



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

Inspection  
report of

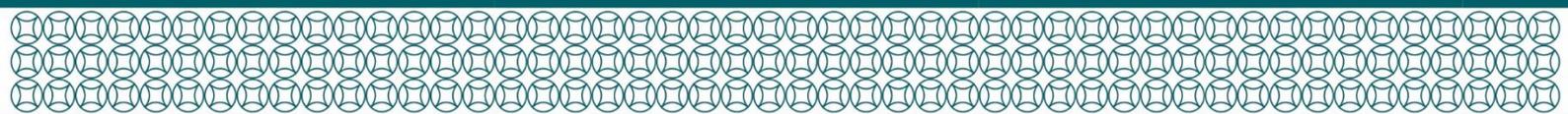
**Aldar Academies-Al Yasmina  
School**

Overall  
Effectiveness

**Outstanding**

Academic  
Year

**2019/20**





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## School Information

School Profile			
School Name:	Aldar Academies-Al Yasmina School L.L.C.		
School ID:	9096	School phases:	KG to Grade 12
School curriculum: *	British	Fee range and category*	AED 44390 to AED 61150 (High to very high)
Address:	Al Raha Gardens Khalifa City Abu Dhabi	Email:	9096@adek.abudhabi.ae
Telephone:	02-5014700 or 02-5014800	Website:	www.alyasminaacademy.sch.ae

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

Staff Information			
Total number of teachers	158	Turnover rate	12%
Number of teaching assistants	55	Teacher- student ratio	1:13

Students' Information				
Total number of students	1999	Gender	Boys and girls	
% of Emirati students	41 %	% of SEN students	6 %	
% of largest nationality groups	UK 13%, Egypt 5%, Jordan 5%			
% of students per phase	<b>KG</b>	<b>Primary</b>	<b>Middle</b>	<b>Secondary</b>
	25 %	38 %	27%	10 %

Inspection Details			
Inspection Hijri dates from:	7/03/1441	to	10/03/1441
Inspection Gregorian dates from:	04/11/2019	to	07/11/2019
Number of lessons observed:	123	Number of joint lessons observed:	29



## The overall performance of the school:

- The school was opened in 2008 and is part of the Aldar group of schools. The principal was appointed within the past year and has restructured the leadership team.
- The overall performance of the school is outstanding. The school has demonstrated improvements in all key areas of provision. Students' achievement is outstanding overall. Students are making better than expected progress in all subjects. This is driven by comprehensive and rigorous teaching and assessment strategies. The assessment data is also used to adapt the curriculum appropriately to meet the needs of all groups of students including those with special educational needs (SEN) and the gifted and talented (G&T). This work is underpinned by outstanding self-evaluation and improvement planning led by strong educational leadership and management.

## Key areas of strength and areas for improvements:

### Key areas of strength

- The outstanding progress made by most students. In particular the achievement of students in English and the sciences.
- The students' personal and social development, their relationships with their peers and teachers and their attitudes to learning.
- The very effective use of comprehensive and rigorous assessment processes which drive improvement throughout the school.
- The expertly planned and delivered curriculum which meets the needs of all groups of students.
- The protection, care, guidance and support of students.
- The leadership at all levels of the school.

### Key areas for improvement

- Continue to improve students' standards in the Arabic-medium subjects and a few subjects at A-level by:
  - providing further opportunities to practise extended reading and writing in Arabic
  - giving greater focus to speaking standard Arabic in lessons
  - providing greater challenge in Arabic-medium subjects to extend the learning of all students, particularly the more able
  - develop a wider range of analytical skills in a few subjects at A-level.



## Progress made since last inspection and capacity to improve

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- School leaders have addressed all the recommendations in the previous inspection report. They have sustained outstanding performance in the standards and improved overall students' achievement.
- Students' achievement has improved in Islamic education, Arabic as a first language (FL), and social studies and are now good overall. Arabic as a second language (SL) remains good overall. English and mathematics have also improved and are now outstanding. Science and other subjects remain outstanding.
- The quality of teaching and assessment is now outstanding overall. The outcomes of the assessment are used to promote students' progress which is outstanding. Students have individualised targets and are independent learners.
- Students' personal and social development, along with the protection, care, guidance and support of students, remain outstanding.
- The school's outstanding curriculum means that students have clear and effective academic guidance and support at all stages in their education.
- Overall, school leaders at all levels demonstrate an outstanding capacity to continue to innovate and improve the school over time.



