



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

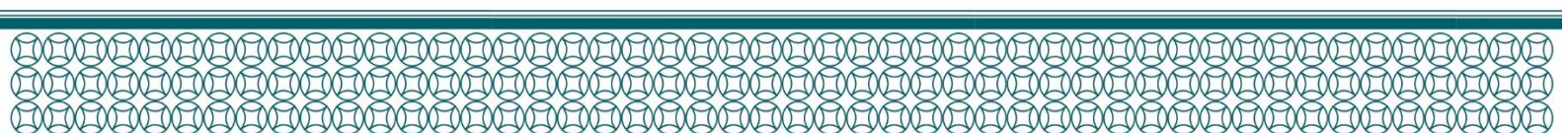
Inspection  
Report of

Cranleigh Abu Dhabi School

Overall  
Effectiveness

Outstanding

Academic year: 2018-2019





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## School Information

School Profile			
School Name:	Cranleigh Abu Dhabi School		
School ID:	9251	School phases:	FS1 to Year 13
School Council: **			
School curriculum: *	English National Curriculum	Fee range and category*	AED65,000 to AED96,000. Very high
Address:	Saadiyat Island, Abu Dhabi	Email:	Cranleighad.pvt@adek.abudhabi.ae
Telephone:	02497 0000	Website:	www.cranleigh.ae

Staff Information			
Total number of teachers	134	Turnover rate	10%
Number of teaching assistants	41	Teacher- student ratio	1: 9

Students' Information				
Total number of students	1180	Gender	Boys and girls	
% of Emirati students	18%	% of SEN students	6%	
% of largest nationality groups	British (27%)	American (13%)	Australian (5%)	
% of students per phase	KG 18%	Primary 47%	Middle 28%	High 7%

Inspection Details				
Inspection date:	from	<u>12/06/1440</u> 17/02/2019	to:	<u>15/06/1440</u> 20/02/2019
Number of lessons observed:	155	Number of joint lessons observed:	67	

\*Relevant for Private schools only

\*\* Relevant for Government schools only



## The overall performance of the school:

- The school opened in 2014 with 650 students. It has since grown to 1180, with students entering into all phases. The Principal took up post in September 2018. Ownership of the school has changed recently, and this has resulted in changes to the Board of Trustees. The school is partway through the bridging programme.
- The overall performance of Cranleigh Abu Dhabi School is outstanding. Students' achievement is outstanding in nearly all subjects and phases. Teachers are highly adept at delivering lessons which promote students' academic knowledge and skills. The curriculum is extensively adapted to support students' wider interests and aspirations. School leaders ensure that students receive very high-quality care and guidance, and this supports students' personal development very well. School leaders' self-evaluation is comprehensive, and they have quickly established a highly effective and fully inclusive school.

<b>Performance Standard 1</b>	<b>Students' Achievement</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>• Children's attainment in the foundation stage (FS) is well above expectations for their age and students' attainment is exceptionally high in national and international examinations.</li> <li>• All groups of students make rapid progress in lessons towards lesson objectives, and most exceed these.</li> <li>• Students' highly developed learning skills support their very high achievement levels.</li> </ul>		

<b>Performance Standard 2</b>	<b>Students' personal and social development, and their innovation skills</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>• Students' attitudes towards learning and their relationships with others ensure learning proceeds quickly and without interruption.</li> <li>• Students have a deep understanding and appreciation of Islam, UAE society and Emirati heritage and culture.</li> <li>• Students' work ethic is impressive, however their skills as fully independent learners are not yet at the very highest levels.</li> </ul>		

<b>Performance Standard 3</b>	<b>Teaching and Assessment</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>• Teachers are skilful, know the curriculum well and deliver interesting and engaging lessons.</li> <li>• Teachers adapt their planning to ensure all students' learning needs are met and their progress is accelerated, although this is slightly less successful in Arabic language</li> </ul>		



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	<ul style="list-style-type: none"> <li>Teachers provide thorough feedback which helps students understand their progress, but they do not always enable students to plan and lead their own learning.</li> </ul>
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<b>Performance Standard 4</b>	<b>Curriculum</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The curriculum in the FS exploits children's curiosity fully and supports their learning through play and exploration.</li> <li>The taught curriculum is effective in supporting students' impressive academic and personal development.</li> <li>The extensively developed extracurricular programme promotes students' wider interests and their gifts and talents very well.</li> </ul>		

