



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

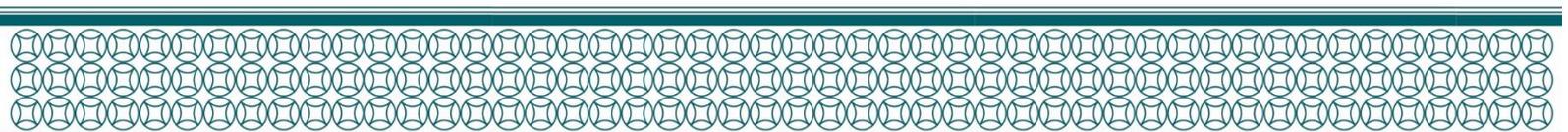
International Community School

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	International Community School		
School ID:	6010	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	American	Fee range and category*	
Address:	Al Mushrif Abu Dhabi	Email:	6010@adek.abudhabi.ae
Telephone:	02-6330444	Website:	

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	99	Turnover rate	11%
Number of teaching assistants	13	Teacher- student ratio	1:14

Students' Information				
Total number of students	1407	Gender	Boys and girls	
% of Emirati students	32 %	% of SEN students	2 %	
% of largest nationality groups	Jordan 25% Egypt 17% Syria 15%			
% of students per phase	KG	Primary	Middle	Secondary
	15 %	38 %	29%	18 %



Inspection Details			
Inspection Hijri dates from:	14/03/1441	to	17/03/1441
Inspection Gregorian dates from:	11/11/2019	to	14/11/2019
Number of lessons observed:	130	Number of joint lessons observed:	27

The overall performance of the school:

- The current principal and vice-principal joined the school in September 2019.
- The overall performance of the school is good. Progress has improved since the last inspection and achievement is now good in most subjects. External data indicates that attainment is improving over time. The new leadership inherited an effective school development plan (SDP) and, through thoughtful self-evaluation, has a clear vision for further school improvement. A new learning culture is developing, with improved quality of teaching and students' learning skills.

Key areas of strength and areas for improvements:

Key areas of strength

- Good achievement of students in High in Islamic education, AFL, English, mathematics and science.
- Students' understanding of Islamic values and UAE culture.
- Students' positive attitudes to learning, leading to outstanding attendance.

Key areas for improvement

- Attainment and progress in all subjects, by:
 - designing lessons with interesting activities to fully engage all children and students
 - developing the reading skills of all students in English by assessing reading ages and providing all students with appropriately graded readers
 - ensuring that students are given clear expectations before they begin any writing task across subjects.
- The use of assessment data to identify and meet the needs of all groups of learners, particularly to challenge the more-able students, by :
 - ensuring that all teachers are confident users of Measure of Academic Progress (MAP) data and can identify development areas for each individual student
 - monitoring the progress of all students regularly and intervening when students' progress is slow
 - identifying the most-able students and designing extension tasks and independent learning opportunities for them.



