



Basic information about school inspections

School inspections are structured around six Performance Standards:

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

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

School inspectors make judgements using these six performance categories:

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

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





INSPECTION SYSTEM

Basic information about the school

Name: Al Rabeeh School - L L C

I.D. number: 9295

Phases: Cycle 1;Cycle 2;KG

Curriculum: British

Fee category: High

Location: 48, Al Khiba St, Hadbat Al Za'faranah,
Abu Dhabi 22418

Web address: <http://alrabeeh.sch.ae/>

E-mail address: 9295@adek.gov.ae

Telephone: 024482856

Number of teachers: 56

Teachers' assistants: 25

Teachers' nationalities: United Kingdom (UK)

Number of students: 834

Teacher to student ratio: 1:14

Students' nationalities: UAE)

Proportion of Emirati students: 42.81

Proportion of students of determination: 4.92

Dates of inspection: 11-Nov-2021 to 15-Nov-2021





INSPECTION SYSTEM

Summary of inspection judgements

PS1: Students' Achievements

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



INSPECTION SYSTEM

PS2: Students' personal and social development

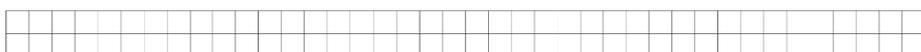
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable
2.3 Social responsibility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

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





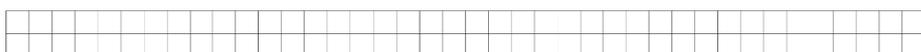
INSPECTION SYSTEM

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	Very Good *	Very Good *	Very Good *	Not Applicable
5.2 Care & support	Very Good *	Very Good *	Very Good *	Not Applicable

PS6: Leadership and management

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





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Changes since the previous inspection

Students' attainment in Islamic education and Arabic first and second languages has improved and is now consistently good across all the phases; attainment in social studies has also improved and is now good. This improvement is due to teachers' more effective use of a wider range of teaching strategies which promote students' reading and language skills. Other curriculum subjects have also demonstrated improvement. Attainment in English in the FS phase has improved from acceptable to good, however it remains good in the primary phase and is acceptable in the middle phase. In mathematics the attainment has not shown any improvement and remains good across all the phases although students' progress in the primary and the middle phases is now very good. In science, students' attainment has improved in the primary phase but remains good in the FS and the middle phases. Overall, students' attainment in lessons has not improved sufficiently and remains good overall. Students' learning skills remain good showing no improvement since the last inspection. In general students are overly reliant on their teachers to give them direction and still lack the ability to plan their own learning. The quality of teaching has improved in the primary phase and is now very good; it remains good in the FS phase and is good in the middle phase. Teachers' planning is based on a common template which clearly identifies the needs of groups of students and how these needs are to be met in lessons. The plans also identify how the problem solving, critical thinking and independent learning skills are to be developed in lessons but the extent to which these are implemented remains variable across lessons. The use of external assessment outcomes to benchmark individual student's progress is developing but teachers' expertise in interrogating the data to arrive at an accurate evaluation of overall student attainment and progress remains an area for development. The arrangements to promote students' personal and social development have improved as they are more robust and are implemented consistently across the school. The newly established senior and middle leadership teams now monitor and evaluate lessons systematically.

Provision for reading

Offering a wide range of books in English and Arabic for all ages, the school library is an attractive, spacious and welcoming learning environment. In addition, there are books in every section of the school and in reading corners, including whole-class readers and non-fiction books to support the Talk For Writing initiative and the topics and themes taught throughout the school. Picture books engage younger students and those who are new to the language. Every class visits the library for a weekly lesson with their class teacher and undertake activities organised by the librarian. There are computers available for independent research. Books provided by the school, support the Read Write Inc. phonics programme taught in the FS. During online learning, students had access to the Reading Eggs programme which is to be replaced by Accelerated Reader from Year 3 onwards. Progress of students is tracked and monitored through continuous assessments as well as through CAT4 baseline tests. Plans for reading are included in the school development plan and are constantly reviewed. Arabic vocabulary is matched to the English curriculum to support students' understanding. Working walls help develop vocabulary linked to class books. Students are rewarded for reading competitions and parents are invited to see them awarded with certificates. Students, teachers and parents connect with each other online, through Biblionasium, where they can recommend their favourite books. The librarian organises competitions and challenges. World Book Day, book fairs and author visits are organised to promote a love for reading.

What the school does to achieve its TIMSS and PISA targets

The school has entered students for the TIMSS assessments; no students are in the age range for PISA. Performance on TIMSS in 2019 was below national and international averages in both mathematics and science. The school uses its own version of the 'question-a-day' program and assesses progress through the use of Cat4 baseline assessments and the outcomes of internal assessment which include questions similar to those students will encounter in TIMSS. Attainment in lessons suggests that the impact of these interventions has yet to be fully apparent.

Strengths of the school

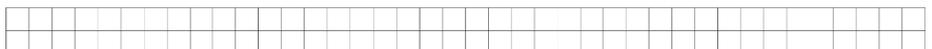


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The overall achievement of the students has improved across all the phases, in particular the attainment and progress of students in the Arabic-medium subjects in the FS and the primary phases which has improved since the previous inspection. Progress has improved in English in the FS and primary phases and in mathematics in the primary phase. Teachers prepare very thoroughly for their lessons. They implement a very good range of teaching strategies. The support provided by teachers in lessons for students of determination and those with English as an additional language is particularly strong. The arrangements the school has in place to ensure students are safe and secure are very effective. The teachers consistently promote safe and healthy lifestyles. The relationships are very good throughout the school as is the students' behavior. The support and guidance for students, particularly the identification and support for students of determination, is very good. The vision and direction for the school set by the principal and the engagement with parents who are actively involved in the life and work of the school including contributing to monitoring the school's performance have a positive impact on student outcomes.

Recommendations for improvement

1. Raise achievement of students further in all subjects, and especially core subjects by: - providing appropriate activities in lessons which consistently challenge all students, especially the gifted and talented students. - making more effective use of questioning to assess students' understanding and challenge them to communicate and extend their knowledge. 2. Further improve students' skills of innovation, enterprise, enquiry, research critical thinking and their use of technology in lessons by: - reviewing how these skills are included within the curriculum and planning further opportunities for students to develop them. - broadening the range of teaching strategies to provide students with greater opportunities to lead their own learning and carry out research from a number of sources in lessons. - using digital technologies in lessons where this will support effective learning. 3. Ensuring that school improvement documents are used effectively to raise standards by: - encouraging more students to enter international external assessments to make analyses of performance more reliable. - using the most recent internal and external assessment data to set quantifiable targets for each subject and phase of the school. - developing further the role of leaders in monitoring and evaluating the quality of teaching with a clearer focus on students' achievement within lessons





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>Attainment: Phase 1 (FS) Most students (75%) attain levels that are above curriculum standards. The majority (50%) of SEN students are working at expected attainment. Phase 2 (Yr1-6) Most students (83%) attain levels that are above curriculum standards The large majority (68%) of SEN students are working at expected attainment. Phase 3 (Yr7) The large majority of students (71%) attain levels that are above curriculum standards. All (100%) of SEN students are working at expected attainment. Progress Phase 1 Internal assessment information indicates that Almost all students (96%) made better than expected progress in relation to their individual starting points and the curriculum standards All (100%) of SEN students made more than expected progress for Islamic. Phase 2 Internal assessment information indicates that Almost all students (92%) made better than expected progress in relation to their individual starting points and the curriculum standards. The large majority (65%) of SEN students made more than expected progress for Islamic. All (100%) of SEN students made, at least, expected progress. Phase 3 Internal assessment information indicates that most of students (93%) made better than expected progress in relation to their individual starting points and the curriculum standards All (100%) of SEN students made more than expected progress in Islamic.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain levels that are above curriculum standards in all the phases. The school has no data for external examinations. Internal school data indicates that attainment is outstanding; this was not observed in lesson observations and in students' recent work where the majority of students demonstrate knowledge, skills and understanding that are above curriculum standards. In the FS phase, children recite aloud short verses of the Holy Qur'an and Hadith of Prophet Mohammad; they believe in Allah and worship Him as the creator of everything. In the primary phase, students know the values, morals, and behaviors that characterize a Muslim, through their study of the honourable hadiths of the Prophet Muhammad (PBUH). Students understand concepts such as brotherhood and love of goodness for others, and that the best people are those with the best morals and behavior. In Year 5, students identify the causes and events related to the call to Islam for the people of Taif and draw lessons learned from them. In the middle phase, they learn about the importance of self-accountability and reviewing the work they do through their study of the Hadith. Attainment has improved over the last three years for the majority of students in the primary phase where it is now above national standards; there were no students in the middle phase at that time. It was acceptable in all the phases in the previous inspection report. Internal assessment indicates that students' progress is outstanding across the school. Inspection findings are that the majority of students make good progress in all phases against their starting points and over time. In lessons, the majority of students make better than expected progress in relation to the relevant</p>

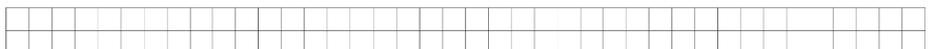


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learning objectives. The progress of different groups of students is good across the school. The Emirati and non-Arab students make good progress, as do the boys and girls and higher attaining students. All groups of students, including students of determination and lower attainers, make similarly strong progress as evidenced both by the improvement since the previous inspection and in the lessons observed.