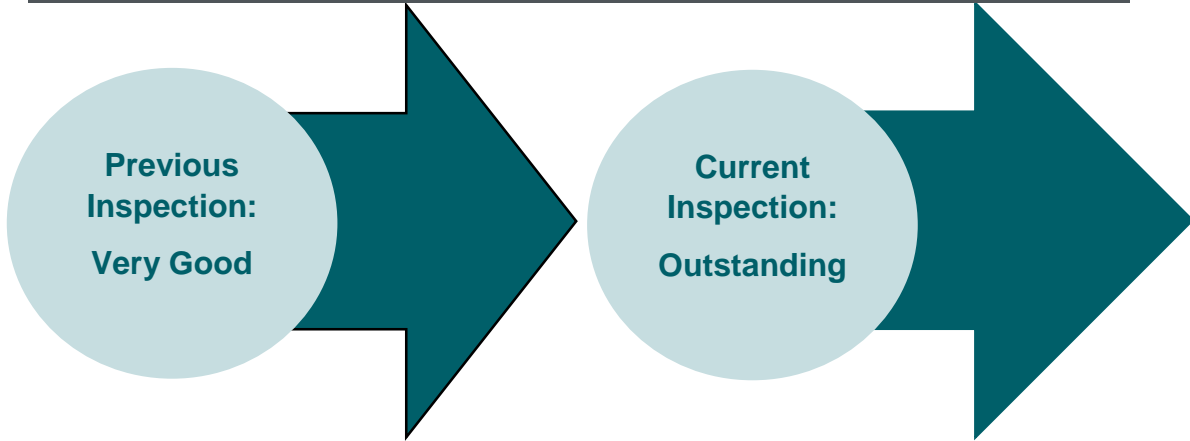
<b>Performance Standard 5</b>	<b>The protection, care, guidance and support of students</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>Safeguarding, care and health and safety arrangements are thorough and comprehensive.</li> <li>The premises provide an outstanding environment in which to learn.</li> <li>Students with special educational needs (SEN) and those who are gifted and talented (G&amp;T) receive highly-successful support.</li> </ul>		

<b>Performance Standard 6</b>	<b>Leadership and management</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>Leaders have quickly established a fully inclusive school which strongly promotes UAE and Emirate priorities.</li> <li>Comprehensive self-evaluation processes enable leaders to gain thorough and accurate knowledge of the school.</li> <li>Development planning is very successful and is leading to further improvements to the teaching of Arabic language.</li> </ul>		



## **Progress made since last inspection and capacity to improve**

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- All the recommendations from the previous inspection have been successfully addressed.
- The quality of teaching is now consistently outstanding in nearly all subjects and phases.
- The leadership of Arabic language has improved, and this has led directly to improvements in the quality of teaching and students' standards of achievement.
- Improved communications and robust accountability routines have successfully raised the contribution to self-evaluation of school leaders at all levels.
- Capacity to maintain the highest levels of performance and improve further are outstanding. School development plans are ambitious, and all stakeholders are enabled to contribute towards the school's continued success.



## Provision for Reading



- The school's libraries are very well stocked with a wide range of Arabic and English reading material. The libraries are well designed and provide excellent reading environments.
- Reading is consistently promoted in all areas of the school and students are very well supported in gaining skills to read for comprehension.
- Children in FS can choose to explore books independently. All students benefit from reading programmes which match books to their reading ability and extend their reading quickly.
- The school promotes reading very effectively through planned events across the year including quizzes and competitions. Regular reading opportunities at the start of English lessons and during registration time ensure students read frequently.
- Teachers receive regular training to support and encourage students' reading. Teachers are highly skilled in the use of phonics to support early reading.
- Teachers maintain detailed on-going records to track students' progress and this supports successful interventions that develop students' reading skills rapidly.



## Key areas of strength and areas for improvements:

### Key areas of strength

1. Students' exceptionally high attainment in national and international examinations.
2. FS children's and students' positive behaviour, attitudes towards learning, and relationships with others.
3. Teachers' subject knowledge, their understanding of the curriculum, and their skills in promoting students' academic and personal development.
4. The extensive extracurricular provision and the effective implementation of the taught curriculum.
5. Successful safeguarding arrangements, the high levels of care provided to students and the quality of the premises.
6. Leaders' establishment of a fully inclusive school that supports and promotes UAE and Emirate priorities.

