دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION AND KNOWLEDGE

# School Performance Report

**Combined Internal and External Evaluations**

Diyafah International School L.L.C.

**The overall performance of this school is Good .**

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# Introduction

This report combines the previous school 'self-evaluation form' (SEF) and school inspection report. It provides all stakeholders with an opportunity to compare the internal and external evaluations of school performance. Its purpose is to bring these two perspectives together to foster greater accuracy of internal evaluations. Greater accuracy is a step towards the long term goal of less dependence upon external evaluations to understand a school's effectiveness. Ongoing and accurate internal evaluations are the key to school effectiveness that can withstand changes in leadership, staffing and student enrolment.

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Basic information about inspections
Basic information about the school
The overall performance history of this school
Summary of inspection judgements - outcomes

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**Performance Standard 1:** Students' achievements
**Performance Standard 2:** Students' personal and social development
**Performance Standard 3:** Teaching and assessment
**Performance Standard 4:** Curriculum
**Performance Standard 5:** Protection, care, guidance and support of students
**Performance Standard 6:** Leadership and management

# 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: <u>Framework Arabic</u>  <u>Framework English</u>**
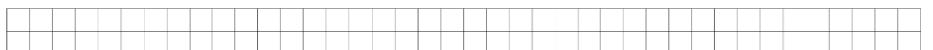
# Basic information about the school

**Name:**    Diyafah International School L.L.C.

**I.D. number:**    9233

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

**Curriculum:**    British

**Fee category:**    High

**Location:**    32, Al Haddaf St, Mohamed Bin Zayed City, Abu Dhabi 20639

**Web address:**    http://diyafahinternationalschool.com

**E-mail address:**    9233@adek.gov.ae

**Telephone:**    025585665

**Number of teachers:**    63

**Teachers' assistants:**    30

**Teachers' nationalities:**    India

**Number of students:**    941

**Teacher to student ratio:**    1:14

**Students' nationalities:**    UAE)

**Proportion of Emirati students:**    17.64

**Proportion of students of determination:**    2.23

**Dates of inspection:**    24-May-2022 to 26-May-2022

# The overall performance history of this school:

## 2014-2015



- Outstanding - 0%
- Very Good - 0%
- Good - 6%
- Acceptable - 94%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

## 2016-2017



- Outstanding - 0%
- Very Good - 12%
- Good - 88%
- Acceptable - 0%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

## 2018-2019



- Outstanding - 0%
- Very Good - 24%
- Good - 76%
- Acceptable - 0%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

## 2021-2022



- Outstanding - 6%
- Very Good - 12%
- Good - 47%
- Acceptable - 6%
- Weak - 0%
- Very Weak - 0%
- NA - 29%
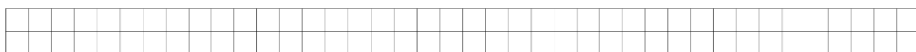
# Summary of inspection judgements

## 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 | Acceptable * | Good * | Good * | Good * |
| 1.1 Students' attainment in Arabic First Language | Good * | Good * | Good * | Good * |
| 1.1 Students' attainment in Arabic Second Language | Not Applicable | Good * | Acceptable * | Good * |
| 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 | Acceptable * | Acceptable * | Good * | Very Good * |
| 1.1 Students' attainment in Mathematics | Acceptable * | Acceptable * | Acceptable * | Good * |
| 1.1 Students' attainment in Sciences | Acceptable * | Acceptable * | Very Good * | Very Good * |
| 1.2 Students' progress in Islamic Education | Acceptable * | Good * | Good * | Good * |
| 1.2 Students' progress in Arabic First Language | Good * | Good * | Good * | Good * |
| 1.2 Students' progress in Arabic Second Language | Not Applicable | Good * | Acceptable * | Good * |
| 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 | Acceptable * | Good * | Good * | Very Good * |
| 1.2 Students' progress in Mathematics | Acceptable * | Good * | Good * | Very Good * |
| 1.2 Students' progress in Sciences | Acceptable * | Acceptable * | Very Good * | Very Good * |
| 1.3 Students' Learning skills | Acceptable * | Good * | Good * | Good * |
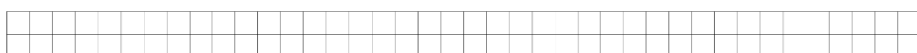
## PS2: Students' personal and social development

| 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 | Acceptable * | Good * | Good * | Good * |
| 3.2 Assessment | Acceptable * | Good * | Good * | Good * |

## 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 * |
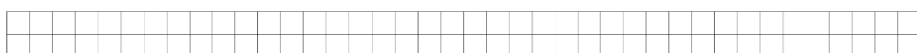
## PS5: Protection, care, guidance and support of students

| 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 | Good * | Good * | Good | Good |

## PS6: Leadership and management

| Indicators | All Phases |
|---|---|
| 6.1 Effectiveness of leadership | Good |
| 6.2 Self evaluation & improvement | Acceptable |
| 6.3 Partnerships with parents | Good |
| 6.4 Governance | Very Good |
| 6.5 Management | Very Good |
| **Overall Judgement** | **Good** |
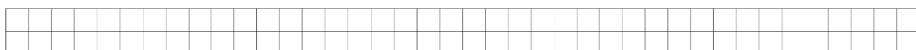
## Changes since the previous inspection

School leaders have addressed most of the recommendations in the previous inspection report. The school was asked to further improve the quality of teaching and learning in the previous inspection report. There is now a greater focus on the sharing of best practice in teaching strategies between the Arabic and English medium subjects, leading to greater consistency in planning and teaching style across the school. There is much greater engagement with digital technology, partly through the requirements of online learning in the recent past. Progress has been made in securing greater differentiation of the work planned in order to meet students' individual needs, although some inconsistencies remain. The level of challenge for the very small number of students identified as gifted and talented is mostly appropriate. There has been good progress in improving the quality of written feedback provided to students, particularly in science and English. Provision to support students' critical-thinking skills has improved significantly. However, there is further work to do in order to promote students' innovation skills effectively. The range of curricular options for those moving into and beyond the secondary phase has increased significantly, taking into account the relatively low numbers in the high phase. With the opening of the new secondary teaching block and the addition of year 12 and 13 classes, the school now provides fully for students to school-leaving age. The new building has seen the introduction of very well-equipped specialist facilities for design technology, food technology, drama, music and physical education. The range of optional examination courses provided at both IGCSE and A level has increased, taking into account student demand and economic considerations. At the entry point to the school, a new nursery unit, which does not form part of this inspection, has been opened. There has, since the last inspection, been some decline in the effectiveness of the foundation stage provision (FS2), although many of these children have only recently been able to start school after a lengthy period of online learning. This reflects some lack of knowledge of current best practice in this phase. However, this is balanced by a clear strengthening of students' achievement across the secondary and new post-16 phases. Teaching remains good overall, supported by a mostly effective professional development program. The benchmarking of students' achievement against international standards has improved with the introduction of GL testing. The support for health and safety including safeguarding has improved to be outstanding due to the implementation of increasingly rigorous systems. The care and support for students remains good as there is still work to do on ensuring that students of determination who are Arabic speaking are supported by Arabic-speaking staff. Leadership and management remain good overall because students' achievement, although improved, remains good overall. Overall, the school has good capacity to improve.

## Provision for reading

The school has three library areas, one for each phase. The school librarian maintains a termly log, which shows that 1500 books have been borrowed since the start of the academic year.

There is an extensive collection of age-appropriate reading material for all year groups. These cover a wide range of topics including textbooks and academic material to prepare students for exams, and many reference texts relating to arts, languages, geography, religious science, social science, languages, life skills and UAE culture. The school library is used effectively to promote the development of students' reading skills, in both English and Arabic. The libraries each have visualized and symbolled areas to ensure that students of determination (SoD) and students learning English can experience all the library has to offer.

Reading classes in all phases are integrated into students' timetables and they access the library to engage in these lessons. They undertake group reading lessons using various books which students, in agreement with their teachers, have expressed an interest in. They can also make personal choices in relation to books they want to read and borrow them from the library. Students develop their comprehension skills for both Arabic and English by engaging in regular learning activities which require them to identify information from a range of different texts and interpret meaning. There has been a key focus on developing and enhancing students' reading skills. Assessment of students' reading skills in Arabic and English is undertaken at the start of the academic year and this information is used to inform planning. To support the Arabic reading program, the school has installed a range of online commercial reading support programs. For younger students the school follows a commercial program to deliver age-appropriate reading levels. Year 13 students have their own registration status at Abu Dhabi National Library. EAL students are supported by a commercial reading program.

In the primary and secondary phases students are encouraged to engage in reading competitions, such as the Chevron Readers Cup. Students' reading progress is recognized through the award of certificates of achievement. As part of the school's reading initiatives, the school celebrates an annual reading month and students attend the local English and Arabic book fairs. The school offers a wide range of reading groups in school, such as Reading Club and Arabic Reading Skills and Qur'an Club. Gifted and talented students have previously represented the school at the Emirates Literature Festival and have had competition success in poetry and writing competitions.

# What the school does to achieve its TIMSS and PISA targets

The school uses international tests to provide information on student performance. The school is aware of its targets for the next examination sessions. The school has appointed a coordinator for the required international examinations. The requirements of the various tests have been analyzed in detail and the progress of students monitored using the specified assessment requirements. The school indicates that sufficient priority is given to preparing students to the appropriate standard in mathematics and science for PISA, with adaptations made to the curriculum to incorporate material relevant to these tests. After-school classes are provided and students have access on online material through OECD to support revision and practice. The school was not selected for the 2018 PISA tests or the 2021 PIRLS international assessments. However, the school has been included in the 2022 PISA tests. The school has plans in hand to ensure that, with the experience gained from the PISA preparation period, the cohorts to be entered for the TIMSS assessments in mathematics and science in Year 4 and Year 7 in 2023 will receive a more extended preparation, backed by systematic practice tests in these subjects. Effective use is made of practice material provided by ADEK and the school devises practice worksheets and activities which are underpinned by skills relevant to the various tests.

## Strengths of the school

The school promotes all aspects of health and safety outstandingly well, so ensuring a very safe, secure and well-resourced environment.

Attainment and progress in science in the secondary phase are very good. Attainment in English and science and students' progress in English, mathematics and science are very good in the post-16 phase.

The emerging provision for post-16 students is of high quality. These students are achieving well on the basis of their success in the international examinations.

Governance is very good and, following the recent development of the building to provide a new secondary and post-16 unit, the school's facilities and resources are of a high standard.

Provision for health, safety and the safeguarding of students is outstanding.

## Recommendations for improvement

1) Improve students' attendance levels across the school to be at least good within the next two terms by:

    providing more incentives to encourage student attendance.

    engaging more effectively with parents to support more regular attendance.

2) Improve the level of challenge, the quality of teaching and the learning environment in the foundation stage provision (FS2) by:

• ensuring that there is sufficient current foundation stage expertise

• enabling the children to engage in more active guided and self-initiated learning.

• reviewing the resource provision to ensure that children have sufficient materials available to engage their interest and support their academic progress.

3) Increase the consistency of students' achievement in English and science in the primary phase and in mathematics in primary and secondary phases by:

• making more effective use of the available data on students' performance.

• ensuring that activities provide sufficient challenge for all students, including the least and most able.

4) Improve the quality of support for students of determination who are Arabic speaking, and for lower-attaining students in the Arabic subjects through the provision of enhanced training for learning support staff.

5) Improve the quality of leadership by strengthening the procedures for school self-evaluation by:

• making more effective use of the data available

• involving subject leaders more fully in the self-evaluation process

6) Ensure that all key teaching staff have an embedded understanding of the UK National Curriculum to support the effectiveness of their teaching.
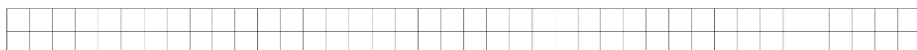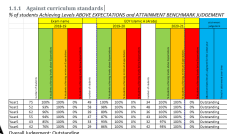
# PS1: Students' Achievements

## Students' attainment and progress in Islamic Education

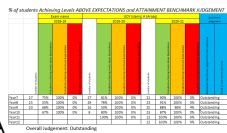| Internal Evaluations | Elements | External Evaluations |
|---|---|---|

**Attainment over 3 Year Period; Phase 1 - 4.**



Islamic A



Islamic A

**Attainment Term 1 and Term 2; Phase 1 - 4**





Islamic B



Islamic B

**1.2.1 Progress against starting points and over time**



Islamic B students tend to be from a

**Elements**

1.1.1

Against curriculum standards

1.1.2

Against national and international standards

1.1.3

Knowledge, skills & understanding

1.1.4

Trends in attainment over time

1.2.1

Progress against starting points and over time

1.2.2

Progress in lessons

1.2.3

Progress of different groups

**External Evaluations**

1.1.1 Internal assessment data shows that attainment in 2021 was outstanding, with most students attaining levels of knowledge that are above curriculum standards in all phases.

In the 2021 MOE examination most students in Year 13 attained at levels that are above curriculum standards. These attainment levels are not evidenced in lessons or in students' current work, where the majority of students attain at levels that are above curriculum standards in the primary, secondary and post-16 phases. Most children in the foundation stage (FS2) attain in line with the curriculum standard.

In the foundation stage, most children demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. Children can identify the importance of mercy and can link its meaning with real life examples and with their own experience, such as dealing with pets. In the primary phase, in Year 4, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They successfully memorize the Hadith and have good understanding of the new meanings in Hadith. Students can read the Hadith and can deduce the most important prophetic principles contained there. Students can link their learning with real life examples from the UAE life and culture effectively. In the secondary phase, in Year 9, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They can do effective research to establish the importance of human health. They read Islamic texts confidently in Arabic. Students can link their learning with real life examples and discuss these examples effectively. In the post-16 phase, in Year 12, based on students' recent work scrutiny the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They show clear understanding of the virtue of the Prophet's Hadith and its transmission and its impact on our lives.

Over the past three years, students' attainment as seen in internal assessments has been consistently outstanding in all phases.

Over the past three years, internal assessment information in all phases indicates that most students make better than expected progress over time from their starting points.

In the foundation stage, most of the children in lessons make the expected progress in relation to appropriate learning objectives. They demonstrate expected progress in absorbing and explaining the main ideas in Hadith and how the Prophet Muhammad was merciful to children. They demonstrate progress in

non-Arab background while at the same time Islamic. There are however occasions where some students are Arabic but have limited language skills and placed in the Islamic B sets.

showing respect to this mercy and to the Prophet's Seerah. They work confidently with their colleagues in different groups and can relate the mercy concept to their own experience of plants, babies and animals, demonstrating expected progress in distinguishing between good habits and bad habits in terms of mercy. They have made less rapid progress in developing their recitation skills. In the primary phase, in Year 4, the majority of students make better than expected progress when they confidently explain how they will follow the guidance of the Prophet Mohammad in compassion, and can explain orally the characteristics of the Muslim community. They respond confidently to questions which test their critical-thinking skills. In the secondary phase, in Year 9, the majority of students make better than expected progress, when they discuss the wisdom behind the principles of Islam in the prevention of diseases. The majority of students made short videos about the principles of Islam in the prevention of diseases and shared them with their teacher and their colleagues. Recitation skills are less well-developed. In the post-16 phase, in Year 12, the majority of students make better than expected progress, demonstrating progress in distinguishing the differences between the body of the Hadith and the method of verifying the authenticity of the Hadith. They confidently discuss the efforts of Muslim scholars in codifying the Sunnah.

