

School Performance Report

Combined Internal and External Evaluations

Abu Dhabi International Private School W L L - Branch 1

The overall performance of this school is Not Applicable .



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INSPECTION SYSTEM

Introduction

This report combines the previous school 'self-evaluation form' (SEF) and school inspection report. It provides all stakeholders with an opportunity to compare the internal and external evaluations of school performance. Its purpose is to bring these two perspectives together to foster greater accuracy of internal evaluations. Greater accuracy is a step towards the long term goal of less dependence upon external evaluations to understand a school's effectiveness. Ongoing and accurate internal evaluations are the key to school effectiveness that can withstand changes in leadership, staffing and student enrolment.

Basic information about inspections
Basic information about the school
The overall performance history of this school
Summary of inspection judgements - outcomes

Performance Standard 1: Students' achievements
Performance Standard 2: Students' personal and social development
Performance Standard 3: Teaching and assessment
Performance Standard 4: Curriculum
Performance Standard 5: Protection, care, guidance and support of students
Performance Standard 6: Leadership and management



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Basic information about school inspections

School inspections are structured around six Performance Standards:

1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)



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Basic information about the school

Name: Abu Dhabi International Private School W L L
- Branch 1

I.D. number: 9265

Phases: Cycle 1; Cycle 2; Cycle 3; KG

Curriculum: American

Fee category: High

Location: Abu Dhabi - MOHAMED BIN ZAYED CITY

Web address: <http://www.aisschools.com>

E-mail address: 9265@adek.gov.ae

Telephone: 024434433

Number of teachers: 127

Teachers' assistants: 17

Teachers' nationalities: Lebanon

Number of students: 1931

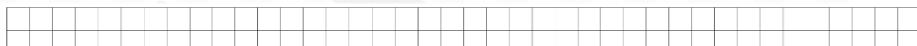
Teacher to student ratio: 1:15

Students' nationalities: UAE

Proportion of Emirati students: 43.55

Proportion of students of determination: 3.52

Dates of inspection: 01-Nov-2021 to 04-Nov-2021

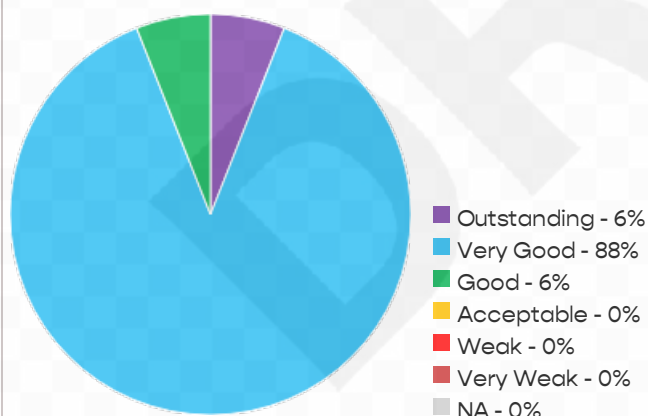




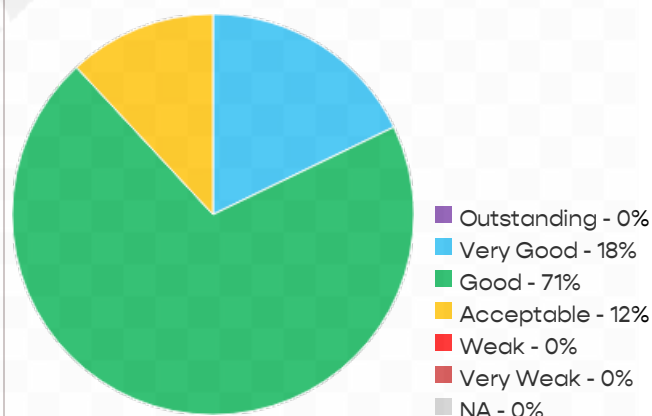
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The overall performance history of this school:

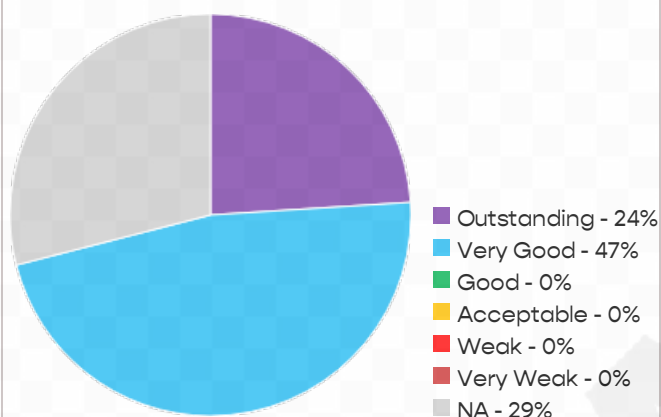
2015-2016



2017-2018



2021-2022





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Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E)	Phase 3 (S/M)	Phase 4 (P-16/HS)
1.1 Students' attainment in Islamic Education	Not Applicable	Very Good *	Very Good *	Very Good *
1.1 Students' attainment in Arabic First Language	Good *	Very Good *	Very Good *	Very Good *
1.1 Students' attainment in Arabic Second Language	Not Applicable	Good *	Very Good *	Very Good *
1.1 Students' attainment in Social Studies	Not Applicable	Good *	Good *	Not Applicable
1.1 Students' attainment in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in English	Very Good *	Very Good *	Very Good *	Very Good *
1.1 Students' attainment in Mathematics	Very Good *	Very Good *	Very Good *	Outstanding
1.1 Students' attainment in Sciences	Very Good *	Very Good *	Very Good *	Outstanding
1.2 Students' progress in Islamic Education	Not Applicable	Very Good *	Very Good	Very Good *
1.2 Students' progress in Arabic First Language	Good *	Very Good	Very Good	Very Good *
1.2 Students' progress in Arabic Second Language	Not Applicable	Good *	Very Good	Very Good
1.2 Students' progress in Social Studies	Not Applicable	Good *	Good *	Not Applicable
1.2 Students' progress in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in English	Outstanding	Very Good *	Very Good	Very Good
1.2 Students' progress in Mathematics	Very Good *	Very Good *	Very Good *	Outstanding
1.2 Students' progress in Sciences	Very Good *	Outstanding	Outstanding *	Outstanding
1.3 Students' Learning skills	Very Good *	Very Good *	Very Good *	Very Good *



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PS2: Students' personal and social development

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E)	Phase 3 (S/M)	Phase 4 (P-16/HS)
2.1 Personal development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.3 Social responsibility & innovation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E)	Phase 3 (S/M)	Phase 4 (P-16/HS)
3.1 Teaching	Very Good *	Very Good *	Very Good *	Very Good *
3.2 Assessment	Very Good *	Very Good *	Very Good *	Very Good *

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E)	Phase 3 (S/M)	Phase 4 (P-16/HS)
4.1 Curriculum	Not Applicable	Not Applicable	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable



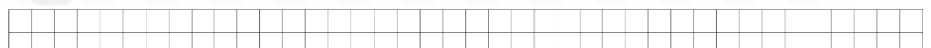
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PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E)	Phase 3 (S/M)	Phase 4 (P-16/HS)
5.1 Health & safety	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care & support	Outstanding	Outstanding	Outstanding	Outstanding

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Very Good
6.2 Self evaluation & improvement	Very Good
6.3 Partnerships with parents	Outstanding
6.4 Governance	Outstanding
6.5 Management	Very Good
Overall Judgement	Not Applicable





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Changes since the previous inspection

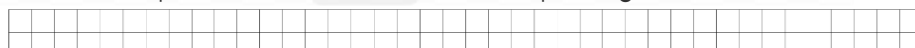
The school has made progress in addressing all of the recommendations from the previous inspection report. In raising achievement the school has focused closely on developing students' higher-level thinking and problem-solving skills in all phases but particularly in the primary and middle phases, through careful planning in all subjects. Open questioning that promotes inquiry and debate was observed across all phases and lessons and is now a strong feature of the school. The school has strengthened its teaching by ensuring that best practice is shared among all teachers at regularly planned meetings. This has helped raise teacher expectations to a high level and develop their confidence. Teachers have developed a very strong formative assessment model which enables them to adapt lessons consistently in response to students' level of understanding. The use of the 'Socratic' software to check for understanding was particularly effective in higher phases. Since the last inspection, the school has now adopted the MAP assessment tests to replace the IOWA system which was in place and both these tests now align with national and international benchmarks. The school ensures that its self-evaluation is now accurately linked to students' achievement in lessons using baseline data and also the very effective formative assessment system in place. The school has developed a coherent management team that work together in a positive way. They have the capacity to make the additional steps to improve even further by continuing co-operation and getting external advice when appropriate.