Islamic Education - Next steps for students:

1. Put into practice the individual and social values as the core of the mission of Islam.
2. Display Islamic manners more frequently and through good behavior in school.
3. Practice Islamic principles in everyday activities in the surrounding community.





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PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
<p>Attainment: Phase 1 Most students (83%) attain levels that are above curriculum standards. The large majority (67%) of SEN students are working at expected attainment for Arabic first language. Phase 2 The large majority of students (67.2%) attain levels that are above curriculum standards. The large majority (72%) of SEN students are working at least, at expected attainment for Arabic first language. Phase 3 The large majority of students (66%) attain levels that are above curriculum standards. All (100%) of SEN students are working at expected attainment in Arabic first language. Progress Phase 1 Almost all (95%) students made better than expected progress in relation to their individual starting points and the curriculum standards. All (100%) of SEN students made more than expected progress in Arabic first language. Internal and external assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards. Phase 2 Most (79%) students made better than expected progress in relation to their individual starting points and the curriculum standards. The large majority (61%) of SEN students made more than expected progress for Arabic first language. Phase 3 Large majority (67%) students made better than expected progress in relation to their individual starting points and the curriculum standards. All (100%) of SEN students made more than expected progress in Arabic first language.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Internal assessment results indicate outstanding attainment overall. Students' attainment in the most recent ABT examination is good in all the phases and demonstrates an improving trend over time. These outcomes are supported by lesson observations and students' recent work, where the majority of students attain above curriculum standards in all phases. Across the FS phase, children acquire new vocabulary and can read letters aloud and locate their position in a word. For example, they can distinguish the forms of the letter jeem, match the shape of the letter in words, and determine the appropriate letter shape for the different words. In the primary phase, students develop their speaking, listening, reading, and writing skills. In the lower primary phase for example students use phonic skills of blending and segmenting to read unfamiliar words. The younger students can distinguish between the original noon and Alfath noon and pronounce the word with Alfath and write it with the correct spelling and shape. The older primary phase students read informational text in depth, identify the central context and sub-texts, derive the relationships between them, and organize these into mind maps. Middle phase students make clear, well-organised and informative presentations on topics, using standard Arabic and appropriate body language, employing a variety of figurative words. For example, students presented power points of Expo 2020, currently being held in Dubai, and discussed its significance, demonstrating the different rules of presentation and public speaking using standard Arabic language. The spelling, grammar, and punctuation in the students' written work, however, are not always accurate. Over the past three years, the school has improved the standards of</p>



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attainment for the majority of students. Attainment is now broadly above national and international standards. In particular, Arabic as a first language has improved since the last inspection in the primary phase, there were no students in the middle phase at that time. The internal assessment outcomes indicate that the majority of students in all phases make better than expected progress against their starting points and over time. Students' progress in lessons is good in the FS, primary, and middle phases. The majority of the FS, primary, and middle phase students demonstrate developing knowledge and skills in listening, speaking and reading, but their writing is less well-developed as students write only short sentences or just copy them from their textbooks. The progress of different groups of students is good across the school. The Emirati students make good progress, as do the boys and girls and higher attainers. All groups of students, including students of determination and lower attainers, make similarly strong progress as evidenced both by the improvement since the previous inspection and in the lessons observed.

Arabic First Language - Next steps for students:

1. Practice and improve the skills required in reading for understanding in all the phases by reading more widely and discussing their views of the content with their peers more regularly. 2. Write more extensively and independently in a range of contexts and for a wider range of audiences in all the phases. 3. Improve the use of appropriate punctuation and develop greater accuracy in spelling in all forms of writing in all the phases.



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PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>Attainment Phase 1 Most students (90%) attain levels that are above curriculum standards. All (100%) of SEN students are working above expected attainment for Arabic second language. Phase 2 Most students (78%) attain levels that are above curriculum standards. A large majority (62%) of SEN students are working above expected attainment for Arabic second language. Phase 3 The large majority of students (67%) attain levels that are above curriculum standards. Progress Phase 1 Almost all students (96%) made better than expected progress in relation to their individual starting points and the curriculum standards. All (100%) of SEN students made more than expected progress in Arabic second language. Phase 2 Internal and external assessment information indicates that most (85%) of students made better than expected progress in relation to individual starting points and the curriculum standards. All large majority (87%) of SEN students made expected progress for Arabic second language. Phase 3 All (100%) of students made better than expected progress in relation to individual starting points and the curriculum standards.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students in all phases attain above curriculum standards. Students' attainment in the most recent ABT examination is good in the primary and middle phases. Internal assessment results indicate outstanding attainment in the FS, primary and middle phases but these are not supported by observation of lessons and students' work, where the majority of students develop knowledge, skills and understanding which are above curriculum expectations. In the FS phase, children learn new vocabulary related to their daily life through their introduction to the alphabet, such as the letter Al-Ain and the letter Taa. They know the shape of these letters, their position in different words, and how to pronounce them. The primary phase students understand a limited range of spoken and written words, mainly restricted to their intermediate surroundings or which provide simple and basic information about themselves. For example, in Year 3, the students can identify the names of the parts of their body and the clothes they wear. They can re-read and write the short sentences they hear and associate them with corresponding pictures. By the middle phase, the majority of students' listening and speaking skills have developed from their low starting points and they can conduct short, meaningful dialogues, during which they discuss real-life topics which interest them. Students' skills in reading, and writing are well developed overall but their speaking and listening skills are not as strong. In Year 6, students can talk about terms used to describe different weather conditions and use them in short sentences. However, the older students still overly rely on their teachers' interventions to support their learning and do not work independently enough. Over the last three years, the data from the internal assessments show an</p>



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improving trend in attainment. The overall attainment of a majority of students has been above national standards. Student outcomes in lessons in Arabic as a second language have improved since the last inspection in the FS and primary phases. Internal assessment data indicates that students' progress over time and from their respective starting points is good in all phases. In lessons and their most recent work, the majority of students make above-expected progress from their respective starting points. Students in all phases demonstrate good progress in their skills in listening, speaking and reading which are above curriculum standards, but their writing skills are less well-developed. Over the last three years, the school's assessment results show an improving trend indicating good progress which is confirmed in the lessons observed. The students' attainment and progress in Arabic as a second language has improved since the last inspection in the primary phase. Lesson observation and assessment data indicates that all groups of students, including the students of determination, higher and lower attaining students and groups of boys and girls, make better than expected progress from their respective starting points.

Arabic Second Language - Next steps for students:

1. Read more widely to gain fluency and confidence and a better comprehension of the text.
2. Talk more frequently in Arabic to consolidate the key speaking skills and extend vocabulary.
3. Write more extensively using longer and more complex sentences.



