



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

United School of Al Yahar

Academic Year 2016 – 2017

iqraa



United School of Al Yahar

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| Inspection Date | February 20, 2017 | to | February 23, 2017 |
| Date of previous inspection | April 20, 2015 | to | April 23, 2015 |

| General Information | |
|------------------------|--|
| School ID | 216 |
| Opening year of school | 2010 |
| Principal | Amjad Salih |
| School telephone | +971 (0) 3 7819799 |
| School Address | Al Yahar, Al Ain |
| Official email (ADEC) | Unitedalyahar.pvt@adec.ac.ae |
| School website | www.unitedschool.ae |
| Fee ranges (per annum) | Low to average categories: AED 15,500 to AED 31,000 |

| Licensed Curriculum | |
|------------------------------------|---|
| Main Curriculum | American |
| Other Curriculum (if applicable) | ---- |
| External Exams/ Standardised tests | Measures of Academic Progress (MAP) External Measurement of Student Achievement (EMSA) |
| Accreditation | ---- |

| Students | | |
|------------------------------------|------------------|------|
| Total number of students | 677 | |
| %of students per curriculum | Main Curriculum | 100% |
| | Other Curriculum | 0 |
| Number of students in other phases | KG | 125 |
| | Primary: | 234 |
| | Middle: | 233 |
| | High: | 85 |
| Age range | 4 to 18 | |
| Grades or Year Groups | KG1 to Grade 12 | |
| Gender | Boys and girls | |
| % of Emirati Students | 83% | |
| Largest nationality groups (%) | 1. Jordanian: 3% | |
| | 2. Yemeni: 3% | |
| | 3. Omani: 3% | |

| Staff | | |
|-------------------------------------|--------------|------|
| Number of teachers | 59 | |
| Number of teaching assistants (TAs) | 13 | |
| Teacher-student ratio | KG/ FS | 1:14 |
| | Other phases | 1:11 |
| Teacher turnover | 38% | |



Introduction

| Inspection activities | |
|--|--|
| Number of inspectors deployed | 4 |
| Number of inspection days | 4 |
| Number of lessons observed | 100 |
| Number of joint lesson observations | 5 |
| Number of parents' questionnaires | 74; (return rate: 11%) |
| Details of other inspection activities | Inspectors conducted meetings with staff, parents, the board of trustees and students, both formal and informal. They examined a sample of students' written work and reviewed performance data and other documents. |

| School | |
|---------------------------|---|
| School Aims | <p>'UPS students live healthy life style and develop responsible independent character.</p> <p>Our students will be life-long learners in an ever-changing world.</p> <p>Provide an atmosphere of open communication and respect among all members of the school community.</p> <p>UPS students are aware of global civilizations and cultures.</p> <p>Encourage students' positive attitudes and improve Communication and sharing information.</p> <p>Prioritize reading, writing and arithmetic as keys of knowledge.'</p> |
| School vision and mission | <p>Vision: Authenticity of the past and creativity of the present in our outcomes.</p> <p>Mission: We strive to provide engaging learning experience that develop intellectual skills and</p> |



| | |
|--|--|
| | creativity while blended with cultural and moral values so they become active contributing citizens in the future social and economic development of the world. |
| Admission Policy | Interview in KG and interview and placement tests from Grade 1 |
| Leadership structure (ownership, governance and management) | <p>The board of trustees comprises the owner's representative, the principal, four parent representatives, a representative of the teachers, a head of department and an external education consultant.</p> <p>The senior management team (SMT) comprises the principal, the academic, administrative and innovation advisors and the director of the kindergarten (KG).</p> <p>The heads of the Arabic, English, mathematics and science departments and the social worker comprise a middle management team.</p> |

SEN Details (Refer to ADEC SEN Policy and Procedures)

| SEN Category | Number of students identified through external assessments | Number of other students identified by the school internally |
|--|--|--|
| Intellectual disability | 0 | 0 |
| Specific Learning Disability | 4 | 0 |
| Emotional and Behaviour Disorders (ED/ BD) | 8 | 5 |
| Autism Spectrum Disorder (ASD) | 0 | 0 |
| Speech and Language Disorders | 2 | 2 |
| Physical and health related disabilities | 4 | 0 |



| | | |
|-----------------------|---|---|
| Visually impaired | 0 | 2 |
| Hearing impaired | 3 | 0 |
| Multiple disabilities | 2 | 2 |