Performance Standard 1	Students' Achievement		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> <li>Achievement in English, mathematics, science and other subjects is outstanding. It is at least good in Arabic medium subjects.</li> <li>Measures of progress are robust and reliable and indicate outstanding progress over time in most subjects. The progress of all groups of students, including SEN and G&amp;T students, is outstanding.</li> <li>Students' learning skills are outstanding. However, their innovation, use of technology and analytical skills are inconsistent across all the subjects.</li> </ul>		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Outstanding	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>Students' attitudes, behaviour and relationships remain outstanding. They have strong commitment to a healthy lifestyle; attendance is very good.</li> <li>Students demonstrate excellent understanding of Islamic values and respect for the culture and heritage of UAE and are very knowledgeable about other world cultures.</li> <li>Students' environmental awareness is outstanding. Students' innovation and entrepreneurial skills are well developed across the school.</li> </ul>		

Performance Standard 3	Teaching and Assessment		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> <li>Most teachers have an excellent understanding of the curriculum and their subjects and apply it expertly.</li> <li>Lessons are planned meticulously to provide stimulating and motivating learning experiences and to identify how the needs of all students are to be met.</li> <li>Internal assessment processes are very effective in tracking the progress of all students and facilitating individualised support and challenge for all groups of students. This is less evident in Arabic-medium subjects.</li> </ul>		



Performance Standard 4	Curriculum		
Judgment	Outstanding	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>The curriculum has been carefully designed to meet the needs of the school's unique cohort of students, promote their outstanding achievement and develop successful learners.</li> <li>It promotes rapid language acquisition and continuous and progressive learning across a very broad range of subjects and extra-curricular opportunities.</li> <li>The curriculum is regularly reviewed and adapted to raise the achievement of all groups of students and help them to fulfil their ambitions.</li> </ul>		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Outstanding	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>The arrangements to ensure the students are well cared for and supported in a safe and secure environment are very effective and comprehensive.</li> <li>Relationships throughout the school are excellent.</li> <li>The quality of the support provided for SEN and G&amp;T students is outstanding.</li> </ul>		

Performance Standard 6	Leadership and management		
Judgment	Outstanding	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>Leaders set an extremely clear strategic vision and direction for the school.</li> <li>The comprehensive and systematic analysis of internal, and a wide range of external, data informs high quality self-evaluation which has led to improvements in important areas such as student progress.</li> <li>Partnership with parents, influence of governance and day-to-day management is outstanding.</li> </ul>		



## Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Very Good	Acceptable	Acceptable	Acceptable
	Progress	Very Good	Good	Good	Good
* Arabic (as additional Language)	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Very Good
Social Studies	Attainment	N/A	Good	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Very Good	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Very Good	Outstanding
Mathematics	Attainment	Very Good	Very Good	Outstanding	Very Good
	Progress	Very Good	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 good overall. In lessons, in students' work and over time, students make good progress.</li> <li>Attainment is good overall but acceptable in high. Internal data indicates that attainment is outstanding; but this is not borne out in lessons and in students' work.</li> <li>The majority of students make better than expected progress. They gain good understanding in the Islamic faith, Hadeeth, and apply Islamic values in their daily life. High school students do not always demonstrate deep understanding of Islamic concepts. Overall, recitation of the verses of the Holy Quran following Tajweed rules is less well developed, particularly in high phase.</li> <li>The majority of groups make better than expected progress although the progress of more-able students is inconsistent.</li> </ul>	
	<p><b>Relative Strengths</b></p> <ul style="list-style-type: none"> <li>Students' understanding of Hadeeth and making links between Islamic values and daily life.</li> </ul>	<p><b>Areas of Improvement</b></p> <ul style="list-style-type: none"> <li>Students' Quran recitation skills following Tajweed rules, particularly in high phase.</li> <li>Deep understanding of basic Islamic concepts in high phase.</li> </ul>