Provision for reading

The school has a large library which is well stocked with English and Arabic books. There are book corners in each grade area. The library is used to support reading and all classes visit weekly. Teachers are trained to evaluate the reading needs of students and to help them choose appropriate books. Older students develop digital skills by using WebQuest for inquiry and research to access texts and material and gather information to link their learning to the wider world. Appropriate and comprehensive tests are available to check for comprehension and results are recorded on the system which teachers monitor. Literacy development in English and Arabic is prioritised and well planned. In the primary phase, students take part in the Drop Everything and Read (DEAR) initiative. A reading log is sent home for parents to sign in primary, for both English and Arabic books and students complete book reviews. The Arabic-language platform Go With Asala is also used. The school provides a suitable reading environment through class libraries and measures to promote and encourage reading. Reading competitions between classes motivate students to read more at home. 'Readers of the Week' are rewarded through the Wall of Fame and Good News Reports. Every year, the school transforms its hallways and classrooms into reading themes where students engage, through character dress-up days, role-play and book reviews, with different literary genres and texts. The English and Arabic departments set baseline reading tests in September and test again in January. The data shows improvement for most students. Class libraries include graded reading books in English and Arabic. Support is given to students who have below age reading skills and students of determination are well supported by one-to-one sessions. The school has its own KG phonics program in English that has proven to be effective in promoting student literacy and allowing students to mature into independent learners at an early age.

What the school does to achieve its TIMSS and PISA targets

The school is currently very aware of assessment targets set for TIMSS and PISA tests. To further prepare students for these tests, the school has shifted to a new IBT International Benchmark Test in English, mathematics, and science for students in grades 3 to 9. The school has established a preparation plan for the PISA and TIMSS exams. Planned activities include training workshops for students, parents, and teachers (run pre-COVID) and regular weekly practice for students to ensure the skills they need for the tests become embedded. Additionally, the school provides training for teachers to understand the standards expected in the tests and how to better teach the critical thinking and problem-solving skills needed. The school has ensured that the required '21st-century skills needed by students are also included in teachers' lesson planning. The school has analyzed the results of the 2018-2019 PISA test, in which the school has performed statistically significantly higher than the mean for UAE students in all areas, English, mathematics, and science. Steps have been taken to meet the target of 50% of the students performing at Level 4 or above in all these areas, with a focus on specific skills, such as science inference skills and reading and interpretation of texts. The school tracks students' progress in relation to the required skills through the new continuous assessment and weekly reporting systems. Overall, the school's provision is making a very good impact as can be seen through the improved standards overall since the last inspection and the trend of improving scores in international



assessments.

The vision and commitment of the Principal and senior school leaders to school improvement has inspired all staff and ensured that the school has run effectively with most students in face to face classes, during these challenging times. The school has improved achievement in Arabic as a first language in the middle phase, in addition to mathematics, science and Arabic as a second language in phases 2, 3 and 4, Islamic education in all phases and English in phase 1. The school has improved outcomes for most students through very effective teaching strategies including questioning to develop critical thinking and extending student learning. Parents have a high level of trust in the effectiveness of the school and how the school functions especially the protection, care, guidance and support of students and a strong commitment to all aspects of student health and safety, across all phases. The school has developed systematic identification and support processes for students of determination and the systems ensure that these students progress well ahead of expected levels. The efficiency levels of the day-to-day running of the school are well developed with effective timetabling, orderly routines and student transfers between lessons all contributing to positive outcomes.

1. Raise students' achievement and academic standards to outstanding in all subjects by : - making sure all teachers and leaders, at all levels, are secure in their understanding of the data and how to interpret it. - ensuring that information gained from data is readily accessible and clearly presented. - ensuring that data is used to monitor the progress of all groups of students and plan for appropriate interventions. - creating more opportunities for students to take responsibility for their learning in sustained ways so that they can evaluate their own strengths and weaknesses accurately. - providing clearly focused constructive feedback to students in both oral and written format in order to personalize learning more.

2. Improve the impact of school leadership to an outstanding level by: - providing effective guidance and training to enable middle leaders to accurately monitor the quality of teaching and learning within their departments. - ensuring that all leaders are clear in their understanding of the steps required to move the school to even better performance. - entrusting middle leaders with specific subject responsibility to enable them to focus clearly on subject improvement.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
Most students across all phases attain above expectations in relation to curriculum standards, including SoD and Gifted & Talented students. Internal baseline assessment information shows that most students in phases 2 and 4 attain above their predicted targets in relation to their identified starting points. The large majority of students in phase 3 make better than expected progress. The improved curriculum implementation through differentiated strategies and formative assessment has had a significant impact on student progress and attainment. In particular, the approaches to recitation and Tajweed have been revisited to scaffold and further develop students' skills in those areas.	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	A large majority of students in the primary, middle and high attain levels which are above the school's expected curriculum standards and age-related levels. Islamic education is not taught in the KG phase. MOE current results for Grade 12 shows outstanding attainment. There is no external data for other phases. The school's current internal assessment data indicates outstanding attainment across the school in all phases. These high levels of attainment are not seen in lessons and in students' recent work, where the large majority of students demonstrate knowledge, skills and understanding that are above curriculum standards. This is for Islamic education which is taught in both Arabic and English. The primary phase students' knowledge about the Prophet (PBUH), the difference between the Holy Qur'an and Hadeeth and their understanding of the principles of Islam are very good. The large majority of the middle phase students demonstrate a clear understanding of the importance of Zakat in Islam and can tell confidently the conditions for the validity of prayer. In the high phase, students understand the Islamic principles in-depth such as belief in destiny and the concept of compulsion and choice. However, a few students cannot explain those concepts or link them to real life situations. Over the past three years, attainment by the school's own measures is outstanding. This is not borne out in the lessons observed where attainment is very good in the primary, middle and high phases. It is not taught in the KG. School internal progress data was provided only for Grade 8, in the middle phase and the end of the high phase and this indicates that students make outstanding progress from their starting points and over time. Progress data was not available for the primary phase.



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Lessons observed do not always support this judgement. In lessons, and in their recent work the large majority of students make very good progress in all phases. In the primary phase, students begin to read Al hadeeth at a basic level. They memorize bedtime supplication, and permission etiquettes in Islam and show respect to the Prophet Seerah (PBUH). They can talk about the Abu Huraira biography as one of the famous companions for the Prophet Mohammed (PBUH). Students in the middle phase make good progress and can calculate Zakat for different types of goods, they can explain new phrases related to Zakat. Their thinking has matured and they now can clarify the concept of the obligatory prayers, its Sunnahs and their classification into both verbal and actual. Progress continues and in the high phase students can give the definition of responsibility and its relationship to choosing and the divisions of individual responsibility (individual - moral - before the authority). They have developed their knowledge well and can now mention cases where responsibility is taken from humans, but only a few could get the evidence from Al Qur'an and Al Hadeeth to justify their answers. All groups of students make very good progress, including boys, girls, lower attaining and higher attaining students, and gifted and talented students, Emirati and non-Emirati students. Students of determination each have their own IEP with targets followed and reviewed by the school and, with this support, they make very good progress.

Islamic Education - Next steps for students:

1. Improve skills in gathering evidence from the Holy Qur'an or the Nobel Hadeeth to support your answers, by practicing regularly in lessons in all the phases. 2. Strengthen understanding of the principles of Faith, such as the concept of compulsion and choice by linking them with your real-life situations in the UAE in all the phases. 3. Practice Islamic values in daily life, in all the phases, by engaging positively both in school, in families and in the wider community.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
Most students across all phases attain above expectations in relation to curriculum standards, including SoD and Gifted & Talented students. Internal baseline assessment information shows that most students in phases 1 and 4 attain above their predicted targets in relation to their identified starting points. The large majority of students in phases 2 and 3 make better than expected progress. In high school, student attainment in Arabic continues to be outstanding, including their achievement in the IB and MoE external examinations. The Arabic curriculum was moderated, particularly in elementary to include a more inclusive approach to teaching and learning for all groups of students. Opportunities for student research and project-based learning were increased to enhance students' reading and writing skills.	1.1.1 Against curriculum standards	In lessons and in their recent work, the large majority of students in the primary, middle and high phases attain levels that are consistently above the age-related levels and the school's curriculum standards. In the KG phase, a majority of children attain above these standards. MOE results for grade 12, and the IBDP exam for the past three years indicate outstanding attainment. There are no results for other phases. The school's current internal assessment data shows outstanding attainment across the school. These high levels of attainment are not borne out in the lessons observed. In the KG phase, children's attainment is good. The majority of children are familiar with the letters and their phonics, and they can recognize them in any word that they are given; the minority cannot give words containing the letter introduced in the lesson. The primary phase students' speaking, listening and comprehension skills are very good. The majority speak using Standard Arabic. Students in the middle phase are familiar with the basics of grammar and can derive rhetorical pictures from the texts they read. However, in a few instances, they speak using dialect Arabic. Students in the high phase can read fluently and analyze literary texts. Over the past three years, attainment by the school's own measures is outstanding across the school. This is not verified by what is seen in lessons where the majority of students' attainment is very good in the primary, middle and high phases, and good in the KG phase. School progress data provided by the school indicates that, against curriculum standards, students make outstanding progress from their starting point, and over time across the primary, middle and high phases. Lessons observed do not support this. In lessons and in their recent work, the large majority of students in the primary, middle and high phases progress at levels that
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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are above curriculum standards and, in the KG phase, progress is not as strong with only a majority of children making progress ahead of expected levels. KG children begin school by learning to name words that have the letter they learn in lessons and can say or write words starting with that letter, however, the minority cannot recognize the long vowel of letters. In the primary phase, students have progressed well where they can describe the aesthetic images in the literary text they read using their own words and can define the expressions used in the text to describe (movement, sound and joy). They have developed their comprehension can answer the questions related to the story, write new words in meaningful sentences and they can mention the main characters or elements of the story. By the middle phase, students have progressed very well and can now give a definition of biography in both language and literature, as well as the features that distinguish each of self and others' biography. They can analyze the story to its artistic elements, and understand its concept and the meaning of new vocabulary. Students have developed the use of different types of writing as they progressed through the phases, starting from writing letters up to writing paragraphs and articles. However, in a minority of cases, students make spelling mistakes and sentence construction is too simplistic. By the high phase, students have progressed and developed many skills and can now comprehend the original meaning of different global words used in the Arabic language and describe types of globalization affecting the Arab world and they can extract the deeper meaning of phrases in any literary text. As shown in the school's assessment data, all groups of students make very good progress, including boys and girls, lower and higher attaining students, gifted and talented students, and Emirati and non-Emirati students. Students of determination each have their own Individual Education Plan (IEP) with targets followed and reviewed by the school and, with this support, they make very good progress.