G&T Details (Refer to ADEC SEN Policy and Procedures)

| G&T Category | Number of students identified |
|---|-------------------------------|
| Intellectual ability | 9 |
| Subject-specific aptitude (e.g. in science, mathematics, languages) | 15 |
| Social maturity and leadership | 13 |
| Mechanical/ technical/ technological ingenuity | 4 |
| Visual and performing arts (e.g. art, theatre, recitation) | 18 |
| Psychomotor ability (e.g. dance or sport) | 11 |



The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

| | |
|---------------|--|
| Band A | High performing (Outstanding, Very Good or Good) |
| Band B | Satisfactory (Acceptable) |
| Band C | In need of significant improvement (Weak or Very Weak) |

| | | |
|------------------------------|--------|------------|
| The school was judged to be: | Band B | Acceptable |
|------------------------------|--------|------------|

| Performance Standards | Band A High Performing | | | Band B Satisfactory | Band C In need of significant improvement | |
|---|---------------------------|-----------|------|------------------------|--|-----------|
| | Outstanding | Very Good | Good | Acceptable | Weak | Very Weak |
| Performance Standard 1: Students' achievement | | | | | | |
| Performance Standard 2: Students' personal and social development, and their innovation skills | | | | | | |
| Performance Standard 3: Teaching and assessment | | | | | | |
| Performance Standard 4: Curriculum | | | | | | |
| Performance Standard 5: The protection, care, guidance and support of students | | | | | | |
| Performance Standard 6: Leadership and management | | | | | | |

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|--|--|--|--|--|--|--|
| Summary Evaluation: The school's overall performance | | | | | | |
|--|--|--|--|--|--|--|



The Performance of the School

Evaluation of the school's overall performance

The school makes acceptable provision for its students. Children make good progress in the kindergarten (KG). Achievement at other phases is acceptable in most subjects and good in Arabic and science. Students' behaviour and their attitudes to learning are good. They are well supported by the staff; with whom they enjoy positive relationships. Almost all the teaching is of acceptable or better quality and there is good teaching in almost every subject area. The curriculum is insufficiently adapted to fully meet the needs of students with special educational needs (SEN) and those who are gifted and talented (G&T).

The senior management team (SMT) provide strong support for the principal. They possess a sound understanding of the school's strengths and weaknesses. The school has strong procedures for keeping parents informed and they in turn report that communication between them and the school is good. Governance is sound. Buildings and facilities are adequate, but there is no access to upper floors for those with physical disability.

Progress made since last inspection and capacity to improve

Under the strategic leadership of the principal and SMT the school has made good progress in improving its performance since the previous inspection. The quality of teaching and learning has improved so that very few lessons are weak. The monitoring of teaching and learning is rigorous and leads to a focused programme of professional development that addresses weaknesses in the classroom. A large number of teachers who lacked the necessary skills have been replaced. Improved salaries and conditions are providing good incentives to retain staff.

The adoption of the American Common Core Curriculum Standards has led to improved curriculum planning and structure. The training programme for staff, parents and board members has ensured that all key stakeholders are aware of and committed to the changes made by the principal. The principal and SMT have taken the recommendations from the previous inspection report and with the weaknesses identified in the school's own self-evaluation have constructed a detailed and effective three-year school development plan (SDP). Progress towards the goals outlined in the SDP are reviewed and measured each week. The school has improved the teaching of English so that progress is acceptable or better throughout the school. School leaders have the capacity to improve the school further.



Development and promotion of innovation skills

The principal, senior and middle managers have introduced initiatives to ensure students are aware of the need to think critically in lessons and about learning in general. Overall, this scheme is successful when teachers pitch their questioning at an accessible level for their students. In a minority of lessons, the questions are posed in language too complex for students to understand or involve very abstract concepts. Jointly planned lessons, where subjects have been integrated, have had a positive impact on student learning. For example, in a joint English and science class, Grade 3 students made good progress in differentiating between mixtures and solutions and used Venn diagrams accurately to record their findings.

Extra-curricular activities are used effectively by many students to pursue interests not available in the classroom. The school has established a Robotics Club Room and an Innovation laboratory to house student work and establish a home base for these activities. A few boys and girls in the school use these rooms to foster the development of innovative ideas and bring those ideas to fruition.