<b>Arabic</b>	<ul style="list-style-type: none"> <li>Students' achievement in Arabic as a first language (FL) and Arabic as a second language (SL) is good overall; it is very good in KG.</li> <li>Overall, attainment in Arabic (FL) is acceptable, although it is very good in KG. Internal and external assessment data indicates that attainment is at least very good; this is not supported by lesson observations and scrutiny of students' work.</li> <li>In Arabic (FL), the large majority of children in KG make better than expected progress in reading, speaking and writing. They can write their full name, and the large majority can read and write full sentences independently. Students in primary, middle and high phase make good progress in developing their listening, understanding, writing and speaking skills. Their reading comprehension skills are less well developed</li> <li>In Arabic (SL), Attainment is good overall and very good in KG. Progress is good overall, but very good in KG and high phase. Students make good progress in reading, speaking, understanding and writing.</li> <li>The majority of groups of students make better than expected progress across the phases; however, the progress of more-able students in developing their extended reading and writing skills is inconsistent.</li> </ul>	
	<p><b>Relative Strengths</b></p> <ul style="list-style-type: none"> <li>Students' progress in writing particularly in KG.</li> </ul>	<p><b>Areas of Improvement</b></p> <ul style="list-style-type: none"> <li>Students' reading comprehension skills.</li> <li>The progress of more-able students in developing extended reading and writing skills.</li> </ul>



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<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall. The majority of students make better than expected progress in lessons and over time.</li><li>• Attainment is good overall; it is good in primary and acceptable in the middle phase. Internal data shows that attainment is outstanding. But this is not observed in lessons and in students' work.</li><li>• Students gain good understanding of the achievements in the UAE across different sectors, the importance of the Emirates Union and the concept of positive citizenship. However, students' interpretation of geographical maps to extend their learning of the world is not well developed.</li><li>• The majority of groups of students make better than expected progress across the school.</li></ul>	
	<b>Relative Strengths</b> <ul style="list-style-type: none"><li>• Students' knowledge and understanding of the achievements in UAE.</li></ul>	<b>Areas of Improvement</b> <ul style="list-style-type: none"><li>• Students' interpretation of geographical maps to extend their learning of the world.</li></ul>