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PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>Attainment: Phase 1 Not applicable Phase 2 Almost all (95%) students attain levels that are above curriculum standards. The large majority (69%) of SEN students are working at expected attainment for UAE social studies. Phase 3 Most students (95%) attain levels that are above curriculum standards. All (100%) of SEN students are working at expected attainment. Progress Phase 1 Not applicable Phase 2 Almost all students (95%) made better than expected progress in relation to their individual starting points and the curriculum standards. All (100%) of SEN students made more than expected progress in UAE social studies. Phase 3 Most (95%) of students made better than expected progress in relation to individual starting points and the curriculum standards. All (100%) of SEN students made more than expected progress in UAE social studies.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain above curriculum standards in the primary and middle phases. There are no external international assessments against which the school can compare their standards. Internal assessment results indicate outstanding attainment in the primary and middle phases. However, in lessons and students' work, only the majority of students attain above curriculum standards. In the primary phase for example, Year 2 students are familiar with the concept of a continent and most can name them. Some students can locate the continents on the map and arrange them from largest to smallest by area, but only a few can locate the UAE on the map. In Year 3, students can identify the steps taken to establish the union describe the role of Sheikh Zayed and Sheikh Rashid in its establishment. In the middle phase, students know and understand the concept of positive citizenship, identify its components, and make a comparison between mandatory and voluntary duties. In the middle phase, in Year 6, students understand the concept of positive citizenship, deduce its components, and can distinguish between mandatory and voluntary duties. Over the previous three years, the school has maintained high standards of attainment for the majority of students in all phases. Attainment of the majority of students in all phases is now consistently above the expected levels. In lessons and their work, the majority of students in the primary and middle phases make better than expected progress from their respective starting points and over time. Lessons observation and evidence from assessment outcomes indicates that all groups of students, including Emiratis and non-Arabs, higher and lower attaining students and students of determination, make good progress</p>

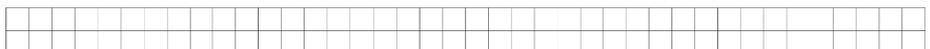


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		from their respective starting points. Boys and girls make similar progress in relation to the appropriate learning objectives aligned with the expected curriculum standards.
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Social Studies - Next steps for students:

1. Deepen the understanding of UAE culture as well as other cultures beyond the borders of UAE by reading more widely, particularly in the middle phase.
2. Learn the location of UAE and the continents on the world map and make greater use of maps to identify neighboring countries to UAE.
3. Discuss local and national events and issues more frequently and how these impact on citizens' daily lives and how different countries are addressing key social issues.





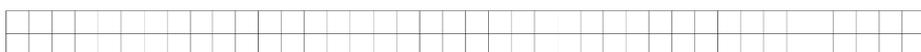
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PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
Not applicable	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	

Instructional Language - Next steps for students:





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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>Attainment: External International Benchmark assessment data and Internal assessment data for each cycle as well as other groups of learners are included in a separate analysis due to the limitation on wordcount to the online submission of the SEF. Phase 1: A large majority of FS2 children achieved a very good level of attainment. A majority of children (55%) of FS2 attained 75% of their Early Learning Goals. A majority (51%) of FS2 achieved their GLD (Good Level of Development.) Phase 2: A large majority (69%) of students attain above curriculum standards. The large majority (63%) of SEN students' attainment is in line with national curriculum standards. Phase 3: A large majority (67%) of students attain above curriculum standards. All (100%) SEN students' are working at national curriculum standards. Progress: Phase 1: Overall, in five of the ELG's the FS2 children attained outstanding levels of progress Most students, (84%), worked above expected levels of progress Almost all (99%) of students in FS2 worked at expected levels of progress In Communication and Language, a large majority of children (68%) were working above expected levels of progress. In EAD a large majority of children(66%) were working above expected progress. Internal and external assessment information indicates that most students make better than expected progress in relation to their individual starting points and the curriculum standards. Phase 2: Most students (84%) made more than expected progress in English. All (100%) of the SEN students made more than expected progress in English. Phase 3: Most students (75%) made more than expected progress in English. All (100%) of the SEN students made more than expected progress in English.</p>	<p>1.1 Against curriculum standards</p>	<p>The majority of children in the FS phase and the students in primary phase attain above curriculum standards. External GL assessments show that a large majority of students attain above national standards in the primary phase and a majority attain above national standards in the middle phase.</p>
	<p>1.2 Against national and international standards</p>	<p>However, only 54% of the primary phase students and less than half of the middle phase students took part in these tests. Internal assessment data indicates good attainment in the FS phase and very good attainment in the primary and middle phases. In lessons and in their recent work, a majority of children in FS and the students in the primary phase attain above curriculum standards. Most students in the middle phase attain in line with curriculum standards. In the FS, for example, children use their phonics knowledge to recognise letter sounds to segment and blend words. They differentiate between sounds that are similar and different and can say which words are real. Although they write words or make simple sentences, they do not always form their letters correctly. In the primary phase, students continue to build on their phonics skills. They develop strategies to find meanings of new words and apply what they know to write sentences. They retell stories in different ways using key vocabulary and practice writing speech with accurate punctuation. Older students derive spelling rules and use them in their writing. Students in the middle phase distinguish between clauses to help them write complex sentences and, with support, use devices such as rhetorical questions in their writing. Over the past three years the majority of students' attainment in internal assessments has been consistently above national and international expectations. Internal assessment data indicates progress is outstanding across all phases and</p>
	<p>1.3 Knowledge, skills & understanding</p>	
	<p>1.4 Trends in attainment over time</p>	
	<p>1.2.1 Progress against starting points and over time</p>	
	<p>1.2.2 Progress in lessons</p>	
	<p>1.2.3 Progress of different groups</p>	

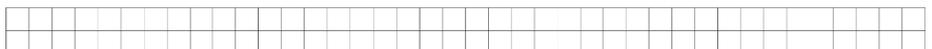


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over time. This is not matched by what is seen in lessons where the large majority of children in FS phase and students in the primary phase, make very good progress from their starting points. Students in the middle phase make good progress. Across all phases, students develop their listening and speaking skills and read often, although not always fluently. They apply their learning to real life and think critically in lessons. For example, when discussing the book 'Wonder' they can discuss what it feels like to be different and how that relates to bullying. Lesson observation and internal assessment data indicates that all groups of students, including Emiratis and non-Arabs, higher and lower attainers, and students of determination, make good progress from their respective starting points. Boys and girls make similar progress in relation to the appropriate learning objectives aligned with the expected curriculum standards.

English - Next steps for students:

1. Practice the formation of letters, including correct use of ascenders and descenders, particularly in the FS phase.
2. Build on phonics and reading skills to improve fluency and comprehension in all phases.
3. Engage more actively in the 'Talk for Writing' strategies to strengthen writing skills and, in particular, develop independent writing skills for a range of audiences.





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PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>Attainment: External International Benchmark assessment data and Internal assessment data for each cycle as well as other groups of learners are included in a separate analysis due to the limitation on wordcount to the online submission of the SEF. Phase 1: Most children (88%) attained at expected levels in Maths. The majority of children (53%) achieved above expected Math attainment levels. The majority (50%) of SEN children achieved expected maths attainment. Phase 2: A large majority (72%) of students attain above curriculum standards in mathematics. A large majority (82%) of SEN students' attainment is in line with national curriculum standards. Phase 3: A large majority (70%) of students attain above curriculum standards in mathematics. All (100%) SEN students' attainment is in line with national curriculum standards. Progress: Phase 1: Almost all children (97%) met the curriculum standards for progress Almost all children (91%) progressed at above expected progress levels Phase 2: Most students (87%) made more than expected progress in mathematics. All (100%) of the SEN students made more than expected progress in mathematics. Phase 3: The large majority of students (70%) made more than expected progress in mathematics. All (100%) of the SEN students made more than expected progress in mathematics.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Attainment in the school's internal assessments in mathematics is very good in the FS phase and the primary phase. However, in lessons and in the students' recent work only a majority of students attain above expected levels. Only a majority of students in Year 3 to 6 were entered for the most recent external GL assessments. The performance of these students was very good. Performance on TIMSS in 2019 was below national and international averages. In lessons and their recent work, a majority of students in the FS phase and the primary phase attain above expectations in their number knowledge. In all phases, almost all students perform arithmetical procedures at year level expectations, and a majority demonstrate above expected levels of accuracy with arithmetical skills. For example, almost all Year 2 students can use tally marks to organize a given set of data. Year 5 students calculate perimeters of expected shapes, and Year 6 students can apply the standard order of operations to solve problems. Most students are able to follow teacher explanations well, but they are less confident in formulating their own explanations. Across all phases students' skills in approaching mathematical investigations and their strategies to solve unfamiliar word problems are less well developed than their abilities to apply familiar procedures. In particular, the older students are less skilled in applying their mathematical learning to real life contexts. Over the past three years the majority of students' attainment in internal assessments has been consistently above national and international expectations. The school's internal data indicates that progress against starting points is outstanding in all phases. In lessons and the students' work it is good in the FS phase and very good in the primary and high phases. In the FS</p>

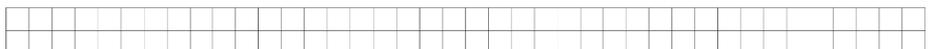


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phase, students develop a facility with number concepts and language. In the primary and middle phases, a large majority of students make better than expected progress in number knowledge and in procedural skills. Most students make the expected progress in developing critical thinking, reasoning and problem solving. A majority of FS children make better than expected progress in lessons, whilst a large majority of primary and middle phase students make better than expected progress in lessons. Lesson observation and assessment data indicates that all groups of students, including Emiratis and non-Arabs, higher and lower attainers, and students of determination, make good progress from their respective starting points. Boys and girls make similar progress in relation to the appropriate learning objectives aligned with the expected curriculum standards.