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Arabic First Language - Next steps for students:

1. Improve speaking skills in all the phases using Standard Arabic through practicing it more in and outside of lessons. 2. Strengthen writing skills particularly in sentence and paragraph construction by following different models of writing and writing at home for fun, in the primary phase. 3. Enhance writing for different audiences and purposes by imagining writing for different people, such as family members in the middle and high phases .



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
Most students across all phases attain above expectations in relation to curriculum standards, including SoD and Gifted & Talented students. Internal baseline assessment information and data from classroom observations and samples of student work show that the large majority of students across all phases make better than expected progress. In Arabic as a Second Language, students are assigned to different ability levels based on their identified starting points. Curriculum expectations are differentiated for each level. In high school, student attainment in Arabic Ab continues to be outstanding in the IB Diploma Programme.	1.1.1 Against curriculum standards	The large majority of students in the middle and high phase attain levels that are above the age-related levels as measured by the school's curriculum standards and in the primary phase, a majority attain above the age-related levels. Arabic is not currently taught in the Kg. MOE results for grade 12 for the past three years, as well as IBDP exam results, indicates outstanding attainment. There is no external assessment for other phases. The school's current end of year assessment data shows outstanding attainment in all the phases. These high levels of attainment are not borne out in the lessons observed and in students' work. The majority of primary phase students attain well; they know different sounds for the Arabic alphabets, and they are able to differentiate between male and female phrases in their speech. Their reading and speaking skills are good. In the middle phase, the large majority of students know the different tenses of verbs; they have a suitably wide vocabulary pool which makes their speaking skills above the curriculum expectation. The high phase students' listening for comprehension skills are very good, as well as their speaking skills. Over the past three years, attainment by the school's own measures is outstanding in all phases. This is not verified by what is seen in lessons and in students' work where the attainment of the large majority of students in the middle and high phase is very good, and it is good in the primary phase. School internal data indicates that students make outstanding progress from their starting point and over time across the school. Lessons observed and students' own work do not support this. In lessons, and in their recent work, the large majority of students in the middle and high phase make progress that is ahead of expected curriculum levels while only a majority of the primary phase
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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students make ahead of expected progress. The primary phase students make good progress. They begin the primary by describing basic parts of the house, talk and write about actions done in each room and they develop a wider vocabulary and write meaningful sentences as they move through the grades. However, only a few students have sufficient vocabulary to support them enough in writing, reading and listening for comprehension. Students in the middle phase have developed and progressed well and now can identify the elements of writing a diary and they have learned to speak and write more complex sentences describing their emotions and events on Flag Day. The high phase students are now at a very good level and can describe the components of the first page in newspapers and progress to designing a newspaper's first page from their imagination. Students have developed and progressed the use of different types of writing as they moved through the phases starting from letters up to writing paragraphs and stories. However, in a minority of cases, students use inaccurate spelling. All groups of students make very good progress, including Emirati or non-Emirati students, boys or girls and lower and higher attaining students. Gifted and talented students and students of determination each have their own IEP with targets followed and reviewed by the school and, with this support, they make very good progress.

Arabic Second Language - Next steps for students:

1. Improve reading and listening for comprehension skills by increasing use of vocabulary at school and at home in the primary phase. 2. Enhance writing for different audiences and purposes particularly in the middle and high phases through sustained practice, both at school and at home. 3. Develop writing with accurate spelling by increasing writing opportunities and requesting detailed feedback from teachers in the high phase.



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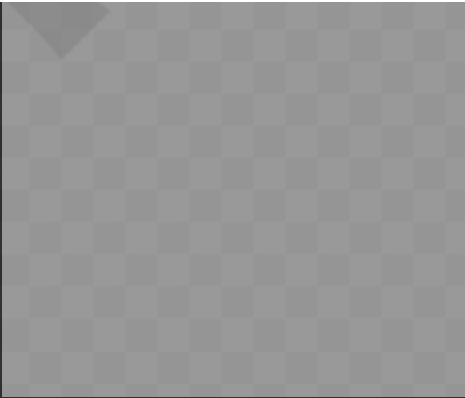
PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
Most students in phases 2 and 3 attain above expectations in relation to curriculum standards and their identified starting points. Lessons provide students with knowledge related to the local, Arab, Islamic, and the international community, strengthen the nation's spirit of belonging to the Arab Islam and civilization, develop and instill the spirit of global citizenship based on values of respect, appreciation, and tolerance among nations to build a better world.	1.1.1 Against curriculum standards	A majority of students in the primary and middle phases attain consistently above the age-related levels as measured against the school's curriculum standards. There are no national or international benchmarking tests for this subject. The school's internal data at the end of the 2020/21 academic year shows that students' attainment is outstanding in both the primary and middle phases which are the only phases taught in the school. These results are not borne out in lessons where attainment is good in both the phases. In the primary phase in Grade 3, the majority of the students show secure knowledge and understanding of the steps of the water cycle and can confidently articulate it, but they are unsure why it is called a 'cycle'. In Grade 5, the majority of students have a secure knowledge of what heritage means. They can explain the use of heritage items and understand the meanings of most related terminology, but few are unsure about the meanings of some terms, such as 'folk songs'. In the middle phase in Grade 7, the majority of students demonstrate a secure understanding of the currencies used throughout UAE history. They are unsure of the social impact of not having security in creating the money. The trends in attainment over the last three academic years are consistently outstanding. This is not verified in lessons where attainment is very good for the majority of students in both phases. Students' progress from their starting points and over time, as judged by the school in its assessment data, is outstanding in the middle phase. The majority of students in lessons make above the expected progress when they complete their work successfully and deepen their learning as a result of the teachers' effective questioning. Both boys and girls are making the same progress according to the school's data.
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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Students of determination, lower attaining students and Emirati and non-Emirati students make above the expected progress towards their individual goals from their starting points because of the individual support they receive both in and out of lessons. The progress of the higher attaining students is not accelerated because they are not given sufficiently challenging work and the pace of the lesson is occasionally slow for them.

Social Studies - Next steps for students:

1. Raise understanding of new terms like 'cycle' in the water cycle lesson in the primary phase by making links to other subjects such as science. 2. Increase knowledge of heritage-related terms through taking part in project-based learning and research in the upper primary phase. 3. Deepen understanding of topics such as 'currency security' by conducting research and making links to real world currency issues in the middle phase especially.



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PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	

Instructional Language - Next steps for students:



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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
Iowa Assessments have been administered for Grades 3 to 9 in the past 3 years in order to compare our students' achievement with international benchmarks. Most students across grade levels have consistently scored above the 61st percentile over the past 3 years. Internal baseline assessment information, data from classroom observations, and samples of student work show that most students in phases 1 and 2, including SoD and Gifted & Talented, attain above expectations in relation to curriculum standards and their predicted targets. The large majority of students in phases 3 and 4 show above expected progress in relation to their identified starting points. In high school, student attainment in English continues to be outstanding, including their achievement in the IB external examinations. Our English curriculum starts with a strong literacy program in kindergarten where students learn to read and write at an early age. Students in all phases connect literature to life through discussions and debate. English writing is integrated with other subjects, such as history, economics, social sciences, and the arts. Starting with compare and contrast writing in elementary school and ending with historical investigation reports in Grade 12, students learn to write to describe, persuade and argue, express an opinion, and inform about various topics, including themselves.	1.1.1	A large majority of students attain above age-related levels as measured by the school's curriculum standards across all the phases. 2020-2021 IOWA assessment data is available for grades 3 to 9 and indicates outstanding attainment in the middle and high phases with over 75% of students attaining levels above expected standards. The small cohorts of IB and AP students attain levels above expectations, which suggests that attainment is outstanding. The school's internal assessment data for 2020-2021 indicates outstanding attainment in all the phases. Over 75% of students attain standards that are above-expected levels. These high levels of attainment are not seen in lessons and in students' recent work, where the large majority of students' attainment is very good in all the phases. The KG phase children recognize letter names and sounds and can write simple words and short sentences. Only a few still form letters incorrectly. The middle phase students can define, describe and relate events, and can use language confidently to express opinions. In the high phase, the majority of students can speak eloquently and persuasively. However, their writing skills are less strong, and a minority of the students use incorrect grammar, spelling and punctuation. In the primary, middle and high phases, the majority of students have strong reading skills and read a wide range of texts with good understanding. Speaking skills are very good in all the phases. The attainment of most students has been consistently above national and international standards for the last three years. This is not verified in lessons and in students' work where attainment is very good for the large majority of students in all the phases. Internal and external assessment information indicates that in relation to their starting points and against curriculum standards, most
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



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students make outstanding progress. According to information from the school, in grades 8 and 12, progress overall is outstanding. As evidenced in their work, the large majority of students make very good progress over time, and children in the KG make outstanding progress. As evidenced in lessons, a large majority of students make better than expected progress. In KG, most children make better than expected progress. They begin school with limited English and make rapid progress in developing strong speaking and listening skills. The KG and primary phase children and students significantly increase their knowledge and understanding of language conventions, spelling and grammar. Students in the middle and high phases progress from consolidating knowledge in lessons to apply their language skills well in different contexts. Most groups of students, including lower and higher attaining students, gifted and talented students, and Emirati and non-Emirati students, make outstanding progress. However, boys overall make very good progress against curriculum standards, whilst girls overall make outstanding progress. Students of determination make very good progress towards their individual goals ahead of expected because of the very effective school provision.