<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is outstanding overall. Reliable school progress data show that most students make better than expected progress over time.</li><li>• Attainment is outstanding. Internal and external IGCSE data shows that attainment is outstanding overall. This is seen in lessons and in students' recent work, where most students attain levels that are above curriculum standards.</li><li>• Children make outstanding progress throughout the foundation stage where they quickly develop an extensive vocabulary and skill in writing words using the sounds of letters. Throughout the primary phase they become highly skilled writers. By the high phase their continued outstanding progress in reading and writing prepares them well to achieve outstanding results in IGCSE examinations. Their analytical skills in responding to text is less well developed.</li><li>• All groups of students make better than expected progress.</li></ul>	
	<b>Relative Strengths</b> <ul style="list-style-type: none"><li>• Children's vocabulary development.</li><li>• Students' rapid progress in developing creative writing skills through the primary phase.</li></ul>	<b>Areas of Improvement</b> <ul style="list-style-type: none"><li>• Students' analytical skills in responding to texts.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is outstanding overall; it is very good in KG. Reliable external assessment progress data indicates that students make outstanding progress over time.</li> <li>Attainment overall is very good but outstanding in the middle phase. Students' attainment in IGCSE demonstrates improvement and is outstanding.</li> <li>Children in KG are secure in basic number and calculation skills and develop very good skills in mental mathematics. Students make rapid progress through the grades in working with shapes, graphs and unknowns and can apply these skills to solve real world mathematical problems. The small number of students taking A-levels are confident users of complex mathematical relationships and formulae.</li> <li>Most groups of students make above expected progress from their starting points. The progress of most talented students is not accelerated by working on more open-ended tasks.</li> </ul>	
	<p><b>Relative Strengths</b></p> <ul style="list-style-type: none"> <li>KG children's knowledge of basic number and their ability to perform simple calculations.</li> <li>Students' ability to apply their mathematical skills to solve real life problems.</li> </ul>	<p><b>Areas of Improvement</b></p> <ul style="list-style-type: none"> <li>Accelerate the progress of the more able students through more open-ended problem-solving tasks.</li> </ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>Students' achievement in science is outstanding overall. The school has reliable data to demonstrate that most students make outstanding progress over time.</li> <li>Students' attainment in external assessments, including IGCSE and A-level, and in lessons is outstanding overall. Most students attain standards above curriculum expectations. The attainment of children in KG is very good.</li> <li>Children in KG can discuss a range of habitats and describe the animals that live in them. In primary, students gain an outstanding capacity to apply their understanding of the scientific method when designing experiments to test their own hypotheses. They make better than expected progress in biology. Older students gain deep understanding in all the sciences and develop strong skills in performing experiments and conducting independent research; however, this is less strong in chemistry</li> <li>The progress of different groups of students, including SEN, and G&amp;T students, is outstanding.</li> </ul>	
	<p><b>Relative Strengths</b></p> <ul style="list-style-type: none"> <li>Primary students' capacity to apply their understanding of the scientific method when designing experiments to test their own hypotheses.</li> <li>Older students' development of independent research and experimental skills.</li> </ul>	<p><b>Areas of Improvement</b></p> <ul style="list-style-type: none"> <li>Older students' deep understanding and scientific skills in chemistry.</li> </ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is outstanding overall. Attainment against curriculum standards in lessons is outstanding overall.</li><li>• Most students in French and Spanish attain above curriculum standards. Students' comprehension skills are strong and enhanced by their analytical skills. Reading skills are less well developed.</li><li>• PE, Art and drama students make outstanding progress throughout the school, including KG, and reach levels above curriculum standards. In PE, personalized feedback and peer analysis of performance ensures outstanding progress in the development of skills. Students in history develop outstanding skills in analysing evidence sources to explain historic episodes.</li><li>• Students in business studies gain high-level analytical skills. Economics students have a thorough understanding of the mechanics of supply and demand. Students show a wide range of ICT skills which they use to present their work, research and compare different sources of external information.</li><li>• Most groups of students make better than expected progress against curriculum standards.</li></ul>			
	<table border="1" style="width: 100%;"><thead><tr><th style="width: 50%;"><b>Relative Strengths</b></th><th style="width: 50%;"><b>Areas of Improvement</b></th></tr></thead><tbody><tr><td><ul style="list-style-type: none"><li>• Business studies students' high-level analytical skills.</li><li>• Students in history outstanding skills in analysing evidence sources to explain historic episodes.</li></ul></td><td><ul style="list-style-type: none"><li>• Students' reading skills in French and Spanish.</li></ul></td></tr></tbody></table>	<b>Relative Strengths</b>	<b>Areas of Improvement</b>	<ul style="list-style-type: none"><li>• Business studies students' high-level analytical skills.</li><li>• Students in history outstanding skills in analysing evidence sources to explain historic episodes.</li></ul>
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<ul style="list-style-type: none"><li>• Business studies students' high-level analytical skills.</li><li>• Students in history outstanding skills in analysing evidence sources to explain historic episodes.</li></ul>	<ul style="list-style-type: none"><li>• Students' reading skills in French and Spanish.</li></ul>			
<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are outstanding overall. Students are very highly motivated, can think critically and synthesise information with skill to produce work of a high standard in open-ended tasks. Through these tasks they demonstrate the ability to link learning across areas of the curriculum.</li><li>• Students' critical skills are very well developed, and they challenge their own thinking as well as that of others. Students make outstanding progress in most areas and develop the skills and knowledge necessary to become independent and self-managing learners.</li><li>• Students have good research skills but their creativity, innovation, use of educational technology and analytical skills within lessons is inconsistent.</li></ul>			
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<ul style="list-style-type: none"><li>• Students' ability to think critically.</li><li>• Students' increasing ability to be independent learners.</li></ul>	<ul style="list-style-type: none"><li>• Students' creativity, innovation, use of technology and analytical skills in all lessons.</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

- Overall, students' personal and social development, and their innovation skills are outstanding.
- Students' attitudes to learning and behaviour throughout the school are excellent. Students reported that there were no incidents of bullying; many participate as peer mentors. The school is fully inclusive; relationships throughout the school are characterised by mutual respect. Students have an excellent understanding of, and strong commitment to, following a healthy and safe lifestyle and lead a wide range of health promoting activities including well-being and mental health awareness activities. Attendance is very good at 97%; students are punctual to school and lessons.
- Students demonstrate an excellent knowledge and understanding of UAE culture, heritage and Islamic values and consistently apply these values in their daily lives. They enthusiastically initiate and lead celebrations of the UAE culture.
- Students have an excellent understanding of other world cultures and lead and participate in a range of activities which raise their awareness of the world around them such as International Day. Students are proactive and have many opportunities to be involved in volunteering. For example, they lead fundraising activities to donate to the Red Crescent and to those in need in other countries abroad. Students' entrepreneurial skills are developed well throughout the school in a planned and co-ordinated manner. Older students follow an enrichment community service programme which provides opportunities for them to work within the community.
- Most students are very creative and successfully initiate and lead innovative projects such as preparing presentations for Expo 2020 Young Innovators project. Students initiate many projects relating to sustainability and conservation and have been pro-active in reducing the amount of plastic in the school.