Mathematics - Next steps for students:

1. Talk more frequently about mathematics and articulate mathematical thinking and strategies to consolidate learning.
2. Engage in solving a wider range of open-ended problems and mathematical investigations.
3. Embrace more opportunities to go beyond curriculum expectations and apply mathematical skills in real-life contexts.





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PS1: Students' Achievements

Students' attainment and progress in Sciences

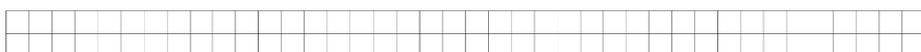
Internal Evaluations	Elements	External Evaluations
<p>Attainment: External International Benchmark assessment data and Internal assessment data for each cycle as well as other groups of learners are included in a separate analysis due to the limitation on wordcount to the online submission of the SEF. Phase 1: Most children (90%) achieved expected attainment levels in Understanding the World. A majority of children (51%) attained above expected levels Phase 2: A large majority (73%) of students attain above curriculum standards in science. Most (82%) of SEN students' attainment is at national curriculum standards in Science. Phase 3: A large majority (68%) of students attain above curriculum standards in science. All (100%) SEN students' attainment is at national curriculum standards. Progress: Phase 1: All children (100%) achieved at expected levels of progress Almost all children (94%) achieved above expected levels of progress Phase 2: Most students (86%) made more than expected progress in science. All (100%) of the SEN students made more than expected progress in Science. Phase 3: Almost all students (95%) made more than expected progress in science. All (100%) of the SEN students made more than expected progress in science.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Internal assessment data indicates that students' attainment in all phases is very good. In lessons the students' attainment is good in the FS and middle phases and very good in the primary phase. External GL data for the previous academic year show that attainment was very good with most students attaining above curriculum standards. However, only just over half of the cohort was entered for this assessment. No Year 7 students were entered. In the lessons observed in the FS phase, for example, the children can describe the properties of different materials using appropriate terms. In the primary phase lessons, Year 2 students can describe different habitats, including deserts and rainforests, and identify plants and animals that live in each habitat. They know the difference between living and non-living things and describe the characteristics of living things. Year 5 students can devise their own experiments with a secure understanding of the fair test. They understand the need to control the variables in their experiments. In the middle phase, Year 7 students understand the difference between meteors and meteorites and relate these to their experiences of seeing shooting stars. Over the past three years, attainment is very good across all phases for all groups of students, many of whom have relatively low starting points. Internal and, where available, external assessment indicates that the large majority of students make very good progress against their starting points and over time. The progress of all groups of students in lessons is very good, including students of determination and lower attaining students. In the FS phase the children engage in appropriate practical activities that help them make connections between areas of learning and develop their observational skills. In the lower primary phase, these skills are</p>

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consolidated and, by the time they reach the end of the primary phase, the large majority of students can apply these to construct their own simple investigations. This progression in scientific skills is maintained in Year 7. All students, particularly the higher attainers, should engage more actively in class discussions to consolidate their knowledge of scientific terminology and devise more complex investigations to test their own hypotheses. The older students also need to develop their research skills and distilling information from a number of sources and presenting the outcomes in a range of forms including the use of information technology. Lesson observation and assessment data indicates that all groups of students, including Emiratis and non-Arabs and students of determination as well as the higher and lower attainers, make good progress from their respective starting points. Boys and girls make similar progress in relation to the appropriate learning objectives aligned with the expected curriculum standards.

Sciences - Next steps for students:

1. Undertake more challenging investigative scientific tasks and participate more actively in learning in science lessons.
2. Discuss scientific topics more frequently and consolidate the use of key scientific terminology in appropriate contexts.
3. Research and report on topical scientific issues in lessons using a range of sources in all the phases.



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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>Students are keen to learn and take responsibility for their own learning. They know their strengths and weaknesses and act purposefully to improve. Lesson sequences are planned to embed assessment for learning strategies and students are routinely involved in assessing their own learning using comprehensive and constructive feedback from teachers. Classroom Monitor is used to develop student and teachers' target-setting objectives. Students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. They communicate their learning effectively. Collaboration is a key learning skill that is planned for in all lessons and reported on to parents. Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world. In the early years children explore their environment through the provision of open-ended, hands-on experiences which results in students broadening and building concepts of the world. From Year 1-7 the curriculum has been modified and adapted to enable students to make links between areas of learning and build on students' understanding of the world around them; cross-curricular links are planned for using a thematic curriculum model. The curriculum is designed to enable students to be innovative and enterprising. Students use enquiry and research skills and learning technologies effectively. Critical thinking and problem-solving skills are key features of learning. P4C lessons are embedded in the curriculum and develop students' metacognition skills. Students have opportunities to use research skills when working on projects across the curriculum. Lesson observation data exemplifies that learning skills are very good or better in most lessons.</p>	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>Students enjoy learning and demonstrate positive attitudes in class. The children in the FS phase are well settled and have established good learning routines. They engage in the learning activities enthusiastically. For example, in science the children enjoyed growing bean seeds linking with the theme of Jack and the Beanstalk and constructing castles wrapping them with artificial ivy to represent the beanstalk. Students in the primary phase display increasing confidence in taking responsibility for their learning and most know their strengths and weaknesses and take steps to improve; however, in most lessons they still overly rely on their teachers to give the direction for their learning. They increasingly work well in pairs and small groups to solve simple problems as they move through the school. For example, in a science lesson in Year 5 they collaborated effectively to design an experiment to test the resistance of an object as it passed through water. The older students in the primary phase can apply their learning from other subjects to their learning in lessons. For example, in the upper primary phase in Arabic students connect their learning to science and social studies as they discussed the weather conditions in the Emirate of Abu Dhabi. The middle phase students phase engage in more complex tasks that require them to apply their learning; for example, in English, to distinguish between clauses to help them write complex sentences. Students' communication skills are extended as they move into the middle phase. For example, in Arabic, the middle phase students make clear, well-organized and informative presentations on topics, using standard Arabic and appropriate body language, employing a variety of figurative words Their ability to think critically is developing and the majority understand what they need to do to improve. This good</p>

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practice is not evidenced in all subjects, however, students do not talk about their learning sufficiently to each other or their teachers consequently their knowledge and use of key terms is restricted. Overall, students' research skills and ability to work independently is more inconsistent as are their communication skills. They do not consistently apply their skills in an enterprising or innovative way nor use their ICT skills sufficiently in lessons to research or present their work.

Next steps for students:

1. Take greater responsibility for learning and become less reliant on the teacher.
2. Improve communication skills and share key learning with others using the correct terminology, for example using extended responses when answering teachers' questions.
3. Take more responsibility for undertaking research and presenting the findings, making use of a range of sources, including digital technology.





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PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
<p>Our school values: Aspire, Acquire, Achieve are embedded into the language and ethos of the school. Students can earn a 'AAA Awards' for consistently demonstrated those values in each class. Students have a very strong sense of personal responsibility and show independence of mind. They are not adverse to taking risks and thrive on giving and receiving feedback. Respect, kindness are values which are referred to regularly in school and in assemblies. There are weekly wellbeing themes and students develop their sense of independence and moral awareness during P4C lessons. Students' attitude to school and to others result in excellent behaviour. Students respond well to each other and adults and enjoy excellent relationships with staff. Students work well together displaying the necessary empathy. Any behaviour issues are dealt in conjunction with the counsellor, specialist inclusion staff and parents to improve learning behaviours in class and around school. If needed, individual behaviour plans are put in place. Students are committed to following a safe and healthy lifestyle. They can make healthy choices and give reasons for this. The school holds awareness days around protecting mental and physical health. Students are awarded with the Healthy Lunchbox award. Our school counsellor works with parents to share information on healthy routines, lifestyles and nutrition to ensure students have the best possible start. Parents were involved in coffee mornings and online webinars to advise on routines, healthy habits, well being issues as well as issues relating to the pandemic. Rigorous systems for attendance and punctuality are in place with effective follow up on low attendance and lateness. Students understand the importance of attending school and enjoy attending each day.</p>	<p>2.1.1 Attitudes</p> <p>2.1.2 Behaviour</p> <p>2.1.3 Relationships</p> <p>2.1.4 Adoption of safe and healthy lifestyles</p> <p>2.1.5 Attendance and punctuality</p>	



