curriculum.
- Recent changes to the senior and middle leadership teams have improved capacity and capacity is acceptable overall. Leaders have successfully managed the integration of the high number of new teachers and students.



Provision for Reading



- The school has well-equipped libraries. Students regularly access the libraries and reading clubs to support their reading. Plans include the implementation of age-appropriate reading programmes, including online reading applications. Reading strategies support students' comprehension skills and their progress in Arabic and English language. Students and their parents can gain access to reading materials from home and this supports parents' involvement in their children's education.
- Staff members have received training in phonics to enable younger students to learn letter sounds and blend unfamiliar words. This is leading to better progress, particularly in Arabic and English reading.
- Teachers promote reading in Arabic and English language by encouraging students to predict, analyse and describe characters or events. In other subjects, reading is promoted through guided research tasks which build students' comprehension skills.
- Students participate in reading competitions and celebrate Arabic language week. Book fairs support older students' reading, and reading corners in classes promote reading for younger students. Timetabled library lessons enable all students to read regularly.
- Students' initial reading capabilities are informed by baseline testing. Reading records are used to monitor students' progress in reading, including tracking students' progress in reading for comprehension.



Key areas of strength and areas for improvements:

Key areas of strength

1. Children's achievement in FS, particularly in AFL and students' achievement in Arabic language, social studies and mathematics.
2. Students' understanding of Islamic values and their respect for Emirati heritage.
3. Cross-curricular links between subjects and the links made in lessons to UAE culture and society.
4. Arrangements to keep students safe and the quality of the premises and facilities.
5. The management of the school day to support students' learning.

Key areas for improvement

Improve students' attainment so that it is consistently good or better by:

- developing students' wider knowledge of Islamic texts and their understanding of Islamic values in a modern society
- promoting students' Arabic and English language speaking and writing skills through providing regular opportunities for students to speak and write at length
- supporting students' efficient mental mathematics calculations
- developing students' skills to independently conduct science investigations.

Promote students' skills to be independent learners by:

- developing students' skills to regularly review their own progress against curriculum expectations
- improving students' skills to plan their own next steps
- encouraging students to independently carry out their plans.

Develop the quality of teaching by:

- supporting teachers' skills in using assessment information to plan lessons that more closely meet the learning needs of individual students, particularly high-ability students
- improving teachers' skills to ask questions which challenge students to think deeply, discuss opinions and plan longer answers
- planning more opportunities for students to take responsibility for their own learning through their consistent response to feedback.

Promote the contribution middle leaders make to raising the quality of teaching by:

- involving middle leaders more frequently in reviewing the quality of teaching
- supporting middle leaders' consistent promotion of best practices in teaching and learning
- holding middle leaders to account for the quality of teaching and learning in their areas of responsibility.

Improve students' attendance to school so that it becomes good or better by:

- reinforcing with students and their parents the importance of good attendance to school.



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Very Good	Good	Good	Good
Arabic (as additional Language) *	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Acceptable	Acceptable	Acceptable

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. FS children's achievement is good.• School information indicates that attainment is acceptable overall and good in the FS.• In lessons and their recent work, children's attainment is good, and students' attainment is acceptable. Children and students can relate their understanding of Islamic teachings to real-life situations securely. For example, children have developed knowledge of the five senses and can relate these to themselves. Students in primary can describe the impact of kindness and harshness on other people. In middle and high, students understand the importance of consistently applying Islamic values, for example the benefits of tolerance. Students have secure skills in following Tajweed rules when reciting. They are less able to independently infer the meaning of new vocabulary when reading short surahs and their skills to describe how calling to Islam is influenced by modern technology are less well developed.• All groups of students make the same progress.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic FL (AFL) and Arabic SL (ASL) is good overall and has improved since the last inspection. FS children's achievement is very good in AFL.• School information indicates good attainment in FS and acceptable attainment in other phases.• In lessons and in their recent work, children's attainment is good. They can compose and write sentences and talk about themselves confidently using Standard Arabic. Children's listening and reading skills are equally well developed. Most students in other phases have listening, speaking and reading skills in line with curriculum standards. For example, in primary AFL, students can search for new vocabulary using dictionaries and critically analyse story events. In middle and high, AFL students can explain grammar concepts found in classical Arabic poetry and describe different types of rhetoric. ASL students can listen and respond to questions adequately and reply using meaningful sentences and accurate vocabulary. Writing skills are relatively less well developed for both AFL and ASL students, particularly extended writing for different purposes and audiences.• All groups of students make the same relative progress.