All groups of students in all phases make at least expected progress, and the majority of students make better than expected progress in all phases. Emirati and non-Emirati students, girls and boys make similar progress on the evidence of the school tracking system and what was observed in lessons. Students of determination and low attainers do not consistently make better than expected progress in relation to their starting points due to the variable quality of support in lessons. High attaining students generally make better than expected progress due to the well-planned practical activities and the effective use of technology in lessons which allows them to extend their understanding through research.

## Islamic Education - Next steps for students:

1. Strengthen students' knowledge and the implementation of Tajweed rules in their recitation in all phases by increasing the opportunities to recite widely and loudly on a regular basis and by giving students constructive feedback on their recitation.

2. Expand students' understanding of the efforts of Muslim scholars in preserving the Prophet's Sunnah by linking these efforts to the impact of the presence of the Sunnah on their lives at the post-16 phase.

3. Deepen students' understanding of the Islamic concepts mentioned in the Prophet (BPUH) Hadith, by linking it with their lives, in the foundation stage.

## PS1: Students' Achievements

**Students' attainment and progress in Arabic First Language**

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|

**Internal Evaluations**

**Attainment over 3 Year Period; Phase 1 - 4**





**Attainment Term 1 and Term 2; Phase 1 - 4**



**1.2.1 Progress against starting points and over time**



**Elements**

1.1.1

Against curriculum standards

1.1.2

Against national and international standards

1.1.3

Knowledge, skills & understanding

1.1.4

Trends in attainment over time

1.2.1

Progress against starting points and over time

1.2.2

Progress in lessons

1.2.3

Progress of different groups

**External Evaluations**

1 Internal assessment data supplied by the school shows that attainment at the end of academic year in 2021 was above curriculum standards in the foundation stage for the majority of children and above curriculum standards for the large majority of students in the primary phase. The majority of students attained above curriculum standards in the secondary phase and most students attained levels of knowledge that are above curriculum standards in the post-16 phase.

In the 2021 MOE examination, most students in Year 13 attained at levels that are above curriculum standards. In the external international IBT benchmark test, attainment levels in 2021 for years 4 to 10 were above those typically found in Middle East schools. In the international IGCSE, data shows that in 2021, Year 11 most students attained above curriculum standards. These attainment levels are not currently evidenced in lessons where the majority of students attain at levels that are above curriculum standards in all phases. There are no external benchmarks for other years.

In the foundation stage, the majority of children demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They show clear understanding of the qaf letter, can pronounce it correctly and recognize different words contain the letter effectively. Children have well-developed writing, listening and speaking skills. Low achieving students, however, show less confidence in their speaking skills. In the primary phase, by Year 6, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They show clear understanding of grammatical case endings. They can also write useful sentences using this group. Students can link their learning with real-life examples and national identity by writing two sentences using adverbial structures. However, low achievers struggle with these concepts due to a lack of effective support in lessons. In the secondary phase, by Year 10, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They show clear understanding of the main ideas in a literary text and can undertake effective

research to extract the main information from the literary text. the majority of students show skills in speaking and listening skills which are above curriculum standards in their discussions with their teacher and can link their learning with national identity and real-life contexts. However, some lower achievers are lack confidence in their use of standard Arabic. In post-16 phase, in Year 12, based on the scrutiny of students' recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They can interpret the meaning of new vocabulary using an electronic dictionary and can extract the main ideas from the poetic context effectively. Students make their own videos and present themselves describing aspects of their recent lessons using effective speaking skills.

Over the past three years, students' attainment as seen in internal assessments has been consistently outstanding in the primary and post-16 phases, and very good in the secondary phase.

Over the past three years, internal assessment information in the primary and post-16 phases indicates that the most students make better than expected progress from their starting points and curriculum standards while a large majority of students make better than expected progress from their starting points and curriculum standards in the secondary phase.

In the foundation stage, the majority of children in lessons make better than expected progress in relation to appropriate learning objectives. They demonstrate good progress in recognizing the different forms of key letters in Arabic and acquire good phonic awareness. They can differentiate between phonetically similar words and can write simple words with confidence. However, while they progress to structuring simple sentences quite quickly, their progress in developing their reading skills and their capacity to pronounce words correctly in sight reading is less rapid. In the primary phase, in Year 6, the majority of students make better than expected progress in relation to appropriate learning objectives. They can compare different sentence patterns, demonstrating clear understanding of the sentence structure. Students demonstrate good progress in using their listening and speaking skills in their class discussion and in their writing skills in their group work. However, students make only acceptable progress in

developing their reading skills using correct accent and pronunciation and their extended writing skills are less well-developed.

In the secondary phase, in Year 10, the majority of students make better than expected progress in relation to appropriate learning objectives. They make good progress in distinguishing and identifying and summarizing the main idea in a text, supported by secure writing skills. They make their own videos and present them in lessons, asking their colleagues questions related to their videos to assess their understanding. High achievers have created a website to discuss the ideas they draw from a text. However, their progress in developing their reading skills and their extended writing skills is less rapid. In the post-16 phase, in Year 12, the majority of students make better than expected progress in relation to appropriate learning objectives. They demonstrate progress in analyzing poetic texts thoroughly and in answering book questions effectively. The majority of students demonstrate progress in writing summary paragraphs and more extended articles using correct grammar and spelling skills. However, a minority of students need more training and practice to develop their extended writing skills with correct punctuation.

All groups of students in all phases make at least expected progress and the majority of students make better than expected progress in all phases. Emirati and non-Emirati students and girls and boys make similar progress on the basis of school internal data and the evidence seen in lessons. Students of determination and lower attainers sometimes do not make better than expected progress due to inconsistent support in lessons. High attaining students make better than expected progress due to the effective practical activities provided and their skilled use of technology in lessons.

## Arabic First Language - Next steps for students:
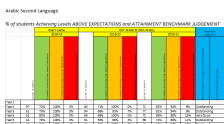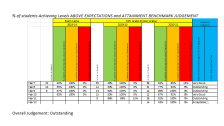
1. Strengthen students' fluency in reading fluency by increasing the opportunities to read widely on a regular basis and by giving students constructive feedback on their reading, especially in the primary and the secondary phases.

2. Enhance students' speaking skills, by encouraging them to use standard Arabic in discussions with teachers in all phases.

3. Improve students' extended writing skills in the primary and secondary phases by increasing their opportunities to write for different purposes at length, applying grammar rules and using correct spelling.
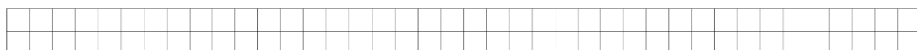
# PS1: Students' Achievements

## Students' attainment and progress in Arabic Second Language

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|

**Internal Evaluations**

### Attainment over 3 Year Period; Phase 1 - 4

Arabic Second Language
% of students Achieving Levels ABOVE EXPECTATIONS and ATTAINMENT BENCHMARK JUDGEMENT



Overall Judgement: Outstanding

% of students Achieving Levels ABOVE EXPECTATIONS and ATTAINMENT BENCHMARK JUDGEMENT



Overall Judgement: Outstanding

### Attainment Term 1 and Term 2



### Progress against starting points 3 Year Period



**Elements**

1.1.1
Against curriculum standards

1.1.2
Against national and international standards

1.1.3
Knowledge, skills & understanding

1.1.4
Trends in attainment over time

1.2.1
Progress against starting points and over time

1.2.2
Progress in lessons

1.2.3
Progress of different groups

**External Evaluations**

1.1.1 Internal assessment data shows that the majority of students attained above the curriculum standard in 2021 in the primary and post-16 phases, while a large majority of students attained levels of knowledge that are above curriculum standards in the secondary phase. Arabic as a second language is not taught in the foundation stage.

In the 2021 MoE examination, the majority of students in Year 13 attained levels that are above curriculum standards.

In the 2021 international IGCSE external assessment data for Year 11, all students attained levels of knowledge that are above curriculum standards. This was outstanding. However, these attainment levels are not currently evident in lessons in the secondary phase, where the majority of students attain at levels that are above curriculum standards in the primary and post-16 phases, while most students attain levels in line with curriculum standards in the secondary phase.

In the primary phase, in Year 5, the majority of students demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. They show clear understanding of spoken language and can follow the main ideas in lesson effectively. The majority of students can answer teachers' questions effectively and show good listening, writing, and speaking skills. However, a minority of students need more appropriately-matched activities to improve their spelling, grammar, and writing skills and to develop their use of standard Arabic in their speech. In the secondary phase, in Year 9, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. They show adequate understanding of the language and the main ideas shared in the lesson. Most students can answer teachers' questions accurately, demonstrating effective listening and writing skills. However, a few students require further support in securing correct pronunciation, punctuation and grammar and to develop their using of standard Arabic in their discussions. In the post-16 phase, in Year 12, based on students' recent work scrutiny the majority of students demonstrate levels of knowledge, skills and understanding

that are above curriculum standards. They can identify the new vocabulary relevant to the lesson and can use the new vocabulary to write grammatically-accurate sentences with correct writing skills. However, students' extended writing skills are less well-developed due to lack of appropriate tasks and activities.

Over the past three years, students' attainment as seen in internal assessments has been consistently very good in primary, secondary and post-16 phases.

Over the past three years, internal assessment information indicates that a large majority of students make better than expected progress from their starting points and curriculum standards in the primary, secondary and post-16 phases.
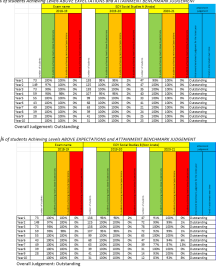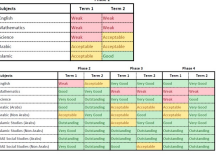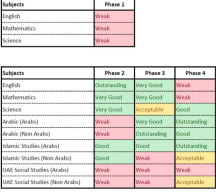
In the primary phase, in Year 5, the majority of students make better than expected progress in using the new vocabulary they have encountered in the lesson to create useful sentences and write a mind map about the differences between different foods from different countries. They are resourceful in extracting those differences from a literary text effectively. A few students require more support to accelerate their progress in developing their reading skills. In the secondary phase, in Year 9, most students make the expected progress when researching the differences between men and women's clothes in the UAE from a literary text. Overall, however, some students still require further assistance to develop their reading skills in Arabic. In the post-16 phase, in Year 12, the majority of students make better than expected progress in relation to appropriate learning objectives. They demonstrate a ready understanding of the main ideas in a literary text. They can identify the main grammatical features in the text, such as nouns, verbs, prepositions and conjunctions.

All groups of students in all phases make at least expected progress, and the majority of students make better than expected progress in all phases. Emirati and non-Emirati students, girls and boys make progress. This is evident in the lessons observed and is broadly confirmed in the internal data presented. Students of determination and lower attainers tend to make less consistent and sometimes slower progress because they do not always have sufficient support in lessons. Higher attaining students make better than expected progress due to the well-differentiated activities.

## Arabic Second Language - Next steps for students:

1. Improve students' speaking skills when using standard Arabic by practicing speaking skills more frequently in primary and middle phases, giving more attention to extending their range of vocabulary.

2. Extend students' reading skills for comprehension by increasing their reading opportunities in the primary and the secondary phases.

3. Enhance students' spelling and extended writing skills in the primary, secondary and post-16 phases by increasing their opportunities to write for different purposes at length.

# PS1: Students' Achievements

## Students' attainment and progress in Social Studies

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|

**Internal Evaluations**

### Attainment over 3 Year Period; Phase 1 - 4



### Attainment Term 1 and Term 2; Phase 1 - 4



### 1.2.1 Progress against starting points 3 Year Period



**Elements**

1.1.1

Against curriculum standards

1.1.2

Against national and international standards

1.1.3

Knowledge, skills & understanding

1.1.4

Trends in attainment over time

1.2.1

Progress against starting points and over time

1.2.2

Progress in lessons

1.2.3

Progress of different groups

**External Evaluations**

1.1.1 Internal assessment data indicates that attainment in the MoE 2021 end of year assessments was outstanding and that most students attain levels that are above curriculum standards in the primary phase and in the secondary phase. Social studies are not taught in the foundation stage or in the post-16 phase. These attainment levels are not evident in lessons or in students' recent work, where in both the primary and secondary phases, the majority of students attain at levels that are above curriculum standards.

There is no external data against which to measure students' performance in social studies in any phase.

In the primary phase, the majority of students in Year 3 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They show clear understanding of the new concepts taught and can identify the significance of the lesson relating, for example, to Emirates Airlines, travelling, air travel and the airport. Students can thus link their understanding of Islamic values and principles to examples from real life. The majority of students can identify the UAE national symbols such as the falcon, the Sheikh, and the country's Flag and also understand that each of these symbols has a specific significance as an indicator of UAE culture and explain that significance. However, a minority of students need more appropriate activities to meet their different needs. In the secondary phase, in Year 8, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They show a clear understanding of the tours of Sheikh Zayed mosque, may God have mercy on him, across the Emirates, and the significance of those tours. In Year 10, students show can identify the differences between renewable and non-renewable energy, and can identify the different renewable and non-renewable energy sources available in the UAE. Students can link their learning with examples from real life, related to the national economy of the UAE and can access course material confidently with technology. However, a minority of students need more practice in distinguishing between the different types of energy that sustain the national economy of the UAE.

Over the past three years, internal assessments show that most students attain levels that are above curriculum standards in both the primary and secondary phases.

Internal assessment information in the primary and secondary phases indicates that most students make better than expected progress from their starting points and over time.

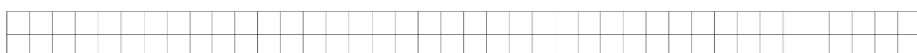In the primary phase, the majority of students in Year 3 make better than expected progress in relation to the learning objectives. They show an enthusiastic approach to researching information about Emirates Airlines and in analyzing its importance. They make better than expected progress in answering challenging questions to test their understanding. However, less able students lack confidence in their research skills and their capacity to engage in extended discussions. In the secondary phase, in Year 8, the majority of students make better than expected progress when making videos to illustrate major UAE projects. The majority of students can identify, discuss and analyze the most important projects in the UAE which have enhanced the economy, infrastructure, services and the well-being of the people of the UAE. In Year 10, students make better than expected progress in designing an eye-catching electronic poster that features one of the UAE's projects in the renewable energy field. However, lower achievers cannot yet correctly identify all forms of renewable energy.

On the basis of the evidence seen in lessons, and the school's internal data analysis, all groups of students in the primary and secondary phases make at least expected progress, and the majority of students make better than expected progress. The data indicates that Emirati and non-Emirati students, girls and boys make similar progress. Students of determination and low achievers make less good progress because they are not always well supported, and they do not always have appropriate tasks in lessons. Higher attaining students make better than expected progress due to the challenging practical activities designed for them.

## Social Studies - Next steps for students:

1. Enable secondary phase students to extend further their understanding of, and distinguish between, the range of renewable energy initiatives currently supporting the national economy of the UAE.

2. Deepen secondary phase students' understanding of Sheikh Zayed's efforts to enhance the UAE national economy by encouraging them to research the period and discuss their results with their teacher and peers.

3. Extend students' research skills in the primary phase so that they can set their learning against real-life examples, ensuring that the less able students are more effectively supported in these lessons.