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PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
<p>Students' understanding and appreciation of Islamic values are excellent. Students appreciate the relevance and impact of these values in their everyday lives and experiences. Special religious events e.g. Ramadan, Prophet Mohammed's birthday, Hakalaila are celebrated and each day starts with students reciting the Quran and relating values to their own school community. They are able to share what they know and apply their moral and ethical values to the Islamic values taught. Displays around school highlight the importance of religious figures and their teachings. There is an annual Quran competition. Emirati heritage and culture are very well known to, and understood by, students who recognise their importance, relevance and value to people in the UAE. Students are able to talk in detail, and with passion and enthusiasm, about the cultural activities in which they have taken part. The school environment celebrates the student cohort's culture. The majority of lessons are planned to include UAE cultural links. National celebrations take place with great importance and enthusiasm which the students enjoy. Each month, the students and staff come into school in traditional national dress. Students fully appreciate and celebrate their own culture. They show experience and knowledge of cultural diversity. They are aware of common elements across cultures e.g. food, dress, music etc. International day and topic subjects include links to different cultures reflected in the school.</p>	<p>2.2.1 Appreciation of the values of Islam</p> <p>2.2.2 Respect for the heritage and culture of the UAE</p> <p>2.2.3 Understanding of their own and other world cultures</p>	

Next steps for students:



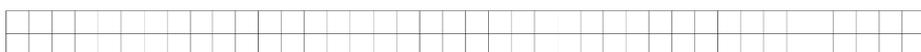


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PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
<p>Students understand their responsibilities to the life of the school. Some students are proactively involved. Students have a well-developed sense of civic responsibility and contribute to the wider community. The G&T students worked with Emirates Red Crescent to support particular projects to raise money. Students were provided with money boxes which were returned to school and collected by ERC. They commented Al Rabeeh School was one of the few schools to return so many during the beginning of the COVID pandemic. Students have a positive attitude to work and take pleasure from purposeful activities. They demonstrate resilience in completing tasks. Those requiring additional support are provided this, and learning environments are also safe places to make mistakes and to take risks. They are able to generate good ideas with scaffolding and prompting and they can make sensible decisions based on evidence they have. In appropriate situations, students can be enterprising in lessons. Students are well aware of environmental issues, including sustainability. During Science and Innovation Week, students were given real-world projects to design and create a product relating to areas of learning with a focus on 'sustainability. Cross-curricular topics also allow for students to develop their own independent learning skills and think of real world solutions to e.g. endangered animals, space exploration, food growth etc.. The ECO Council also allowed students to think about how they can improve the local environment and community. The recycling project that was led by them enabled many students to get involved and turn recyclable items into clothing, products etc and so students could see, first hand, the benefits of recycling.</p>	<p>2.3.1 Community involvement, volunteering and social contribution</p> <p>2.3.2 Work ethic, innovation, enterprise, entrepreneurship</p> <p>2.3.3 Environmental awareness and action</p>	



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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>Teaching and learning at ARS - 2020-21: T&L data evidenced that teaching in ARS was outstanding (80%) overall across all phases. Phase 1: The large majority (76%) of lessons observed were outstanding; with 100% very good or better Phase 2&3: The large majority (77%) of lessons observed were outstanding; with 100% very good MOE: Most (90%) of lessons observed were outstanding, with 100% very good or better Current Year: T&L data 2021-22: Teaching and learning data evidence that teaching in ARS is very good (65%) overall across all phases. Phase 1: The large majority (70%) of lessons observed were outstanding; with 100% very good or better Phase 2&3: The majority (50%) of lessons observed were outstanding; with 96% very good, with one teacher being good. MOE: Most (89%) of lessons observed were outstanding, with 100% very good or better Lesson observation feedback demonstrates most teachers expertly apply their knowledge of their subjects and how students learn them. Learning walks, planning scrutiny, and book moderation further evidence clear progression and demonstrate that teachers' subject knowledge and lesson sequencing is positively impacting on pupils' attainment and progress. Evidence demonstrates that teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups to learn successfully. Lesson planning is monitored to assure quality provision and progression of learning. Interactive Smartboards are utilized to enhance learning. Questioning challenges student's thinking and promotes insightful responses. Effective questioning has been a focus area for CPD, follow-up monitoring through planning audits, learning walks, and lesson observations evidence that this is an area of strength. Most teachers use strategies that very</p>	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Most teachers in all the phases effectively apply their knowledge of their subjects and how children learn to engage and motivate students. For example, they support students with a language-rich learning environment to embed new vocabulary and understanding across all subjects and all phases. Across the school, lessons are planned collaboratively, with tasks that engage and motivate students. For example, in the primary phase, a video of the view from a plane flying over the rainforest, aroused curiosity and wonder. The lessons provide opportunities for links between subjects and real life, enabling students to become successful learners. For example, links to the English language are made in all subjects. In the lower primary phase, students in social studies lessons apply their mathematical skills when learning about the relative sizes of continents. In the upper middle phase, students' mathematical skills are regularly applied in science lessons. Also, in the upper middle phase, Arabic students link their learning to science when discussing the text of Damask Rose. The learning environment supports children's learning. For example, in the KG phase phonics displays are referred to by the teachers and the children, in the other phases relevant vocabulary is displayed in most classrooms. In all phases, teachers use interactive whiteboards effectively to display each step of the learning so students can check their learning against objectives and tasks. The interactions between teachers and students are characterised by mutual respect and students feel confident to communicate their learning. In the FS phase the teachers' interactions with the children and their use of questions promote the children's language development effectively. They are ably supported by the teaching</p>



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successfully meet the individual needs of students. Teachers have high expectations of all groups of students. Differentiation is evident in lesson planning and delivery. Teachers purposefully develop students' critical thinking, problem-solving, innovation, and independent learning skills. High-order thinking questions are intrinsic to lesson planning, teaching, and promoting reasoning. Students have regular opportunities to reflect on their learning. Throughout the school activities that promote critical thinking are intrinsic parts of lessons. Teachers have in-depth knowledge of the strengths and weaknesses of individual students. Assessment is part of the lesson planning cycle and a CPD focus. Students are routinely involved in assessing their own learning.

assistants. Questioning in other phases also promotes thought and critical thinking although this is more prevalent in English and science and less so in Mathematics and Arabic medium subjects. For example, in the middle phase, students link their learning in English to the book Wonder, which allows them to think deeply about what it might feel like to be different. There is a need for the good practice to be shared more widely. By the end of the primary phase, students design and carry out their own experiments to test water resistance, in science. Teachers develop and use strategies to meet the needs of individual students. Lessons are well-paced and offer support and challenge through differentiated work and resources, although this varies across subjects. For example, in mathematics, students do not routinely apply their mathematical knowledge to solve open-ended problems. In general, there are too few opportunities for children in the FS to explore their environment and learn through discovery. In the primary and middle phases there are insufficient opportunities for students to think critically, solve problems and innovate in lessons. While students work independently, they do so for short periods of time, often relying on the teacher to move their learning forward. The use of technology is infrequently seen in lessons in all phases.

Next steps for teachers:

1. Share best practice in challenging students and ask open-ended questions across all subjects and the phases.
2. Build on strategies to increase students' independent skills so they can lead their own learning more often.
3. Provide more opportunities for children to explore and for students to think critically, solve problems and innovate in lessons.

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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>Assessment procedures at the school are coherent, consistent, and monitored closely to ensure that data is used to continuously improve the quality of teaching and learning within the school. The staff has a solid understanding of the assessment processes and practices across the school, thanks to regular professional development sessions and termly updates. At the beginning of each academic year, a range of baseline assessments is carried out with students in across the school in order to identify levels of attainment upon entry to the year. Throughout the year, summative assessment results are compared with baseline assessments in order to establish levels of student progress. This includes the GL CAT4 International Benchmarking assessment, which allows the students' levels of attainment and progress to be compared with English and International schools. Alongside the CAT4 assessments, the Arabic Benchmarking Test (ABT) is carried out to identify levels of attainment in Arabic. Standardised internal baseline assessments in core subjects are carried out also. Standardised summative assessments take place at the end of topics in core subjects. There are also standardised assessments carried out at the end of term 1 and term 3 in core subjects. These tests are derived from sources including White Rose Mathematics, Read Write Inc. Phonics Screening, Rising Stars, and Test Base. All assessments are moderated in Year Groups and across departments by Middle and Senior Leadership Teams. GL Progress Tests are administered at the end of the year in Years 3-7. Students are assessed on a daily basis against the English National Curriculum objectives. Students' progress against these objectives is recorded using the 'Classroom Monitor' assessment program. Teachers update the</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>Internal assessment is carried out regularly throughout the year and students' progress is tracked by teachers through formative assessments. This is collated at regular intervals with summative assessments at the end of term. However, internal assessment data indicates outstanding achievement which does not match measures of attainment and progress in lessons. External GL assessments are carried out in English, mathematics and science in the primary phase and English and mathematics in the middle phase but only a majority of students take part in these and the assessments are therefore not reliable benchmarks against national or international results. External ABT examinations held in Arabic were not analysed in line with the guidelines in the UAE School Inspection Framework. FS phase assessments are moderated internally however in all phases measures of progress are not in line with the UAE School Inspection Framework. Whilst the teachers know their students well and can describe their strengths and weaknesses, however more robust systems are required to analyse students' progress as individuals and groups to ensure the data is accurate and detailed enough to track progress over time. Teachers use assessment data from internal assessments very effectively to plan their lessons and adapt the learning to meet the needs of most groups of students. Information tracked by teachers using Classroom Monitor is detailed and specific. CAT 4 baseline information is used to plan for different learning styles. In addition, teachers use diagnostic questions to assess learning, inform their curriculum planning or adjust lessons to suit the needs of most groups of students. Higher attaining students are not challenged sufficiently to optimise their progress in all phases. Teachers have very good knowledge of their</p>