English - Next steps for students:

1. Improve handwriting skills in all the phases, including letter formation and writing conventions in the KG phase, with more careful practice. 2. Improve narrative writing skills in a minority of cases, especially in the middle phase, by engaging in more discussion of the writing topic, in advance. 3. Plan writing carefully within the suggested structure and practice using a paragraph for each idea listed in the primary and middle phase.



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PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
Iowa Assessments have been administered for Grades 3 to 9 in the past 3 years in order to compare our students' achievement with international benchmarks. Most students across grade levels have consistently scored above the 61st percentile over the past 3 years. Internal baseline assessment information, data from classroom observations, and samples of student work show that most students in all phases, including SoD and Gifted & Talented, attain above expectations in relation to curriculum standards and their predicted targets. The Math curriculum covers a wide spectrum of concepts that prepare students for external standardized tests like TIMSS, PISA, and MAP Growth and external exams like SAT, AP, and IB. The curriculum has been reviewed to include standards that are above grade expectations at all levels, starting in Kindergarten.	1.1.1 Against curriculum standards	A large majority of students attain above age-related levels as measured by the school's curriculum standards in the KG, primary and middle phases. In the high phase, most students attain levels above the expected curriculum standards. 2020-2021 IOWA assessment data is available for grades 3 to 9 and indicates outstanding attainment in the middle and high phases with over 75% of students attaining levels above expected standards. The small cohorts of IB and AP students (18% of the high phase but only 4% of the school as a whole) attain levels above expectations, so attainment is outstanding. The school's internal assessment data for 2020-2021 indicates outstanding attainment in all the phases. Over 75% of students attain standards that are above expected levels. In lessons and in their recent work, students' attainment is very good in the KG, primary and middle phases and outstanding in the high phase. In the KG phase, children's counting skills, number and the concept of measure are well developed through the planned use of hands-on materials. In the primary phase, Grade 5 students understand number calculations and have a basic concept of variable values. In the middle phase, Grade 9 students have developed a strong understanding of geometry and progressed from the use of numeric values to being able to solve number line problems using variable values, using a set formula. In the high phase, Grade 12 students can solve complex parabola equations and other algebraic problems. However, students' skills in the language of mathematics are less developed in the KG and primary phase, mathematics investigations are limited in the primary phase and students' mental mathematics skills are underdeveloped in the primary and middle phases. The attainment of most students has been consistently above national and
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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international standards for the last three years. This is not verified by what is seen in lessons and students' work in the KG, primary and middle phases where children's and students' attainment is very good. Internal and external assessment information indicates that, in relation to their starting points and against curriculum standards, most students make outstanding progress. According to information from the school, in grades 8 and 12, progress overall is outstanding. As evidenced in their work, the large majority of students make very good progress from their starting points and over time, and most students in the high phase make outstanding progress. As evidenced in lessons, a large majority of students make better than expected progress. In the high phase, most students make better than expected progress. Students begin school with limited knowledge of number and make rapid progress in developing number concept. Through the KG and primary phase, children and students significantly increase their knowledge and understanding, not just of number but also shape and space and the beginning of understanding variable values. Students in the middle and high phases especially demonstrate very high levels of skill in solving functions and other algebraic tasks. Most groups of students, including lower and higher attaining and gifted and talented students make very good progress. However, boys overall make very good progress against curriculum standards, whilst girls overall make outstanding progress. Students of determination make very good progress ahead of expected because of the very effective school provision.

Mathematics - Next steps for students:

1. Practice mathematical language and vocabulary more regularly in the KG and primary phase especially.
2. Extend mathematical investigation skills in the primary phase especially by taking part consistently in investigations using appropriate hands-on equipment.
3. Develop understanding of mathematical concepts through focusing on and practicing mental mathematics in exploring problems in the primary and middle phases especially.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
Most students' achievement in science is outstanding overall, and most students demonstrate knowledge, skills, and understanding well above curriculum standards. In high school, student attainment in science continues to be outstanding, including their achievement across all sciences in external programs (IB and AP) and examinations. High expectations are set for students in the sciences across all grade levels, and over the previous three years, the school has seen significant growth in student level of science knowledge, understanding, and inquiry skills.	1.1.1	A large majority of students attain above age-related levels as measured by the school's curriculum standards in the KG, primary and middle phases. In the high phase, most students attain levels above the expected curriculum standards. The International Baccalaureate Diploma Program (IB) and Advanced Placement (AP) outcomes for Grade 12 are outstanding. There are no other international benchmark tests for other grades in this subject. The school's internal data at the end of the 2020/21 academic year shows that students' attainment is outstanding in all the phases. While the results of the internal assessment for the KG, primary and middle phases are not reflected in lessons and students' work, the high phase results including the IB and AP, match the standards of students' attainment in lessons. In the KG phase, the large majority of the children are gaining secure knowledge of the tools used to measure weather while developing their skills in prediction and exploration. They are still unsure why these measurements are required. In the primary phase, Grade 5, the large majority demonstrate secure skills and knowledge of predicting, experimenting and reporting while investigating whether mass is conserved when substances are mixed together. Their ability to conduct their own experiment to test their hypothesis, on the other hand, is less certain. In the middle phase, in Grade 9, the large majority of students demonstrate a solid comprehension of the definitions of positive and negative velocity and displacement in physics. They can tell the difference between speed and velocity and apply what they have learned to effectively solve problems. A few students are not confident in their learning as others. In the high phase in IB biology, most students in Grade 12 are confident about their knowledge of the
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



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differences between veins, capillaries and arteries and can explain their learning to their classmates in detail to answer their questions. The trends of attainment over the last three academic years show consistently outstanding results across all phases. Students' progress over time and from their starting points, as judged by the school, is outstanding at grade 8 and 12 overall. The progress of boys is very good but girls are making better progress than boys. Students of determination make above the expected progress towards their individual goals from their starting points because of the individual support they receive both in and out of lessons. In lessons, most students are making above the expected progress in the primary, middle and high phases. The progress of KG children is very good. The large majority of the children in KG and most students in the school respond effectively to teacher questioning, including thoughtful and challenging questions, complete their tasks and make better than expected progress. The progress of KG children was not advanced further because they were not consistently kept actively engaged in learning. Students with different abilities, including the higher and lower attaining and gifted and talented students are making similar progress because the work is effectively differentiated.

Sciences - Next steps for students:

1. Engage in learning all the time during the lesson in the KG phase to accelerate progress.
2. Raise a scientific question and conduct investigations to test the hypothesis independently in all the phases.
3. Maximize learning in physics by consolidating knowledge and understanding of the subject in the middle phase.



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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
Generally, most students' learning skills are outstanding across the whole school. Nevertheless, due to the pandemic and the strict regulations of social distancing, the school has prioritized learning skills as an area for focus and development. The school's Learner Attributes (i.e. collaborators, communicators, responsibility) are being integrated into lesson planning and implementation, and teachers are conscious of creating opportunities for students to further nurture these skills. The Learner Attributes are evident across the school building: in classrooms, offices, and hallways. The use of technology, while always a part of the learning process, has been integrated into a larger variety of lessons. Students across the school are capable of using learning technologies fluently and independently. Learning activities with the use of technology are planned to promote both independent and collaborative research and problem solving. Students have also been guided into making responsible and safe choices online through the school's Digital Citizenship workshops. Online safety and the responsible use of technology have been prioritized by the school since the onset of the pandemic and continue to be paramount. Higher-level thinking and problem-solving skills are emphasized through the use of Socratic dialogue/questioning, debate, and discussion. Students are encouraged to collaborate consistently with their peers in order to achieve common goals, while also learning to be confident, independent learners. These skills are used outside the classroom through co-curricular opportunities such as HOT (Higher Order Thinking) Rooms, the Model United Nations, and World Scholar's Cup. Across disciplines, relatable and interest-based material is utilized to connect lessons to real life. Motivation is maintained by giving students	1.3.1	Students are keen to learn and have a positive attitude towards learning and engage well with tasks. They take responsibility for learning especially in the higher phases. In a few lessons, in the KG and primary phases, children and students depend too much on teacher direction at times, but this is not a common feature. In the high phase especially, students are very aware of their own strengths and weaknesses and act purposefully to improve. This aspect is also positive in the other phases but not as well developed. In most lessons, students understand lesson objectives and can work independently and collaboratively in a purposeful way. Students can discuss ideas and are provided with the opportunities to do so both in groups, within COVID guidelines and using technology. Students are often asked to link the topic of the lesson with a real-world situation or a context tied to the UAE but these can be contrived at times and are not always clearly linked to the lesson topic. In lessons, especially in the higher phases, students will often use devices including tablets or laptops to research topics such as bullying or using the internet to develop their own arguments on a topic. Students have clear thinking time in most lessons and can ask searching questions of themselves and others and as a result, critical thinking and problem solving skills are well developed. Students' skills in the use of technology are very strong which has enabled them to learn effectively during lessons using both distance learning and hybrid models. This is particularly evident in the middle and high phases.
	Engagement and responsibility	
	1.3.2	
	Interactions, collaboration, communication	
	1.3.3	
	Application and connections	
	1.3.4	
	Innovation, enterprise, enquiry, research, critical thinking, use of I.T.	