## PS1: Students' Achievements

**Students' attainment and progress in Language Of Instruction**

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **Attainment over 3 Year Period; Phase 1 - 4**    **Attainment Term 1 and Term 2; Phase 1 - 4**   **1.2.1 Progress against starting points 3 Year Period**   | **1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups | |

**Instructional Language - Next steps for students:**

# PS1: Students' Achievements

## Students' attainment and progress in English

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|

**Attainment over 3 Year Period; Phase 1 - 4**



**Attainment Term 1 and Term 2; Phase 1 - 4**



**1.2.1 Progress against starting points 3 Year Period**



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**Elements:**

1.1.1

Against curriculum standards

1.1.2

Against national and international standards

1.1.3

Knowledge, skills & understanding

1.1.4

Trends in attainment over time

1.2.1

Progress against starting points and over time

1.2.2

Progress in lessons

1.2.3

Progress of different groups

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**External Evaluations**

The school's internal assessment data for 2021 indicates that most children in the foundation stage attain above expected curriculum standards. Most students in the primary phase attain expected curriculum standards. The large majority of students in the secondary and post-16 phases attain above curriculum standards. Evidence of lesson observations and the scrutiny of students' work shows a slightly different evaluation with most children in the foundation stage and in the primary phase attaining in line with the curriculum standard. The majority of students in the secondary phase attain above curriculum standards, while the large majority of post-16 students attain above curriculum standards.

In external examinations, IGCSE examination results for 2019-20 and 2020-21 indicate very good attainment. AS examination results for 2020-2021 indicate very good attainment. GL test data indicates that the majority of students in years 4 to 10 attain above the curriculum standard. The school does not have any external benchmark testing for the foundation stage.

In FS2, most children attain expected levels given their starting points. Speaking skills are developing for both boys and girls. Most children listen to stories and can remember much of what happens. For example, they participate in the conversation when they talk about 'Elvis the Elf' mending shoes. However, children have limited access to select and handle books. Most children engage with one another taking turns and showing growing understanding of the conventions of standard English and the need to listen to each other. This tends to be in teacher-led conversations rather than them developing the art of conversation through free play. Children successfully acquire a basic understanding of English phonics. Most are attempting to write letters, while the more able are beginning to understand two syllables and apply this when reading. Most children are at an early stage of forming letters but do not have sufficient opportunities to make marks and write freely.

In the primary phase, most students build on their emerging phonic skills as they recognize words and apply these new skills to reading. For example, in a

Year 1 class students predict what will happen in the story 'I dare You' and show good levels of understanding the sequence in the story. More able students read at a very high level, using different voices for each character and using an expressive voice for dramatic parts. As students move through the primary phase, they continue to extend their phonetical attainment as their application of English vocabulary starts to become more refined and mature. Most students know the importance of listening and make progress in responding in detail to teachers' questions. More able students are starting to construct paragraphs that contain prepositions. For example, in a Year 5 lesson, students describe the purpose of a preposition and give examples such as, there was a ball under the box and behind the fence was a fierce cat. Most students can explain narratives and derive their own opinions and ideas from reading books such as, 'Paddington Bear' and 'William.' Uncorrected handwriting habits lead to spelling and capitalization confusion, and act to hinder writing progress. Presentation is also variable as work is sometimes not neat or legible. The majority of students are confident readers but have limited access to wider reading materials in the classroom to help develop their research skills and broaden their horizons.

From the start of the secondary phase, while there remain limitations in students' writing skills, the majority of students attain and develop skills to identify elements of literature and compare texts. Students are starting to write opinion pieces, organize reasons, present evidence logically and write narrative texts. However, regular opportunities to write independent pieces of work are constrained. The majority of students attain skills in participating in debates and structured discussions. For example, Year 8 students demonstrate how to use persuasive language as they thoughtfully present their approach to persuading others to keep fighting when they had lost friends in a battle.

The large majority of post-16 students determine central ideas or themes of a text and analyze their development, summarizing the key supporting details and ideas. For example, they analyze how and why individuals interact over the course of text in 'King Lear'.

The school's internal assessment data shows that the trend in the attainment of students across the school over the last three years is weak in primary and very good in secondary. This does not

match with what is currently seen in lessons and when looking at students' work, which shows the majority of students in both the primary and secondary phases attain above expected curriculum expectations.

In lessons and students' work, a majority of students make better than expected progress linked to curriculum standards. In the foundation stage, most children make expected progress in learning how to use letters and sounds to make familiar words and sentences. They relate to new sounds and make acceptable progress by applying these to their written and reading work.

In the primary phase, the majority of students make good progress with improving their speaking, reading, and writing skills. They make good gains in applying their growing knowledge of root words, prefixes and suffixes to reading aloud and to understanding the meaning of new words that they meet. However, students' progress in developing their writing skills, while improving, remains slow at they do not pay enough attention to how they present their work or apply grammar rules. The majority are identifying and discussing themes and conventions as they read, However, their ability to expand this knowledge is restricted by the narrow range of reading materials in the classroom and in tasks.

In the secondary phase, students make good gains in developing their presentation skills. For example, Year 9 students share their finding on issues such as equal pay for women in a global perspective. The majority of students apply good critical-thinking skills as they break down segments of their presentation to provide a fluent overview of their research. The majority of students make better than expected progress in reading and learn to analyze the structural elements of texts. However, their progress is hindered as they do not carry out enough research to widen their reading comprehension skills. Further progress is restricted as they do not deploy these extended writing skills to write for a wider range of different purposes and audiences.

The large majority of post-16 students make better than expected progress in determining what text says explicitly when reading 'A Narrow Fellow in the Grass'. Students make logical inferences from it and cite specific textual evidence when writing conclusions drawn from the text.

The school's assessment data indicates that the majority of students make

better than expected progress in all phases. This matches with what is currently seen in lessons and in looking at students' work where the majority of students in all phases make better than expected progress from their starting points.

While the school carefully tracks the progress of different groups of students at grade level, there is no summative analysis or overview to show the progress made by the different groups of students in each phase. On the basis of what the data analysis shows, and on the evidence of students' work samples and what is seen in lessons, the majority of groups of students, including, students of determination, gifted and talented, boys and girls and Emiratis make better than expected progress.

## English - Next steps for students:

1. Enable children in the foundation stage to extend their talking and listening skills as well as their emerging writing and reading skills through play and active learning.

2. Improve students' writing skills so that writing is legible, grammatically-correct, and contains no spelling mistakes in the foundation stage and in the primary and secondary phases.

3. Enrich students' reading skills by using a wide range of different reading materials that support research and wider knowledge of literature in all phases.
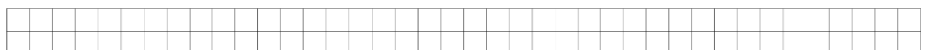
# PS1: Students' Achievements

## Students' attainment and progress in Mathematics

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **Attainment over 3 Year Period; Phase 1 - 4**<br><br><br><br><br><br>**Attainment Term 1 and Term 2; Phase 1 - 4**<br><br><br><br>**1.2.1 Progress against starting points 3 Year Period**<br><br> | 1.1.1<br><br>Against curriculum standards<br><br>1.1.2<br><br>Against national and international standards<br><br>1.1.3<br><br>Knowledge, skills & understanding<br><br>1.1.4<br><br>Trends in attainment over time<br><br>1.2.1<br><br>Progress against starting points and over time<br><br>1.2.2<br><br>Progress in lessons<br><br>1.2.3<br><br>Progress of different groups | In internal assessment data supplied by the school, attainment against curriculum standards in 2021 end of year assessments is seen to be outstanding in all phases. Most students in all phases are seen to attain at levels that exceed curriculum standards.<br><br>There are no external assessments in Foundation Stage. GL test data indicates that the majority of students in years 4 to 10 attain above the curriculum standard. In the British IGCSE examinations in 2021, students' attainment was acceptable in mathematics. At AS level, outcomes were also acceptable. There were no 'A' level Year 13 candidates in 2021.<br><br>In lessons and in their recent work, most students attain in line with the curriculum standards in the foundation, primary and secondary phases. A majority of students attain above the curriculum standard in the post-16 phase. In FS2, children experience only basic mathematical operations and, in the lesson seen, were only using numbers between 1 and 10 in simple calculations. This is a low level of activity and below curriculum expectations. In Year 5 the majority of students know the equivalences of 50%, half and 0.5 and are able to calculate the conversion across the three values. They can undertake simple multiplication of fractions and complete inverse operations. A few students could not position 0.8 on a number line. In Year 8 the majority of students understand the structure of frequency charts and can construct these from data collected. They recognize how a frequency graph helps with the structuring of real-world data such as daily temperatures. Year 11 students understand indices, ratio and proportion and can solve linear and simultaneous linear equations. They factorize algebraic expressions and estimate gradients of curves. Year 12 students can complete the square for a quadratic polynomial, solve simultaneous equations by substitution, solve graph transformations, use the relationship between radians and degrees and sketch graphs of the sine, cosine and tangent functions. Across the school, students' skills in mental mathematics are under-developed.<br><br>Over the past three years, the attainment according to internal |

assessments for a large majority of students in all phases is seen to have been consistently above UK curriculum standards.

The school's internal data indicates that students in all phases make very good progress in mathematics across the school.

The majority of students made better than expected progress in the primary, secondary and post-16 phases. In Year 4 students recognize a range of fractions and their equivalents. The majority of students were able to recognize and then make progress in counting along a number line to count and add fractions. More able students made progress in converting between fractions, decimals and percentages with some accuracy by the end of the lesson. Year 3 students were able to recognize that 30 minutes on a clock was half, 45 minutes three quarters and 20 minutes a third. They were able to recognize time measures and made progress in time in both analogue and digital modes. In a Year 7 class studying probability, the majority of students made progress in the correlation of certain, unlikely, equal or likely, likely and impossible. At the outset the students fully understood the concept of 50:50 when tossing a coin. They then started to explore more deeply, considering the probability of throwing a 6 when throwing a dice and the ratio probability of this being 1 in 6. The more able were then able to look at the most likely outcome when throwing two dices. Year 8 students made good progress when applying their knowledge of mean, mode and median to the production of pie and bar charts. Year 9 students made particularly good progress in devising a complex calculation involving finance packages and the different options for percentage discounts when purchasing a car through arranged finance.

Different groups, including students of determination, make mostly similar rates of progress on the basis of internal data. School analysis shows that the performance of boys and girls in mathematics is broadly similar across the school. While some variations occur from year to year, particularly in the higher year groups where numbers are relatively low, there are no identifiable patterns. Consequently, in one year group, with a few students, girls may outperform boys. However, the pattern may be different in adjacent year groups. The proportion of Emirati students is relatively low. However, data indicates that there is no significant difference in their performance to the non-Emirati students. Students of

determination and low achieving students make progress from their individual starting points towards the goals set in their Individual Education Plan at the same rate as the others. Gifted and Talented students and higher achievers mostly make similar progress to the other students.

## Mathematics - Next steps for students:

1. Extend students' capacity to understand and solve word problems in mathematics across all phases.

2. Enable students to apply their problem-solving skills to real world situations in the primary and secondary phases.

3. Build students' skills in mental mathematics in the primary and secondary phases through more frequent practice of basic calculation skills in lessons.
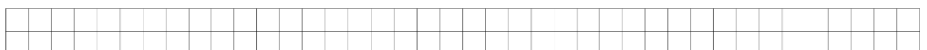
## PS1: Students' Achievements

**Students' attainment and progress in Sciences**

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|

**Internal Evaluations**

### Attainment over 3 Year Period; Phase 1 - 4



### Attainment Term 1 and Term 2; Phase 1 - 4



### 1.2.1 Progress against starting points 3 Year Period



**Elements**

1.1.1

Against curriculum standards

1.1.2

Against national and international standards

1.1.3

Knowledge, skills & understanding

1.1.4

Trends in attainment over time

1.2.1

Progress against starting points and over time

1.2.2

Progress in lessons

1.2.3

Progress of different groups

**External Evaluations**

In internal assessment data supplied by the school, attainment against curriculum standards in 2021 end of year assessments is seen to be outstanding in all phases. Most students in all phases are seen to attain at levels that exceed curriculum standards.

There are no external assessments in the foundation stage. GL test data indicates that the majority of students in years 4 to 10 attain above the curriculum standard in science. In IGCSE examinations in 2021, students' attainment is above curriculum expectations for most students in IGCSE double science and physics. Biology and chemistry were each attempted by only one candidate, with A* outcomes in both. In the AS examinations in 2021, most student outcomes in biology and chemistry were above curriculum standards. There were no 'A' level Year 13 candidates in 2021.

In lessons and in their recent work, most students attain in line with the curriculum standards in the foundation stage and primary phases. A large majority of students attain above the curriculum standard in the secondary and post-16 phases. In FS2, children gain basic scientific knowledge through their practical understanding of the world around them. They learn about different environments, aspects of the world around them and learn how different forces act upon objects to make them move. However, the scientific elements within the curriculum could be strengthened in this phase and more time allocated to the subject. In the lower primary phase, most students gain understanding of human and animal skeletal structures and study reversible and irreversible changes in materials. In Year 6, they study how shadows change in length as the day progresses and the sunlight alters and prepares to make shadow puppets. Throughout the primary years, students have good access to practical scientific activities which extend their understanding of each unit studied but also embed good practice in relation to prediction, hypothesizing and analysis of outcomes.

Students' attainment improves significantly in the secondary and post-16 phases, where all science is taught by a small group of specialist teachers. Overall levels of attainment show rapid

improvement as students move through these two phases. In the secondary phase, students follow a general science course where, in Year 7, they study rocks, soils and minerals. In Year 9 physics, they learn to distinguish between conduction, convection and radiation and plan an investigation to find out if the width of a dish affects the amount of water that evaporates from it. In Year 10 biology, they study neurons and reflex mechanisms and, in chemistry, conduct experiments to extend their understanding of common salts. While Year 11 secondary students and Year 12 and 13 post-16 students were not in school, the work seen, particularly in the biology and chemistry options currently being studied in Year 13, indicated that the large majority of these students are achieving at a high level, tackling appropriately complex topics in their respective subjects.

A key strength of the science provision across the school, but particularly in secondary phase, is the consistent focus upon the embedding of formal scientific procedures. Thus, in Year 8, students spend time learning how to plan and conduct a fair investigation, considering independent, dependent and control variables and the subsequent development of a hypothesis. There is a consistent focus upon rigorous procedural scientific method throughout, making best use of the well-equipped laboratories.

Across the school, English skills are promoted well in science through the formal, systematic and independent recording of scientific procedures in writing, alongside the systematic promotion of students' skills in hypothesizing, devising, carrying out and recording practical experimental procedures independently. However, the quality of recording, and level of expectation of students' written work in the primary phase is very variable.

Over the past three years, the attainment of the large majority of students across all phases is seen to have been consistently above national and international standards.

School data indicates that a large majority of students make better than expected progress from their starting points and over time. In the foundation stage and the primary phase, most students make expected progress. In the secondary and post-16 phases, a large majority make better than expected progress over time. In lessons, foundation stage children extend their understanding steadily through engaging with practical and exploratory

activities, learning through simple practical experimentation the different ways a simple toy can be made to move. This includes wind-up toys, wheeled objects and rubber-band powering, mostly undertaken as focused small group experiences. In primary, most Year 5 students made expected progress in investigating which everyday changes were reversible and which were not. Within the primary phase, progress varies within the classes in each year group, reflecting variability in teacher subject knowledge and capability.

In the secondary phase, progress in integrated science lessons is better than expected for a large majority of students. Progress becomes increasingly rapid as students move through the year groups, where students' enthusiasm to explore scientific method and concepts increases steadily as they mature. Lessons have pace and provide a very good level of challenge. Students are, however, accomplished listeners, and could be encouraged to articulate their ideas orally and explore the subject more fully and with greater passion.