### Key areas for improvement

- Raise students' achievement in Arabic language, so that it matches the outstanding achievement found in other subjects by:
  - developing Arabic first language (AFL) students' speaking skills using standard Arabic
  - supporting Arabic second language (ASL) students' skills to write extensively
  - improving the quality of teaching so that it matches the consistently outstanding standards found in other subjects.
- Promote students' skills to be fully independent and self-reliant learners by:
  - improving students' skills to reflect on their own learning, set themselves challenging targets for improvement and initiate innovative and enterprising ways to achieve goals
  - adapting lessons and the taught curriculum to provide students with more opportunities to independently self-review and plan their own learning.





## Performance Standard 1: Students' Achievement

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

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<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is outstanding and has improved since the previous inspection.</li><li>• School assessments indicate outstanding attainment in all phases.</li><li>• In lessons and in students' work, attainment is outstanding in all phases. Most students' knowledge and understanding of Islamic faith, teachings and values are above curriculum expectations. For example, younger students can critically analyse verses of the Holy Qur'an related to Halal and Haram and relate these to traditional Islamic law. Older students are skilful at describing Islamic teachings about Riba in trade and business. Students' skills to master 'Tajweed' rules when reciting are less well developed overall.</li><li>• All groups make outstanding progress.</li></ul>
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<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in AFL and ASL is very good overall and has improved since the previous inspection. The majority of students now attain levels above curriculum standards.</li><li>• Year 12 MoE examination results indicate outstanding attainment.</li><li>• AFL students' attainment is good in primary and middle phases. They have well-developed conversation, reading and writing skills. For example, students can use grammar rules and write Harakat accurately. In high phase, attainment is acceptable but their conversational skills using standard Arabic are less well developed.</li><li>• ASL students' attainment is very good in primary phase and good in middle and high phases. Students conduct conversations skilfully and they can extract meanings from new texts. However, students' extended writing skills and their accurate use of spelling punctuation and grammar are relatively less well developed in middle phase.</li><li>• All groups of students make the same relative progress. In primary ASL, students' progress is outstanding.</li></ul>
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<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is outstanding overall. It has improved since the last inspection.</li><li>• School internal assessments indicate outstanding attainment.</li><li>• In lessons and in students' work, attainment is outstanding. In primary phase, nearly all students attain above curriculum standards in their understanding of national identity, values and ethics. For example, they can critically analyse and explain the impact of important decisions taken during the founding of the nation. Middle phase students demonstrate highly developed knowledge and understanding of government and the national economy. For example, they can debate the impact of the globalisation of trade and the effects immigration has on UAE society and the economy. Students' skills to further extend their learning when using maps to locate and describe wider regional features are marginally less well developed.</li><li>• All groups make outstanding progress.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is outstanding and most children in the FS and students in the school attain above curriculum standards.</li><li>• External tests and international examinations indicate students' attainment is outstanding.</li><li>• In lessons and their recent work, students' attainment is outstanding. Most children and students speak purposefully using extensive vocabulary. They can read for comprehension across a wide range of genre, and older students can articulate sophisticated personal and critical responses to poems, plays and novels. Students can employ interesting and varied vocabulary to bring their writing to life and they can accurately apply spelling, punctuation and grammar rules. A few students' skills in contributing to discussions are less well developed when their English-speaking skills are less strong.</li><li>• All groups of students make outstanding progress.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is outstanding overall. This is an improvement from the previous inspection.</li><li>• Internal assessments and international examinations indicate outstanding attainment.</li><li>• In lessons and in students' work, attainment is outstanding. Year1 children develop a wide range of mathematical skills quickly, for example they can calculate prices and count in multiples. Students have extensive knowledge of theory and highly developed mental mathematics skills. They can apply mathematical process accurately, compare and evaluate between mathematical techniques and describe how mathematics is used in the world. Students' skills to independently identify mathematical approaches when solving complex problems are marginally less well developed.</li><li>• All groups of students make outstanding progress.</li></ul>