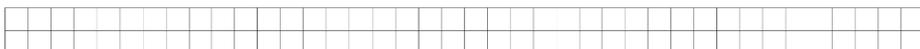
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platform weekly following regular moderation meetings led by Heads of Year and termly, department-wide moderations in core subjects.

students' strengths and weaknesses in all the phases. Support and feedback to students is well-focused but challenge is less well developed for the higher attaining students, particularly in mathematics and Arabic subjects. Students with special educational needs and those with English as an additional language are well supported through the use of adapted resources and scaffolds. Students are routinely involved in assessing their own learning against criteria set in each lesson. They set their own targets and are encouraged to check their progress against these in lessons.

Next steps for assessing learning:

1. Refine internal measures of progress of students so they are consistent with achievement in lessons and with curriculum expectations and the requirements of external assessments.
2. Improve the rigor of the use of external benchmarks against national and international standards by ensuring data is analysed in line with the UAE School Inspection Framework, and that sufficient student numbers take part in order to maintain reliability.
3. Track the progress of individual and groups of students over time more robustly.





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PS4: Curriculum

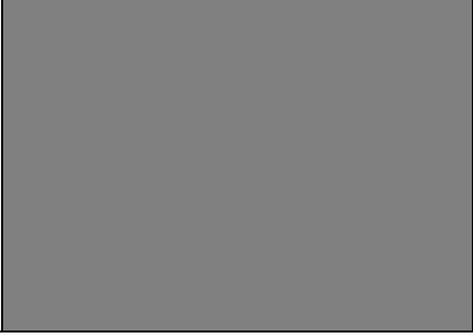
4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
<p>The curriculum has a very clear rationale aligned to the school and UAE vision. It is relevant, comprehensive, and promotes activities that challenge, enjoyment, personalisation, and choice in learning for all students, with a focus on knowledge, skills, and understanding. It fulfills all the requirements of the school's licensed curriculum and the national statutory requirements. Statutory requirements are fully met in both British and MOE Curriculum in particular. A further enhancement in design has been additional timetabling given to the teaching of core subjects. The curriculum is comprehensively structured to ensure the continuation of learning is seamless and students are fully prepared for the next phase of education, within the school and beyond. Planning across the phases of education, both within the school and at the point when students make transitions, prepares students well. It ensures that previous learning is taken into account when preparing for new students. The curriculum has a considerable variety of provision, in and out of classrooms, that promotes and respond to particular needs and interests. The academic and personal development needs of all groups of learners are met. Cross-curricular links are meaningful and are systematically planned purposefully and innovatively. They are managed well and significantly enhance students' transfer of learning between different subjects. Students' skills are developed across a range of subjects developed in meaningful and interesting contexts. The curriculum provides excellent opportunities for independent learning, research, and critical thinking. The new curriculum promotes reading, speaking and listening, and learning of key vocabulary within, across, and crossing over curricula. The curriculum is continuously</p>	<p>4.1.1 Rationale, balance and compliance</p> <p>4.1.2 Continuity and progression</p> <p>4.1.3 Curricular choices</p> <p>4.1.4 Cross curricular links</p> <p>4.1.5 Review and development</p>	



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developed to ensure excellent provision in all subjects. This includes the implementation of the curiosity approach in EYFS, RWI phonics programme, Talk4write, and White Rose Maths curriculum. The curriculum is regularly reviewed and updated as part of the school's self-evaluation process and takes account of the views of students and parents.





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PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
<p>Since the last inspection the school curriculum has been completely restructured and adapted to meet the needs of our students. There is a whole school curriculum map which allows for transparency, consistency and progression. This allows teachers to plan stimulating learning opportunities and experiences which meet the needs of all groups of students. It is designed and modified as necessary to ensure the full engagement and challenge for students of all abilities. In lessons differentiation has been identified as a strength. The students of determination will have a personalised IEP to ensure equal access to the curriculum. Gifted and Talented students have been identified through the CAT4 data analysis, these students have a personalised tracker to follow in each lesson. The curriculum is rich, offering an excellent range of opportunities designed to motivate and inspire all students. The curriculum is adapted and personalized and allows students to learn at their own pace. Opportunities for enterprise, innovation, creativity and social contribution are embedded throughout. A very wide and stimulating programme of extra-curricular activities within and outside the school significantly enhances students' academic and personal development. Understanding of the UAE is embedded through all aspects of the curriculum to enable all students to develop excellent understanding of the UAE's culture and society. This is further enhanced by the excellent teaching in UAE social studies in upper KS1 and KS2. The curriculum includes interesting and relevant programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values which influence UAE society. Learning about and</p>	<p>4.2.1 Modification of curricula to meet the needs of all groups of students</p> <p>4.2.2 Enhancement, enterprise and innovation</p> <p>4.2.3 Links with Emirati culture and UAE society</p>	

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PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>The school has rigorous procedures for the safeguarding of all students including child protection in an annual reviewed policy. The Senior Leadership has accredited training for CP&SG. All staff, students and parents are fully aware of our safe practices through a comprehensive induction program on joining the school, informing staff of the School Child Protection and Safeguarding policy, as well as what steps to take in the event of a disclosure. The school consistently provides a fully safe, hygienic and secure environment for students and staff. Safety checks are frequent and rigorous. Supervision of students is exceptionally effective at all times facilitated by a whole school break and supervision rota which is monitored daily. Low incidence of serious accidents and injuries is a consequence of this. Comprehensive records are kept of regular and routine fire drills, evacuation procedures and other incidents, with clearly stated action taken, to prevent their recurrence. Medical staff are vigilant in their care of students. Routine checks are carried out at the class and detailed records kept, including high risk students, and COVID PCR records, vaccinations to name a few. Relevant medical information is shared with staff in the school in a systematic way to ensure students' medical care at all times. The School premises and facilities provide an excellent physical environment, which meets the learning needs of all. It is a purpose built facility with a school operations license for a nursery and students upto grade 6. Students are very well aware of the benefits of adopting a healthy lifestyle. They take part in school and out of school activities to promote healthy living. Incentives such as weekly awards for Healthy Lunchtime Awards are in place to give this a high profile.</p>	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>The school provides a very safe and healthy environment for students and staff in all the phases. Procedures for safety and child protection are rigorous and well understood by all the school community. The school is very effective in protecting students in all the phases from bullying through its consistent implementation of its policy and providing students with good opportunities to discuss issues associated with, for example, the inappropriate use of social media. The building is well-maintained and hygiene guidelines have been regularly updated and followed attentively. The school undertakes regular health and safety checks and keeps comprehensive records of maintenance, medical issues and subsequent actions that are taken. Students are well-supervised at all times in all the phases. Areas outside the school for school transport are limited. However, the school provides a high level of staffing who work attentively to ensure that students in all the phases are safe; it will be important to keep these arrangements under review. The school undertakes regular health and safety checks and keeps comprehensive records of maintenance, medical issues and subsequent actions that are taken. The school premises and facilities provide a safe and secure physical environment for children and students in all the phases. There is sufficient classroom and outdoor space to cater for almost all aspects of learning. However, space restrictions limit possibilities of explorative learning in the FS and primary phases, and laboratory work in the middle phase. Access for any students with mobility needs to upper floors is limited by a lack of elevator. Healthy living is systematically promoted in all aspects of school life for students in all the phases. For example, the school adopts a very successful healthy lunchbox program. The</p>