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Social Studies	<ul style="list-style-type: none">• Students' achievement in UAE social studies is good overall. This represents an improvement since the previous inspection.• School assessments indicate acceptable attainment overall.• In lessons and their recent work, students' attainment is good. Students have a secure understanding of citizenship and national identity. For example, they can describe citizens' rights, responsibilities and their duties towards supporting UAE society. Students have clear understanding of their roles in contributing towards achieving national goals. They can describe the UAE's past and compare this to the present, for example when comparing how employment has changed over time. Students' skills to analyse future national challenges and to suggest solutions to these are less well developed.• All groups of students make the same good progress.
English	<ul style="list-style-type: none">• Children's achievement in English is good in FS and students' achievement is acceptable in other phases. Achievement has remained the same since the previous inspection.• External international data indicates that attainment is weak in primary and middle. School data indicates attainment is weak in FS and good in high.• In lessons and their recent work, most children's listening, speaking and early reading and writing skills develop quickly to become in line with curriculum expectations. Children use phonics skills to read new words confidently. Students' reading skills are adequately developed, and most can infer meaning and read for comprehension in age-appropriate ways. Students' extended and creative writing skills, are relatively less well developed, as are their skills to speak in longer and more complex sentences.• All groups of students make the same relative progress.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. Attainment is now acceptable in all phases.• External international test results for primary and middle phases indicate that attainment is weak. School data indicates that attainment is weak in FS and acceptable in high.• In lessons and their recent work, attainment is acceptable in all phases. In FS, children have a secure understanding of number facts, for example they can name and sequence numbers accurately and add and subtract simple numbers. In primary and middle, students develop secure skills in manipulating numbers and quantities in line with curriculum standards, for example they can compare and order fractions and multiply proper fractions. In high, students can apply mathematical thinking to select and apply formulae when resolving complex mathematical problems, for example when calculating relative probabilities. In all phases. students' skills to deploy efficient mathematical techniques when calculating mentally are relatively less well developed.• All groups of students make the same relative progress.



Science	<ul style="list-style-type: none">• Students' achievement is acceptable in science overall. Children's progress has improved to good in FS and achievement has improved to acceptable in middle.• School information indicates that attainment is weak in FS, acceptable in primary, weak in middle and outstanding in high.• In lessons and their recent work, students' attainment is acceptable in all phases. Most children in FS can independently enquire and describe the world around them. Most primary students can describe earth and space phenomena adequately, for example when describing the terrestrial planets. In middle and high, students' knowledge of biological, physical and chemical processes are in line with expectations, for example they can use theory to describe how electrical circuits operate and can write chemical formulae to represent reactions between acids and metals. In primary, middle and high, students lack skills to independently devise, conduct and draw conclusion from enquiries and experiments.• All groups of students make the same progress.
Other subjects	<ul style="list-style-type: none">• Students' attainment in other subjects is acceptable overall. Achievement has improved to good in the FS.• School information indicates that attainment is good in primary and middle, and acceptable in high.• In lessons and their recent work, students' attainment is acceptable overall. In art, FS children can represent the natural world using colours and students can use a range of art resources and techniques adequately, for example to draw, print patterns and create layers. In music, students can keep in time and play percussion instruments adequately. In PE, FS children can move their bodies accurately when exercising and students can choose when to change game strategies in team sports. However, a few students choose not to take part in PE activities. Across the range of other subjects, most students' attainment is in line with curriculum expectations. Achievement in moral education is good and this supports students' personal development.• All groups of students make the same acceptable progress.