The inspection identified the following as key areas of strength:

- The improvements in teaching and learning and students' personal development achieved since last inspection
- students' achievement in Arabic and science
- the quality of education provision in the KG
- the promotion of students' critical thinking
- strategic leadership.

The inspection identified the following as key areas for improvement:

- students' attainment in English
- the curriculum and teaching in music and business studies
- opportunities to encourage independent learning, particularly among students who are gifted and talented (G&T)
- support in lessons for students with special educational needs (SEN).



Performance Standard 1: Students' Achievement

| Students' achievement Indicators | | KG | Primary | Middle | High |
|---|------------|------------|------------|------------|------------|
| Islamic Education | Attainment | Good | Good | Acceptable | Acceptable |
| | Progress | Good | Good | Acceptable | Acceptable |
| Arabic (as a First Language) | Attainment | Acceptable | Good | Good | Good |
| | Progress | Acceptable | Good | Good | Good |
| Arabic (as a Second Language) | Attainment | N/A | N/A | N/A | N/A |
| | Progress | N/A | N/A | N/A | N/A |
| Social Studies | Attainment | N/A | Acceptable | Acceptable | N/A |
| | Progress | N/A | Acceptable | Acceptable | N/A |
| English | Attainment | Acceptable | Weak | Weak | Weak |
| | Progress | Good | Acceptable | Acceptable | Acceptable |
| Mathematics | Attainment | Good | Acceptable | Acceptable | Acceptable |
| | Progress | Good | Acceptable | Acceptable | Acceptable |
| Science | Attainment | Good | Good | Good | Good |
| | Progress | Good | Good | Good | Good |
| Language of instruction (if other than English and Arabic as First Language) | Attainment | N/A | N/A | N/A | N/A |
| | Progress | N/A | N/A | N/A | N/A |
| Other subjects (Art, Music, PE) | Attainment | Acceptable | Acceptable | Acceptable | Weak |
| | Progress | Acceptable | Acceptable | Acceptable | Weak |
| Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration) | | Good | Acceptable | Acceptable | Acceptable |



Compared to curricular expectations, students' achievement is acceptable overall. Students identified with SEN and those who are gifted and talented make less progress than they could. The performance of students at Grades 3 to 9 in MAP tests in English, mathematics and science is well below the international average. Students' average performance in EMSA tests in Arabic is below the national averages. Most students attain above average levels in Grade 12 external examinations in Arabic. Students' achievement in lessons is acceptable in Islamic education, social studies and mathematics. It is good in Arabic and science and weak in English. There is an improving trend in performance in external tests in most subjects over the last 3 years.

In Islamic education, students' attainment and progress are good in KG and primary and acceptable in the middle and high school. Most younger students demonstrate a practical knowledge of Islamic values. In the primary phase, students' recitation skills are adequate. Grade 1 students use morning supplications before starting the lesson. Most students in middle school grades have an acceptable understanding for the Hadith and link the learning concepts to real life; they refer to the Hadith to reinforce their discussion in lessons. By the high school phase, students understand the role of Hadith and explain their relevance to the Qur'an. They show the benefit and impact of the correct Hadith on Muslim life and how the references and sources can play a positive or negative role in implementing ideas that are not relevant to Islam.

In Arabic, students' attainment and progress are acceptable in KG and good in Grades 1 to 12. Most students consistently use standard Arabic. Children start KG with low attainment and by KG2, most children know the prescribed letters with their corresponding sounds and short vowels. Children confidently engage in short conversations using puppets for role play. Primary students are able to use synonyms and antonyms. By Grade 8 students confidently make suggestions, present arguments and opinions in group discussions. In high school, most students develop secure speaking and writing skills and can communicate clear ideas coherently. Students read with confidence and can accurately interpret texts and poems. Their writing is well-structured and expressive. They use complex descriptive sentences, for example when they review the biography of an author.

In social studies, students' attainment and progress are acceptable in primary and middle phases. Most demonstrate acceptable knowledge and appreciation of UAE values. This is reinforced by their involvement in activities to promote their awareness of the UAE's identity, culture and heritage. In the primary phase, students develop an understanding of maps. For example, in Grade 1, they use a simple school map to find different locations and explain the role of each place. In



the middle grades, students recognize the contributions made by leaders of the country, such as by the late Sheikh Zayed in developing the UAE and establishing the union . They identify the most successful development projects that have contributed to the economic growth of the UAE. By Grade 9, students interpret the effectiveness of leadership in creating a successful society, such as clarifying the role of Sheikha Fatima in developing the conditions for women within the Emirates.