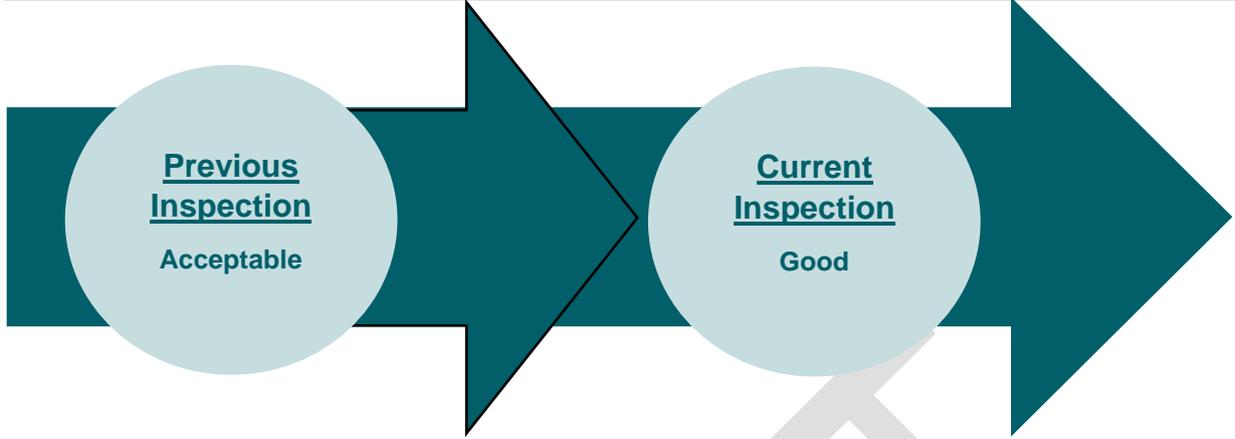
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- The monitoring of teaching and its impact on learning, by:
 - making sure that subject coordinators set teachers clear targets for improvement against which teaching practice is monitored
 - identifying good practice and setting up peer observations to share professional skills
 - raising leaders' and teachers' expectations for the attainment and progress of children in Kindergarten (KG).

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Progress made since last inspection and capacity to improve



- The school has made good progress since the last inspection in almost all areas. There has been raised achievement in Islamic education, AFL, English, mathematics and science, although Arabic second language (ASL) and social studies remain acceptable.
- Students' learning skills have improved overall although there has been only partial improvement in students' problem-solving, critical thinking and innovation skills.
- Attitudes to learning are more positive among boys who are now more independent learners.
- Leaders are analysing assessment data, particularly MAP, in greater depth, although not all teachers are yet fully confident in this process. However, lesson planning has improved and more thought has been given to differentiated activities. Students with SEN are well identified but support for their learning, and for those who are gifted and talented (G&T), remains a target for further improvement.
- Subject coordinators have received substantial training and now have more responsibility to raise achievement. They observe lessons and give feedback to teachers to ensure a positive impact on learning.
- The school leadership team has a clear vision and strategic plans for the school's further development. The school has good capacity to improve.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Students' achievement is good in Islamic education, Arabic as a first language (AFL), English mathematics and science. Achievement remain acceptable in ASL, social studies and in KG. The majority of groups of students make better than expected progress. Progress in KG and for low-ability and more-able students is inconsistent. Learning skills have improved. Most students are well-engaged in lessons and collaborate effectively. Students' innovation skills in lessons are less well developed. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Students demonstrate positive and responsible attitudes to learning. This has led to improved behaviour and an outstanding attendance record. Students demonstrate a good knowledge and appreciation of Emirati and UAE culture and heritage. Students' skills in innovation and entrepreneurship are less well-developed. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Teachers have good knowledge of their subjects and now plan lessons thoroughly. They generally provide interesting learning environments and activities. Using assessment data, teachers are becoming more effective in monitoring students' progress. Teachers do not always challenge more-able students effectively by setting tasks or asking questions which develop critical-thinking skills. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The curriculum is now planned well to provide good progression for students. Cross-curricular links between subjects are good. The curriculum provides students with very good opportunities to deepen their knowledge and appreciation of Emirati culture and heritage. 		