Year 8 students made very good progress in developing their understanding of fair testing and experimental structure. A similarly robust approach was evident when Year 9 boys planned and implemented their experimental procedure to test evaporation levels. Across this phase, students make confident use of information technology for research and recording. While no lessons could be observed in Years 12 or 13, students' recorded work indicated the rigor of their approach to complex work in chemistry and biology and the accuracy, extent and pace with which they covered the work set, evidenced by several completed test papers by this small group of students.

Different groups, including students of determination, make mostly similar rates of progress on the basis of internal data. School analysis shows that the performance of boys and girls in science is broadly similar across the school. While some variations occur from year to year, particularly in the higher year groups where numbers are relatively low, there are no identifiable patterns. The proportion of Emirati students is relatively low. In just under half of the year groups, Emirati students make significantly less rapid progress than the others. In the remainder there is little difference. Students of determination and low achieving students make expected progress from their individual starting points towards the goals set in their individual education plans. Gifted

and Talented students and the higher achievers make progress at the same rate as other students.

## Sciences - Next steps for students:

1. Identify the scientific elements within the foundation stage curriculum and ensure that these are allocated sufficient time within the taught day.

2. Ensure that the recording and presentation of students' written work in science in the primary phase is more thorough and systematic.

3. Encourage students to be more responsive orally in lessons, challenging teachers and seeking further depth of understanding about the scientific topics introduced, particularly in the secondary phase.

# PS1: Students' Achievements

## 1.3 Students' Learning skills

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **Learning Skills:**<br><br>Self-motivation<br><br>Decision Making<br><br>Confidence<br><br>Creativity<br><br>Leadership<br><br>Cooperation<br><br>Digital Literacy<br><br>Problem Solving<br><br>Inventive Thinking<br><br><br>All Higher Order thinking skills are planned for in lessons and students taking responsibility for their own learning is encouraged in all phase with self- assessment, target setting and goal achievements.<br><br><br>Students in Phase 1 use a rudimentary system ranging from smiley faces to ticks and students in Phase 2 upward use varied tools for self-assessment. They are given opportunity in all subjects to work in a group situation and peer assess which develops their cooperation and leadership skills.<br><br><br>Students are often asked to identify the learning skill or higher order thinking being applied in their lessons.  Students are also encouraged to problem solve as much as possible and challenges have been included in planning to support and hone this skill.<br><br><br>Digital Literacy has become a well-developed skill since the pandemic COVID 19 started late in 2019 with the use of Microsoft Teams platform of instruction.  Students in all areas of the school have the choice of BYOD encouraging on-line research skills – this moved from being only Yr. 6 and above previously to encompass all ages of students.  The inclusion of BENQ Interactive White Boards has also fostered interactive digital literacy skills. | 1.3.1<br>Engagement and responsibility<br><br>1.3.2<br>Interactions, collaboration, communication<br><br>1.3.3<br>Application and connections<br><br>1.3.4<br>Innovation, enterprise, enquiry, research, critical thinking, use of I.T. | The majority of students have positive attitudes to learning, particularly in the primary, secondary and post-16 phases. Kindergarten children are not so consistently engaged by their learning. Secondary students in particular can work for extended periods of time without teacher intervention. Older students take increasing responsibility for their learning, although secondary students are sometimes reluctant to engage orally in lessons. However, the majority of older students work well without teacher intervention. Year 8 students in science demonstrate commitment and independence when assessing the relevant variables involved in planning a fair investigation. Year 9 students in physics demonstrated independence as they plan and carry out an experiment to calculate how evaporation levels vary in relation to the width of the container. They set up an experimental procedure, assign roles, decide procedures and record results. Overall, the school plans effectively to enable students across the school to engage in practical activities to support their learning and understanding.<br><br>There are good planned opportunities for students to work in small groups in most lessons in the primary, secondary and post-16 phases. In the Foundation Stage children share resources and materials confidently, although, overall, there are limitations in the style of delivery of the Foundation Stage curriculum. In mathematics, Arabic First Language and Islamic education, for example, students work together and interact confidently. Year 8 students, for example, support each other effectively, working in small groups, when applying calculations involving mean, mode, median and range. In general, however, collaborative activity is less well-developed in English and is less evident in primary than in secondary classes. In a Year 5 science lesson, some students engaged in an animated discussion around the reversibility of certain changes, for example, when wood was burned, and defended their views with some passion. However, secondary students are often less ready to convey their ideas or raise questions orally.<br><br>Students, particularly in the primary, secondary and post-16 phases can make good connections between areas of learning and relate these to their |

The inclusion of Blooms Taxonomy in planning and increased understanding of it's use in teaching and learning has developed student skills in application of learning, analysing information for discussion and reflection, evaluating and making their own judgements.

A student skill which we feel has been impacted the most in a positive way in Diyafah over the last two years, since our last inspection is Creativity through adaptability e.g Diyafah Primary and Secondary news that is researched, prepared and presented in video form for the School Social Media platforms. COVID-19 has in many ways allowed students to be more creative through examples such as Film Making and presenting the films in our first ever Film Festival replacing what would normally have been a school concert. This has proven so successful it is now a fixture in our school calendar. Digital Creations for assessment purposes from learning, using Minecraft to create a Medieval World and using other software such as Sway for projects.

Students have had to become more self-motivated over the last two years due to distance learning and learnt time management skills.

Students have gained confidence and learned to cooperate in groups to create and make presentations to the class. The use of 'break-out rooms' has fostered a cooperative group approach during on-line learning.

Students in Diyafah have become confident, responsible learners through the many opportunities in teaching and learning which is more diversified than in the past.

Students are constantly being encouraged to apply their learning to the real world and this has also been included in the lesson plan template.

Decision making skills have been developed from year 9 through to 13 with the Career Pathways and University Education Visits and in-house support where students are planning and thinking about future decisions in both their education and working life.

understanding of the world, although this aspect is stronger in some subjects than others. In Foundation Stage, children make connections with the world through topic tasks such as the growth of plants, and how objects move. Students in social studies in the secondary phase can discuss key concepts of culture and geography, including the importance of travel and tourism globally and the significance of key resources. In the Arabic subjects, particularly in the secondary and post-16 phases, this aspect is well-developed. Science lessons make reference to many real-world impacts and benefits, including the impact of erosion on the natural landscape in Year 7 and bodily reflexes and pain thresholds in Year 10 biology.

Most older students have access to information technology in lessons, and use this facility as necessary. Consequently, there is some capacity to undertake research independently online, although there were only a few examples noted where this was happening. However, there has been ongoing use of IT to support online laboratory work in science and to facilitate access to online libraries to support reading in Arabic and English. Research opportunities support students in the effective development of their problem-solving and critical-thinking skills. Overall, critical-thinking skills are promoted well across the school and are regularly and effectively promoted in science and English lessons, for example, though less effectively in the Arabic subjects. Questioning is mostly used well to promote students' critical-thinking skills. The promotion of students' skills in innovation is less well-developed.

## Next steps for students:
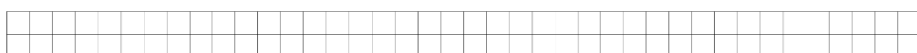
1. Promote more opportunities for students to work collaboratively in the primary phase.

2. Enable students to engage in more focused activities to support the development of their skills in innovation across all phases

3. Build on existing strengths in the Arabic subjects to enable students to make meaningful connections between different areas of learning across all phases.
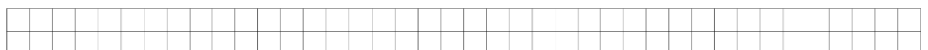
## PS2: Students' personal and social development

### 2.1 Personal development

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| | 2.1.1<br><br>Attitudes<br><br>2.1.2<br><br>Behaviour<br><br>2.1.3<br><br>Relationships<br><br>2.1.4<br><br>Adoption of safe and healthy lifestyles<br><br>2.1.5<br><br>Attendance and punctuality | |

**Next steps for students:**
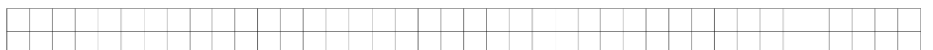
## PS2: Students' personal and social development

### 2.2 Islamic values, Emirati & world cultures

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| | 2.2.1<br><br>Appreciation of the values of Islam<br><br>2.2.2<br><br>Respect for the heritage and culture of the UAE<br><br>2.2.3<br><br>Understanding of their own and other world cultures | |

**Next steps for students:**
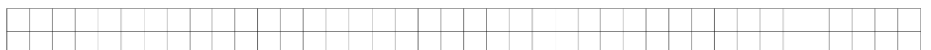
## PS2: Students' personal and social development

### 2.3 Social responsibility & innovation

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| | **2.3.1**<br><br>Community involvement, volunteering and social contribution<br><br>**2.3.2**<br><br>Work ethic, innovation, enterprise, entrepreneurship<br><br>**2.3.3**<br><br>Environmental awareness and action | |

**Next steps for students:**
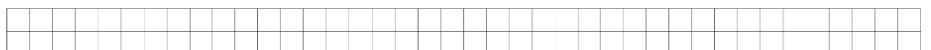
# PS3: Teaching and assessment

## 3.1 Teaching

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|

**3.1.1 Subject knowledge and how students learn them**

**Evidence Sources**

- Standard 3 Evidence Folder

- Assessment Policy

- School Development Plan

- Curriculum Maps, Unit Plans, Lesson Plans

- Teacher Observations & Learning Walk Data

- Peer observation records

- Professional Growth Plans

- Marking Scrutiny Evidence

- Samples of Student work

- POD & Gifted & Talented Report

- Resource lists

- Learning Journeys in classroom

- Classroom displays

- Teaching resources - library

- Lesson plan checklist

- CPD Calendar - targeted and effective professional development for the improvement of knowledge and skills.

- Extra-curricular - enrichment activities to support learning and enhance Life-Skill development.

Diyafah International School, Abu Dhabi, is committed to providing high quality teaching and learning practices to empower students to become critical thinkers and creative innovators. We aspire to provide an environment which acknowledges educational achievement, enhances student self-confidence, promotes life-skills and a sense of social responsibility, to enable students to live fulfilling lives and contribute to the betterment of society.

This is reflected in daily teaching and learning and continually raising our standards by addressing:

**Elements column:**

3.1.1 Subject knowledge and how students learn them

3.1.2 Lesson planning, the learning environment, time and resources

3.1.3 Interactions, questioning and dialogue

3.1.4 Strategies to meet the needs of all students

3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills

**External Evaluations column:**

Most teachers in Kindergarten and the majority of teachers in the primary and secondary phases have good subject knowledge and apply their knowledge well to ensure that children and students learn effectively. For example, in mathematics and science, especially in the secondary phase, teachers challenge students to work through difficult concepts and extend their learning. Science teachers also develop students' investigative skills in the primary phase, although not consistently, through some positive practically based learning. In English, when learning about the impact of war on soldiers, students in a secondary class learn to analyze presidential

**Recruitment:**

Teacher recruitment is a three-phase process rigorously followed through:

- Detailed discussions on-line interviews.

- Demonstration lesson/s when applicable (Covid restricted since 2019)

- Analysis of documents for Government compliance.

**Staff Induction Programme** *(Evidence Folder 3)* **-** commences with the focus on Teaching and Learning and includes:

- Vision & Mission of the School

- ADEK Policies

- Diyafah School Policy / Staff Handbook

- Child Protection & Safeguarding

- Code of Ethics

- UAE Cultural Awareness

- School Development Plan & Self-Evaluation

- English National Curriculum overview

- Curriculum planning, including Curriculum Maps, Unit and Lesson Planning

- POD/SEN and Gifted and Talented (Most Able Students) Programme

- EAL Training & Support

- Communication & Information Systems - Using 3SYS, Office 0365 and Communicator.

- Data Analysis

- Professional Growth Plans

- Timetables & Duties

- Assessment & Reporting

speeches, replicating language structures, as well as thinking critically about topics such as the impact of the war on soldiers. Foundation Stage teachers demonstrate a lack of awareness of current best practice and how young children learn in early years provision.

Almost all teachers across all phases plan lessons carefully to support students' learning. They share the learning objectives with their students in all subjects and phases. In Islamic education, the teacher recognized that a few students were unable to read verses from the Holy Qur'an correctly, so the teacher corrected their mistakes and encouraged them to try again. A mathematics lesson on probability in the secondary phase was well constructed with a clear purpose and

• HR details and information session

Adequate classroom preparation is incorporated into the Induction Programme to ensure all teachers have their classroom ready and feel prepared for the beginning of the school year, as we appreciate how important this is for morale when beginning the School year especially for new teachers.

New Teachers are assigned a buddy to guide them through the orientation and familiarisation process. Our School provides a tour of Abu Dhabi at the beginning of the School year for New Staff. (Covid restricted since 2019)

**Continuous Professional Development Programme** (*CPD Schedule in Evidence Folder 3*)

The CPD Programme is designed using information from teacher smart goals completed at the beginning of the School Year, The School Development Plan, Teacher Observation Analysis and identification of gaps in learning through data analysis of subjects from the end of previous year and from the new school Term 1 assessment results to meet the learning of all groups of students.

There have been occasions when an unscheduled PD is slotted in to the CPD Programme, due to something new being introduced e.g. The use of Nearpod -technology integration. During Covid times staff were advised when a communication has come through SLT providing opportunity for on-line training.

CPD is scheduled weekly, every Tuesday afternoon from 3.00 – 4.30 and Phase meetings are held every Sunday from 3.00–4.00 p.m.  We continue to support Teachers Teaching Teachers introduced in 2018 and have found this to be very successful in identifying skills and strength in teachers for facilitation of delivering CPD sessions, in small year groups and with whole departments across the school.  e.g., Using Live Worksheets in Primary facilitated by the HOY and the Arabic Department facilitating a training in the use of Nearpod for all staff.  It is also an opportunity for growth and development professionally in presenting and delivery of CPD sessions.

In 2020-2021 a weekly CPD was facilitated by the Vice-Principal (Secondary) for all Middle Managers titled 'Heartbeat' focusing on best practice principles for middle managers.  All sessions were conducted using Microsoft Teams.

Weekly Data sessions were also conducted in Term 2 2020-2021 and are on-going with HOY & Heads of Department – analysis of data and strategies for improvement in core subject areas in particular.

Microsoft Education Experts – All staff were required to complete 3 on-line modules in the Microsoft Educator Community related to their specific areas of teaching and learning in 2021-2022.

All teachers of English in Phase 1 & 2 received Read-Write-Inc. training to support English lessons. Our R.W.I coordinators have attended external R.W.I Professional Development and are now able to lead RWI training sessions.

All primary teachers attended an external training session with Education City in 2021/2022 and a parents session was also scheduled to support and understand parent support from home.

The weekly Phase-led sessions allow for focused training and development of staff. These sessions included:

**Phase 1 - Early Years** - staff were provided with comprehensive and ongoing training programmes for EYFS Curriculum lesson planning and effective delivery by the Early Years coordinator.

Online Learning Journals (Tapestry) in Foundation Stage celebrate each child's achievement and learning in the areas of learning and contain work samples, observations and comments by teachers. It is used to monitor student's development and progress and in planning for progress, ensuring that each child receives the learning opportunities that she/he needs.

All three year groups (FS1, FS2 and Year 1) use the assessment trackers that contain all EYFS and Year 1 statements. The trackers are colour coded and the teachers highlight them for each student according to their observations and evidence in the books (red-the child cannot do the activity, orange-can do with support, green-can do independently). Teachers use the information from their trackers to plan their lessons and give further support to those who are falling behind.

