



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

Inspection  
report of

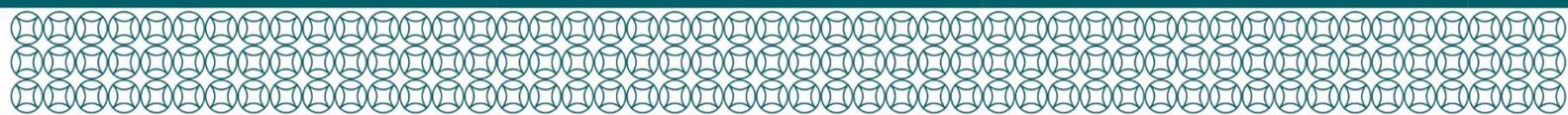
**Liwa International School**

Overall  
Effectiveness

**Very Good**

Academic  
Year

**2019/20**





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## School Information

School Profile			
School Name:	Liwa International School		
School ID:	9163	School phases:	KG1 to Grade 12
School Council:**			
School curriculum:*	American	Fee range and category*	AED 16,870 to AED 30,460 (medium to high)
Address:	Falaj Hazaa Al Ain	Email:	9163@adek.gov.ae
Telephone:	+971 (0) 37810444	Website:	www.liwaschool.ae

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

Staff Information			
Total number of teachers	162	Turnover rate	21%
Number of teaching assistants	67	Teacher- student ratio	1:16

Students' Information				
Total number of students	2597	Gender	Boys and girls	
% of Emirati students	90%	% of SEN students	4%	
% of largest nationality groups	Egypt 2%, Jordan 2%, Oman 2%			
% of students per phase	<b>KG</b>	<b>Primary</b>	<b>Middle</b>	<b>Secondary</b>
	16%	41%	28%	15%

Inspection Details			
Inspection Hijri dates from:	25/05/1441	to	28/05/1441
Inspection Gregorian dates from:	20/01/2020	to	23/01/2020
Number of lessons observed:	140	Number of joint lessons observed:	34



## The overall performance of the school:

- The school was opened in 1992. A new principal was appointed in 2019 and the governing board reconstituted. Teachers' turnover is high.
- The overall performance of the school is very good. Teaching is overall very good due to detailed lesson planning and differentiated, engaging activities. Governance and school leadership at all levels are very good, due to rigorous self-evaluation and school improvement planning. This is leading to very good students' achievement overall. Outstanding attendance reflects students' positive attitudes and relationships.

## Key areas of strength and areas for improvements:

### Key areas of strength

- Students' achievement in Arabic and English.
- Students' relationships with each other and staff, and their attendance.
- Respect for UAE heritage and culture and appreciation of Islamic values throughout all aspects of school life.
- Lesson planning and engaging activities to meet the needs of all students.
- The vision, direction, and commitment of governors, the new principal, and his senior and middle leaders.

### Key areas for improvement

- Improve students' achievement in Islamic education and science in Middle and High phases, mathematics and Islamic education in Primary and social studies in Middle phase by:
  - providing further professional development for staff in these subjects on how to match activities in lessons to the age group and needs of students
  - learning from the good practice of other colleagues, both in the department and the school
  - providing more practical and experimental work for students in science
  - supporting students in Islamic education to improve their recitation and application of Tajweed rules and ensuring that technology is used effectively in Primary
  - providing more opportunities for students in mathematics in Primary to solve word problems and fractions.
- Offer a wider range of curricular choices by:
  - providing more electives in High covering humanities, the arts, and vocational subjects
  - providing more opportunities for students to develop their enterprise and entrepreneurial skills
  - surveying student opinion on subject choice
  - researching the curriculum options implemented in other US curriculum schools, both in the USA and UAE



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- reviewing and developing procedures for academic guidance counselling in Middle and High
- providing larger classrooms and appropriate facilities to deliver a wider curriculum.



## Progress made since last inspection and capacity to improve

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- The school has made very good progress in addressing all the recommendations in the previous report. It has improved students' achievement, teaching and assessment, and leadership and they are now very good.
- Teachers' questioning skills have improved and as a result, students' higher-order thinking skills and problem-solving skills are now very good.
- Leaders have reviewed the transition process from Primary to Middle thus ensuring the teaching of boys in Grades 4 to 7 meets their needs. As a consequence, they have improved students' performance in the upper primary and lower Middle in most subjects. The number skills and word problem-solving in primary remain less secure.
- Overall, school leaders' capacity to innovate and improve the school further is very good.