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	<ul style="list-style-type: none">Individual teachers do not always adapt the curriculum well to provide support and challenge for SEN and G&T students.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">The school environment is very safe, secure and hygienic. Students are now well supervised and feel well cared for.There are rigorous procedures for safeguarding and well-tested procedures and routines for keeping students and staff safe.The identification of SEN and G&T students is good but the level of support for them in class is less consistent.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">Through rigorous self-evaluation, senior leaders have set a clear strategic direction and are developing a strong learning culture.Training to improve the subject coordinator role in monitoring the quality of teaching and learning is now having an impact on improving students' progress in most subjects.Expectations by leaders and teachers are not sufficient to raise children's achievement in KG further.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. In lessons and over time, students make good progress in Primary, Middle and High, and acceptable progress in KG.• Attainment is acceptable in all phases. Internal data, and Grade 12 MoE examinations, indicate that attainment is outstanding but this is not seen in lesson observations and students' work.• Children in KG make acceptable progress in learning the names of the Prophet's family. Progress accelerates as students move up the grades. Primary students explain the pillars of Faith including the meaning of judgment day and draw conclusions about its importance. Students in Middle link their learning of Islamic concepts to verses in the Holy Quran. In High, students explain Hadeeth Shareef and make links to the Holy Quran. Students recite verses of the Holy Quran accurately but do not always follow appropriate Tajweed rules, particularly in Middle.• The majority of groups of students make better than expected progress.			
	<table border="1"><thead><tr><th>Relative Strengths</th><th>Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Primary students' understanding of pillars of Faith.• Middle and High students' ability to make links to the Holy Quran.</td><td><ul style="list-style-type: none">• Recitation skills following appropriate 'Tajweed' rules, particularly in Middle.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Primary students' understanding of pillars of Faith.• Middle and High students' ability to make links to the Holy Quran.
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Arabic	<ul style="list-style-type: none">• Overall, students' achievement in Arabic first language (AFL) is good and acceptable Arabic second language (ASL). It is good in both sections in High. In lessons and over time, students make good progress in AFL, and acceptable progress in ASL.• Attainment is acceptable overall, although it is good in AFL in Primary and High, and in ASL in High. Internal data and Grade 12 MoE examination results indicate that attainment is outstanding, but this is not seen in lessons and in students' work.• In AFL, most KG children develop accuracy in writing and letter formation, however their conversational skills in standard Arabic are less well developed. In Primary and Middle, students develop good accuracy and understanding in reading and express their ideas about the main events in the story. In High, the majority of students read fluently with good understanding and discuss and analyse the elements of a story. Across the school, students' writing for different purposes is less well-developed.• The majority of groups make better than expected progress, although progress is inconsistent for the more-able children in KG, and ASL students in Primary and Middle.			
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Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and over time, most students make expected progress.• Attainment is acceptable across all grades. Internal data indicates that students' attainment and progress are outstanding, but in lessons and their work, most students attain in line with curriculum standards.• Students in Primary develop knowledge and understanding of the UAE culture and its traditions. Their research skills to extend their learning about UAE culture and history are less well developed. In Middle, students develop knowledge and understanding about the interrelationship between human societies and the physical environment but they have limited skills in the interpretation of maps.• All groups of students make at least expected progress.	
	Relative Strengths <ul style="list-style-type: none">• Students' understanding about the interrelationship between human societies and physical environment.	Areas of Improvement <ul style="list-style-type: none">• Students' research and inquiry skills to extend their knowledge beyond the information in text-books.• Students' map-reading skills.

English	<ul style="list-style-type: none">• Students' achievement in English is good overall, but only acceptable in KG. Most students make good progress over time and in lessons. Progress in KG is acceptable.• Attainment is weak as indicated by external MAP data. However, in lessons and in students' work, attainment is acceptable due to the good progress being made in Primary, Middle and High.• Children make acceptable progress in KG as they develop phonic knowledge. Speaking and listening skills are good for the majority of students in Primary, Middle and High although their reading skills are less secure. Writing skills are acceptable overall and good in High. The minority of students in Primary find extended writing tasks challenging.• The majority of groups of students make better than expected progress in the Primary, Middle and High. Progress is slower for KG children where they do not use their phonic skills to write simple words.	
	Relative Strengths <ul style="list-style-type: none">• Students' speaking and listening skills.• Students' writing skills in High.	Areas of Improvement <ul style="list-style-type: none">• KG children's progress in using phonic knowledge to write simple words.• Reading skills across the school and writing skills in Primary.