In English, students' attainment is acceptable in KG and weak in Grades 1 to 12. They make good progress in KG and acceptable progress in Grades 1 to 12. Children enter the school in KG with little prior exposure to English. They quickly acquire a basic vocabulary and this develops into an understanding of basic phonetics and a simple sight vocabulary. A majority of children in KG2 can use English to talk about the changing seasons in the year. A large minority of students in the primary school can use written English in short sentences. In the middle and high schools, students make acceptable progress, particularly in spoken English. Their reading and writing skills do not advance at the same speed. Most students can grasp the main points in stories in their textbooks. A few older students acquire good language skills and become confident speakers. They structure their thinking in English to make persuasive arguments, for example in the school's debating club.

In mathematics, students' attainment and progress are good in KG and acceptable in other grades. Students develop secure knowledge and skills in using operations in basic number questions. By KG2, children recognise numbers to 19 and show confidence with simple addition; they compare objects that are 'longer' and 'shorter' by using non-standard measurement. In the primary phase, students use different strategies to add and subtract, such as adding on from the largest number and using a number line. Most are less confident in problem-solving because only the high achieving students are given sufficient opportunities to do so. In the middle school, most Grade 6 students can accurately solve algebraic equations with one variable, and by Grade 9, a large majority of students can classify polygons as convex or concave. In the high school, students use terminology with increasing confidence and accuracy to explain their work. In Grade 11, students develop an understanding of trigonometry; most students can use the cosine rule to find the length of one side of a triangle. By Grade 12, most students accurately solve exponential and logarithmic equations with the same base.

In science, students' attainment and progress are good in all phases. Most students develop secure investigative skills and relate their learning to real world examples. In KG1, children can name the five senses and investigate the sense of touch by comparing hard and soft materials. In KG2, children develop an understanding of seasons contrasting winter in the UAE with other countries where snow is abundant. In the primary phase, students sort materials into magnetic and non-magnetic



groups and by Grade 5, they understand how force affects motion. In the middle school, students accurately use scientific terminology to explain their work. Grade 6, students demonstrate critical thinking when they speculate about what would happen if the oceans were not salty. In Grade 9, students confidently present their research on the chemical reactions that take place within the human body. In the high school, students demonstrate good understanding and skills, such as when Grade 12 students used their knowledge of magnetic fields to build an electromagnetic device using household items and a battery.

Students' attainment and progress in other subjects are acceptable overall. They are good in information and communications technology (ICT). In KG, children enthusiastically participate in well-planned activities that develop their gross-motor skills. Provision and participation in physical education (PE) are generally weak and this results in limited skill development. Students use learning technology confidently in regular and specialist lessons. In KG, children competently complete activities on the interactive whiteboard (IWB). In the middle school, students capably use a programme to create an animation using sensing to provide change or an alternative pathway. Most students can explain what they are doing and why. In high school business studies, students display very limited interest or desire to engage in the subject. Only a few understand the idea of a budget and few attain levels that are in line with curriculum standards. Students in KG, primary and middle grades enjoy creative arts' opportunities. In Arabic drama, KG children enthusiastically interact with each other in role play activities to make, sell and buy bread and cakes; children continuously talk together and share the materials well. In music, students in the primary and middle schools develop simple skills in choral singing, such as rhythm and tune. Most lessons are limited to singing and few students are given the opportunity to compose and play the keyboards.

The development of students' learning skills is good in KG and acceptable in other grades. Throughout the school, they have positive attitudes towards learning. In KG, children work in friendly cooperation during circle time activities. In Grades 1 to 12, almost all students are attentive, eager to learn and contribute in lessons. They listen well to teachers and each other and display well-developed communication skills. When students understand their responsibilities in groups, their collaboration skills develop well. In less effective group work, high achievers tend to dominate. In these lessons, low expectations result in students who are overly dependent on the teacher's support to achieve the learning outcomes. Students have insufficient opportunities to work collaboratively on self-determined projects and to undertake their own research.

Most students understand how their studies in all subjects relate to life outside school and see the relevance of good English skills to their future career prospects.