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very detailed lesson plan. In a few primary science lessons, there was not enough practical activity, so that critical-thinking skills were not being developed effectively. As a result, students become passive and therefore do not make expected progress. The learning environment across the school is attractive and well maintained and enhances the learning experience. The foundation stage environment is not sufficiently stimulating to engage the interest of the youngest children.

Teachers' interactions with students across all phases ensure that students are engaged learners for most of the time. The majority of teachers interact well to further develop students' skills. They skillfully lead discussions, building on students' input and encouraging

FS2 and Year 1 students take Sound Assessments every 6 weeks. They are then re-grouped according to their abilities and take their Phonics (RWInc) lessons in the correct ability groups according to the results of their sound assessment.

**Phase 2 & 3** - staff have devised open-ended investigation projects to provide greater challenges for students. Phase 2 teachers use internal trackers for English and Maths. Teachers use the information from their trackers to plan their lessons and identify high, medium and low ability students and give further support to those who are falling behind as well as challenge the more able students. English and Maths are assessed against specific National Curriculum Standards.

**Phase 4 -** staff have devised assessment tasks that provide greater challenges for all students. Teachers use assessments that are based on the national curriculum and at the same time the examination board assessments. Teachers use the information from their results based on the attainment targets set to plan their lessons and provide constructive feedback to improve the learning of the students. Further support to those who are falling behind is provided through extra sessions on-line, after school face-2-face tuition and peer instruction.

**Arabic** - staff have had separate sessions with a focus on lesson planning and assessment to ensure progress and development is consistent and of a good standard. Our Arabic Department is often called upon to visit our sister school in Dubai to share best practice in assessment.

**Teaching Assistants** - have received training in RWInc and becoming effective support staff and shadow teachers to aid the progress of all pupils within the classroom.

**Teacher Observations – Professional Reviews**

Diyafah maintains a robust and consistent lesson observation programme, as a source of evidence for evaluating the quality of Teaching and Learning. Every Teacher is observed once a term and evaluated against the observation criteria. Classroom walkthroughs are on-going through the year and will often have a focus e.g. Book Scrutiny/Feedback , ICT integration, questioning techniques. Teachers are given 2 to 3 days prior notice of a formal observation, which are conducted presently by the SLT and increased accompaniment with Heads of Year and Middle Managers.  All Observation data is reviewed termly by the Board of Governors.

During the Covid-19 restrictive period, on-line visits to classes took place.  Diyafah has also been evaluated for on-line learning by ADEK and received 'developed' in all 13 themes of the evaluation which is the highest evaluation judgement awarded.

**The Formal Classroom Observation will focus on:**

- The Learning Environment

- Behaviour Management

- Learning Displays

- Class Management

- Learning Objective

- Pace

- Challenge

- Questioning

- Differentiation

- Engagement

- Support & Intervention

them to explain and justify their answers. In secondary, teachers engage students in more thought-provoking discussions. In a few lessons, questioning is not used effectively. For example, teachers readily accept short answers or do not give the student enough time to answer the question fully. Discussions which encourage thoughtful and measured answers are well-developed in most year groups. Teachers mostly use the information gained to adjust their learning. Teaching in the foundation stage is, at times, over-formal in style. While teachers do engage children in discussion, children's responses are not used consistently to adjust their learning.

Teachers use strategies that are reasonably effective in meeting the needs of

- Assessment Plenary

- Marking

- Plenary

- Progress

Teachers have a pre-conference prior to the observation and given feedback after the observation within 24 hours. The Judgements range from being; Weak, Acceptable, Good, Very Good and Outstanding. The observer shares with the Teacher their areas of strength and areas to develop. If a teacher has been judged as Acceptable, they will be re-observed within the following two weeks and a support plan put in place. If a teacher has been judged Weak, there will be a conference with the Principal to discuss future actions. When observations have been completed, areas of strength and areas for improvement are identified, and CPD sessions are created to address for those areas identified for improvement.

**3.1.2 Lesson Planning, the learning environment and the use of time and resources**

**Effective Lesson Planning and Delivery:**

All Teachers plan units of work collaboratively in Year Groups and prepare a weekly lesson plan. These are checked every week for quality by the coordinators and Year Heads and stored on the shared internal 'One-Drive'. *(Evidence Folder 3 - Sample Units & Lesson Plans).*

**Phase 1** - The curriculum is delivered using challenging and effective strategies to cover all seven areas of learning as per the `Development Matters' framework. The teachers use a detailed planning format to cover the different learning goals and areas. Classrooms are purposefully organised for directed learning through play and learning activities are well matched for age appropriation and the learning needs of individual students.

**Phase 2 -4** - Teachers use an updated improved planning format which was created by the SLT and Heads of Year. to show clear objectives and outcomes to be achieved. All lessons have clear lesson objectives linked to the success criteria, Life-Skills and My Identity theme. Bloom's Taxonomy and Challenges have also been added in the lesson plan template to accommodate most-able students. Students are involved in the assessment process and learning is consolidated at the end of all lessons with well- planned plenaries and provision for regular evaluation of student learning at the end of each lesson, which is reflected in the learning journeys, displays and working walls inside the classrooms.

**Monitoring and Support:**

**3.1.4      Teaching strategies to meet the needs of groups and individual students:**

Paired/individual lesson observation and Learning walks by Principal, Vice-Principal, Heads of Department and Heads of Year.

Peer observations are carried out to ensure high quality teaching and learning across all phases of the school.

Teachers share best practices, observe colleagues, coach each other, participate in professional readings and discussions.

Book Scrutiny and moderation is carried out termly by all departments.

Whole school timetable changes have been made to address the need of greater time to be focused on English and Mathematics.

Collaboration between teachers, coordinators, Heads of Year, Vice-Principal and the Principal, allows for target setting for all academic staff with the aim of developing their ability and maximising potential. Targets are reviewed mid-term and end of year.

individuals and groups of students in all phases. They mostly provide challenge and support, although this is not always appropriately personalized or consistent in lessons. Differentiated activities for groups of learners in all phases are identified in all lesson plans. However, these are not always actioned to meet students' individual needs.

Students across all subjects and in all phases are generally given the opportunity to become independent learners as the majority of teachers skillfully set tasks and allow the students to explore and develop for themselves, with targeted interventions at the appropriate time. In an English lesson in secondary, students were set an independent extended task where they had to write the elements of a play script then discuss their writing. Critical thinking and questioning

**3.1.5 Teaching to develop critical thinking, problem solving, innovation and thinking skills**

Teachers are encouraged to be flexible to ensure student-led learning and student-centered classroom environments.

All teachers are trained to administer differentiated/targeted tasks and special strategies to be used during lessons to cater to student with differing abilities (POD and Most Able Students).

Topics allocated for project-based learning and research within and outside classrooms, help students take learning beyond the text- books to promote independent learning and enquiry skills and enhances innovative skills among the students.

For all staff the quality of teacher/student interactions is excellent throughout the school and leads to a very conducive climate for learning.

to engender critical thinking are well-developed in the majority of lessons in the secondary and post-16 phases. In a secondary mathematics lesson on percentages the students had to create a scenario of their own. One student, in response, developed a complex series of calculations based on different finance packages and the negotiation of potential discounts. This brought depth and complexity to that student's learning.

## Next steps for teachers:

1. Create opportunities for students to engage in innovative activities in the classroom in all subjects and phases.

2. Ensure teachers in all subjects and phases use strategies which successfully meeting the learning needs of all groups of students particularly those who need specialist intervention and support.

3. Improve teachers' understanding of the effective use of space and resources in the foundation stage to enable children to experiment and explore their environment.
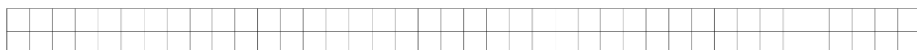
## PS3: Teaching and assessment

### 3.2 Assessment

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **3.2 Assessment**<br><br>**Evidence**<br><br>• Standard 3 Evidence Folder<br><br>• Assessment Policy<br><br>• School Development Plan<br><br>• Curriculum Maps, Unit Plans, Lesson Plans<br><br>• Teacher Observations & Learning Walk Data<br><br>• Peer observation records<br><br>• Professional Growth Plans<br><br>• Feedback – Marking Scrutiny<br><br>• Samples of Student work (good, average and below-average)<br><br>• POD & Gifted & Talented Report<br><br>• Assessment Information – Data to review for addressing gaps in learning.<br><br>• Resource lists<br><br>• Learning Journeys in classroom<br><br>• Classroom displays<br><br>• Teaching resources - library<br><br>• Lesson plan Evaluation rubric<br><br>• CPD Calendar - targeted and effective professional development for the improvement of knowledge and | **3.2.1**<br><br>Internal assessment processes<br><br>**3.2.2**<br><br>External, national and international benchmarking<br><br>**3.2.3**<br><br>Analysis of assessment data to monitor students' progress<br><br>**3.2.4**<br><br>Use of assessment information to influence teaching and the curriculum<br><br>**3.2.5**<br><br>Teachers' knowledge of and support for students' learning | Internal assessment processes are mainly coherent following recent changes to the assessment policy. Assessment data on students' attainment is detailed and is aligned to the National Curriculum for England and Wales and the MoE expectations in core subjects. Students are now assessed using a range of assessment tests, including CAT-4. Results from these assessments are analyzed and used to inform planning and fill any learning gaps. There is no data in relation to the foundation stage.<br><br>The outcomes of external and international testing are used effectively to provide information about students' attainment and progress. International PISA (Year 9) and TIMSS (Years 5 and 9) testing occurs at intervals, along with IBT testing for Arabic in Years 4 to 10, GL testing (Years 4 to 10) and the UK IGCSE examinations in Year 11, AS levels in Year 12 and A level examinations in Year 13.<br><br>The school uses informal assessment practices effectively to track students' progress. All teachers in each phase have mark books and conscientiously record indicative information on all subjects for every pupil. The leadership team has restructured the school's assessment strategies, so that data is interrogated more systematically. Assessment data is used effectively to adjust teaching, learning and the curriculum and set targets for students. For example, the style of teaching and the curriculum content have been adapted to take account of the requirements of the international tests in science and have also required the school to place more emphasis on students' reading skills and the close analysis of text in English. Alongside the use of mark books there is thorough statistical data on every student in each phase and subject. Groups are identified and tracked and programs are put in place to address need or gaps.<br><br>Assessment is now being used more accurately to inform future planning and identify weakness and need. Accurate use of baseline assessment has had a positive impact on students' learning outcomes in all phases as teachers now know starting points and can plan accordingly. Data about individual and group progress of students in all phases and subjects is now more detailed and |

• Skills.

7

• Surveys - Parents and Students (views of the impact of teaching and learning)

• Teaching Assistants - how are they used as support? Planners & TA Training

• Extra-curricular - enrichment activities to support learning and enhance Life-Skill development.

• External Assessment Data

• Assessment - Reporting Calendar

• Newly introduced Alpha Management Information Systems – (MIS)

Assessment lies at the heart of the teaching and learning process. Promoting each pupil's learning and developing their

self-esteem and confidence is at the core of our school ethos. Assessment for Learning (AFL) is incorporated into all

aspects of Teaching and Learning throughout Diyafah International School.

**3.2.1 Internal Assessment Process**

**Assessments:**

• Formative - to indicate the effectiveness of teaching and learning (APP)

• Diagnostic - to indicate strengths and weaknesses.

• Summative - for recording and reporting purposes and to aspire to international benchmarks.

• Informal - ongoing for teacher and pupil information.

• Self and peer assessment

monitored consistently. Teachers are beginning to use assessment information in all phases and subjects to ensure that challenge is at an appropriate level for all groups of students in all phases and subjects and students of differing abilities. There is still some inconsistency in the setting of formative assessments in the primary phase.

Teachers are aware of their students' strengths and weaknesses and provide suitable support. Teachers provide opportunities for follow-up dialogue, feedback and self-review in lessons across all phases. While there is some evidence of peer assessment in the secondary phase this is not yet well-established. Students' written work in workbooks and worksheets in all phases was clearly marked and in the majority of cases had next steps and comments to indicate what had gone well and where improvement could be made. There is a bi-weekly deep marking policy in place for secondary and post-16 students where students, supported by teachers, set their own targets after reflecting upon how they can improve their work.

**Phase 1 - Early Years**

Learning Journeys celebrate each child's achievement and learning in the areas of learning and contain work samples, observations and comments by teachers. It is used to monitor student's development and progress and in planning for progress, ensuring that each child receives the learning opportunities that she/he needs.

Statistics at the end of FS2 are collated and analysed to derive the strengths and areas of concern and then forwarded to the Year 1 teachers for follow-up and transition.

Assessment systems and processes in FS have been further intensified. Documents based on 'Development Matters' are used to make weekly records about pupil attainment in the class development assessment grid.

Parents are informed of their child's progress during Parent/Teacher meetings, Learning Portfolios, coffee mornings and through a summative report (on-line) at the end of each term (see Evidence Folder for sample of End of Term Report).

**Phase 2 & 3**

Ongoing assessment is embedded as an integral part of teaching and learning for students of Phases 2 and 3 in accordance with the School Assessment Policy.

Summative assessment data is analysed year wide/end of Key Stage, checked for areas of concern and areas of accelerated progress, necessary curricular modifications are completed, and strategies put in place to address key issues identified. The assessment processes are directly linked to curriculum expectations and produce valid data. The coordinators incorporate the findings of these analyses into action plans and set department targets for teachers.

Formative assessments and effective marking of student work by teachers continue to support learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Students are continually

assessed using different AFL strategies in lessons. Oral discussions, questioning both written and oral, presentations, short recall tests, practical project and research work are being used. Each teacher records a descriptive note for students to plan individual strategies for students.

All assessments are designed to check the knowledge and skill of students. They are aligned with the objectives to translate good grades into successful learning.

Students are encouraged to conduct self and peer assessments (pupil personal statements in their class work). Students set their own targets and review it at the end of each term.

**External Assessments** – CAT4, IBT, GL Assessments, EMSAT, ASDAN, BTEC, PISA and TIMMs

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**3.2.5 Teachers knowledge of, and support for, student learning**

School wide management system ERP centralises all assessment data and has enhanced the organisation of data collection.

All recorded data is used to check student progress and plan suitable support strategies for the students. Appropriate progressive, supportive and diagnostic feedback provided. The progress of the students is regularly communicated to parents during PTCs and report cards each term.

Teachers have excellent knowledge of student individual strength and weaknesses, students with special needs and helping them to identify the next learning steps. They provide excellent support and feedback in lessons and follow- up regularly regarding their progress.

Assessment for these students are administered as per the accommodations and modifications set in the IEPs

APP evidence recording is used to track the continual progress of students by the class teacher. This data is reviewed by the coordinators and shared with the parent.

In Key Stage 3-5, the objective of target setting is to ensure that every pupil reaches their maximum potential. Teachers set targets (next steps) on quizzes, review sheets and projects, as well as, on classwork done in their copybooks. This is done every two weeks and follows the school's assessment policy. Students can respond to the targets and a dialogue is initiated between the two parties.

In Key Stage 3-5, unit plans, which include English National Curriculum (ENC) objectives, cross-curricular activities, my identity activities, differentiation success criteria and objectives for the unit are completed for every topic taught. Teachers plan activities which lead to formative and summative assessments. Teachers keep a daily log of what has been done in the class throughout the term.

Assessment: In the Key Stage 3-5 classrooms, self and peer marking against the learning objectives, self-evaluation, following the success criteria and annotating pupils' own or a peer's work are an integral part of the lessons. Activities are undertaken by teachers, and/or pupils assessing themselves, which provide information to use as feedback. The feedback enables modification of teaching and learning activities to improve achievement. Assessment takes place in a range of different ways, for different subjects. However, all assessments embrace the principles outlined in policy, and therefore, assessment in some form, is evident in every lesson.