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Learning Skills	<ul style="list-style-type: none">• Nearly all students readily accept the work and tasks teachers provide. They sustain their interest and work diligently to complete the tasks they are given. Only a few students lose interest when work does not match their interests.• Students can work well together to share ideas and complete group tasks. However, students are less skilful at deciding when to work in teams and at delegating responsibilities.• Students connect their learning between subjects and to the world which helps their understanding of the world outside school. Children can independently explore the world around them, which supports their better progress.• Students can be creative. However, they generally lack confidence and skills to be innovative and enterprising and to independently take the initiative to lead their own learning.
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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> • Understanding of Islamic concepts. • Recitation skills following correct Tajweed rules. 	<ul style="list-style-type: none"> • Inferring new vocabulary in short surahs. • Describing modern methods for calling to Islam.
Arabic	<ul style="list-style-type: none"> • FS children's Arabic language skills. • Listening, speaking and reading skills. 	<ul style="list-style-type: none"> • Skills to write extensively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> • Understanding of the UAE's national identity. • Knowledge of citizens' rights, responsibilities and duties. 	<ul style="list-style-type: none"> • Skills to analyse future national challenges.
English	<ul style="list-style-type: none"> • Children's early reading and writing skills. • Students' listening and reading skills. 	<ul style="list-style-type: none"> • Skills to speak in longer and more complex sentences. • Extended and creative writing skills.
Mathematics	<ul style="list-style-type: none"> • Children's understanding of number facts. • Students' skills to apply mathematical techniques and formulae. 	<ul style="list-style-type: none"> • Mental mathematical skills.
Science	<ul style="list-style-type: none"> • FS children's skills to investigate and describe the world. • Students' knowledge of science facts and theory. 	<ul style="list-style-type: none"> • Students' skills to independently conduct investigations and experiments.
Other subjects:	<ul style="list-style-type: none"> • FS children's achievements in other subjects. • Students' achievement in moral education. 	<ul style="list-style-type: none"> • Students' consistently regular involvement in PE lessons.
Learning skills	<ul style="list-style-type: none"> • Children's skills in exploring the world. • Students' skills to connect their learning to the world and collaborate. 	<ul style="list-style-type: none"> • Students' innovation and enterprise. • Students' independent initiation of their learning.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Overall, students' personal and social development are good, and their innovation skills are acceptable. Most students have positive attitudes towards their work and take responsibility for completing tasks. However, students lack skills to take the initiative and a few students do not sustain positive attitudes in lessons.
- Students are usually self-disciplined, and bullying is rare, with only a few cases reported. Students' relationships with staff and others are respectful and this supports cooperation skills. FS children's attitudes are consistently very well developed, and this supports their better progress overall.
- Students know how to live healthy lifestyles, however not all make consistently healthy choices, for example with the food they eat and how often they exercise. Attendance is 92%, which is acceptable, but a few students arrive after assembly starts. Students nearly always arrive on time to lessons.
- Students' understanding of Islamic values is well-developed. They enjoy taking part in national occasions which celebrate Emirati heritage and UAE national culture. Students' understanding of national and world cultures is well developed.
- Students take part in occasional voluntary social contribution, for example through the students' council and when taking roles as prefects. Students do not consistently take the initiative to carry out their own voluntary social contributions.
- Students can be innovative and enterprising in extra-curricular activities, such as science week. Recycling projects support students' involvement in environmental conservation. In lessons, students' skills to be creative and independent learners are less well developed, partly because they have fewer chances to be innovative, enterprising and to lead their own learning.

Areas of Relative Strength:

- Children's very well-developed attitudes towards learning, and students' positive behaviour which supports their cooperation skills.
- Students' understanding and appreciation of Islamic values and UAE culture and heritage.

Areas for Improvement:

- Students' attendance rates.
- Students' skills to be innovative, enterprising and entrepreneurial, particularly in lessons.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Good	Acceptable	Acceptable	Acceptable

- Overall, the quality of teaching and assessment is good in FS and acceptable in the other phases. Teachers have secure subject knowledge and plan purposeful lessons. FS teachers use a wider range of teaching styles to encourage children to learn through play and exploration.
- Teachers generally have positive relationships with their students. In FS, teachers use questioning more effectively. In the other phases, questioning is less successful because teachers do not consistently encourage discussion or provide enough time for reflection, and this does not usually support students' deeper thinking and extended answers.
- In FS, teachers adjust their planning and teaching to suit the needs of individual children. In other phases, the needs of high-ability students are not as consistently met as for other groups of students.
- FS teachers provide **more** opportunities for children to take the initiative and lead their own learning in age-appropriate ways. In other phases, while teachers provide interesting work for students, they provide infrequent opportunities for students to plan and carry out their own ideas. As a result, students' skills to be innovative and creative learners are less well developed.
- Well-organised assessment processes are established across the school and this helps teachers monitor students' attainment and progress. Teachers in FS make good use of data to inform their planning. However, teachers in the school are not consistently using this information to plan lessons to meet the needs of different students. This is most evident for high-ability students.
- In lessons, teachers provide helpful verbal feedback to correct misconceptions and help students know what to do. Written feedback is provided regularly to enable students to reflect upon and improve their work. However, teachers **do** not consistently check that students respond to feedback and make their own plans for how to improve.

Areas of Relative Strength:

- FS teachers' use of assessment information to plan and deliver lessons that meet children's individual needs.
- Teachers' subject knowledge and their skills to deliver purposeful lessons.

Areas for Improvement:

- Teachers' use of assessment information to plan lessons that meet the needs of high-ability students.
- Teachers' use of questioning to promote dialogue, critical thinking and students' extended answers.
- Teachers' consistent checking that feedback is responded to and the support for students to make their own plans for how to improve.