In all grades, students develop acceptable problem-solving skills and critical thinking. In the majority of lessons, there are opportunities for them to think at a deeper level than merely responding to simple factual answers. For example, in a Grade 1 class, students spent time considering what the world would be like if there were no animals, and most students reflected on the emotional as well as physical impact this might have.



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

| 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 | Good | Good | Good | Good |
| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | Acceptable |

The personal development of students is good. Almost all students are willing learners. Younger students accept and enjoy the responsibilities they are given as leaders and reporters in their learning groups. These responsibilities carry through to the high school where students display a greater responsibility for their own learning. The behaviour of almost all students is good. There is a mutual respect among students and adults, which creates a harmonious learning atmosphere. Relationships are strong and are based on trust and many older students describe teachers and administrators as friends. Most students have a good understanding of what it means to lead a healthy lifestyle. For example, most students in the primary school can describe the importance of breakfast and of drinking water at regular intervals. Attendance has improved during the current year and is now good at 96%. Most students arrive punctually for morning assembly and very few arrive after the start of lessons.

Students demonstrate good knowledge of the values of Islam. They use the prayer room regularly, respect adults, repeat morning supplications, listen attentively to the Quran and recite verses from it in assemblies. Most students know and can explain the values that the school promotes each month, such as 'respect' and 'integrity'. Students have good knowledge about the UAE culture and heritage. This knowledge is demonstrated in lessons and in morning assemblies. Students in Grade 2 memorized long poems and stories in honour of the late Sheikh Zayed and delivered them confidently and with panache to the delight of their peers and older students. Students are enthusiastic participants in national and cultural activities and events. Most students' have a basic understanding about the culture of other



nationalities.

Students' understanding and performance of their social responsibilities are acceptable.

Most students embrace opportunities to take leadership roles in assemblies and other events. A large majority of students take part in supporting local and national charities. They bake cakes, collect clothes and give money to support cancer charities and the Red Crescent. Most students make a connection between their volunteering and the values promoted by their faith and the school's value system. When inspired to action students respond with enthusiasm. They seldom take the initiative to instigate events that make a contribution to their school or the wider community. Students in all grades are encouraged to be environmentally aware. In KG, children accept the routine of clearing up their tables at the end of an activity. At break-times a few students are motivated to collect the litter of other students and deposit it in the bins provided.



Performance Standard 3: Teaching and Assessment

| Teaching and Assessment Indicators | KG | Primary | Middle | High |
|------------------------------------|----|---------|--------|------|
|------------------------------------|----|---------|--------|------|

| | | | | |
|---------------------------------|------|------------|------------|------------|
| Teaching for effective learning | Good | Acceptable | Acceptable | Acceptable |
| Assessment | Good | Acceptable | Acceptable | Acceptable |

The quality of the teaching was deemed acceptable or better in almost all the lessons observed. It was good in about half the lessons seen and weak in only a few. Teaching is good in a large majority of lessons in the KG.

Almost all teachers have acceptable levels of knowledge about their subject and the skills to deliver lessons effectively. The limited English skills of a few teachers in the middle and high schools inhibit the speed at which students can progress.

Teachers and other adults in KG have created a colourful learning environment for children. Almost all children can see their work displayed. Rooms in the primary, middle and high schools have only limited displays of student work. All teachers plan their lessons using a school-wide planning pro-forma. Lessons plans contain sufficient detail to help teachers structure learning activities so that the lesson objectives can be met. In a minority of lessons, objectives are expressed as activities to be completed and do not communicate the desired outcomes for students. Although lessons often proceed at a lively pace, there is usually insufficient time at the end for students and teachers to assess success against the learning objectives.

Almost all teachers maintain calm and friendly relationships with their students. They are quick to offer encouragement and reward good behaviour. In better classes teachers challenge students to think beyond surface level answers. In a few KG and Grade 1 classes teachers do not prevent students from shouting out their answers so that teachers are unable to check learning and noise levels rise.

Most teachers use a good variety of active learning strategies that successfully engage their students' interest. Most use effective warm-up activities that raise interesting questions demanding students to reflect carefully before answering so that they are intellectually active and ready for the main lesson content.

Planning to meet the needs of different groups of students is underdeveloped. The work seldom matches the abilities of students at different levels. Too little is expected of those who learn at a slow rate and there is insufficient challenge offered to more able students, particularly in the primary school.