Formative Assessments, Summative Assessments, Diagnostic Assessment for Phase 1 & 2 and End of Term exams with formative assessments for Key Stage 3, 4 & 5 (Phase 3 & 4).

An End of Year Target Grade / iGCSE Indicator Grade was introduced into Student Reports at the end of the 2017 School Year.

## Next steps for assessing learning:

1. Ensure senior leaders and subject leads across all key subjects and in all phases review and implement standardized approaches when using formative assessments.

2. Create more opportunities for students, particularly in secondary and post-16 phases, to build more structured systems for peer assessment across all subjects.

3. Ensure that all teachers are working to a similar assessment model, appropriate to each phase, so that there is a consistent impact upon student outcomes in each subject across all phases.

## PS4: Curriculum

### 4.1 Curriculum

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| | 4.1.1<br><br>Rationale, balance and compliance<br><br>4.1.2<br><br>Continuity and progression<br><br>4.1.3<br><br>Curricular choices<br><br>4.1.4<br><br>Cross curricular links<br><br>4.1.5<br><br>Review and development | |
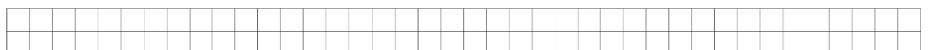
## PS4: Curriculum

### 4.2 Curriculum adaptation

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

**Next steps for curriculum leaders:**
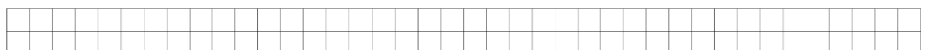
# PS5: Protection, care, guidance and support of students

## 5.1 Health & safety

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **5.1.1 Care, welfare and safeguarding of students, including child protection**<br><br>The school has a well-defined child protection policy. All staff, student and parents are aware of policies and procedures relating to child protection, behaviour & inclusion. These Policies are shared during the staff induction at the beginning of each year and when there are any updates in the Policy. We have aligned ADEK guidelines on discipline with our behaviour policy.<br><br>In the 2021-2022 School Year all Teachers completed the on-line Edu-Care training modules:<br><br>1. Child Protection & Safeguarding<br><br>2. Preventing Bullying for International Schools<br><br>3. Online safety for International Schools.<br><br>Students have access to the Child Protection Officer to share any concerns or issues if they may arise.<br><br>Corporal and demeaning punishments are forbidden. All teachers sign a statement of understanding to recognise and agree to this at the beginning of the school year. Serious behaviour incidents are dealt with following the school Behaviour Policy and the social worker is also advised to speak with concerned students immediately; parents are often involved in the process and always informed of the outcome.<br><br>The school Anti-Bullying Policy explicitly states that we adopt a zero tolerance towards bullying. We have introduced the WITS (Walk Away, Ignore, talk it out, Seek help) Anti-Bullying Programme since 2018. All Staff have participated in CPD on the WITS Programme and all Students are aware of what WITS means and how it can be applied to help in dealing with bullying situations. Parents have been advised of the initiation of the WITS Programme and information/web-site link shared for their information. Anti-Bullying displays are evident around the school as well as student work displays related to Anti-bullying.<br><br>The school participates annually in the Anti-bullying week aligned with UAE Anti-bullying week however antibullying | **5.1.1**<br>Care, welfare and safeguarding<br><br>**5.1.2**<br>Arrangements to ensure health, safety, security<br><br>**5.1.3**<br>Quality of maintenance and record keeping<br><br>**5.1.4**<br>Suitability of premises for all students<br><br>**5.1.5**<br>Provision for and promotion of safe and healthy lifestyles | The school has rigorous procedures for the safeguarding of students including child protection. All staff know how to safeguard students, themselves and other staff members and the procedures to follow if a child protection issue arises. Students say they feel safe and are confident to report any concerns to an adult in school. Policies are reviewed regularly, and all staff receive frequent training about updates or changes. The school is highly effective in protecting students from all forms of abuse, including bullying, and cyberbullying via the internet and social media. Firewall software keeps students safe while they are learning online. Advice and support are also given to parents on the importance of monitoring the internet at home. Parent surveys indicate that almost all parents judge that their children are safe at the school.<br><br>The school provides a very safe, hygienic, and secure environment for students and staff. Safety checks are frequent and thorough. Supervision of students is robust and effective throughout the school, including during dismissals, at break times and during lessons. Specially trained staff supervise students in all parts of the school and on the school's transport. For example, the bus supervisors check that students are seated properly and that they wear seatbelts. All buses have the required fire extinguishers and first aid kits. Health and safety teams conduct thorough checks and risk assessments on all parts of school to maintain students' safety. The school premises are supervised by four security guards, three during the day and one at night from a third-party company, in addition the presence of surveillance cameras and CCTV are evident throughout the school.<br><br>An exhaustive examination of regulatory documentation indicates that the school meets all legal and regulatory requirements. Fire risk assessment procedures are rigorous and fire evacuation practice is regular, helping staff and students to know how to evacuate the buildings calmly and safely in the event of an emergency. Buildings and facilities in all parts of the school, including science laboratories and physical education spaces, are maintained in excellent condition. The school keeps detailed records of accidents and incidents and addresses |

is a continuous focus through the school year.

All school personnel must sign a security check and all appointments; references are checked. Arrival and dispersal of all personnel is monitored throughout the day. Visitors can only enter relevant gates for each building and go through a security check before entering the building. All visitors must wear a visitor badge upon entering the building.

The school has rigidly followed all Covid-19 requirements since 2019 and th beginning of the pandemic.

We implement and adhere to all ADEK policies and procedures and inform parents of such compliance.

The school has a `Complaints Committee' which has a membership consisting of the Principal, and members of the SLT. Complaints Committee issues are recording in the minutes of the SLT meetings. Other staff members are co-opted to the committee for relevant, specific complaints.

A calendar of coffee sessions facilitates constructive school/parent dialogue and meetings.

issues swiftly.

Medical staff comprise two licensed nurses who conduct regular check-ups. The school has a contract with a third-party organization who supply nurses in case of absence. The clinic is extremely well-maintained. The school nurse keeps students' medical records and medicine in secure and locked cabinets. Detailed records of students' needs and their vaccination details are maintained, consulting with external agencies as required. Medical questionnaires completed by parents inform the nurse of students' medical conditions. This information is shared with relevant phase leaders and teachers on a need-to-know basis. A daily log of visits to the clinic is kept and tracked with follow up visits arranged with the social worker and parents if required. The school contracts with a third-party company to conduct PCR tests and vaccinations. The same company also provide advice and guidance for students with high BMI.

The premises, equipment and resources are excellent and support exceptionally well the educational needs of all students, including students of determination. Students, staff, and visitors with mobility difficulties have easy access to all learning spaces. For example, corridors are wide, uncluttered and enable easy access for a wheelchair user to get into classrooms and other parts of the school. Lifts provide access to all floors. Evacuation chairs and assigned staff ensure that students with physical impairment can be aided in the event of an evacuation.

The school canteen not yet in use. Kiosks provide healthy food at two access points in school. Menus are healthy and nutritious. Currently, the school provides well-intentioned advice to students and their parents on food choices and offers a broad and regular program for physical education to promote healthy lifestyles. Considerable efforts are made to provide practical protection from the sun, including providing many shaded areas for different ages. This is not the case in the bus boarding area where there is no shaded are for drivers or for students who are waiting to board the vehicles.

The school's promotion of safe and healthy living is systematically built into all aspects of school life. The school regards the promotion of healthy living as an important part of its provision. The curriculum content of some programs, including the physical education curriculum, includes references to healthy lifestyles. The school has a firm commitment to supporting students'

mental health and wellbeing. Life skills sessions are embedded in the curriculum with a wide range of activities to support and develop students' understanding of interpersonal skills to build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and responsible manner.

# PS5: Protection, care, guidance and support of students

## 5.2 Care & support

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **5.2.1 Staff-Student Relationships and Behaviour Management.** <br><br> Staff have very positive relationships and with students and it is one of the strengths of the school. The Vice-Principal greets the children as they come off the bus every morning and is at the car-pick up at the end of the day. Teachers are in their classroom before children arrive to greet them in Early Years and Primary and Form teachers in Secondary. <br><br> The school's Behaviour for Learning Policy emphasises the students' social and emotional development while instilling a sense of self discipline. The school's pastoral system and staff support ensure that the emotional health and wellbeing of staff and students alike are regularly monitored. Students are counselled by the counselling and pastoral team / Social Work Department / Child Protection Officer and the medical team at times of bereavement, or other major life changes. <br><br> The traffic light/ behaviour chart as a behaviour strategy is implemented from Foundation Stage to KS5. <br><br> Focus PDs are conducted on systems of Behaviour Management and good practice. <br><br> Verbal praise, certificates, Dojo points and House Points are awarded in the form of positive reinforcement to students who show good behaviour, good academic progress and also to students who have improved in their behaviour and grades. <br><br> Any incidents of student non-compliance are recorded and reviewed by the Social Work Department. Students are provided with supportive counselling. Students are counselled/guided through class sessions and peer groups regarding appropriate behaviour in School. The Vice Principal is the designated Child Protection Officer for the school. <br><br> There is regular communication between Heads of Department Heads / Year, teachers and the pastoral care | **5.2.1** <br><br> Staff and student relationships and behaviour management <br><br> **5.2.2** <br><br> Promotion and management of attendance and punctuality <br><br> **5.2.3** <br><br> Identification of students with special needs, gifted, talented <br><br> **5.2.4** <br><br> Support for students with SEN and the gifted and talented <br><br> **5.2.5** <br><br> Guidance and support for all students | Staff are well aware of the needs of the students in their care. Led by the senior management team, the school implements a code of behavior, which is understood clearly by the whole school community. Students spoken to said they felt safe in school and knew the procedures to follow if they had any concerns. Parents receive detailed information about the school's expectations of behavior and how staff deal with these. The school has separate polices for behavior on buses and in school. Records are maintained but kept in separate sections of the school. The school acknowledges that the policies should be aligned to ensure one recording system is used. To reinforce students' physical, emotional, and intellectual needs, a social worker facilitates an effective support program. Motivation programs and anti-bullying projects, including cyber bullying, are thoroughly discussed with staff, students and parents. The school has several initiatives in place to reward attendance. However, despite many concerted efforts, attendance remains at 90%. The school keeps accurate records of attendance and punctuality. The systems for managing attendance and punctuality, including follow up of unauthorized absences and lateness, are in place, although they are not yet fully effective. <br><br> The school has effective systems in place to accurately and promptly identify students with additional learning needs or those who are gifted and talented. The school has staff with sufficient expertise both to identify the students concerned and to lead the support program given to students with determination and those who are gifted and/or talented. These include a Special Educational Needs Coordinator (SENCO) and special education teacher. The SENCO works with teachers to create Individualized Education Plans (IEPs). Students are referred to the SENCO based on a medical report or diagnosis and this is used to create an IEP. There are students with significant needs. A combination of formal and informal assessments is used to identify students' present levels of performance. The SENCO also gathers background information from parents. Gifted and/or talented students are identified through the CAT4 assessment system and through teacher referrals. |

team regarding student concern and pastoral issues. Students are sometimes given an opportunity to decide their own consequence related to inappropriate behaviour.

House Points are often awarded for positive behaviour and excellent attendance. House Points are collated weekly and shared shared with all students, displayed on House Points display boards in Primary, Secondary, and put up on social media for parent information.

### 5.2.2 Promotion and Management of Attendance and Punctuality.

The Diyafah Student Attendance & Punctuality Policy is reviewed annually and promoting excellent attendance is a high priority in the school. Teachers are asked to advise their Line Manager/Vice-Principal if there is any pattern of consistent absences so parents can be phoned to determine the reason for absences and to discuss the impact on the learning and socio-emotional development of their child. We will also offer support if there are extenuating circumstances for absences in the form of work being sent home or on-line sessions.

All staff/student attendance data is collected daily and managed through the school wide management system (ERP). SLT is sent daily, monthly, termly and an end of year summary provided. Attendance is entered into the eSIS system daily.

The average student attendance is 94%, impacted by Covid related reasons. Students are being discouraged from taking avoidable leave, unless in case of an emergency or medical reason and evidence is provided. Students with Covid-19 quarantine are marked as Educated Off-Site and on-line learning is provided if students are well enough to attend sessions.

Classes are rewarded monthly who have 100% attendance for every month or term. The class receives the Attendance Plaque for the month and receives a certificate.

Dojo points (which is a software that promotes good behaviour in the classroom) are given to students who excel in Attendance and Punctuality.

Late comers are given a late slip by security which is brought to the main Reception Desk for counter stamping and is logged into the register. Reminders are often sent to parents through the weekly communication of the importance of ensuring their

The school's support for students of determination is appropriately managed in some subjects, though less effectively in the MoE subjects. Support is given individually and through in-class guidance, although training for classroom assistants could be extended. In addition, specialist support is not in place for the students who speak Arabic. This results in communication problems, both in lessons and the IEPs. Students who are gifted and/or talented receive focused intervention to ensure they mostly receive the right level of challenge both in the classroom and extracurricular activities. These students are mostly well-supported to ensure that their need are met and are, for example, often very successful in local and national competitions in a wide range of areas such as, science, mathematics and art.

There are good links between phases in the schools so that transition procedures are effective and enable students to transfer smoothly to their new setting. The school guidance counsellor ensures each student has access to individual advice. Starting at Year 9, the counsellor delivers workshops and ensures students have their next steps to facilitate curriculum and further education choices. The counsellor uses a series of assessments to help students identify careers that match their interests and personality. The school has seen its first students graduate and all have either been offered or are waiting for university places. Workshops take place to help with CV's, statements of purpose and internships. Links have been established with all universities in Abu Dhabi and with Calgary University.

children reach school on time.

Parents will be called if their child is consistently late to address the issue and reminded of our policy and procedure on attendance.

**5.2.3 Identification of students with special educational needs, and those who are Gifted/Talented (Most Able).**

Teachers are made aware of the signs and symptoms of a potential SEND student at the start of the academic year and then in between the school year through a Professional Development Session. All IEPs have been updated at the beginning of the School Year 2021/2022 and have been updated every term and progress discussed and shared with class teachers/ specialists and parents through email and in some instances a meeting.

Should any teacher be concerned that a student is exhibiting such signs, then:

1. The Teacher refers a student to SENCO.

2. The SENCO does a threefold observation followed by the Functional Behaviour Analysis to assess the student which include Academic, Behaviour in class and feedback from parents (home environment)

3. A student with behavioural concerns is referred to the social worker and teachers come together to understand and discuss strategies to help the child.

4. Concerns and shared findings are discussed with the parents.

5. The student may be referred to an ADEK approved centre for a professional diagnosis.

**DIS Provision for Students with Special Educational Needs (SEND).**

**(a) Students with Formal Diagnosed Special Educational Needs and Disabilities**

Students with formal documentation of a specific diagnosis will be supported by an Individual Educational Plan, produced by the SENCO and in consultation with parents and teacher observation and feedback.

**(b) Students without Formal Diagnosed Special Educational Needs and Disabilities**

Early identification, assessment and targeted intervention is essential. This can be done in 4 phases or stages.

**Phase 1: Identification by teacher**

- Teacher has concerns about the child and discusses concerns with parents.