### Areas of Relative Strength:

- Student attitudes, behaviour and relationships.
- Adoption of safe and healthy lifestyle.
- Students' appreciation of UAE culture and Islamic values.

### Areas for Improvement:

- Attendance to an outstanding level.



## Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"><li>The quality of teaching and assessment is outstanding. Teachers are very well qualified in their subjects and knowledgeable in effective teaching strategies. They plan extremely imaginative and motivating lessons, use time and resources very effectively and promote group and independent activities.</li><li>Teachers use probing, open-ended questions extremely well to extend students' critical thinking and problem-solving skills. As a result, over time, students become increasingly confident independent learners which is evident in their work. This is less evident in Arabic medium subjects. KG teachers are very effective in using play activities to promote and extend learning, however occasionally learning through discovery is less evident.</li><li>Teachers are very aware of the needs of SEN, G&amp;T and students and engage all students in innovative activities that promote their confidence in applying their knowledge to unfamiliar situations to further enhance their skills. Teachers set high expectations for all students and provide the necessary challenge and support to empower them to meet these challenging targets. This is less evident in Arabic-medium subjects across the phases.</li><li>The school's outstanding internal assessment procedures are rigorously and consistently applied. Very effective use is made of national, and a wide range of international, benchmarks and standards. Teachers ensure that students know their strengths and weaknesses and what they need to do to improve to achieve their personalised targets.</li><li>Teachers make extremely effective use of the outcomes of the assessments to influence their teaching and adapt the curriculum to meet the learning needs of all students in the school. Teachers provide students with constructive feedback that strongly supports their further learning. Students are very skilled in self and peer-assessment processes This is less effective in Arabic medium subjects.</li></ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"><li>The meticulous planning and motivating delivery of lessons.</li><li>The highly effective use of robust, comprehensive internal and externally validated assessment data.</li><li>The individualised support and challenge for students of differing needs and abilities.</li></ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"><li>Consistency in the implementation of the outstanding features in teaching and assessment particularly in Arabic-medium subjects.</li></ul>				



## 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 school adapts the English National Curriculum very effectively to promote students' rapid language acquisition, ambition and self-reliance. It has been designed imaginatively in all phases to engage students in captivating learning experiences which link curriculum areas very successfully.
- The curriculum develops students' learning skills very effectively and promotes continuous and progressive learning between foundation and primary, and between middle and high phases. The curriculum in the foundation stage is occasionally over-structured and this limits opportunities for learning through discovery. The numerous subject options in the high phase helps students align their courses with their career ambitions.
- The curriculum has been reviewed and developed to raise achievement. The robust link between teachers' analysis of assessment data and their planning of the curriculum has helped them to successfully meet the needs of all groups of students. The curriculum in foundation and primary phases promotes children's development of English, and this helps them to access the wider curriculum. The curriculum is less well adapted in the Arabic medium subjects to ensure students are progressing at the same rate as in English medium subjects.
- The school's rich curriculum is enhanced further by a broad range of extra-curricular opportunities. These are frequently used in a targeted way to build capacities in students which enhance their learning. The 'Academy of Excellence' accelerates and diversifies the learning of high achieving students. Opportunities for innovation, creativity and social contribution are embedded in all curricular areas.
- Moral education is delivered expertly through a combination of discrete lessons and planned cross-curricular learning in all subjects and experiences. Students demonstrate their learning in moral education through their outstanding moral character, ambitious attitudes and commitment to the values of the UAE.

### Areas of Relative Strength:

- The development of curriculum contexts and pathways which cater for a wide range of students' interests and ambitions.
- Curriculum review and development that ensures learning is continuous and progressive and raises achievement.
- The curriculum meets the needs of all group of students.