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opportunities for choice in assignments and promoting ownership of their learning through peer and self-assessments.

Next steps for students:

1. Take responsibility for learning through actively participating in lessons, online research and reading, especially in the KG and primary phases. 2. Share and communicate work both in lessons and in the distance learning environment in an open and articulate way in all the phases. 3. Connect learning more effectively to the real world by using practical examples from the workplaces in the UAE and internationally.



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PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
	2.1.1 Attitudes	
	2.1.2 Behaviour	
	2.1.3 Relationships	
	2.1.4 Adoption of safe and healthy lifestyles	
	2.1.5 Attendance and punctuality	

Next steps for students:



INSPECTION SYSTEM

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
	2.2.1 Appreciation of the values of Islam	
	2.2.2 Respect for the heritage and culture of the UAE	
	2.2.3 Understanding of their own and other world cultures	

Next steps for students:



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PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
	2.3.1 Community involvement, volunteering and social contribution 2.3.2 Work ethic, innovation, enterprise, entrepreneurship 2.3.3 Environmental awareness and action	

Next steps for students:



INSPECTION SYSTEM

PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
Almost all teachers in all phases have excellent subject knowledge, are aware of the next steps and are able to contextualize and extend student learning across different disciplines. Professional discussions focused on approaches to teaching indicate a strong understanding amongst teachers of what highly effective teaching entails. Lesson planning is very effective and is an ongoing process of collaboration and reflection. Learning objectives are clearly communicated to all students at various stages in learning. Senior leaders have observed a marked improvement in teacher use of formative assessment and in differentiating to meet the needs of all students. Most teachers effectively utilize ongoing formative assessment through the use of clear success criteria and checklists. For example, in Science, the use of google forms allows teachers to give instant feedback to students who in turn moderate their work and learn from their errors. Most lessons provide students with opportunities to engage in inquiry and innovative activities where they are expected to collaborate, discuss and analyze findings. Most teachers effectively utilize a variety of resources, including technology, manipulatives, labs, and higher-order thinking (HOT) rooms to support and challenge all groups of students, and maximize their progress. Resource teachers are deployed effectively to support struggling students and Students of Determination. A systematic initiative in KG and elementary to promote a positive learning environment in every classroom (particularly during Covid) has shown a significant impact on students' well-being and has rendered learning more enjoyable and effective. Extensions of learning beyond the classroom are also evident in various initiatives targeted to develop learning skills, learner attributes, and overall enjoyment of learning (Driving Academy and HOT	3.1.1	Most teachers have good subject knowledge and most apply their knowledge well to ensure that children and students learn. In mathematics and science in the high phase, for example, teachers challenge students to work through difficult concepts and extend their learning. Science teachers also develop children's investigative skills in the KG phase through play-based learning. In English, teachers help children master phonics in the KG phase, and in the middle phase, they skilfully develop students' knowledge of language, structure and form in different types of literary texts. Teachers plan lessons carefully to support students' learning. They share the learning goals with students so that objectives are clear. In Islamic education, the teacher identifies workflow in the lesson to keep students on track and a mathematics lesson on data collection in the primary phase was exceptionally well planned. In a minority of lessons in social studies, English and mathematics, activities are not always well structured and students are unsure of exactly what is required and therefore, do not make maximum progress. The learning environment is largely attractive and appealing, particularly in the KG phase, but some classrooms in the middle and high phases are uninspiring. However, resources, including technology and hands-on materials, are generally used skilfully across all phases with technology especially strong in the middle and high phases. In most lessons, teachers use a range of strategies to engage students and support learning. Most teachers use questioning very well to extend and develop students' skills. They lead discussions skilfully, building on students' contributions and encouraging them to explain and justify their views. In IB and AP classes in all subjects, teachers lead high-level, thoughtful discussion. In a few lessons, questioning is not as
	Subject knowledge and how students learn them	
	3.1.2	
	Lesson planning, the learning environment, time and resources	
	3.1.3	
	Interactions, questioning and dialogue	
	3.1.4	
	Strategies to meet the needs of all students	
	3.1.5	
	Developing critical thinking, problem-solving, innovation and independent learning skills	



INSPECTION SYSTEM

Rooms.)

strong. For example, a few teachers accept brief answers but this is not a common feature overall. Well-focused teaching to meet the needs of groups and individuals means that students make very good progress. Differentiated activities for groups of learners are a feature of most lessons in all subjects, although this is not always personalized to meet individual needs. Students are frequently encouraged to become independent learners. In the KG and primary phase, in English, children and students exercise choice and can organize their own work. In science and mathematics especially, students' problem-solving, critical thinking and scientific investigation skills are very strong in the high phase, though less well developed in younger students. Most students can reflect on learning and identify areas for development through, for example, peer assessment and self-review. In most subjects, a minority of teachers provide insufficient opportunities for students to initiate learning in most subjects.

Next steps for teachers:

1. Provide greater clarity and structure to activities in a minority of lessons in all the phases. 2. Ensure that students are enabled to initiate and control their own learning. 3. Improve the learning environment in classrooms in the middle and high phases.



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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
Diagnostic tests are administered at the start of every year to design intervention plans to revisit topics and concepts that students have not mastered, and extra interventions to students who have experienced severe learning loss during distance learning. Almost all lessons are informed by the identified student needs and areas of instructional focus, and students make better than expected progress within most lessons. In most lessons, formative assessment methods, including self-assessment and peer assessment, provide valuable and just-in-time feedback for students, and help teachers differentiate learning activities for all groups of students, including SoD and gifted and talented. Teachers' written and verbal feedback helps students progress towards their next steps of learning. Formative and summative assessments are formulated by the Department Heads to ensure validity and reliability. Results are moderated and discussed within the team to identify trends in student performance and help identify next steps. Students' Support Teams (including teachers, counselors, and department heads) meet periodically to evaluate students' academic, personal and social development. The results of such meetings are used to generate progress reports and next steps. Internal and external baseline assessments, such as MAP, have been administered at the start of every year to accurately identify individual students' starting points and formulate growth plans and targets for individual students and departments. These tests are repeated at the end of the year to measure student progress and attainment. Student achievement in English and Math in Grades 3–9 over the past 3 years has been internationally benchmarked. Most students across all grade levels have consistently scored above the 61st percentile over the past 3 years.	3.2.1 Internal assessment processes	Internal assessment processes are comprehensive in all the phases. They give clear information about children's and students' attainment and are well linked to the school's curriculum. The school compares students' performance with that of students nationally and internationally through, for example, IOWA assessments and MoE end-of-year tests. A small cohort of students takes IB and AP qualifications. The school is aware of assessment targets set for TIMSS and PISA tests and how to prepare students for these tests. The school has shifted to a new IBT International Benchmark Test in English, mathematics, and science for students in grades 3 to 9. The assessment systems in place are valid and appropriate and give the school a strong and reliable data set. Assessment data is well analysed, information about students is detailed and monitored consistently. Teachers make efficient use of analysis of assessment data to plan lessons and to intervene where needed. Teachers use assessment to ensure challenge at an appropriate level for groups of students of differing abilities. However, target-setting at an individual level is less well developed and in general assessment data is not used fully effectively to monitor student progress especially in the lower phases. Teachers know their students very well and offer strong support. They make use of a wide range of formative assessment strategies in all subjects. For example, well-focused questioning, quizzes, student presentations, written tests and verbal checks on understanding are all used effectively. In all subjects, online assessment of students' work is strong and provides opportunities for dialogue and self-review. Students' written work in copybooks is occasionally not marked, or comments are brief and unhelpful.
	3.2.2 External, national and international benchmarking	
	3.2.3 Analysis of assessment data to monitor students' progress	
	3.2.4 Use of assessment information to influence teaching and the curriculum	
	3.2.5 Teachers' knowledge of and support for students' learning	



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Next steps for assessing learning:

1. Ensure that information gained from the internal and external assessment is used more comprehensively to monitor progress for all students.
2. Use assessment information more effectively to personalise teaching to meet the needs of individual students.
3. Ensure that students' books in all subjects are marked regularly with helpful advice to students on how to improve.