Performance Standard 4: Curriculum

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

- Overall the quality of the curriculum is acceptable. The curriculum conforms to the English National Curriculum and statutory requirements. It prepares students for the next stages in their learning adequately. In FS, learning is more successfully promoted through the thematic curriculum. In primary, the thematic approach is successful in linking students' learning to the world and enabling subject knowledge to be transferred between areas of learning.
- In FS, children are provided with a wider variety of choices in lessons which enables them to explore, investigate and enquire independently. However, the curriculum provides only limited choices for students in primary, middle and high to choose what to learn.
- Reviews have led to successful adaptations to the FS curriculum and the school has introduced successful initiatives to improve achievement in Arabic language, UAE social studies and mathematics. Adaptations to the curriculum have been less successful in ensuring sufficient challenge for high-ability students.
- The curriculum effectively promotes awareness of UAE culture and heritage. As a result, students have a strong sense of identity and know about their history, culture and heritage. However, the curriculum is less successful in developing students' enterprise, innovation and creative skills.
- Moral education is taught as a discrete subject and is also integrated in other subjects. The curriculum is generally successful in promoting students' awareness of values such as tolerance and respect. School records indicate that moral education is supporting improvements in students' attitudes and behaviour.

Areas of Relative Strength:

- Cross-curricular links to promote the transfer of learning between subjects, particularly in FS.
- Curriculum links to promote students' knowledge of Emirati culture and their awareness of the UAE society.

Areas for Improvement:

- Choices available to older students and provision for high-ability students.
- Adaptations to the curriculum to support students' enterprise, innovation and creativity skills.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

- Overall, the protection, care, guidance and support of students is good. The school has effective procedures for the safeguarding of students including child protection policies. All students, staff and parents are aware of child protection policies and routines. The school is successful in dealing with the rare incidences of bullying.
- The buildings are well maintained and hygienic, and students are kept safe, including when using the school's buses. The facilities are well developed and suitable for all students, including those with special educational needs (SEN). The school canteen provides healthy meals; however, the promotion of healthy lifestyles is not yet leading to students making consistently healthy choices.
- Relationships between students and staff, and students' behaviour are generally promoted effectively. Active steps are taken to promote attendance; however, leaders recognise that further promotion is required as attendance is only acceptable.
- Systems to identify SEN students, and those who are of high ability, are effective. SEN students receive well-planned support in the specialist unit. In classrooms, teachers provide adequate support for students, but do not plan to accelerate the progress of high-ability students.
- Students receive regular and helpful guidance about their academic and personal development. Guidance to help students take more responsibility for their own learning is less well developed.

Areas of Relative Strength:

- The suitability of the premises and the arrangements to keep students safe.
- The promotion of positive relationships between members of the school community.

Areas for Improvement:

- Support in classrooms for high-ability students to accelerate their progress.
- The guidance students receive to support their independence, improve their attendance and to help them lead consistently healthy lifestyles.



Performance Standard 6: Leadership and management

Indicators:

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

- Senior leaders set a vision and mission that aligns well with UAE and Emirate priorities. They have established an inclusive school in which students of all abilities are admitted and integrated. Capacity to improve further is acceptable and senior leaders have taken adequate steps to develop performance and standards.
- Self-evaluation processes are inclusive of staff and make use of external data but are not always accurate. School improvement plans provide clear strategies for delivering improvement. However, middle leaders are not yet consistently contributing to the delivery of improvements.
- The parents' council provides views about the quality of provision to school leaders and governors. Parents receive regular and informative information about school events and their children's achievements through innovative electronic portals. However, parents are not yet fully engaged as partners in their children's education. The school has adequate links with the community and other schools and these support teachers' professional development.
- The governing body has adequate representation from stakeholder groups, including parents. They have maintained the quality of provision through a period of significant change. Governors recognise that systems and procedures to hold senior and middle leaders to account for delivering further improvements require strengthening.
- The school runs well on a daily basis. Despite the high turnover of staff, the school has maintained sufficient qualified teachers to deliver the curriculum and professional development processes are supporting new teachers. Recent improvements to the premises include new science facilities, increased availability of ICT and improved library facilities. The learning environment is now very well developed and accessible to all.
- Teachers and students are supported by a wide range of resources and these are used to best effect in the FS. In the rest of the school, the use of resources to support students' independence, innovation and creativity is less well developed.
- The school makes use of a limited range of international assessments; for example, Global Levels, ISA and CAT4. These provide information about students' attainment in English language and mathematics.

Areas of Relative Strength:

- The management of the school day to support students' learning.
- The relevance and range of resources available to students and teachers.

Areas for Improvement:

- The contribution middle leaders make to raising the quality of teaching.
- Systems to hold school leaders to account for the delivery of improvements.

*Relevant for Private schools only