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<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is outstanding overall. Achievement has improved in all phases.</li><li>• School assessments and a range of international assessments indicate outstanding attainment.</li><li>• In lessons, attainment is outstanding in all phases. FS children can investigate and describe the world around them using accurate science vocabulary, and make predictions independently. Students quickly develop thorough theoretical knowledge and can describe technological and natural processes successfully. For example, younger students can explain in detail the function of plant organs and how electrical circuits operate. Older students have comprehensive biology, physics and chemistry knowledge and can use this to describe the world expertly. Students' skills to independently devise and conduct complex investigations are marginally less well developed.</li><li>• All groups of students make the same outstanding progress.</li></ul>
<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is outstanding.</li><li>• International examinations indicate that attainment is outstanding in other subjects overall.</li><li>• In lessons and their recent work, students make outstanding progress. For example, FS children can independently use computers to simulate historical events in the UK and students of all ages can use a wide range of resources skilfully to create high-quality art work. In music, students in all phases develop high levels of expertise in singing and playing instruments and they can create their own musical compositions. In physical education (PE), children can control their movements very well and older students can plan and play strategically.</li><li>• Occasionally in other subjects, a few students' relatively lower English-speaking skills hinder their progress towards the very highest levels of attainment. Students enjoy speaking and acting in drama and their well-developed dramatical skills support their speaking very well here.</li><li>• All groups of students make the same outstanding progress.</li></ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students are highly responsible learners. They take to new tasks readily and persevere to complete their work to the highest standards. They willingly reflect on their work and respond well to feedback.</li><li>• Students are highly adept at working in teams. They can agree goals, delegate responsibilities and take roles. Students can communicate and collaborate very effectively.</li><li>• Children and students make thoughtful links between their knowledge and the world around them. They regularly use learning technologies to support their research and preparation for lessons. Children in FS can initiate their own learning. Students are not yet independently initiating their own learning to the same extent.</li></ul>



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<b>Subjects</b>	<b>Relative Strengths</b>	<b>Areas of Improvements</b>
<b>Islamic Education</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of Islamic faith, teachings and rules.</li> <li>• Understanding of Holy Qur'an verses.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently accurate recitation following 'Tajweed' rules.</li> </ul>
<b>Arabic</b>	<ul style="list-style-type: none"> <li>• AFL students' well-developed listening, comprehension, reading and writing skills</li> <li>• ASL students' listening, speaking and reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• AFL students' speaking skills using Standard Arabic.</li> <li>• ASL students' extended writing skills.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Understanding of national identity, values and ethics.</li> <li>• Understanding of government and the national economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Map skills to further extend learning about the local region.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Children's highly developed English language skills.</li> <li>• Students' very well-developed reading and writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• A few students' skills to articulate their ideas confidently in discussions held in English.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Children's accurate use of mathematical processes and strategies to calculate.</li> <li>• Students' skills in applying mathematical understanding to real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent application of mathematical knowledge when solving complex problems.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Children's understanding and knowledge of the world around them.</li> <li>• Students' understanding of science theory and their use of theory to describe technological and natural processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills to independently plan and conduct complex science investigations.</li> </ul>
<b>Other subjects:</b>	<ul style="list-style-type: none"> <li>• Children's and students' attainment and progress in other subjects.</li> <li>• Skills in drama, arts, sports and music.</li> </ul>	<ul style="list-style-type: none"> <li>• A few students' skills in speaking in English confidently in other subjects to support their higher attainment.</li> </ul>
<b>Learning skills</b>	<ul style="list-style-type: none"> <li>• FS children's skills in initiating their own learning.</li> <li>• Students' skills in collaborating and using learning technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' skills to be fully independent and self-reliant learners.</li> </ul>