INSPECTION SYSTEM

PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
	4.1.1 Rationale, balance and compliance	
	4.1.2 Continuity and progression	
	4.1.3 Curricular choices	
	4.1.4 Cross curricular links	
	4.1.5 Review and development	



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PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
	4.2.1 Modification of curricula to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society	

Next steps for curriculum leaders:



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PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
The school has well-established protection policies and procedures, including Child Protection, Occupational Health & Safety, Emergency & Crisis Management, Disciplinary Regulations, Student Wellbeing, Online Safety, Anti-Bullying/Cyber-Bullying. The staff are highly committed to protecting the physical, psychological and emotional wellbeing of students and safeguarding them from abuse. Policies are clearly communicated to all staff, students and parents. AIS has established a safe online environment and set highly effective procedures to protect students and staff from cyber-bullying and technology misuse. An effective Health and Safety Management System is established to consistently ensure a fully safe and hygienic environment for all. Risk assessments are integral to the school management and are consistently conducted to ensure the safety of all individuals. Staff and students are regularly trained on safety procedures and frequent drills are conducted. Routine checks are continuous and rigorous, and detailed records are kept and analyzed. The supervision of students in the building and on buses is exceptionally effective and a priority at all times. Our students feel very safe in school and are confident and comfortable reporting any concerns to their advisors or counselors. The school building and facilities are in excellent condition and well maintained, and very well suited to the education needs of all students. The school has created an inclusive and supportive environment to ensure the wellbeing of all students and staff. Our wellbeing team is accessible to all students and staff, and immediate action is taken to support any individual who comes forth as unwell. Since the onset of the pandemic, the wellbeing team took immediate steps and particular care to address challenges students and staff face and may continue to	5.1.1 Care, welfare and safeguarding	The school has rigorous procedures in place to ensure the safety and protection of its students. The school recently implemented a school management software to combine all school policies and ensure that all stakeholders are kept informed. The COVID prevention practices in place at the school are effective at keeping students and staff healthy. An identification card is given to every student, staff member, and parent. The IDs is scanned at the entrance every day, which shows the PCR test's validity and alerts them when it has expired or is about to expire. The school reviews its policies on a regular basis and adjusts them as needed. The school's anti-bullying policy including cyber-bullying is very effective. Students reported that bullying is uncommon. They do a variety of risk assessments to protect the safety of students, including a general risk assessment for COVID operations, which includes students' well-being. The school has an effective evacuation protocol for emergencies such as fire and gas, and drills are held on a regular basis with records kept. The school, in collaboration with the civil defence, provides staff training on evacuation methods. The school is linked to the police department and civil defence, so in the event of an emergency, they will be notified right away. The school currently conducts targeted and certified training for specialist staff such as HABC fire safety and HABC first aid in addition to inducting all staff and parents on all health and safety procedures, including the child protection policy, at the beginning of the year which is documented in the parent and staff handbooks. Although the school has specialized staff who are trained to respond quickly to emergencies, teachers are not prepared to deal with students who have known medical conditions in the event of an emergency. Bus transport procedures are thorough. The
	5.1.2 Arrangements to ensure health, safety, security	
	5.1.3 Quality of maintenance and record keeping	
	5.1.4 Suitability of premises for all students	
	5.1.5 Provision for and promotion of safe and healthy lifestyles	



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face. Healthy living is a priority in the school and is evident in various programs and approaches, even during distance learning.

students leave the school in an orderly manner and the conductor takes their temperature and sanitize their hands before boarding. Students report that the bus ride is safe and calm. Students are closely supervised during school and throughout dismissal. Students are well behaved and take responsibility for their actions. The ID scan technology keeps the school and parents informed on a student's whereabouts. Building and equipment are in excellent condition. Maintenance records, incidents with the stated actions and fire drills are comprehensive. The school clinic is fully equipped with two qualified nurses who manage the students' medical requirements, Medication is kept in a secure location. Medical and safety personnel are on high alert and take extra efforts to ensure a safe working environment. Students with medical conditions are registered on the school management system so that all staff members are informed of their condition. The school campus is in excellent condition. The school is inclusive and accessible to students and staff with physical disabilities. Each student of determination is subjected to a risk assessment to ensure that they are always safe. The school continued to offer PE, music, and art activities during the online learning period, ensuring that students' health, safety, and well-being were maintained. The school canteen only serves healthy foods, and students are aware that they are not permitted to bring junk food onto campus.



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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
The true meaning of family is embedded in our school culture and practices. Staff and students have very good rapport based on mutual respect and trust. Teachers know their students very well, and are aware of their individual needs. Behavior management is clearly communicated and entirely understood by staff and students. The school has a highly developed student code of conduct, including policies and procedures for progressive discipline that is implemented wisely and fairly by teachers and supported fully by senior leaders. The school has a highly effective and efficient system to manage and keep accurate attendance records. Student attendance data is regularly analyzed and persistent late/absenteeism trends are addressed to resolve any underlying issues. As a result, student attendance is outstanding. The Student Support Services Department is high performing and offers a multitude of services to support students of determination and those in need. This support is comprehensive and focused; the use of resources and provisions are adapted to meet student needs. The school has thorough procedures for identifying students with special needs and those who are gifted/talented. The identification process is conducted by the school's multidisciplinary team, with reference to external specialists. Confidentiality is paramount and strictly applied. SoD are placed on IEPs and Gifted & Talented are placed on EEPs (Enrichment Educational Plans); as a result our students make excellent progress. The school has an effective process for character development, evaluation, and positive reinforcement that is based on the school's Learner Attributes. Guidance services are highly effective in supporting students to meet their future goals for career and study. The school's college prep	5.2.1 Staff and student relationships and behaviour management	Teachers have a cordial relationship with the students. In all areas of the school, including lessons, there is a strong sense of mutual respect. Students feel comfortable approaching staff with any concerns they may have. The school's behavior policy is thorough, well-implemented, and widely communicated to parents, staff, and students. It is also in the parents' and staff's handbooks and on the school website. The school emphasizes positive reinforcement rather than punishment. They may, for example, call parents to share something positive about their children with them, which has a favourable impact on relationships as well as students' attitudes and behavior in general. The school keeps accurate records of attendance and punctuality. The attendance management system is effective and as a result, students' attendance is very good. The school has a comprehensive system to identify students of determination and the gifted and talented. The school welcomes all students who have been externally identified as students of determination and follows rigorous procedures to identify students of determination who may be in the school. They use a variety of well-known assessments, such as TEACH and Wechsler Individual Achievement Test, depending on the needs of the students. The school has a dedicated department and professional staff to cater for the needs of students of determination. The department includes an educational psychologist and a therapist, and they may seek outside assistance if necessary. The department has a special library, a life skills room, a sensory room for autistic students and an occupational therapy room in addition to the classes where students are grouped by age and provided with the support they require based on their individual educational plan (IEP). The progress
	5.2.2 Promotion and management of attendance and punctuality	
	5.2.3 Identification of students with special needs, gifted, talented	
	5.2.4 Support for students with SEN and the gifted and talented	
	5.2.5 Guidance and support for all students	



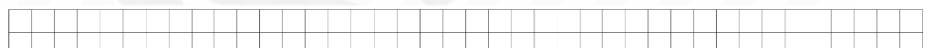
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advisor works closely with students to prepare them for college and life after school. All graduates are secured a university placement, with a high rate joining top-tier universities worldwide.

of students of determination is monitored regularly, and parents are engaged in the process. The department has a number of success stories for such students as a result of the high-quality support they provide for them. For example, a few students of determination advanced to Grade 12 and one Down Syndrome student received a medal at the Special Olympics. The department has an exit strategy in which students are assisted to fully join the mainstream classes. The student of determination learning support team trains teachers and provides them with effective support in modifying the curriculum and lesson plans to meet the particular needs of all groups of students, including students of determination in lessons. However, the number of identified students in the mainstream classes is less than expected based on international standards. The school uses a cognitive assessment and teachers' feedback to identify gifted and talented students. They effectively nurture their talents through extra-curriculum activities such as clubs and competitions, as well as challenging them in lessons. The school closely monitors the well-being of all students. Career counselling begins in Grade 10 when students are assisted in selecting the path that best suits their requirements and goals. Grade 12 students attend a college preparation class to gain assistance in making the best decisions and completing their applications. Universities are also welcomed to showcase their programs at the school. The school takes pleasure in having 100% placement of its graduates every year. Although the school maintains contact with a small number of graduates, they do not currently have a system in place to track students after they graduate.

Next steps for leaders:

1. Train all teachers on how to deal with students who have medical conditions so they can deal with them in the event of an emergency. 2. Expand the process of identifying students of determination to include every student with a special need in the mainstream classes and plan for school-wide interventions particularly in the core subjects. 3. Introduce a system to monitor students' destination and progress after graduation in order to enhance or modify the provision in school.