Assessment throughout the school is acceptable. Teachers in KG carry out brief diagnostic assessments shortly after children arrive. Internal assessment at the end of each term provides a good profile for each child's start in school. Marking in KG is always positive and denotes those who have achieved mastery in a particular skill. Assessment in core subjects is carried out at the start of each semester, giving the school an understanding of each student's strengths and weaknesses. Mid-term and end of term assessments provide a picture of attainment as measured by EMSA and the Common Core Curriculum Standards (CCCS)

The school benchmarks students' academic performance in English, mathematics and science in the CCCS through MAP testing. This provides the school with a measure of student performance against international standards. Two thirds of the students are selected for this testing and come from different ability bands, providing an accurate benchmark. The EMSA testing provides the school with emirate-wide benchmarks in Arabic reading and writing.

The school performs effective analyses of all the data available from internal and external assessments, and this is a strength of the school. Information gained from the analysis is detailed and accurate and used by each curriculum department to set goals for improvement. The school tracks student progress from year to year and measures the progress of individual students. All teachers are aware of the performance of their students in internal and external assessments. The information is used to monitor student engagement in the curriculum and to adjust the next term's curriculum planning. Most teachers have a good understanding of the strengths and weaknesses of their students. In most classes this does not result in sufficient challenge for students of varying abilities. Students are only rarely involved in assessing their own work or that of their peers.



Performance Standard 4: Curriculum

| Curriculum Indicators | KG | Primary | Middle | High |
|-----------------------|----|---------|--------|------|
|-----------------------|----|---------|--------|------|

| | | | | |
|--------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation | Good | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Acceptable |

The curriculum satisfies all requirements and is acceptable overall. It is aligned with the Common Core Curriculum Standards as prescribed by the State of California. It is broad and balanced and develops knowledge and skills from KG to Grade 12.

Most students receive the help they need to make transitions from one stage in their education to the next. The curriculum does not provide sufficiently challenging, student-paced project-based learning for high achieving students.

A small minority of lessons are jointly planned so that work in one subject can reinforce learning in another. These lessons successfully emphasise the practical application of subjects such as mathematics and science and make student learning more meaningful. Children in KG are actively encouraged to make choices of activities. This helps them to make good progress. Students in the primary, middle and high grades have a restricted choice of subjects.

The SMT and heads of department use performance data regularly and systematically to review and revise the curriculum to determine whether students' academic, personal, and social development needs are being provided for.

The curriculum is modified to promote critical thinking in subjects and in response to displays around the school. The impact of these modifications is beginning to be felt in students' growing ability to think for themselves. There are insufficient opportunities in the formal curriculum for students to be innovative or show enterprise. There is a wide range of clubs available to students which enhance and extend their experience of the curriculum. There are six well-attended robotics clubs in which girls and boys design and produce a range of interesting and potentially useful assistive technologies. The school successfully implements special programs such as 'Moral Support', 'My Mom – My Teacher' and a Call Centre to extend and enrich the curriculum. The school has won awards such as the 2015 UAE EBIC Wrestling Championship, UAE Rugby Championship, and the Flag Day Championship.

Well-constructed hallway exhibits and displays, many of which are interactive, are



designed to deepen the students' knowledge and understanding of the UAE's culture, values, language, society, and economy.



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

| The protection, care, guidance and support of students Indicators | KG | Primary | Middle | High |
|---|----|---------|--------|------|
|---|----|---------|--------|------|

| | | | | |
|---|------|------------|------------|------------|
| Health and safety, including arrangements for child protection/safeguarding | Good | Good | Good | Good |
| Care and support | Good | Acceptable | Acceptable | Acceptable |

The school provides a safe, hygienic and secure environment for students of all ages. Staff have been fully briefed on child protection procedures and most parents and students are aware of them. Students behave well towards one another and bullying is rare. Security arrangements are good. An electronic 'key-card' is needed to get into areas of the building where lessons are taking place. Arrival and departure times are closely supervised by school staff. Buildings and school equipment are maintained to a high standard. Computer equipment is properly maintained so that it is always available to students. Maintenance records are exact and complete. Emergency evacuation procedures are efficient. The school is effective in promoting healthy lifestyles among its students. The school nurse visits classes to promote healthy eating and physical activity. Almost all students understand these messages and most take positive action.