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

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

- Students' personal and social development is outstanding, and their innovation skills are very good. Students respond very well to the high expectations communicated by teachers and school leaders. Students' behaviour is exemplary. They consistently follow the 'Cranleigh Values' code and this supports their high levels of personal development.
- Students are caring and considerate. They are fully aware of the needs of others and offer help quickly to their peers. Students' consistently respectful relationships with adults directly support successful teaching and learning.
- Attendance is outstanding at over 98%, and students are punctual. Students make consistently healthy choices and their knowledge of how to stay safe, including when online, is thorough.
- Students have a deep appreciation of how Islamic values influence the UAE. They regularly initiate events which support national celebrations, including through innovating operatic projects, and their knowledge of how Emirati culture has developed over time is comprehensive. Students are knowledgeable of their own and other cultures around the world and can describe similarities and differences between cultures in detail.
- Students regularly initiate, plan and carry out voluntary community contributions. They lead events to raise funds for charities and regularly volunteer to support local sporting events. Students' involvement in the International Renewable Energy Agency (IRENA) strongly promotes their knowledge of environmental sustainability and other global concerns.
- Students' work ethic is outstanding, and they take personal responsibility for the quality of their work. Students' innovation and entrepreneurial skills are well supported in extracurricular provision, and children in the FS are particularly adept at initiating their own learning in lessons. Students are less confident to take fully independent steps to initiate their own learning in innovative and enterprising ways in primary, middle and high.

### Areas of Relative Strength:

- Students' behaviour, attitudes and their relationships with others.
- Students' understanding and appreciation of Emirati culture, heritage and Islamic values.

### Areas for Improvement:

- Students' skills to be fully self-reliant and independent learners.



## Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The overall quality of teaching and assessment is outstanding. Teachers have secure subject and curriculum knowledge and a highly developed understanding of how children and students learn. Teachers provide inspiring learning environments through their use of displays, technology and carefully chosen resources.
- Teachers plan innovative and imaginative lessons that stimulate students' interests and engagement. They use time and resources efficiently to promote all students' learning. Their highly successful interactions with students ensure that students are continually focused on learning.
- Teachers are skilful at posing questions which promote discussion and debate. They regularly provide opportunities in lessons for students to critically analyse and use new learning to solve problems. FS teachers support children's self-initiation of learning very well but teachers in other phases are not yet as successful in this respect. The quality of teaching in Arabic language is not yet as consistently high as in other subjects.
- Assessment information, including robust external testing, provides comprehensive information about students' achievements. Teachers use a wide range of well-developed systems including innovative online facilities to analyse the attainment and progress of individuals. They make full use of this information to plan lessons and identify specific areas of performance that need improving.
- Students receive regular and helpful feedback about their work. Occasionally, teachers do not check that students have responded to their feedback to plan their own next steps.

### Areas of Relative Strength:

- Teachers' subject knowledge and their understanding of the curriculum.
- Teachers' skills to plan lessons which promote students' academic and personal development.

### Areas for Improvement:

- Consistent development of students' independence and initiation of improvements to their own learning.
- The quality of teaching in Arabic language so that it consistently matches the outstanding quality found in other subjects.



## Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The overall quality of the curriculum is outstanding. The curriculum is highly developed and fully meets the requirements of the English National Curriculum and other statutory requirements. The curriculum is aligned to school, national and Emirate priorities and supports the Abu Dhabi 2030 vision.
- The curriculum is very well planned, and ensures structured progression in all subjects and across all phases so that students are fully prepared for the next phase of their education.
- All students are provided with choices to develop their interests. For example, FS children can choose between multiple ways to learn through play and exploration, students can choose between language courses and older students have many choices at IGCSE and A-level.
- Meaningful cross-curricular links are purposefully planned and these support students' highly developed knowledge of Emirati heritage and UAE culture. Cross-curricular links enable students to transfer skills between subjects successfully, for example between mathematics and art.
- The school conducts regular and rigorous curriculum reviews to ensure provision meets students' academic and personal development needs. Teachers regularly modify and adapt curriculum and lesson plans to ensure they align with the learning needs of groups and individual students.
- The imaginative and extensively developed extracurricular offer provides plentiful opportunities to develop enterprise, innovation, creativity and social contribution. While the taught curriculum is highly successful in developing students' academic and personal development, it is not yet as successful in developing students' skills to independently review and initiate their own learning.
- Opportunities for students to learn about UAE culture and society are embedded throughout all aspects of the curriculum and the 'My Identify' programme is highly successful in developing students' knowledge and understanding of Emirati heritage.
- In moral education, students receive weekly lessons which are supported by thought-provoking school assemblies. The programme fully meets requirements and supports students' personal development very well.

### Areas of Relative Strength:

- The highly effective implementation of the taught curriculum.
- The extensive extracurricular provision.

### Areas for Improvement:

- Curriculum adaptations to support students as fully independent learners.