Performance Standard 1	Students' Achievement		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> <li>Students' achievement is very good overall. It is good in Islamic education overall, science in Middle and High, and mathematics in Primary.</li> <li>Most groups, including students with special educational needs (SEN), make better than expected progress.</li> <li>Students are engaged, keen to learn and work collaboratively. They apply their learning to real-life situations and problems effectively. They use technology in almost all classrooms, but relatively less so in Primary.</li> </ul>		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>Students' relationships with each other and with their teachers and adults are outstanding. They are respectful, polite, empathetic and sensitive to the needs of others. Attendance is outstanding.</li> <li>Their respect for the heritage and culture of the UAE is outstanding. They initiate and volunteer for a wide range of cultural activities.</li> <li>Enterprise and entrepreneurial activities are less developed.</li> </ul>		

Performance Standard 3	Teaching and Assessment		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> <li>Teaching has improved. Teachers' planning is detailed and thorough with the aim of ensuring that different groups of students achieve well and make very good progress.</li> <li>Teachers use a wide range of effective assessment strategies to check understanding and promote deep thinking although inconsistent.</li> <li>Teaching promotes critical thinking, problem-solving and innovation skills and makes effective links to UAE context.</li> </ul>		

Performance Standard 4	Curriculum		
Judgment	Very Good	Change from previous inspection	No Change



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<b>Justifications</b>	<ul style="list-style-type: none"> <li>The curriculum is very good. Cross-curricular links are meaningful and planned purposefully. Links with Emirati culture and UAE society are outstanding.</li> <li>Well targeted curriculum modification meets the different needs of groups and individual students.</li> <li>Subject options, particularly for older students are limited.</li> </ul>
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<b>Performance Standard 5</b>	<b>The protection, care, guidance and support of students</b>		
<b>Judgment</b>	Very Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>Behaviour management and staff-student relationships are now outstanding across the school.</li> <li>The promotion and management of attendance have improved to outstanding since the last inspection.</li> <li>There are rigorous procedures for the identification of SEN and gifted and talented (G&amp;T) students. However, provision for academic counselling is not as comprehensive.</li> </ul>		

<b>Performance Standard 6</b>	<b>Leadership and management</b>		
<b>Judgment</b>	Very Good	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The new principal and the owner share a vision and aim to provide an outstanding education. Their inspiration and ambition are shared by, and impact on, the whole school community.</li> <li>There are systematic and rigorous processes of self-evaluation and school development planning which are bringing about sustained improvement.</li> <li>Premises and facilities at present restrict curriculum choice for students.</li> </ul>		



## Performance Standard 1: Students' Achievement

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



<b>Islamic Education</b>	<ul style="list-style-type: none"> <li>Students' achievement in Islamic education is good overall. It is very good in KG. In lessons and over time, the majority make better than expected progress, and the large majority in KG.</li> <li>Overall attainment is good. It is very good in KG. Attainment in Grade 12 MoE examinations is outstanding. Internal assessment indicates that overall attainment is outstanding. This is not reflected in lessons, where the large majority attain above curriculum standards in KG and the majority in other phases.</li> <li>Children can recite short Surah confidently in KG. They show a very good understanding of the teaching of the Prophet through the Hadeeth. They develop deep understanding through stories and role play. Primary students develop a good understanding of Islamic etiquettes and values and how to apply them to their daily lives. Few had difficulties in reciting and explaining Hadeeth. In Middle and High, students have a good understanding of Islam and its history. They can recite Surah, however, not all students follow the Tajweed rules.</li> <li>The majority of groups make above expected progress, including those with special educational needs.</li> </ul>	
	<b>Relative Strengths</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"> <li>KG children deep understanding of prescribed Hadeeth.</li> <li>Students' understanding of Islamic etiquette, manners, and values in Primary and Islamic history in Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' recitation skills following Tajweed rules.</li> <li>Fluent recitation and deep understanding of Hadeeth for few students in Primary.</li> </ul>
<b>Arabic</b>	<ul style="list-style-type: none"> <li>Students' achievement in Arabic as both first (AFL) and second (ASL) language is very good. In lessons and over time, the large majority of students make better than expected progress in AFL and ASL.</li> <li>Attainment is very good in AFL and ASL. MoE examinations in Grade 12 indicate that attainment is outstanding. Internal assessment indicates very good attainment overall which is borne out in lessons and in students' work.</li> <li>KG children make very good progress in developing listening, comprehension and speaking skills. Across the school, students develop very good skills in speaking, reading, understanding and writing. These skills accelerate as AFL students move up the school. By the end of Primary, students show secure grammatical rules, read fluently with expression, and construct sentences accurately. In Middle and High, students discuss the main themes in literary text confidently, debate and can make suggestions. ASL students demonstrate very good listening and speaking skills, however, the reading skills for a few students are less secure. Students write correctly and at length particularly in High. Extended and creative writing is less secure particularly for the more-able.</li> <li>In both AFL and ASL, most groups of students make above expected progress including SEN students.</li> </ul>	
	<b>Relative Strengths</b>	<b>Areas of Improvement</b>