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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>Behaviour management is understood by all stakeholders. The policy is shared during staff induction; parents attend workshops and sign home -school agreements on conduct; students are taught behaviour expectations and the system across school with a focus on positive rewards. The school has a comprehensive attendance policy, outlining aims, processes and responsibilities. Accurate records on our system are kept; challenging persistent, unauthorised attendance and punctuality is dealt with promptly and effectively through parent meetings and letters. The school uses positive incentives for attendance; celebrating the class and year group with the best attendance weekly and rewards students who have 100% attendance. The school has rigorous systems to identify students with SEN or G&T accurately and promptly (upon joining or at an early age). Specialist teachers lead on and assess students (using diagnostic tests and observations) when a concern is raised by a member of staff or parent. All staff know how to raise an initial concern due to knowledge of early indicators of SEND, EAL and G&T. The school provides accurate identification leading to highly effective support for all students with SEN and G&T. Following assessments and observations, strategies are put in place and teachers are supported with planning, resources and modelling. Individualised planning and effective review procedures, with parents, ensure that students' progress. All students are aware of and know trusted adults will provide individualised advice. High-quality intervention and support e.g. counselling sessions lead to effective improvement in well-being. Staff and parents work together to support students and bring about improvements in behaviour, attitude</p>	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>Positive and caring relationships, characterized by mutual respect, permeate throughout the school. The students' behaviour is very good both in classrooms in all the phases and as they circulate around the school; they are self-disciplined and respond well to their teachers' instructions. Teachers have attended professional development in strategies to promote positive behavior. All students and staff in all the phases, including the support staff, understand the school's expectations for behavior and most meet these high expectations. The attendance policy is clear and highlighted as part of a home-school agreement. School attendance is good at 95%. The senior leadership team visibly promote punctuality every morning for students in all the phases. Since the last inspection, the school has further developed the procedures for identifying individual learning needs including students of determination and the gifted and talented in all the phases, which involve systematic student observations and diagnostic assessment and improving links with external agencies. The inclusion team includes representation for subjects taught in Arabic. Teachers have received professional development in addressing a broad range of special educational needs, including a greater emphasis on English as a Second Language. All teachers and teaching assistants have also received training on supporting students of determination, including strategies for autism which has had a positive impact on the classroom provision for these students in the phases they are in. Whilst these students are well-settled in lessons it will be important to develop further their autonomy in their learning over time thereby preparing them for the next stage of their learning. Support for gifted and talented students is not</p>



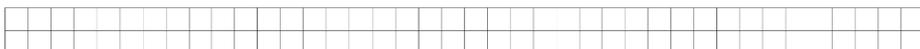
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and well being. Awareness days e.g. Anti Bullying Week are highlighted and allow for students to develop their moral and ethical awareness and have real life strategies to support them daily.

as strong as their needs are not consistently addressed within the classroom in all the phases, where lessons do not always provide challenge for these students. Teachers and the counselor provide very effective personal support and guidance for students in all the phases. Students have access to the counselor at any time and they report that they feel well-supported both academically and in their personal development in school. Guidance is available for those students who transfer to other schools at the end of Year 6 or Year 7.

Next steps for leaders:

1. Ensure a culture of vigilance and periodic review of safety relating to traffic management and students' movement outside the school. 2. Develop premises and facilities to ensure that they include sufficient areas for the FS and lower primary phases that promote and support exploration, inquiry and research. 3. Ensure that the students of determination develop as much autonomy according to their individual capabilities over time preparing them for the next stage of their learning. 4. Extend the provision for gifted and talented students in lessons and provide challenge and stimulation to meet their specific learning needs.



INSPECTION SYSTEM

PS6: Leadership and management

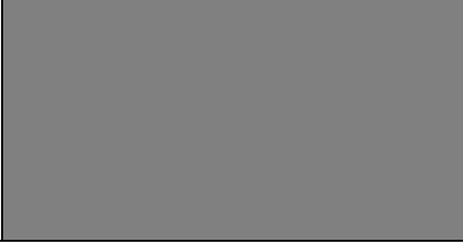
6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>Inspired the by Principal, leaders at all levels, set an aspirational strategic direction and promote the School's vision of Aspire, Acquire and Achieve is shared by the whole school community. ARS is a fully inclusive school and leaders at all levels, including the Principal, demonstrate a comprehensive and thorough knowledge of the curriculum with best practices in teaching, learning, and assessment. School improvement is informed through clear data-led priorities and driven by distributed leadership and high expectations. ARS established an outstanding reputation with a sustainable leadership model to ensure continuing success for students of all abilities. ARS leadership has worked alongside ADEK on several occasions to support other schools with specific areas of development. Relationships and communication with all stakeholders are consistently professional and highly effective. The school's distributed leadership builds capacity, empowers individuals, teams, and creates an ethos of collective responsibility. Effective communication is a strength and morale is high across the school. Educational leaders have had to manage unremitting levels of change throughout the pandemic and our leaders have risen to the challenge and ensured the staff, students, and parents have remained informed, valued, and supported throughout the pandemic. ARS continued with face-to-face learning throughout the pandemic and students attended school via a half-day every-day model. A well-developed system of Line Management, role descriptions, and clear expectations underpin a highly effective performance management approach that focuses on continuous improvement. An ethos of collective accountability ensures consistent and excellent school performance. Leadership at ARS</p>	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>Following his appointment after the previous inspection, the principal has set a clear, strategic direction for the school. New senior and middle leadership teams have been established, the members of which share the principal's vision, and all are highly committed to UAE national priorities. Most leaders demonstrate secure knowledge of the curriculum and best practices in teaching learning and assessment although there remain aspects of the assessment arrangements that need further development. The senior leaders work well as a team and take responsibility for key aspects of teaching and learning. Working together their actions have improved the school since the last inspection. In particular students' attainment in the Arabic subjects has improved and is now good across all phases. Student attainment in English in the FS phase and science in the primary phase have also improved as has student progress in mathematics in the primary and middle phases. These improvements are as a result of improved teaching overall. A positive learning culture has been established which promotes students' self-esteem and well-being. Relationships at all levels are very positive and are based on mutual respect. Clear roles and responsibilities have been established for the newly-formed senior and middle management teams and both are developing confidence in implementing their respective duties. They are largely aware of the areas where improvement is necessary and are effective in implementing strategies for improvement, such as the introduction of the phonics scheme in the FS phase and supporting EAL students. The full impact of these strategies is not consistently apparent in lessons. Overall, the school leaders' capacity to improve the school is good. The leadership has been successful in ensuring</p>

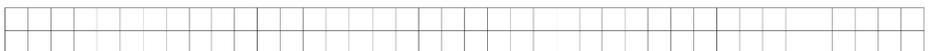


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are selected from students, parents, governors, middle and senior leadership and has successfully grown a strong leadership spine to drive school improvement forward in all areas of our community.



that the school is compliant with all statutory and regulatory requirements and has promoted the introduction of many innovative learning initiatives, for example the phonics program in FS phase, that have the potential to improve student learning.



INSPECTION SYSTEM

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>Self-evaluation and improvement planning at ARS is a strength. It is a process of systematic self-evaluation, using both internal and external data, that is embedded in the school's improvement planning and practices. The school knows and acts on its strengths and areas for improvement. The key priorities are identified and analysed. Effective monitoring ensures that there is an appropriate evaluation of teaching and learning to impact students' achievement. School improvement plans are comprehensive and based on continuous self-evaluation and impact positively on students' achievement. All staff benefit from a rigorous and regular system of Line Management meetings which assesses both their current job performance and sets targets for further development. A combination of developmental lesson observations alongside more informal, but very regular learning walks, means evaluation of teaching and learning is part of our 'daily life' routine. The SDP is coherent, ambitious, and based on accurate self-evaluation. It contains strategic, academic, and operational actions, which promote innovative and creative solutions to address the school's and the UAE's national priorities. Recommendations from the previous inspection report have not only been implemented in full but are now areas of strength within the school. The school has shown sustained improvements over time in all areas of development: The students' achievement in Islamic Education and Arabic language is now consistently higher than the expected good. The students' skills in being independent and responsible learners have significantly improved. The school's curriculum and lesson planning have significantly been enhanced by the development of the teachers' skills in using data accurately, adapting their lesson plans to meet the needs</p>	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>A good start has been made in the analysis of a wide range of data including outcomes from internal and external assessments. This data is used to inform the school's internal evaluation report and the school development plan. Whilst the school has a clear idea of most of the priorities for improvement, the inconsistent use of the data, which in some cases is incomplete, restricts the setting of realistic targets for student attainment in lessons. A systematic process for monitoring and evaluating teaching and learning is implemented by senior and middle leaders which is having a positive impact on classroom provision and the outcomes for learners. The middle leaders have undertaken appropriate professional development in the evaluation process. There is a need for all evaluations to have a sharper focus on students' learning and attainment in lessons and for more rigorous benchmarking against a range of international comparators. The well-constructed school development plan identifies key areas for improvement and addresses all of the priorities identified in the previous inspection report. There has been good improvement since the previous inspection report, particularly in student achievement in the Arabic subjects, the overall quality of teaching, and in the care and support for students, demonstrating sustained improvements over time in most of the key areas.</p>