## 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The overall quality of protection, care, guidance and support for students is outstanding. Cranleigh's system of 'five layers of pastoral care' promotes highly effective safeguarding and child protection routines which are detailed clearly in the school's policies. Staff, students and parents are fully aware of these. School processes ensure that students are kept safe, including when using the internet, and know how to ask for help.
- Health and safety arrangements are comprehensive and include valuable contributions from the students' health and safety committee. Supervision arrangements are very effective. The school premises and equipment provide an excellent learning environment and are maintained to the highest standards.
- Students' physical and mental well-being are very well supported through carefully designed health awareness programmes. The promotion of relationships is highly effective. As a result, students enjoy coming to school and this supports their outstanding attendance.
- The school is vigilant of students' needs and proactively implements systems to identify any SEN or G&T students. Exceptional support is provided by teachers and assistants in the specialist facilities and classrooms. As a result, all students make the same outstanding progress in lessons. Extracurricular provision supports and enhances students' gifts and talents fully.
- Academic and personal guidance for students is successfully implemented through regular discussions with tutors and information on the school's portal. Older students receive comprehensive information about career choices to prepare them for their futures. Guidance to enable students to take fully independent steps to lead their own learning is a developing feature of provision.

### Areas of Relative Strength:

- Successful safeguarding arrangements and the high levels of care provided for students.
- The quality of the premises and equipment.

### Areas for Improvement:

- Consistent high-quality guidance to enable students to be fully independent learners.



## Performance Standard 6: Leadership and management

### Indicators:

<b>The effectiveness of leadership</b>	Outstanding
<b>Self-evaluation and improvement planning</b>	Outstanding
<b>Partnerships with parents and the community</b>	Outstanding
<b>Governance*</b>	Outstanding
<b>Management, staffing, facilities and resources</b>	Outstanding

- The overall quality of leadership and management is outstanding. Leaders have established a highly effective and fully inclusive school which supports Emirate and UAE priorities. Leaders, including the principal, promote an ambitious vision. They have raised the quality of provision to the highest levels through their consistent communication of best practices in teaching and learning. Leaders recognise that further improving the quality of teaching in Arabic language and supporting students' skills as fully independent and self-reliant learners are priorities for development.
- Morale throughout the school is very high because effective delegation and clear communication results in leaders at all levels being secure about their roles. This builds outstanding capacity to sustain the highest standards.
- Self-evaluation processes are extensive, highly accurate and include the use of robust externally benchmarked international assessments. School improvement planning is highly effective at driving improvements and leaders at all levels are thoroughly aware of their roles.
- Parents are enabled to be effective partners in their children's education; they regularly visit the school and provide their views to support self-evaluation and development planning. Innovative communication methods ensure that parents are very well informed about school life and regular reporting helps parents to support their children's learning through highly personalised advice and guidance about their children. The school has an extensive range of national and international partners, including in the UK.
- Recent ownership changes have been successfully managed and has enabled the Board of Trustees to maintain and develop its role as a governing body effectively. The Board includes representatives from all stakeholder groups, including parents, and regularly holds school leaders to account through formal performance management processes. The Board provides highly effective support and challenge to school leaders which has directly led to recent school improvements.
- Carefully communicated and well understood daily routines ensure the school day runs without interruptions. Staff are well qualified and deployed effectively, and professional development programmes support high-quality teaching in all subjects.
- The premises are maintained to the highest standards and extensive specialist facilities, including sports, music, art, technology and science facilities, are used efficiently to support students' learning. Students and teachers benefit from a wide range of resources and make effective use of computers and the extensive range of texts and manipulatives. Provision in the FS is very well-developed, and supports children's independent learning through play and exploration.
- The school applies a wide range of external international assessments, including IGCSE and A-level examinations and other tests related to the English National Curriculum. Across the school, external examinations provide robust benchmarked attainment levels which compare students' attainment to the UK and internationally. The school support students in the Question-a-Day initiative for the introduction of TIMSS testing.



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**Areas of Relative Strength:**

- Leaders' establishment of a fully inclusive school which supports and promotes UAE and Emirate priorities.
- Highly accurate self-evaluation and effective improvement planning.

**Areas for Improvement:**

- Leaders' promotion of best practices in teaching and learning in Arabic language so that the quality of teaching consistently matches the very high levels found in other subjects.

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