	<ul style="list-style-type: none"><li>• KG Children speaking, listening and comprehension skills.</li><li>• Students' reading skills in AFL in Primary and reading comprehension in Middle and High.</li><li>• Listening and speaking skills in ASL.</li></ul>	<ul style="list-style-type: none"><li>• Students' extended writing skills in AFL and ASL</li><li>• Reading skills in ASL for a few students.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is very good overall. It is good in the Middle. In lessons and over time, the large majority of students make better than expected progress.</li><li>• Attainment is very good. School internal data indicates outstanding attainment. This is not borne out in lessons, where the large majority attain above curriculum standards in KG and Primary and the majority in Middle.</li><li>• Across the school, students develop a good understanding of UAE geography and history. In KG, children show very good knowledge about UAE and the seven emirates. In Primary, they develop a very good understanding of the UAE government structure and the factors that impact the distribution of population in UAE. They can read directions on a map, but few cannot identify locations accurately. In Middle in geography, students discuss contemporary issues such as; pollutions and unemployment and suggest solutions on how to protect the environment in the UAE. Their extended knowledge about the impact globally is less secure.</li><li>• Most groups make above expected progress in KG and Primary but only the majority in Middle.</li></ul>	
	<b>Relative Strengths</b> <ul style="list-style-type: none"><li>• Students' understanding of UAE geography and history in Primary.</li><li>• Students' knowledge in geography particularly about the UAE environment in Middle.</li></ul>	<b>Areas of Improvement</b> <ul style="list-style-type: none"><li>• Few students' abilities to identify locations on maps in Primary.</li><li>• Students' extended knowledge in making links to the world in Middle.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement is very good. In lessons and over time, the large majority make better than expected progress.</li><li>• Attainment is very good. External MAP data indicates that most students attain at or above the UAE mean and the majority attain at or above the international mean. Internal data indicates attainment is very good overall and this is borne out in lessons and students' work where the large majority are working above curriculum standards.</li><li>• Students make very good progress as they move through school. In KG, Children develop clear speaking and communication skills. They can write short meaningful sentences. In Primary, they can write arguments to support claims with clear reasoning and correct grammar. In Middle, they can comprehend and critically analyse a wide variety of text and poetry. Speaking for few students lacks confidence and fluency particularly boys. In High, their comprehension and analytical skills allow them to critique challenging texts.</li><li>• Most groups make above expected progress.</li></ul>	
	<b>Relative Strengths</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>• Grammatically correct writing with clear reasoning and excellent handwriting skills in Primary.</li><li>• Comprehension and critical analysis of texts in High.</li></ul>	<ul style="list-style-type: none"><li>• Students' speaking skills for a few students, particularly boys in Middle.</li></ul>

<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is very good overall. It is good in Primary. In lessons and over time, a large majority make better than expected progress and a majority in Primary.</li><li>• Overall attainment is very good. It is good in Primary. External MAP data indicates that most students attain at or above the UAE mean and the majority attain at or above the international mean. In lessons observed and students' work, the large majority in KG, Middle and High are working above curriculum standards and the majority in Primary.</li><li>• In KG, children develop very good skills in number and measurement. They recognize patterns, use manipulatives to measure the height of containers and discuss their findings. In primary, students continue to develop their number skills, but they are insecure in the application of fractions. Their mathematical reasoning skills to solve word problems are underdeveloped. In Middle, students effectively use mathematical conceptualization to solve problems. In High, students apply the quotient rule to solve word problems and communicate their learning effectively. Students' skills in using mathematical apps and mental mathematical skills are strong.</li><li>• Most groups of students make above expected progress. Only the majority make above expected progress in Primary.</li></ul>	