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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>The school is highly successful in extensively engaging parents as partners in their children’s learning and in school life. The views of parents are frequently sought and fully considered when shaping school improvement priorities as is highlighted by our term 1 settling in reports, settling in meetings and term 1 parent survey. When developments are planned, the views of parents are influential in defining priorities like timings for parent teacher meetings. Parental involvement makes a highly positive and effective contribution to raising standards and is reflected in our everyday practice and culture see our COVID protocols and procedures. Parents are highly visible and supportive of the school and the senior leadership team as can be seen in our social media and independent school website reviews. As a result of highly effective communication, parents are consistently well informed about their child’s learning through a wide range of effective methods, like Class Dojo, Engage, parent meetings and video guidance which is also shared in Arabic to communicate with parents. Parents receive regular, comprehensive and detailed reports regarding their children’s attainment, progress, learning skills and personal and social development. This is reflected in our settling in report, mid-year and end of year reports and Academic Review days. These give helpful, detailed, and accurate information to parents regarding the students’ achievements and state targets for improvement. The school makes significant and sustained social contributions to the local, national and international communities. Extensive and effective local, national and international partnerships, including with other schools, significantly enrich students’ learning, development and achievements. This includes project links with</p>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>The partnerships between the parents and the school are very strong. Regular surveys are conducted to gather parents’ views on the work of the school and appropriate actions are taken in response to any issues identified. Parents are provided with information on how they can support their children’s learning at home. For example, during the period when all students were working from home the school ran very well attended webinars for parents on how they can support their children’s reading. The school has highly effective communication systems, including the use of a range of social media applications, which ensure that parents are well-informed about all aspects of the life and work of the school. Regular detailed reports on students’ academic progress and personal and social development are issued and, in addition to the termly consultation meetings, parents are encouraged to enter into discussions with class teachers if they have concerns about their children’s learning. The school has links with a number of external community and international organisations including other schools and organisations such as the Red Crescent. These partnerships have positive effects on students’ learning, development and achievements. For example, the school has formed a very useful link with a similar school in Dubai which enables students to compare their experiences with students in a different Emirate as well s providing opportunities for the school leaders to benchmark and compare students’ outcomes. Working with local charities broadens the students; outlook and provides them with experience of how others live. These links are not as strong as they once were due to the pandemic restrictions, for example there are fewer opportunities for guest speakers to visit the school to</p>



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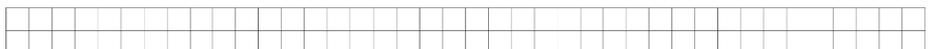
Emirates Red Crescent to support the wider community and demonstrate ethical values.



engage with the students and students are no longer able to go into the community for work experience activities.

Next steps with parents and partners:

1. Re-establishment of the links with the local community and widen opportunities in the curriculum for students to engage with local as well as international charities to develop a better understanding of the lives of others.
2. Re-establish links with local businesses to provide more opportunities for business and community leaders to visit the school to talk with students and for students to engage in work experience.
3. Build on links with other schools to support continued improvement in students' achievements through an exchange of information on curriculum and assessment and improving benchmarking of standards.



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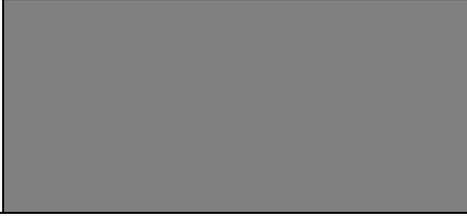
6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>The school has a diverse, wide, and active Governing Board which is fully representative of the school community alongside a separate Corporate Board both of which have comprehensive and accurate knowledge about the school from the past and current period. There are effective processes like Governance meetings, surveys, staff governor and student governors meetings to ensure that governance in the school reflects and responds sensitively to the views of all stakeholders. This inputs directly into the school vision, culture, and communication at the school. The Governing Board meets regularly to review the school's work. The meetings are fully minuted and relevant information is distributed amongst stakeholders. Feedback from all stakeholders is a fundamental part of the school decision-making process. An excellent example of this was pre/during and post-pandemic response. This leads to informed and responsive decision making, helping to direct change and manage school resources efficiently. The Governing Board systematically and very effectively monitors the school's actions and holds senior leaders fully accountable for the quality of the school's performance, the achievements and personal development of all students. This is highlighted by having a performance standard linked to each Governor who partners directly with the leaders that are in the school. Parent Governors have conducted detailed learning walks and met with leaders and had an opportunity to give feedback to the leadership in the school. This enables them to be an informed, highly effective and constructive critic for the school. The Governing Board makes a significant contribution to the school's leadership and direction, based on ethical principles. This is reflected in</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The school's governing body includes representatives of the school's owners, senior leaders as well as parents. In addition, educational consultants have been appointed to advise on the construction and implementation of the school development plan. The governors ensure that the school is well resourced for teaching and learning. In recent years the governing body has been expanded to include parent and teacher representatives, however it would benefit from having a wider membership to include representatives of the wider community and business leaders. The role of the parents on this body is particularly strong. All tiers of governance monitor the school's performance. Parent governors take responsibility for the school's actions in all of the performance standards. They visit the school regularly to conduct learning walks and report their findings to the senior leadership team holding them to account for any shortcomings they identify. The education consultants advise on the school's internal evaluation processes as well as the implementation of the school development plan. Whilst the governors are very well informed their reviews need to be more robust and exert their challenge function more rigorously and hold the senior leaders accountable for the quality of the school's performance. In particular they need to ensure that the school encourages all the students to participate in external international assessments and that effective use is made of all data to raise attainment.</p>



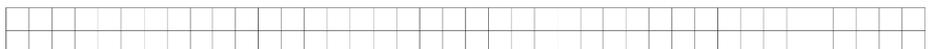
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the performance management process embedded in the school. The board ensures that the school is well staffed and well resourced and that all statutory requirements are met demonstrated by our various operating licenses.



Next steps for governors:

1. Apply more rigor and challenge to the scrutiny of the school improvement plan.
2. Hold senior leaders to account more rigorously on the school's performance, particularly on how the leaders evaluate student attainment in lessons and external assessments ensuring that bench-marking data is used appropriately.
3. Support the school's leadership in establishing local community and international links through a wider representation to include local community and business leaders.





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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>Every aspect of the school operation runs very smoothly. An excellent example of this has been the response and operation during the Pandemic. Timetabling is strategic and efficient and ensures the best use of space and staff. This maximizes positively on student learners. Staff placement and organisation of lessons and activities is very effective so that little time is lost during the school day. All staff and students and parents are well aware and respectful of the school's routines and requirements including Fire Risk. The school is appropriately staffed to fulfil the vision and mission of the school. All staff members are suitably vetted and qualified and benefit from extensive personalised professional development in line with the schools priorities, Child Protection and Safeguarding is an example of this. Staff are strategically deployed in a carefully planned hierarchy (with middle and senior leaders) to optimise students' achievements. The British and MOE curriculum delivery is of high quality for all students, including provision of support from specialist teachers like P:E and the SEND team for those with additional learning needs. The purpose built premises and facilities provide a safe, warm and stimulating environment, well suited to supporting the curricular and extracurricular activities of students with appropriate space being used effectively including classroom sizes, intervention rooms. The school is extremely well equipped with a range of high quality resources well matched to the British and MOE Curriculum. Relevant, up-to-date resources include textbooks, practical materials and equipment. Every classroom has been equipped with a state of the art promethean IWB and every teacher has a new laptop and access to an ipad. There is a fully functioning library , all of which promote excellent teaching and learning.</p>	<p>6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources</p>	<p>The school is very effectively managed on a day-to-day basis. Effective routines ensure students feel safe and secure in school and impact positively on students' achievements. Non-teaching staff are efficient and add to the positive atmosphere that pervades the school at all levels. All teaching staff are very well qualified and benefit from regular, and appropriate, professional development. A feature of this development programme is the extent to which teachers are encouraged to lead the sessions sharing their expertise with their colleagues. The focus of these sessions is appropriately on improving student learning. The school buildings are old but are very well maintained. Attractive displays enhance the learning environment although more use could be made of the students' own work. There is a lack of specialist accommodation to promote learning in practical subjects and lack of space in the FS restricts the free-flow learning from indoor to outdoor. The school is very well resourced although additional computers for classroom use would enhance the students' access to the technology for use in lessons.</p>