- The teacher implements inclusive classroom strategies shared by the POD team and personalized learning is focussed on. These strategies can include moving the child closer to the IWB, repeat instructions, chunking work, adopt different learning styles. After a range of classroom strategies have been tried and the student persists with possible learning difficulties then teachers refer the student to the POD Department for further evaluation.

- Based on the outcome of teacher and parental observation/ feedback, the child is given differentiated content and strategies based on the learning style of the student and realistic expectations are shared with the parent so as to not over pressurize the student.

**Phase 2: Cause of Concern Referral Form**

- After around 4 weeks of following classroom strategies and collecting evidence a Cause of Concern Referral Form should be completed and sent through to SENCO.

- SENCO to observe the student reviewing the collated evidence from the teacher.

- Invite parents for a meeting with classroom teacher, Key Stage Co-ordinator, SENCO to discuss further initial strategies.

**Phase 3: Additional Support**

- For whatever reason if parents decline additional support outside of the classroom the child will be on the monitor list. If the child's progress (academic or behaviour) remains a concern the principal will meet with the parents to discuss further actions.

- If parents give consent for intervention the SENCO will provide a baseline assessment to understand the child's areas of concern and implement the necessary provision to be followed at school and home (strategies for parents).

- Additional support implies one or more of the following actions: in class support, small group support, one on one support, Shadow Teacher support, parental support with strategies to be followed at home.

**Phase 4: External Assessment**

After an appropriate time, where the student does not make the academic or behavioural progress expected of him/her or where the school believes that the child has an undiagnosed special educational need, the parents will be advised to seek outside, professional assessment and support.

Upon receipt of any external supporting documentation and professional reports on the child's learning and / or behaviour needs, carried out in a timely manner by the parents and appropriate outside agencies, the SENCO will write an Individual Education Plan (IEP) collaboratively with class and specialist teachers, parents, external support services and begin with appropriate intervention for the child.

In the 2021/2022 School Year, there are 45 students who are being supported/monitored by the POD team and have been grouped into the below waves. There are 26 POD Students who have External Diagnosis Medical Reports and 18 Students Identified by the school requiring Special Intervention without any external diagnosis.

Wave 1 – Monitoring with standardized assessments (7 students)

Wave 2 – Low Intervention receives 1 x one-to one session (5 Students)

Wave 3 – Medium Intervention receives 2 x one to one session (21 Students)

Wave 4 - High Intervention receives 2 x one to one session and 2 x in-class support sessions (12 students).

Social-group support was discontinued due to Covid restrictions, but we are looking into re starting them in the next academic year depending on the situation in September 2022.

**The Individual Educational Plan (IEP) – All IEPs have been updated at the beginning of the 2021-22 School Year.**

An IEP will be developed for all students with formal documentation identifying special educational needs. Formal documentation can be from speech and language therapists, occupational therapists, educational psychologists,

psychiatrist, hearing impairment services, visual impairment services, medical officers, or other medical consultants.

**Gifted and Talented (Most Able)**

- Identification of high achieving students by an external Cognitive Ability Testing and referral from teachers and parents including CAT 4 results.

- An advanced learning plan is drafted for the students once the external cognitive test report is received.

- Students are motivated to participate in local- international conferences, competitions e.g., Ken Ken Mathematics.

**Areas of support for students (2021-2022)**

STEM – (Parental Support)

Earth Day challenge

International Women's Day

Comic strip

Historical Innovators-Minecraft

Term 2- Coding – Robotics (In School)

Different Websites- Scratch, Ticker Cals

Working on interactive fictional book on "Coronavirus"- In school

**5.2.4 Support for students with special educational needs, and those who are Gifted/Talented (Most Able).**

• Parents, form tutor and other stakeholders are being convened for regular IEP/APP review meetings.

• The student is supported with challenging work and support in areas suggested by the student/ parent themselves. This support is given by the class teacher and the POD department.

• Students are given opportunities to participate in competitions.

**Depending on the areas of concern,**

**the student is supported through one or more of the following:**

- one-one intervention

- In class support

- Small intervention groups for RWI and Math's

- Group sessions

- Parental counselling

- Parental workshops

**POD Accommodations:**

- Partial inclusion

- Peer pairing

- One-to One session

- In-class support

- Shadow teacher guidance and support

- Extra time during exams

- Class seating arrangements are altered

- Specialist or therapist support/ observation

**Gifted and Talented (Most Able Students)**

Challenging Learning objectives and assignments based on the higher orders of Blooms Taxonomy are set in the Advance learning plan by the teacher.

**5.2.5 Guidance and support for all students**

Students participate meaningfully and productively along with other students in classroom/school learning experiences. They include appropriate examination and assessment support in accordance with best practice such as extra time- support in writing for exams in line with IEP requirements.

- Regular Enrichment sessions emphasise Life Skills or any relevant particular concern.

- The form teacher acts as a mentor to advise or discuss any issue at the student level.

- Social and emotional support/ counselling is provided by the POD-SEN/ Social worker.

- Circle time sessions with the social worker are regularly timetabled

## Next steps for leaders:

1. Align the bus behavior policy more succinctly to the school behavior policy to ensure recording of incidents is more succinct.

2. Ensure that students of determination who speak Arabic receive the appropriate level of specialist support so that they can communicate effectively.

3. Continue to promote and monitor attendance levels at the school so that, within the next two terms, attendance over time is at least good.
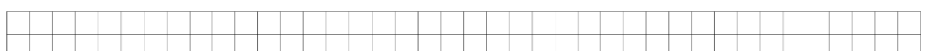
# PS6: Leadership and management

## 6.1 Effectiveness of leadership

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **6.1.1**<br><br>All Leadership responsibilities and developments are tested against our Mission Statement which has governed the Diyafah Schools' actions for forty years in Dubai and the last nine years in Abu Dhabi. We reiterate our mission, vision and values frequently in our staff meetings and professional development sessions. They also feature in our school assemblies where our life skills and school motto underpin ethical personal development.<br><br>Our Mission, Vision and Values are prominently displayed around the school and in every classroom.<br><br>**6.1.2**<br><br>The Principal directs the school in alignment with our stated Mission: to produce caring, confident, knowledgeable and skilled lifelong learners, while keeping in mind the needs and aspirations of the Diyafah community and the U.A.E. vision.  The Principal acknowledges overall accountability for the school and strives to work constructively with all stakeholders: students, parents (individually and through the Parent Council), teachers and support staff, ADEK, the wider community and friends of the school.<br><br>The Senior Leadership Team (SLT & ELT) is composed of motivated leaders who monitor and empower teachers to continually strive for excellence in differentiated planning, teaching and learning, relevant, valid and reliable ongoing assessment practices and classroom management. The SLT & ELT functions collegiately as an advisory body to the Principal and Governing Body and its members function individually as Key Stage executives (Head of Early Years, Head of Primary, Secondary Vice-Principal, Senior Vice-Principal, Head of Islamic Studies and Secondary Arabic and Head of Primary Arabic). Minutes of these SLT meetings are circulated to all relevant staff. | **6.1.1**<br><br>Vision and Direction<br><br>**6.1.2**<br><br>Educational Leadership<br><br>**6.1.3**<br><br>Relationships and Communication<br><br>**6.1.4**<br><br>Capacity to Innovate and Improve<br><br>**6.1.5**<br><br>Impact on and accountability for school performance | Leaders at all levels, inspired by the principal, provide a clear strategic vision that is shared across the school community. Leaders show commitment to the UAE national and Emirate priorities. In pursuance of the national vision, students are rigorously prepared for entering the international PISA, TIMSS and IBT tests. The effectiveness and impact, however, is not yet known. The school prepares students well for higher education opportunities around the world and all of the current Year 13 students, the school's first cohort, have secured provisional university places. Leaders promote students' active participation in a range of national events and celebrations, including the recent 50th Anniversary celebrations and Expo 2021. Senior leaders are well supported by competent staff who are committed to continued school improvement. Current priorities are set out in the school development plan and are aligned to the school's vision and strategic plans. Leaders ensure that the school is inclusive. The most recent development plan has an extensive range of priorities, deriving from the previous inspection report. Progress across the various objectives has been monitored carefully. The principal is supported by committed senior leaders, with clearly defined roles, although, in the foundation stage, there is a lack of expertise in current best practice. Leaders are well-motivated to secure best practices in teaching, learning and assessment, so that students' achievement is raised. Leaders have been effective in achieving good, and sometimes very good, standards of learning for students by the time they leave the school. The senior team has been strengthened, following the last inspection, with the appointment of a new Vice-Principal of Secondary. In general, the most established teachers tend to be working in secondary and post-16 provision, where achievement is most consistently strong. Relationships and communication with the parents and community are professional and effective. The school's distributed leadership ensures that the school has good capacity and there is a clear culture of commitment amongst the staff and the whole school community. Leaders at all levels have a good grasp of what needs to be done to improve the school further, despite the recent disruption which has led to considerable |

**Specifically, our SLT:**

• demonstrates good and effective leadership skills

• defines and refines good educational practice

• leads by example

• focuses on students' personal development and academic achievement

• revisits and reiterates a shared vision and duties while sharing an aligned individual focus.

• holds staff accountable in a fair and transparent way.

**Teachers**

–

Teachers are recognized as leaders of their classes and year groups and thus are empowered and supported to develop their leadership roles and to be responsible for various areas of school development in accordance with ADEK initiatives and internal needs.

We conduct both Active and Reflective Professional Development Sessions (One hour per week on Tuesdays). Our PD sessions revisit our vision, mission and values and promote the overt viewpoint that each teacher is an individual leader of their class and an important contributor to our whole-staff leadership initiative at all times.

While active PD focuses on our onward journey towards educational excellence, reflective PD offers opportunities for staff feedback about the degree to which they collectively and individually meet high professional standards.

External PD: has been provided to ensure that teachers are aware of, and focus on, their leadership roles in implementing ADEK standards. This supports our self-evaluation sessions which take place continuously in year and phase meetings throughout the school year.

Further, the SLT provides a strong, supportive framework for the teaching team to attain and maintain excellent teaching and learning standards.

All teachers have their profiles uploaded and approved on the ADEK Pass Portal and the School is participating in the MOE Teacher Licence Scheme.

turbulence in the school enrolment in the last two years. Leaders are held accountable by the governing body and this contributes to effective performance. They ensure that the school is compliant with statutory and regulatory requirements. Leaders undertake regular monitoring and interventions to secure improvements in the quality of students' education.

## Parents

DIS equips parents to support their learning at home through individual and year group meetings and subject workshops.

Parents assist in the provision of student leadership opportunities by their active organization and participation in school events. DIS promotes the tripartite nature of the educative process, involving student, parent and teacher, and so values and actively seeks parental comment and feedback while enlisting their support as educational leaders in their homes. o A selected prefect body of senior students.

o Class monitorship, which rotates regularly among the members of each class
o Participation in whole-school and section assemblies

o Debates and declamation activities

## Students

–

DIS recognizes the importance of Student Voice and involvement. DIS exists for the benefit of all its students so promotes good personal development through student leadership opportunities.

Management and staff continually seek to foster student leadership through:

· Music and Drama opportunities
· Intra-school and inter-school competition
· Team leading for interactive learning and peer assessment in the classroom
· The future developmental work of a Community Outreach Coordinator.
· Career guidance for Key stage 3, 4 & 5 students
· University Education Opportunity for 6th Form Students
· Student Council & House Teams
· Social Media
· Model United Nations
· International and National English and Arabic Competitions
· Cultural Events e.g., International

Day, Film Festival
· World Scholars Cup

### 6.1.3 Relationships and communication

We operate an open-door policy with parents, always providing those educational standards and routines are not compromised. Parents are welcome to share ideas or concerns with the school's leadership. The Principal works hard at maintaining a constructive dialogue with Parents, notably those of children requiring additional support. Personal phone calls are made by the Principal to parents when required for support of celebration. Coffee Sessions are scheduled for all phases throughout the year related to teaching and learning, health and well-being, student progress, new initiatives e.g., software programmes for home support.

Communication is via e-mail, whats-app and the school-wide management parent portal, parent teacher conferences, special information sessions e.g., change of reporting system and career guidance. School magazine is produced three times a year. The Key Stage 5 have completed the first DIS Yearbook.

The school has a Complaints Committee set up to deal with any issues related to school environment or student concerns.

Communication with Board Members is on-going with a formal Board meeting once a term.

Translation for Arabic parents is supported at all times with the inclusion of our Arabic translator in meetings and in formal written communication.

Student voice is communicated to the Principal through Student Leadership meetings held monthly which are minuted.

Parent Council meetings are held twice termly and attended by a staff

representative and the Principal/Vice-Principal.

During Covid direct communication e.g., Student Covid-19 Notifications and link for uploading testing results. We have expanded our social media means of communication with the addition of Twitter and Instagram.

Parents are invited to the school for every school function and celebration and are welcome to visit the school at any time during the working week with appointment.  Contact can be made through Microsoft Teams which has been operational since Covid-19.

**6.1.4 Capacity to innovate and improve**

Leading and Managing Teaching and Learning which empowers and supports teachers through clear communication, professional development and target setting.

The continued support for teaching staff to integrate technology e.g., the upgrading of BENQ boards in classrooms.

During Covid-19 all staff underwent extensive training in Microsoft 365 (Teams) which proved itself during the On-line learning evaluation whereby we received 'Developed' in the 13 themes. The school is also now a Microsoft Showcase School which is achieved when a certain amount of staff members complete modules of training in technology advancement.

**We also promoted an ethos of:**

Teaching and Learning: Lesson plan template improvement and practice which emphasises the higher-level thinking skills in Blooms Taxonomy and identifies Challenges for most able students and differentiates specifically in the plan higher, middle and lower ability students.  There is also the inclusion of life-skills and real-world application.

We have introduced the Early Years, Primary and Secondary student news sessions and blogs which gives opportunity for creativity, innovation and confidence.

We have also adapted during Covid not being able to have a school concert by students/staff putting together our first DIS Film Festival which proved to be very successful streamed online.

The school environment has been improved with informative displays, more student work evident and must be marked with constructive feedback.

**6.1.5 Impact on and Accountability for school performance**

Data meetings have been carried out across all phases through 2020-2021 to identify gaps in learning and review strategies of teaching and learning through CPD and discussion groups.

External Assessments e.g., CAT 4/GL/Emsat/IBT/PISA/TIMMs

Fully compliant with ADEK Inspections on a weekly basis through Covid-19 school inspections and all ADEK Compliance visit held since the last inspection.

Developed in all 13 themes of on-line teaching and learning delivery.

Introduction of swimming into the curriculum.

Extension of activities provided both internally and externally during Personal Enrichment Programmes. E.g., Robotics, coding.

POD Ambassadors Program.

Career Guidance for Key Stage 3 – 5.