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Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall, but acceptable in KG. Progress in lessons and over time is good overall, and acceptable in KG.• Attainment in mathematics is acceptable overall, although good in High. External MAP data shows acceptable attainment overall.• In KG, children represent numbers with counters, and name shapes and count to ten, but do not have a higher understanding of number. Primary students develop strategies to divide numbers and successfully apply rules for rounding decimals. In Middle, students create questions about triangles to challenge other students to find the area. In High, students demonstrate a high degree of knowledge and understanding in finding the derivatives of functions.• All groups of students make good progress overall. In KG, more-able children's progress in number skills is slower than their peers.			
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Science	<ul style="list-style-type: none">• Students' achievement in science is good overall, but acceptable in KG. In lessons and over time, students make good progress in Primary, Middle and High.• Attainment is acceptable overall but good in High. External MAP data indicate weak attainment. Internal data show that attainment is outstanding. Attainment in lessons and students' work is acceptable overall, because most students attain in line with curriculum standards.• KG children develop understanding of the world around them, but lack investigation skills. In Primary, Middle and High, students gain scientific understanding, practical skills and proficiency in using scientific language. They develop a good level of understanding of scientific concepts to apply learning across subject areas and to the UAE context. Their critical evaluation of experimental design, analysis of findings and ability to write comprehensive scientific reports is less well developed.• The majority of groups of students make above expected progress. The progress of most-able students and those of lower ability is less well developed.			
	<table border="1"><thead><tr><th style="text-align: left;">Relative Strengths</th><th style="text-align: left;">Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' theoretical knowledge and ability to discuss concepts using scientific vocabulary.• Practical science skills and safe handling of equipment.</td><td><ul style="list-style-type: none">• Children's practical investigative skills in KG.• Students' report writing using scientific method.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' theoretical knowledge and ability to discuss concepts using scientific vocabulary.• Practical science skills and safe handling of equipment.
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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In lessons and over time, they make expected progress. .• Attainment is acceptable. End-of-year assessments show that attainment is outstanding. This is not supported by lessons and students' work, where most attain in line with curriculum standards.• In computer design, students develop skills to create a video clip that shows their future career. Children make acceptable progress in KG in drawing and colouring in art. In Physical Education (PE), students' skill development enables them to keep fit. Students' understanding of other cultures is expressed in art, music and debates on ethical issues affecting the world.• All groups make at least expected progress, although more-able children and students do not make rapid progress in developing individual imagination and creativity, particularly in KG.	
	Relative Strengths <ul style="list-style-type: none">• Students' media skills through computer design.• Students' skills development in PE.	Areas of Improvement <ul style="list-style-type: none">• Students' imagination and creativity, especially in KG.

Learning Skills	<ul style="list-style-type: none">• Students have good learning skills overall. Children in KG learn at appropriate levels although their independent skills to investigate and explore are underdeveloped.• Students have positive attitudes and demonstrate independent learning skills. They communicate effectively and interact well in group and paired learning activities• Most students make effective connections with other subjects and real life, and use technology effectively in their learning.• Students' innovation and critical thinking skills are developing features.	
	Relative Strengths <ul style="list-style-type: none">• Students' positive attitude to learning.• Students' skills to make cross-curricular links.	Areas of Improvement <ul style="list-style-type: none">• KG children's independent investigation and exploration skills.• Students' innovation and critical thinking skills.



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

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

- Student's personal and social development is good overall. Their understanding of Islamic values and awareness of Emirati and world cultures is very good. Their innovation skills are less well developed.
- Students have positive and responsible attitudes towards school, and respectful relationships among themselves and with staff. Students are well-behaved, understand the school rules, and demonstrate secure understanding of safe and healthy living. Students initiate activities, such as the ECO club workshop, to encourage students to eat healthy food.
- Attendance is outstanding at 99 %, and students are punctual, demonstrating their enjoyment of coming to school to learn.
- Students have strong respect and understanding of Emirati heritage and culture and how Islamic values influence UAE society. They help the Red Crescent to collect meals for needy people in the community and prepare food for school workers during Ramadan. Students' knowledge of other world cultures is appropriate, learning through curriculum content and activities such as researching Africa in art.
- Students play a good role in accepting responsibility around the school. Members of the school council and behaviour committee promote good behaviour in others. They volunteer to help their peers, such as reading sessions for KG children.
- Students take part in environmental awareness projects and win competitions such as the 'Think Science 2019 Competition'. However, the use of their innovation skills independently in lessons, particularly in Primary and Middle, is less well developed.
- Students have good understanding of sustainability through projects such as Beach Clean, but do not often initiate activities themselves.