	<b>Relative Strengths</b> <ul style="list-style-type: none"><li>• Students' mathematical mental skills.</li><li>• Students' skills in using mathematics apps</li></ul>	<b>Areas of Improvement:</b> <ul style="list-style-type: none"><li>• Students' ability to solve word problems in Primary.</li><li>• Students' understanding and application of fractions in Primary.</li></ul>
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<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is good overall. It is very good in KG and Primary. The majority make above expected progress and the large majority in KG and Primary.</li><li>• Overall attainment is good. MAP data indicates that most students attain at or above the UAE mean and the large majority attain at or above the international mean. Internal data indicates good overall attainment. In lessons and students' work, the large majority are working above curriculum standards in KG and Primary and the majority is in Middle and High.</li><li>• KG children develop a very good understanding, investigation and exploration skills. For example, they investigate through various activities including trying clothes and technology how seasons affect what they wear. Primary students develop a very good understanding and investigation skills in life science. For example, they hypothesise, investigate pictures of animals and use technology to sort animals. In Middle, students use the periodic table confidently to write formulas. In High, students draw electrical circuits using online simulation. Scientific knowledge is well developed, however, students' practical scientific investigation and reporting skills are inconsistent in Middle and High.</li><li>• The majority of groups make above expected progress in Middle and High and most groups in KG and Primary.</li></ul>	
	<b>Relative Strengths</b> <ul style="list-style-type: none"><li>• Scientific knowledge across the school.</li><li>• KG children and Primary students' investigation and exploration skills</li></ul>	<b>Areas of Improvement</b> <ul style="list-style-type: none"><li>• Enquiry and application of scientific skills in practical investigations, particularly in Middle and High.</li><li>• Scientific reporting skills in Middle and High.</li></ul>



Other subjects	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is very good. The large majority make better than expected progress over time.</li><li>• Attainment is very good. The school's internal assessment data indicates very good attainment. In lesson observations and students' work show the large majority of students are working above curriculum standards.</li><li>• Students' use of information and communications technology (ICT) in lessons contributes effectively to their learning and progress. In subjects such as business studies, media studies and design technology (DT), students make very effective use of digital software applications. Students work well in teams, particularly in physical education (PE), and are creative in their artwork. Students' problem-solving skills are developed well through work on innovation projects. The quality of primary students' written French is variable.</li><li>• Most groups make above expected progress.</li></ul>			
	<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"><li>• Students' progress and development of skills in art and PE.</li><li>• Students' use of ICT as a learning tool particularly in business, media studies, and DT.</li></ul></td><td><ul style="list-style-type: none"><li>• The quality of a minority of students' written French in Primary.</li></ul></td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none"><li>• Students' progress and development of skills in art and PE.</li><li>• Students' use of ICT as a learning tool particularly in business, media studies, and DT.</li></ul>
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Learning Skills	<ul style="list-style-type: none"><li>• Students' learning skills are very good overall.</li><li>• Students are engaged in almost all lessons and take responsibility for their own learning in a collaborative learning culture, due to the effective use of Kagan techniques.</li><li>• Students make effective links between areas of learning particularly in KG and apply their learning to real-life situations effectively.</li><li>• Students' critical thinking, problem-solving and use of technology are embedded particularly in Middle and High to support learning but are less strong below Grade 4.</li></ul>			
	<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"><li>• Engagement and students' responsibility for their own learning and a collaborative learning culture.</li><li>• Application of learning to real-life situations.</li></ul></td><td><ul style="list-style-type: none"><li>• Students' use of technology in the lower Primary.</li></ul></td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none"><li>• Engagement and students' responsibility for their own learning and a collaborative learning culture.</li><li>• Application of learning to real-life situations.</li></ul>
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<ul style="list-style-type: none"><li>• Engagement and students' responsibility for their own learning and a collaborative learning culture.</li><li>• Application of learning to real-life situations.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of technology in the lower Primary.</li></ul>			