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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
Senior leaders are highly committed to the school's mission and vision, and work closely to ensure that the school's core values and outlook on education permeate all aspects and facets of the school and drive all decision making. The Principal and Vice Principal are highly competent and transformational in their leadership, creating positive and valuable change in systems and practices. Inclusion is at the heart of the school mission, and students of determination are embraced at the point of their admission into school with highly effective provisions that they need to grow and learn. Seniors leaders continuously communicate, interact and collectively reflect to generate consistent, ethical and effective decisions. Improvement, growth and novelty usually culminate from such interactions. The relationships are transparent and highly respectful creating a familial and energetic atmosphere that trickles throughout the school. The positive relationships and shared vision was mostly tested and ascertained when schools had to transform their delivery at the onset of the pandemic. The high quality delivery of distance learning and the effective systems that were established in little time speaks to a culture of committed professionals in which leadership is distributed and individuals are empowered. (The quality of distance education delivered is reflected in the Irtiqaa's inspection report that included no recommendations.) The adhesiveness of the school community also stems from a common shared vision, a culture of trust, and no compromise on integrity. Leaders deliver with transparency and diligently work to ensure that the school complies with all governmental regulatory requirements. Feedback is responded to systematically and strategically to ensure growth. The school is known in its community as "a place of constant change", and its leaders grow to be critical as they	6.1.1 Vision and Direction 6.1.2 Educational Leadership 6.1.3 Relationships and Communication 6.1.4 Capacity to Innovate and Improve 6.1.5 Impact on and accountability for school performance	Senior leaders, inspired by the Principal, display high levels of professional competence. The principal, who taught in the school prior to her appointment, is particularly committed to the traditions and familial culture of the school. School leaders' commitment to the school's vision and mission is evidenced by their collaborative approaches to the promotion of the school's core values. These values known as the twelve learner attributes underpin the Abu Dhabi International School (AIS) school's tradition, decision making and educational philosophy. Six of these refer to character formation and six to academic prowess, are displayed throughout the school and known widely by all. The attributes are evident throughout the school and enabling it to be fully inclusive and focus on all UAE national priorities. The school is fully committed to benchmarking through international testing where appropriate and the "My identity framework" at all levels, The Principal and Vice Principal's leadership style promotes a collective approach that fosters a positive learning environment focused on the implementation of effective policies to meet the changing developmental needs of all students. The school has a wide variety of other subjects available where high-quality drama, art and music classes are well attended in all phases to meet varied needs and abilities. Most senior leaders have taught in the school. They have grown in the school's strong tradition of teaching and learning which drives improvement through rigorous data-driven assessment. Their knowledge of the curriculum is demonstrated by the improvements in achievement in almost all subjects since the last inspection and the outstanding focus on the standard of care, support and personal development throughout the school. The school boasts a 'familial and energetic' atmosphere and this is evident throughout the



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seek the better for their students.

school where relationships were very respectful. The school's senior leadership team's shared vision and open approach to communications results in a strong bond among all stakeholders. Electronic communication throughout the school and with parents is exceptionally efficient. The school encourages a model of distributed leadership where middle leadership coordinators monitor several subjects within their phase. While this approach creates cohesiveness within a particular phase it also leads to a lack of direction within subjects as several middle leaders share subject responsibility. Despite the recent high staff turnover, due to pandemic, morale is very high and the school shows great commitment to teacher wellbeing through support sessions and through a module within the IB programme. The school leadership demonstrates a clear understanding of the actions needed to improve the overall judgement for the school in the future. It reflects on practice to enhance methodologies and approaches to promote best practices. The school has shown sustained improvements over time in most areas. Each department monitors curriculum planning, its implementation and assessments to ensure consistency in design and delivery. Improvement has been sustained over recent times and the school's focus on the twelve learner attributes ensure that current improvements are sustained. Clearer subject responsibility would drive improvement further and ensure the AIS continues its positive achievement performance. All staff members and their departments are involved collectively in the systematic evaluation, review and implementation of the school development plan which focuses on improving both student experiences and achievement under the AIS learner attributes framework. Innovation is widespread and students are provided with opportunities to participate in UAE innovation day, in sport and STEAM projects both in the UAE and internationally. The school is very conscious of all its obligations and is compliant with all statutory and



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regulatory requirements. The trustees are very committed to the school and hold senior staff accountable for all decisions in an open and transparent way.



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PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
At the beginning of year, after schools started returning to normalcy, the school has immediately taken up the recommendations from the previous inspection (prior to covid-19) and continued to ensure that these recommendations are addressed. The School Development Plan was revisited and all departments designed their improvement plans to align with the school goals. Goals generally focus on areas of teaching and assessment, as well as student growth and attainment, with careful attention given to identifying and closing learning gaps due to covid-19. Approaches to collecting the data and meeting these goals are systematic, and departmental revision meetings are conducted periodically to ensure progress towards attaining the goals. Staff engage in professional dialogue in their scheduled departmental meetings to reflect on practice, improve on methodologies and approaches, and share best practices. The school has shown sustained improvements over time in all targeted areas. Each area of the curriculum has an assigned department head who oversees curriculum planning, implementation, and assessments. They are responsible to ensure that unit and lesson plans are effectively designed and are delivered based on the school's teaching performance standards as explicated in its System for Teacher Evaluation of Professional Practice (STEPPS). Department heads monitor student performance and progress, and use the data to inform next steps and decisions in planning and delivery. Ongoing reflection in practice and on practice drives professional and student growth. The senior leadership team closely monitors the performance of the departments in ensuring that goals are met, and regularly monitors its impact on student academic progress and character growth.	6.2.1 Processes for self evaluation 6.2.2 Monitoring and evaluation of teaching and learning 6.2.3 Processes and impact of improvement planning 6.2.4 Improvement over time	As part of the school's internal assessment process, the school rigorously analysed its performance and the recommendations of the previous inspection report. Data is gathered from a range of internal and external sources such as the Grade 12 IB and AP test results, the IOWA assessment tests in other grades and internal school exams as well as general observation. These assessments are used to pinpoint the school's strengths and weaknesses and monitor students' progress to plan effective lessons. School improvement planning is underpinned by this systematic analysis of the data ensuring that all staff are aware of the school's strengths and areas for improvement. However, greater clarity, for staff and all stakeholders, in how this extensive data is presented, would further enhance outcomes for students and assist the school in reaching even higher standards. The senior leadership team closely monitors the performance of teachers and the impact of their teaching on the students' academic and personal progress. Mentors provide support to all staff members in their professional development and staff performance is regularly evaluated by heads of department to ensure consistency in planning and delivery. The school has developed its own 'system for teacher evaluation of professional practice' (STEPPS) which consists of detailed observation forms for lesson monitoring by leaders and a summative evaluation at the end of the school year based on the school's own seven performance standards. Most middle and senior leaders have a thorough knowledge of best practice in teaching and learning which provides effective performance monitoring and evaluation. However, this knowledge is not fully consistent across all middle leadership and this hinders the school from moving to the next level. School improvement



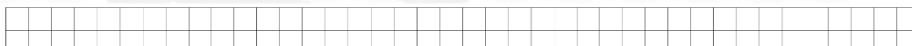
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They provide ongoing support to all staff members in their professional growth and delivery, and are highly engaged in the ongoing and summative evaluation of staff performance, including teachers and department heads.

planning is consistent, based on a wide range of suitable evidence and data and is accurately reflected in the school's internal evaluation. These actions are realistic and focus on the improvement of outcomes based on the needs of the students and the UAE national priorities and those of the school. The school demonstrates a capacity to promote new solutions to address its priorities and respond to changing circumstances such as the recent pandemic. The school was very effective in responding to the distance learning requirement and set up rigorous systems, including mobile phones for leaders to ensure that they were contactable at all times. This greatly facilitated the changeover from face to face and has been commended by parents and is also commented upon positively in the distance learning evaluation report. The school has implemented all the recommendations from the previous inspection report and this has impacted through improved achievement in all subjects. This has been achieved by developing students' higher-level thinking and problem-solving skills, particularly in the primary and middle phases, through open questioning that promotes inquiry and debate. These practices are now well established. The school has improved its systems to encourage the sharing of best practice ensuring all teachers have the same high expectations. This is very evident in lessons that are now adapted to respond to the students' level of understanding. Finally, the school's processes for self-evaluation and external international benchmarking are well established. It adopted MAP assessment system for all phases in 2020 which now aligns with national and international benchmarks. The school has succeeded in ensuring the school's self-evaluation is more accurately linked to students' achievement in lessons and this is evidenced through the improved outcomes in most subjects.

Next steps for leaders:

1. Re-define the role of middle leaders in order to give very clear responsibilities around specific improvement areas in each subject. 2. Re-structure the 'system for teacher evaluation of professional practice' by reducing the number of elements and matching the system more closely to the UAE framework requirements. 3. Ensure that





the school's extensive data are analyzed more rigorously and presented in a way that shows attainment and progress clearly across all the phases and over time.