The school successfully promotes a family and community ethos. Assemblies are joyful affairs that celebrate achievement and involve large numbers of students in performing drama, poetry and music. The school has adopted successful strategies that improve attendance and reduce tardiness. Automatic SMS messages are sent to parents after the school gate closes at 8.15am. Only a very few students arrive after the start of the first class.

The school has a clear policy for meeting the needs of students with SEN. They are identified through an initial whole school screening carried out by an external provider. Groups of students needing additional support are withdrawn from other lessons. They make at least acceptable progress in these groups. Additional classes for students with weak Arabic and English skills are held before school and offer valuable support.

Support in withdrawal sessions is more effective than the academic support available for students with SEN in classrooms. Teachers have access to each student's individual education plan (IEP) but these rarely influence their lesson



planning. Shadow teachers are available for some students who exhibit challenging behaviour but in most cases have little impact on the progress that these students make. The school makes no additional provision for students it identifies as gifted and talented.

Students receive acceptable guidance on the next steps in their academic or working life when they are about to leave school. Students and their parents are provided with useful information about universities and their courses when higher education providers visit the school or students make visits to local universities.



Performance Standard 6: Leadership and management

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

Leadership and management are good. The school operates with a clear vision, known and understood by most of the staff. The principal has created a strong management team with clear individual responsibilities and a high level of trust between its members. Morale among teachers, administrators and support staff is good. The principal rightly focused on the improvement of teaching and learning in order to eradicate the weak teaching identified at the previous inspection. The quality of teaching and assessment has improved and with a consequent improvement in attainment and progress.

The school's self-evaluation processes are thorough. All senior and middle managers, the trustees, parents and students are involved in them. Data from these sources are used effectively to produce realistic judgements. The school's development plan (SDP) spans a three-year period. The school reviews and measures its progress towards its many goals on a weekly basis. Almost all improvements that were intended to be made have been accomplished within the allotted timescales. Observations of teaching and learning are very regular. Staff use an electronic application to collated strengths and weaknesses in their teaching, leading to targeted training. The principal and senior staff are visible in classrooms and corridors and have a good knowledge of the effectiveness of the teaching.

Partnerships with parents are good. Parents report that communication between them and the school is very strong. The school's on-line portal is used by parents to track their child's attainment, attendance and behaviour. Parents keep in touch with school events and are briefed about the forthcoming week's curriculum for their child. School events, including training for parents, are regularly attended by 70% of the parents. The parents' committee is a strong presence in the school and makes recommendations to the principal, many of which have been actioned. Four parents sit on the board of trustees and play a full part in its discussions. The school sees itself as serving the Al Yahar community where most of the students live. Students



use the local park for weekly outdoor reading events and regularly visit local farms.

The governance of the school is acceptable. The principal reports to the board of trustees each term on student performance and the school's progress towards achieving its goals. The trustees are made aware of resource needs, and support the school's request.

The school runs very smoothly day-to-day. There are sufficient staff, suitably deployed to deliver the planned improvements. Turnover of staff was high at the end of the 2015-2016 school year as staff were replaced by those with good subject knowledge and the pedagogical skills to make it accessible to students. The learning environment is reasonably spacious with adequate specialist teaching facilities and laboratories. The school has sufficient learning resources to deliver the curriculum adequately. The school has introduced the use of tablet computers which teachers use appropriately to enhance learning.



What the school should do to improve further:

1. Raise achievement in key subjects, particularly in English, so that the majority of students make better than expected progress by:
 - i. ensuring students hear accurate pronunciation of English and grammar correctly modelled
 - ii. providing students with sufficient time in lessons to speak in English
 - iii. ensuring that students, wherever possible, use English in lessons in other subjects.
2. Improve the curriculum and teaching of art, music and PE by:
 - i. ensuring that the teaching follows a developmental curriculum, which progressively builds knowledge, skill and understanding
 - ii. ensuring that all students fully participate in lessons by reducing the time they spend as spectators.
3. Provide a greater range of opportunities to encourage independent learning and increase the challenge presented to gifted and talented students by:
 - i. using the scope and sequence planning of the ICT curriculum to provide more able students in the middle school with opportunities to design their own projects
 - ii. identifying gifted and talented students in each class so that teachers can make specific provision, tailored to their needs.
4. Improve the support for students with special educational needs in lessons by:
 - i. providing 'shadow teachers' with basic training in how to support them in lessons and at break-times
 - ii. providing training, including specific strategies, for teachers and teaching assistants on effective classroom interventions.