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very 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	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development and their innovation skills are very good.
- Students have positive and responsible attitudes. They are self-reliant. They work together to resolve differences. Bullying is very rare. Students are sensitive and show empathy to the needs and differences of others. They are always willing to help each other. There is a whole school ethos of collaboration which is fostered by the extensive use of Kegan strategies in almost all classrooms. They demonstrate a secure understanding and adoption of safe and healthy living. Attendance is outstanding, at 99%.
- Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. Male students pray "Salat Al Duhr Jma'a" every day in the playground. Students know, understand and respect the Islamic values and traditions, and heritage of the UAE. They participate in the My Identity Program. They have a clear understanding and appreciation of their own culture and other cultures. Their understanding of other world cultures is less secure.
- Students participate willingly in activities that have positive effects on the school and wider communities. As volunteers, they sometimes initiate and lead activities to make worthwhile social contributions, such as fundraising activities.
- Students show a very positive work ethic. They care for the school environment by keeping it clean inside classrooms and in the playgrounds. They show a very good understanding and awareness of ecology, conservation, and sustainability. For example, they celebrate Earth Day and World Day of Water and participate in Houbara conservation activities.
- There is work experience for high school students. A wide range of well-planned projects and activities helps them acquire innovative and creative skills. Students' involvement in enterprise and entrepreneurial activities is limited in all phases.

### Areas of Relative Strength:

- Students' respect and understanding of the heritage and culture of the UAE.
- Students' attendance and their relationships with each other and with their teachers and adults.

### Areas for Improvement:

- Students' involvement in enterprise and entrepreneurial projects and their understanding of other world cultures.



## Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	Very Good	Very Good	Very Good	Very Good
<b>Assessment</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>• The overall quality of teaching and assessment is very good.</li><li>• Teachers have strong subject knowledge and successfully apply it.</li><li>• Time and resources including learning technology are used effectively to accelerate progress including in KG. Learning technology is less used in primary.</li><li>• Most teachers use open-ended, targeted questions that require students to think and provide detailed responses. But this practice is not always consistent.</li><li>• Teachers plan well-thought-out and engaging learning activities which ensure that the needs of different groups of students are met. Lesson plans typically identify differentiated learning outcomes. For example, SEN students might be provided with word frames or simplified texts, whereas G&amp;T students are provided with extension activities.</li><li>• The large majority of lessons promote critical thinking, problem-solving, independence and innovation. Innovation features in lessons throughout the year and is linked to the UAE National Innovation Strategy. For example, girls investigating how robotics can save the environment or how a future UAE house might be built on Mars.</li><li>• The school uses internal assessment data to track students' progress and teachers have a clear view of where students are in their learning against the curriculum standards.</li><li>• The school uses a range of external assessments, such as MAP, MasteryConnect and CAT4. Information from this benchmarking is used well to set targets, measure progress and adapt teaching.</li><li>• Teachers regularly give students individual verbal feedback. Written feedback is always formative. Students frequently assess their peers and self-assess, grading and setting their own targets.</li></ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"><li>• Teachers' planning is detailed and ensures that different groups make very good progress</li><li>• Teachers use a wide range of effective assessment strategies.</li></ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"><li>• Greater consistency in the use of open questioning and the use of technology in Primary.</li></ul>				



## Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	Very Good	Very Good	Very Good	Very Good
<b>Curriculum adaptation</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>• The overall quality of the curriculum is very good. The school's rationale is clear as an American school following California Common Core Standards, the Next Generation Science Standards.</li><li>• The curriculum is effectively planned to ensure progression in all subjects and at phase transitions. The school offers a range of curricular options, however, for older students these are insufficient. The use of curriculum maps has systematically produced meaningfully planned cross-curricular links. For example, the "Crime-Scene-Project" effectively linked English and biology, while enhancing students' critical-thinking skills.</li><li>• The school conducts regular reviews of the curriculum. The school is very successful in modifying the curriculum to meet student needs, particularly for SEN, and lower ability student needs.</li><li>• The curriculum is imaginative and opportunities for innovation, creativity, social contribution and using technology are provided. Innovative and coherent learning experiences are embedded in all aspects of the curriculum to enable students to develop a comprehensive understanding of the UAE's culture and society.</li><li>• Teachers use real-life connections such as the Louvre project and the National Identity Gallery in the classroom. The environmental conservation initiative of the Houbara-bird was successfully integrated into the curriculum and students presented what they learned in assemblies. Older students also promote an appreciation for the culture through presentations to the younger students.</li><li>• The curriculum successfully meets moral education requirements. Moral values are well embedded in the school's programme and addressed in specific moral education lessons. The school promotes values of equality, tolerance, caring, and respect.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>• Cross-curricular and UAE links.</li><li>• Curriculum modification to meet the needs of all students.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Curricular options, particularly for the older students.</li></ul>				