### Areas for Improvement:

- More opportunities for children in the foundation stage to explore their own ideas in learning tasks and play.
- Adaptation of the curriculum to ensure progress is consistently outstanding in all subject.



## 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>	Outstanding	Outstanding	Outstanding	Outstanding
<b>Care and support</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"><li>• The overall quality of care, guidance and support for students is outstanding. Staff, students and parents share and apply a secure understanding of the school's rigorous procedures for keeping students' safe, including child protection. The school maintains detailed and clear policies concerning all aspects of protection and care of students. The school environment is very safe, secure and hygienic; equipment is checked regularly.</li><li>• Supervision of students is highly effective as everyone understands their roles and implements them consistently. The premises and learning environment meet everyone's needs. There are very effective strategies in place for promoting healthy lifestyles.</li><li>• Relationships between staff and students are extremely positive and respectful. Highly effective systems and procedures for promoting positive behaviour which are clearly understood and accepted by all ensure that behaviour around the school is outstanding.</li><li>• The school closely monitors students' attendance which is very good. The procedures for promoting punctuality to school in the morning are very successful.</li><li>• The procedures for identifying SEN and G&amp;T students are rigorous and robust. The high quality of the diagnostic assessment results in effective interventions which ensure that all groups of students make outstanding progress.</li><li>• Efficient systems for monitoring students' well-being lead to effective personal and academic guidance which enables smooth transitions from KG and to high school. Career and further education guidance for middle and high school students is effective and highly valued.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>• Procedures to ensure the care and safeguarding of students.</li><li>• The provision and promotion of healthy living.</li><li>• The identification and support of SEN and G&amp;T students.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• The procedures to improve attendance.</li></ul>				



## Performance Standard 6: Leadership and management

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

**Areas of Relative Strength:**

- The overall quality of leadership and management is outstanding. Under the skilful leadership of the principal, senior leaders and others who carry out leadership functions set an extremely clear strategic vision and direction for the school. This skilled educational leadership has demonstrated a sustained capacity to innovate and improve over time. Together they have facilitated the creation of a totally inclusive school with a very positive learning environment resulting in a very positive outcomes for all learners.
- The school's self-evaluation form (SEF) informs the school development plan which in turn informs subject development plans. These are powerful working documents that drive improvement. Leaders at all levels ensure improvement in student outcomes over time. This is not yet as strong in Arabic-medium subjects.
- Parents participate actively in the school's provision and have numerous opportunities to influence the school's processes and planning. The 'Yalla Yasmina' group is very active in organising school events and make a highly positive contribution to raising standards, particularly in Arabic. The school provides regular communication and detailed reporting on progress. National and international partnerships are very strong.
- Parents and members of the local community are represented on the Strategic Governance Group which monitors all aspects of the school's performance very effectively and hold senior leaders accountable.
- School leaders' management of the facilities and day-to-day life of the school is outstanding. The deployment of teachers and resources is highly effective. An extensive range of resources enhance the students' learning experiences, however students do not yet have access to personal laptops in class.
- The school's robust internal assessment and wide range of international benchmarks and standards ensure students are well prepared for TIMSS and PISA and students are progressing in their learning.

**Areas of Relative Strength:**

- Strategic leadership at every level
- The school's self-evaluation and improvement process.
- Links with parents.



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

**Areas for Improvement:**

- Leading improvement in Arabic-medium subjects.



## Provision for Reading

### Provision for Reading

- The school's two libraries provide appropriate resources for students to read for pleasure and research. Each contains an extensive range of fiction and non-fiction texts in English. Students regularly use the library independently at break time to exchange books and read quietly.
- Almost all students read regularly for pleasure. An accelerated reading programme ensures all students in primary and middle stages read and respond to at least one text at an appropriate level each week.
- In primary, teachers read carefully selected books across a range of genres with students. They select texts which engage students and broaden their understanding of their class topics of study. The Academy of Excellence provides more-able students with opportunities to discuss their reading.
- Students' reading skills are tracked carefully in English and Arabic lessons. The school promotes reading by organising book fairs and competitions. Authors are regularly invited to talk about their work.
- Most teachers across the school support the development of students' literacy skills in lessons across the curriculum. The school is less well-resourced to embed a culture of reading for pleasure in Arabic, or in students' first language.