# PS6: Leadership and management

## 6.2 Self evaluation & improvement

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **6.2.1**<br><br>We maintain and review frequently our comprehensive School Policy Handbook in concord with ADEK Private Schools Policy and our School's Mission and Vision (last comprehensive review in June 2021 This, along with our school professional development and individual teacher/school phase review plans, informs other checks and balances to ensure that our school procedures are effective and compliant.<br><br>**We continue to evaluate individual student needs and give impetus to:**<br><br>External and Internal Data Analysis e.g., Classroom Assessments, CAT4/GL Progress Tests/Emsat/IBT<br><br>The evaluation will extend to our first PISA & TIMMs results scheduled 2022/2023.<br><br>Emirati Student Support.<br>EAL Student Support<br><br>POD/Senco Support<br><br>Behaviour Management<br><br>Attendance<br><br>**6.2.2**<br><br>The needs of each child are assessed comprehensively on admission and continue to be monitored through:<br><br>Class teachers' continual formative assessment<br><br>Year Group/Department evaluation meetings<br><br>Baseline and regular informal testing of students, matching knowledge and skills to Curriculum Frameworks<br><br>Continuous monitoring of Read, Write Inc./Literacy and Math's streams in KS1 / KS2.<br><br>Termly Summative Assessment for students in Core Subjects from Year 2 and above<br><br>Support classes and breakout groups for parallel teaching in English and Math, particularly in KS3 | **6.2.1**<br><br>Processes for self evaluation<br><br>**6.2.2**<br><br>Monitoring and evaluation of teaching and learning<br><br>**6.2.3**<br><br>Processes and impact of improvement planning<br><br>**6.2.4**<br><br>Improvement over time | The judgements in the internal evaluation were occasionally over-generous, particularly in relation to students' attainment. Insufficient account was taken of recent disruptions in learning and the inevitable impact upon some aspects of students' achievement. However, school leaders' assessment of students' current performance is, in discussion, accurate. Leaders systematically monitor students' attainment and progress in lessons to inform self-evaluation. Teachers receive constructive feedback on the quality of teaching and learning in lessons, both from senior leaders and from subject leads. School leaders focus appropriately on the impact of teaching on students' achievements. Leaders know the school's strengths and areas for improvement. The school's performance data is effectively linked to the priorities for improvement. School leaders are effective in identifying the school's strengths and its areas for improvement. Improvement plans are appropriately focused on raising students' attainment, progress and the quality of teaching. Key priorities for improvement, strategic plans and actions are appropriately set out in improvement planning. For example, school leaders are aware that not all staff have a sufficiently thorough knowledge and understanding of the English National Curriculum. Currently, the most successful teachers tend to have that depth of understanding. As a result, some recommendations from the previous inspection report, such as improving the quality of written feedback across the subjects and students' skills in innovation, are not yet fully embedded in daily practice. The internal evaluation report is detailed and mostly reflects the individual characteristics of the school's circumstances although students' performance is not evaluated with sufficient precision. |

EAL Interventions

Test result analysis for Year 1 and above.

IBT benchmark testing in Arabic

- CAT4, Progress Tests and NGRT Tests in English and Maths from GL Assessments from Y3 upwards.

- IGCSE & AS results

- IEPs & ALPs

**6.2.3**

This is ongoing and active through:

Professional development sessions where teachers discuss and evaluate progress

Frequent SLT meetings where process and impact are at the forefront of discussion

Listening to students; they have an important voice.

**6.2.4 Improvement over time**

Since our 2018-19 inspection, we have shown improvement in our teaching and learning which is always at the heart of our school's function. This general improvement over time is witnessed by performance monitoring through:

A comprehensive, formal class observation plan

Frequent learning walks

Intervention support and necessary remedial action in case of any falling standard of leadership of teaching and learning

Better use of Data Analysis to plan for more effective teaching and learning

School facilities – Secondary building/sports facilities

Technology resources and equipment

Personal Enrichment Program

CPD Program with the inclusion more Health & Well-being sessions and technology use and integration through Covid times.

School Events have increased allowing more opportunities for students e.g., University Education/Film Festival/Emirates Literature Festival/Social Responsibility – competitions.

## Next steps for leaders:

1) Ensure that school self-evaluation takes full account of the current level of students' learning and progress.

2) Ensure that all subject and school leaders have a detailed understanding of the English National Curriculum requirements, to secure more consistently effective achievement across the school.

3) Seek to implement the Foundation Stage curriculum more effectively, so that the sprit and style of that curriculum is more fully realised.

# PS6: Leadership and management

## 6.3 Partnerships with parents

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **6.3 Partnerships with parents and the community**<br><br>Covid-19 has impacted the amount of face-to-face parent activities & events which could take place; however, we have adapted with as many opportunities as possible to involve parents with live streaming. Our first return to normalcy involving parents was the Early Years Concert and School Iftar.<br><br>We affirm our aim to involve more Emirati parents in our Council and indeed this year has seen an increase in constructive Emirati participation- evident in the Iftar.<br><br>• Provide a further a check on Arabic compliance in our assemblies and learning resources.<br><br>• Increase our involvement in the wider community, hence helping Diyafah on its journey not only<br><br>towards excellence but also towards tolerance, respect, care and compassion.<br><br>• Support our best intentions to provide a high value education for every child.<br><br><br>**6.3.2 Communication**<br><br>There are several channels of communication which provide information about teaching and learning, home assignments, days of celebration and upcoming events through:<br><br>Schoolwide Management System (ERP) Parent Portal.<br><br>Early Years Tapestry Program for parent information<br><br>Coffee sessions virtual and face-to-face, workshops and other scheduled meetings.<br><br>The Beacon school magazine<br><br>Parent information letters sent by the Principal<br><br>School Website/Social -Media<br><br>Our Parent/Student Handbook | 6.3.1<br><br>Parental involvement<br><br>6.3.2<br><br>Communication<br><br>6.3.3<br><br>Reporting to parents<br><br>6.3.4<br><br>Community partnerships | The school successfully engages parents as partners in their children's learning and in school life. The school has a parents' council which ensures that parents have a voice and a positive engagement in the life and work of the school and in the education of their children. The chair of the parents' council automatically has a place on the governing board. The partnership has been strengthened during the recent period of online learning, when children had to study at home. Parents appreciate the efforts that leaders have made to ensure that students are re-integrated fully into school life. The views of parents are fully considered by senior leaders and governors when drawing up school improvement priorities. Parents make a positive contribution to supporting the school and raising standards, for example in the support they provide to ensure that students' homework is completed. Parents were trained in the use of online learning platforms during the period of school closure. Many parents would now like to resume their role as volunteers as the recent emergency has abated. Effective communication has, in the past, enabled parents to become involved with organized activities in school, although many events have been suspended due to the recent pandemic. Regular termly face-to-face parent meetings, where parents actively support the school in raising standards, have been replaced by online meetings. These meetings keep parents well informed about their children's academic progress and personal development. Parents would, however, like to see face-to-face meetings resume. Foundation stage parents meet their child's teacher on a very regular basis. However, the parents of Arabic-speaking students of determination, or those who have additional learning needs, are not always supported appropriately by Arabic-speaking staff. Parents make a very positive contribution to, for example, events such as the 50th Anniversary. In addition, parents receive frequent e-mail and social media communications, access to the parent portal in the school wide Management System, and a regular school magazine. There are formal written termly reports. Welfare staff ensure that students and their parents are aware of organizations which can provide expert help for any social, health or well-being issues. The |

Direct e-mail contact/phone contact

Celebration days – School Events Calendar published in the school parent/student planner.

### 6.3.3 Reporting

Formal termly school reports are issued to all Parents in the academic year. In the academic year These are used as a basis for termly parent-teacher meetings, where attainment and progress are reported and the child's pathway to future learning discussed.

The Termly Reports contain data with clear explanations indicating both attainment results and progress over time. The grades are explained and expected levels are indicated as well as, where appropriate IGCSE Indicator Grades and End of Year Target Grades.

Formal learning reviews may be requested by the parent or the Head of Section if there are areas of concern or celebration. Matters of health and safety are reported to parents on the day of occurrence through our clinic, our health and safety officer, transport officer or directly through the Principal/Vice-Principal.

### 6.3.4

**We have begun to develop partnerships through:**

Inter-school sports teams (ADDISA) begun pre-covid and rescheduling for inclusion in 2022-2023.

sourcing guest speakers from our community and by inviting professionals from various careers.

Interschool national participation through Emirates Literature Festival.
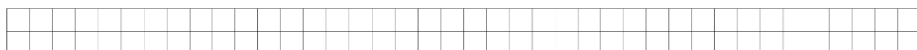
Environmental partnerships e.g., Simply Bottles

Social Responsibility – Leadership Programme begun but not initiated due to covid – Operation Smile – this we hope will begin again in 2022-2023.

Model United Nations and World Scholars Cup.

school has established co-operative links with the other school in its owner's group and there are informal links with similar local schools. There are links with various charitable organizations, such as the Environmental partnership: 'Simply Bottles', to develop students' responsibility to help the community. The school is actively building relationships at university level to enable future school leavers to gain particular knowledge of specific colleges, as they prepare to move on to university. Currently, the school has an international link with the Model United Nations organization and also with several of the overseas universities which students are joining. The most recent survey of parents indicated a mostly affirmative response to the school's work. All recent surveys conducted by the school indicate a high level of satisfaction on almost all measures. The range of extracurricular activities provided for students is not, post-COVID-19, currently extensive. Parents would like to see a full sporting and extra-curricular program resume.

## Next steps with parents and partners:

1. Further boost the partnership with parents by re-introducing face-to-face meetings with parents as soon as regulations allow.

2. Support improved achievement for students by providing opportunities for parents to volunteer in classrooms when this is

permitted.

3. Enhance students' opportunities by re-introducing, when feasible, a full sporting program and extra school activity program.

# PS6: Leadership and management

## 6.4 Governance

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **6.4.1 Involvement of parents and other stakeholders and impact on decision-making**<br><br>Our parent representative on the Governing Body attends all Governors' meetings and receive reporting files, minutes of meetings and other relevant documents. They provide an important parent and staff voice in our deliberations. Head Boy and Head Girl have been involved in the Governor's Board Meeting discussing their views of the school in general and any areas for improvement.<br><br><ul><li>Otherwise, parents and teachers impact decision-making at several levels:</li><li>Individually, through meeting with teachers and managers at appointed times and, generally, on request in keeping with our school's `Open Doors' ethic.</li><li>Class-wise, through a schedule of coffee morning and workshops, and through parent-teacher consultations which inform parents about their child's academic progress and personal development</li><li>Group-wise; should parents wish to meet with management to express concerns or congratulations.</li><li>Teachers' Phase Meetings which happen weekly.</li><li>Teachers' CPD sessions which happen weekly.</li><li>Meetings with Line Managers which happen regularly.</li><li>Open Door Policy of SLT/ELT including Principal and Vice Principal.</li></ul><br>6.4.2<br><br>Termly Governor's meeting – discuss and review of items on the agenda. Follow up requested if required by SLT to Board members.<br><br>**6.4.3**<br><br>The Governing body is directly involved with the SLT in discussion on any areas for school improvement on a regular basis. | 6.4.1<br>Involvement of stakeholders<br>6.4.2<br>Ensuring accountability<br>6.4.3<br>Influence on the school | The Governing Board has representation across all key stakeholders including the school's proprietor, school leaders, parents, and an educational advisor. Governors are fully committed to considering the views of all stakeholders. Governors meet termly and have been proactive during the pandemic period in responding to emerging contingencies, to avoid disruption to students' education. Governors have maintained staffing levels during the pandemic and have endeavored to support parents. There has been heavy investment in the major, high-quality development to accommodate the extended secondary school. There is further work to do in publicizing the success of this new provision. Governors are well informed of the school's strengths and areas for development. Governors effectively monitor school outcomes and hold senior leaders accountable for the quality of the school's performance, and the achievements of students. They act as very effective critical friends of the school. They recognize where students' performance is not yet fully effective. Governors expect that any criticisms of the school are fully addressed and signed off by senior members of staff. Governors regularly visit the school to monitor and to engage with the principal, reviewing the improvements necessary. While they have an awareness of the internal evaluation process, there is, however, further work to do in shaping the accuracy and precision of the process. Overall, the Governing Board makes a very important contribution to the school's leadership and direction. The board ensures that the school is generally well staffed and resourced and that all statutory requirements are met. The Governing Board has a direct impact on the overall performance of the school through their high level of oversight and direct engagement with students, staff and day-to-day operation of the school. |

## Next steps for governors:

1. Ensure, through regular monitoring and analysis of student outcomes, that leaders continue to raise standards in subjects where attainment is not yet good overall.

2. Ensure that the school internal evaluation process is securely based upon the rigorous collection of evidence against the appropriate criteria and that the internal evaluation report provides a more nuanced picture of the school's current performance.

3. Seek to extend curriculum options and sustain a high level of student achievement in external examinations to ensure the viability of the new post-16 provision.
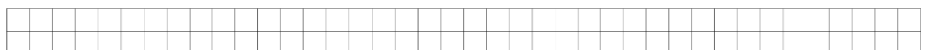
## PS6: Leadership and management

### 6.5 Management

| Internal Evaluations | Elements | External Evaluations |
|---|---|---|
| **6.5.1 Management of the day-to-day life of the school**<br><br>The Principal maintains contact with all school staff and with the Vice-Principal ensuring an effective and efficient chain of leadership exists through the leadership of Heads of Phase, Heads of Year, Coordinators and of Subjects as valued and contributing middle leaders.<br><br>The Principal also coordinates academic requirements with admissions and administrative support<br><br>so that DIS functions smoothly.<br><br>**6.5.2 Sufficiency, deployment and development of suitably qualified staff to optimise student achievements.**<br><br>All staff are recruited through a careful three-step procedure followed by a comprehensive induction<br><br>programme. They are thereafter supported through our leadership channels through professional<br><br>development session and intervention training as required. Evidence of a high teaching and learning<br><br>and classroom management standard is required before teachers are deemed to have passed an<br><br>initial probationary period. Probation may be extended or even, if necessary, contracts terminated.<br><br>**6.5.3 Appropriateness of the premises and learning environment to promote student achievements.**<br><br>Our school is currently in its ninth year of operation and our premises and general learning environment are viewed favourably by all visitors, especially since the opening of the new Secondary building. The school achieves an outstanding judgement through rigorous compliance investigation.<br><br>Our classrooms and corridors carry displays directly related to Teaching and Learning/Health & Wellbeing and Cognitive Thinking Skills. The majority of displays | 6.5.1<br><br>Management<br><br>6.5.2<br><br>Staffing<br><br>6.5.3<br><br>Facilities<br><br>6.5.4<br><br>Resources | All aspects of the day-to-day management of the school are well-organized, ensuring that the school runs very smoothly. The school's procedures and routines are very effective. This has a positive impact on students' personal development and their academic achievement. The school is fully staffed, with, overall, appropriately qualified teachers who receive regular, targeted, professional development. However, the foundation stage classes are not currently well-supported. Not all staff across the school have the same high-level understanding of the English National Curriculum. All departments have a time-tabled weekly development session so that best practice is shared. Professional development of staff is appropriately-matched to the school's priorities and the promotion of students' achievements. The premises, including the recently-opened secondary school building, set a very high standard throughout. They are cleaned and maintained to a very high standard. There is, however, limited access to shade or water for students, staff or drivers in the bus loading area. The learning environment in the classrooms is colorful and stimulating with many displays of resource material and students' work. This impacts positively upon students' learning. There are well-resourced specialist facilities for science, language teaching, design technology, food technology, music, drama and ICT. There is good access to laptops and devices to support learning, particularly in the secondary phase. There is a good stock of modern physical books, both fiction and non-fiction. These resources contribute to increasingly effective teaching and learning across the school. There is appropriate space on site to support students' physical development, including a new indoor swimming pool. |

represent levels of student work in all subject areas.

• Students' next steps in learning

• Celebrating Student Achievement

• Life skills and leadership

• Curriculum links - descriptors of targets

## Next steps for managers:

1. Ensure that all staff receive additional training to ensure that they have a sufficient awareness of the English National Curriculum in their subject area.

2. Improve the resources available to children in Foundation Stage (FS2) in all areas of learning.

3. Improve the wellbeing and achievement of students and staff, including drivers, by providing access to shade and water in the bus loading area.

## 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