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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection/ safeguarding</b>	Very Good	Very Good	Very Good	Very Good
<b>Care and support</b>	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>• The overall quality of protection, care, guidance and support for students is very good.</li><li>• The school has effective child protection and safeguarding policies, of which all staff, parents, and students are fully aware and implement it effectively. Cyberbullying and bullying are rare.</li><li>• Effective policies and procedures ensure the premises are safe and hygienic. CCTV cameras monitor students in and out of lessons. Transport arrangements and supervision ensure students' safety.</li><li>• The buildings and equipment are well maintained. There is detailed record keeping.</li><li>• The premises and facilities are safe and secure and meet the learning needs of all. A minority of classrooms are too small. Ramps, lifts and handicap toilets provide an inclusive physical environment.</li><li>• The school promotes safe and healthy lifestyles well. Monitoring students' health and weight control are effective.</li><li>• Relationships between staff and students are very positive and a strength of the school. Behaviour management is outstanding. Students are encouraged in almost all lessons to work collaboratively and support each other's learning. This helps to promote the caring and respectful ethos of the school. The promotion of attendance and punctuality is highly successful.</li><li>• Processes for the identification of SEN and G&amp;T students are comprehensive and rigorous. Students are supported academically and emotionally by five SEN specialists. G&amp;T students benefit from pace, challenge and differentiated tasks within lessons. Individual education plans (IEPs) contain realistic and specific targets and are regularly updated and shared with teachers.</li><li>• Students' academic and personal development is carefully monitored. Guidance and support are provided by the PACE program, and a university guidance programme, however academic guidance in general and career advice is limited to higher grades</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>• Staff-student relationships and behaviour management.</li><li>• The promotion and management of attendance.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Increased and enhanced provision for academic guidance and counselling.</li></ul>				



## Performance Standard 6: Leadership and management

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

**Areas of Relative Strength:**

- The quality of leadership and management is very good. There are a shared vision and direction by all school leaders, demonstrating a secure knowledge of the curriculum and best practices in teaching. The school has successfully addressed recommendations from the last inspection.
- There are systematic and rigorous processes of self-evaluation and school development planning which is bringing about sustained improvements over time. Leaders know the strengths and weaknesses of the school and the school development plan (SDP) correctly identifies the priorities. The process of creating the self-evaluation form (SEF), involves consultation with all stakeholders. There is effective and systematic monitoring of teaching by senior and middle leaders resulting in improvements over time.
- Partnerships with parents are very good. There is an active Parents' Advisory Group. A variety of communication strategies keeps parents informed about their children's personal and academic progress. All queries and concerns are promptly resolved. The school has strong links with a wide range of local communities, including higher education, and makes sustained contributions to humanitarian projects.
- Governance is very good. There is an effective, representative Board of Governors, who holds senior leaders to account for the school outcomes and student performance.
- The day-to-day management of the school is very good. There is well-qualified staff who benefit from regular professional development. Teaching assistants are not always effectively deployed to support learning. The premises are good but restrict the delivery of a wider curriculum.
- The school promotes international assessments. There is a programme for parents to make them aware of TIMSS and PISA. It is featured in the SDP.

**Areas for Improvement:**

- The vision, direction and commitment of leadership at all levels.
- Processes of self-evaluation and school development planning



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- Premises and facilities to permit a wider curriculum and bigger classroom spaces
- More effective use of teaching assistants in KG and grades 1 to 5.



## Provision for Reading

### Provision for Reading

- The school promotes reading effectively. There are four well-resourced libraries, including an Arabic library supported by the six librarians.
- Reading for comprehension is promoted in English and Arabic classes through a variety of reading programmes – Raz-Kids, Achieve3000, DEAR, and Arabic IRead.
- The school's reading plan is effectively implemented. Targets in both languages are integrated to develop reading skills across all subjects, such as science, as well as into clubs and KG centre activities.
- Staff is trained in the teaching of reading.
- A wide range of activities promote a positive reading environment across the school, for example, 'best reader of the week', reading clubs, key or high-frequency words in lessons, and competitions in reading, poetry, and writing.
- Students' reading capabilities and progress are assessed and tracked by teachers.