Areas of Relative Strength:

- Knowledge and understanding of Islamic values and their contribution to society, and respect for Emirati culture, heritage and tradition
- Students' behaviour and attendance.

Areas for Improvement:

- Students' initiation of projects in relation to sustainability and conservation.
- Students' use of innovation skills in lessons.



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment is good.
- Teachers' knowledge of their subjects and how students learn is good. The majority show good knowledge of students' learning needs. In KG, teachers plan appropriate lessons, but provide limited activities for children to explore, investigate and share their learning.
- Teachers' planning of time and use of resources result in students being well-engaged. The pace of lessons has improved and is having a good impact on students' progress, particularly in High phase.
- Teacher-student interactions are positive, resulting in students wanting to learn. Teachers use questioning and dialogue effectively to extend students' learning, particularly in High.
- Teaching to develop critical thinking, problem-solving, innovation and independent learning skills is still developing. Teachers do not always ask challenging open questions to challenge the more-able students, particularly in Middle.
- The school's analysis of data, including against external MAP, SATS and PISA data, has improved. Teachers are now using assessment information about students' progress to modify the curriculum and their teaching plans to meet the majority of students' learning needs. The school is aware that a minority of teachers require support to ensure they always provide the correct level of support and for less- and more-able students.
- In KG, assessment profiles are based on the same tasks for all children so they do not capture progress accurately to plan more challenging tasks for them, particularly the more able.

Areas of Relative Strength:

- Teachers' good knowledge of their subjects.
- Use of questioning to extend students' learning.

Areas for Improvement:

- Use of assessment to plan tasks which meet the needs of the less- and more-able students.
- Assessment in KG to ensure planned activities meet all children's needs.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is good. It is acceptable in KG.• The school follows the American Common Core curriculum and is aligned to the California State Standards. It meets statutory requirements for Arabic-medium subjects. The school has recently adopted the New Generation Science Standards.• The curriculum is broad and balanced, providing breadth through a range of other subjects to enrich the core curriculum. It provides good progression in most key subjects.• The KG curriculum gives children choices in free play during circle time, but restricts them to learn more actively through integrated activities in class. High students have a wide choice of electives and Advanced Placement courses.• Cross-curricular links with UAE culture and traditions are strong. The school develops good links between science, mathematics and English, as well as between Arabic and science.• The Curriculum, Assessment and Development Unit (CADU) oversees curriculum development, implementation, review and modification. Assessments of students' outcomes are used well to review the impact of the curriculum on students' outcomes.• . Individual education plans are in place for SEN students and targeted withdrawal support is effective. While adaptation of the curriculum to meet the needs of different groups of students is good overall, it is less effective in meeting the individual needs of children in KG and for supporting and challenging G&T students .• Extra-curricular activities with other schools, and external events support enterprise and innovation but these skills are not consistently promoted in lessons.• The curriculum provides students with very good opportunities to deepen their understanding of Emirati culture, history and traditions. Teachers create very good learning opportunities linked to current UAE national priorities, which are further enhanced by the 'My Identity' programme.• The Moral Education programme is delivered in discrete lessons. It successfully promotes themes of kindness and tolerance in UAE and in other cultures and has a positive impact on students' personal development and behaviour.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Promotion of Islamic values and UAE heritage and culture.• Effective and regular monitoring and review of the curriculum.				
Areas for Improvement:				
<ul style="list-style-type: none">• Adaptation of the curriculum to meet KG children's needs and for supporting and challenging G&T students.• Opportunities in lessons for students to develop enterprise and innovation skills				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of care, guidance and support for students is very good.• The school has rigorous procedures for safeguarding, including child protection and safety arrangements. These are shared with the school community and parents, and well implemented by staff. Rare incidents of bullying are dealt with effectively.• The school environment is very safe, secure and hygienic, and maintenance is thorough. Supervision of students, including on transport, is effective through well-defined procedures and staff responsibilities.• The premises and learning environment meet students' needs to high standards. There are very effective strategies in place for promoting healthy lifestyles.• Staff-student relationships are particularly positive and respectful. Effective procedures for promoting positive behaviour have proved successful because they are understood by the majority of students.• Attendance and punctuality are promoted through rigorous procedures which are well understood by students.• The school has effective systems for identifying SEN and G&T students. Support and challenge in the classroom for these groups of students are inconsistent.• The school's guidance for academic choices and preparation for higher education is effective. Students receive detailed careers' guidance. The school implements effective systems for monitoring students' well-being to provide good personal and academic guidance.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Procedures to keep students' safe in school.• Promotion of behaviour and attendance.				
Areas for Improvement:				
<ul style="list-style-type: none">• Support and challenge for SEN and G&T students in lessons.				



Performance Standard 6: Leadership and management

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

Areas of Relative Strength:

- The overall quality of leadership and management is good. Leadership in KG is only acceptable as expectations for children's achievement are lower than in other phases.
- The principal has a clear strategic vision to raise teachers' expectations to improve achievement. He has created a balanced structure of senior and middle leaders, communicates the school's vision well and delegates responsibilities effectively. The role of subject coordinator is beginning to have an impact on learning but not all are fully effective in raising attainment at a faster pace across the school, particularly in ASL. Overall, senior leaders demonstrate a secure knowledge of the curriculum and effective practices in teaching and learning.
- Self-evaluation and improvement planning are good. The school uses internal and external assessment data well in its self-evaluation processes. It has a realistic view of its own strengths and areas for improvement. Monitoring of teaching has improved and having an impact on raising achievement in most subjects. School development plans are thorough, based on thoughtful self-evaluation and respond specifically to recommendations in the previous report.
- Partnerships with parents and the community are good. Communication with parents has improved through a digital programme, and the Parents Teachers Association (PTA) has been extended. The reporting system is now more rigorous to give parents specific guidance. The school has strong local relationships with the community and partnerships with Sharjah University and the Space Centre in Alabama.
- Governance is good. The Board of Trustees and the owner monitor the work of the school and have a positive influence upon leadership through weekly meetings focusing on students' achievements and personal development.
- The day-to-day management of the school is well organized. Staff are well deployed and know their responsibilities. School facilities are very good, and resources ensure that good quality learning can take place in all phases, other than in KG.
- The school makes use of international assessment systems for MAPS, SATS, PISA and TIMSS to benchmark students' outcomes and adjust the curriculum to improve them. It has explained to parents how these benchmarks are important to students' achievements.

Areas of Relative Strength:

- Clear strategic vision to raise expectations for achievement.
- Positive influence on the school's leadership and direction from the Board of Trustees.



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Areas for Improvement:

- Leadership in KG to raise children's achievement.
- Role of subject coordinators in raising standards of attainment across the school.

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Provision for Reading

Provision for Reading

- Libraries in senior and junior sections are spacious with an appropriate book stock in English and Arabic.
- School development strategies include the systematic development of reading skills from KG to Middle.
- KG and Primary classrooms have a good range of graded readers to support readers at all levels.
- Teachers give students regular opportunities to practise reading and develop comprehension skills in group and paired activities.
- The school uses external MAP tests to monitor the development of reading skills in each phase.
- Reading ages have been partially tested and an electronic reading program has been provided for teachers to track progress.
- Reading is promoted through reading week, an annual book fair, lunch time events and rewards to stimulate reading at home.