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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
The Parents Committee is highly supportive of the school and acts as an advisory board to the administration. It consists of various sub-committees and all parents are invited to express interest in membership. The Committee includes very enthusiastic members who are active in school life, and purposefully plan internal and outreach initiatives. The school strongly promotes home-school partnerships, and has established highly effective means of communicating with parents. Parent-Led Conferences are conducted at the start of the year in which they are involved in their child's goal setting. Parent-Teacher conferences and meetings are conducted throughout the year, and regular emails and calls are made to ensure that parents are kept well-informed of their child's progress and next steps. Almost all parents are accessible, by responding or attending meetings. School formally reports student progress and attainment through unit progress reports and end-of-term reports. All parents have access to the school portal/app that include up-to-date records on their children's attendance, achievement, clinic visitations, and learning resources. Text messages and online platforms are used regularly to communicate announcements. Parents have contact information of children's support team (teachers, heads of grade, counselors) who respond in a timely and supportive manner. Parents are provided with the school hotline number for urgent inquiries or concerns. All complaints are of high priority and are dealt with immediately through the right channels. School has strong community partnerships that help create learning opportunities for students. Trustees and Parents Committee are dedicated to strengthening and broadening the school's community network. Students participate in local sports	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	Partnerships with parents and the community are outstanding. The school has an extensively engaged and highly supportive parents' committee which meets regularly to provide feedback to leadership. It promotes home-school initiatives and parents are encouraged to contribute to achievement goals at regular conferences led by parents throughout the year. The school has highly effective means of communicating with parents has established a variety of methods to keep them informed, including regular emails and calls advising parents of their child's progress and next steps. Parents' attendance at meetings is high and the school values their suggestions and input when revising its school's development plan. All parents have access to the school's portal/app which provides comprehensive up to date information. Text messages and online platforms are used regularly to provide news and to inform parents about upcoming events. Parents have access to relevant personnel who respond in a timely and supportive manner and the school provides a hotline number for urgent inquiries or concerns. Parents particularly praise the open door system and sophisticated tag system which allows them to visit the school at all times. The school provides ongoing and comprehensive unit progress reports and end-of-term. Under the AIS system personal development is given equal status with academic development which is included in all reports. Inputs on personal development are consistent throughout the school and progress or issues in these areas are logged and reported to parents. Through its assessment system, IOWA in past years and more recently MAP, the school has a thorough knowledge of the strengths and weaknesses of students and parents are kept fully informed. The school and the community benefit from its strong community partnerships which help



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tournaments, community service, marathons, environmental/sustainability initiatives, Expo performances, social awareness workshops, robotics competitions, MUN forums and conferences, and others

create significant and sustained learning opportunities for students. Students participate in local sports tournaments, community service, marathons, environmental sustainability initiatives, Expo performances, social awareness workshops and robotics competitions which are particularly strong. The school has been represented both nationally and internationally at conferences and other events and has strong links with American schools through the work of the Principal. All phases are provided with these opportunities but particularly the middle and high phases which help to successfully prepare them for university life after school. While the school participates in a wide range of activities, the number of students representing the school is sometimes limited. While some international connections have been established, especially with schools in the USA, they should be formalized so as to benefit student outcomes.

Next steps with parents and partners:

1. Ensure that as many students as possible get the opportunity to participate in both national and international competitions or exhibitions
2. Formalize connections and partnerships more clearly with schools in the USA and internationally through online connections and visits when appropriate.
3. Use international connections to compare performance and drive student achievement through the exchange of innovative teaching strategies and best practice internationally.



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PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
The Board of Trustees has representatives from all stakeholders. It operates according to set policies and guidelines; its experienced members ensure robust governance holding the institution to high standards. The Board formulates the school's 5-year strategic plan and meets periodically to ensure progress towards strategic goals. It continuously reviews the school policies, procedures, and programs, and makes the necessary revisions based on feedback from stakeholders or recent developments. For instance, at the onset of the pandemic, the Board set out new policies to ensure that systems were in place for effective teaching and learning. Board members are in regular communication with senior leaders providing support and accountability towards the school mission and progress towards goals. Senior leaders report to the Board on student achievement and personal development at least once during every grading period. The Board reviews leadership performance and provides constructive feedback and direction. It assists the leadership in making critical decisions, liaising with governmental bodies, and creating a familial work and learning culture that would ensure continuity to the school and its growth. The Board seeks the advice of parents and responds to feedback communicated through the Parents Committee or school-wide surveys. According to school policy, regular calls must be made to parents by middle and senior leaders to solicit parental feedback. A feedback log is shared with the Board, and appropriate responses are taken. During the shift to distance learning, the Board deployed mobile phones to all middle leaders and key personnel to ensure that verbal communication with parents is not compromised in any way. A hotline was set up through which parents can reach	6.4.1	All stakeholders are represented on the school's Board of Trustees. The Board is very well informed and regularly seeks feedback from senior leaders and parents' representatives. It consistently reviews school policies, procedures and programmes. The Board, in co-operation with senior leaders, formulates the strategic plan and monitors its progress and implementation. It welcomes feedback from stakeholders and holds informal meetings weekly for this purpose. It was proactive during the pandemic in setting out new policies to ensure that systems were in place for effective teaching and learning. Board members consult regularly with parents and senior leaders. The board receives regular reports from them on student achievement and also personal development which is a strong focus of AIS, since its foundation. The Board reviews leadership performance and provides constructive feedback and direction. All stakeholders are represented on the school's Board of Trustees. The Board is very well informed and regularly seeks feedback from senior leaders and parents' representatives. It consistently reviews school policies, procedures and programmes. The Board, in cooperation with senior leaders, formulates the strategic plan and monitors its progress and implementation. It welcomes feedback from stakeholders and holds informal meetings weekly for this purpose. It was proactive during the pandemic in setting out new policies to ensure that systems were in place for effective teaching and learning. Board members consult regularly with parents and senior leaders. The board receives regular reports from them on student achievement and also personal development which is a strong focus of AIS, since its foundation. Board reviews leadership performance and provides constructive feedback and
	Involvement of stakeholders	
	6.4.2	
	Ensuring accountability	
	6.4.3	
	Influence on the school	



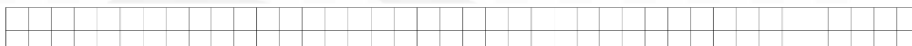
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the school even at late hours. Senior leaders relay to the Board ideas and suggestions from the student body that are officially communicated through the Student Council.

direction. The strong emphasis on 'family' in the school can be challenging at times as the board attempts to make difficult decisions. The Board promotes communications with parents through the parents' committee and school-wide surveys. The school leadership also provides a feedback log to the board and this facilitates communication and ensures that action is taken when appropriate. Board formulates the school's strategic plan and systematically monitors all actions and holds school leadership to high standards. The board provides support to senior leaders through regular communication and the Board is very much part of the everyday life of AIS. It assists the leadership in making critical decisions and liaising with governmental bodies. During the shift to distance learning, the Board deployed mobile phones to all middle leaders and key personnel to ensure that verbal communication with parents was not compromised in any way. A hotline was set up through which parents can reach the school even at late hours. Senior leaders relay to the Board ideas and suggestions from the student body that are officially communicated through the Student Council. The Board makes a significant contribution to the leadership of the school exerts a positive and direct impact on the overall performance of the school through its assistance to the leadership in decision making, liaising with governmental bodies and promoting continuity and growth. The Board, like the school, is data driven and this informs all decisions. The Board also seeks the advice of parents and responds positively to feedback. All regulatory and statutory requirements are met by the board in its performance of its duties, including all UAE priorities. However, a few board members are not fully aware of all the requirements of the UAE framework, especially the close connection between student achievement and leadership.

Next steps for governors:

1. Ensure that board members are fully aware of all the requirements of the UAE School Inspection Framework through regular discussions and presentations from external sources. 2. Establish clearly for all board members the close connection between student achievement and leadership and ensure that this is understood by all





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stakeholders. 3. Devise ways that will enable the board to make difficult decisions around staffing or leadership responsibilities when required in order to have the best possible leadership, at all levels and in all the phases.



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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
The school runs very efficiently on a daily basis, and is quite calm with a very positive and caring ethos. The school's routines and procedures are highly effective. Scheduling is efficient and ensures the best use of space and resources. There are sufficient qualified staff to deliver the curriculum, as well as support staff, including counselors, shadow teachers and teaching assistants to meet student needs. Auxiliary staff are deployed and organized to ensure that the school buildings are carefully monitored and students are safeguarded at all times. The school is well-financed to ensure high quality resources to meet curriculum requirements, support excellent teaching and learning, and ensure the health and safety needs of all stakeholders. Budgets are allocated to provide for all educational programs, instructional resources, supplies, and the maintenance of facilities, and to ensure that services delivered are of high quality. The facilities provide an excellent environment for learning, and support the delivery of a broad academic and enrichment program. The school operates in a high-quality facility that is designed to meet all curricular requirements. In addition to spacious classrooms and playgrounds, the facility includes ICT & robotics labs, science labs, visual arts rooms, performing arts rooms, theater, gymnasiums, fitness room, running track, soccer field, basketball and volleyball courts, well-resourced learning resource center, sensory room, and occupational therapy room. The school is extremely well-equipped with the necessary educational resources, including books, manipulatives, equipment and technology. Resources are evaluated each year and recommendations by teachers, middle and senior leaders are reviewed and appropriately acquired to further enrich student learning. As part of the school strategic plan is the procuring of	6.5.1	All the school's procedures and routines are very well organized. The management of the facilities and day-to-day life of the school is very good, including the deployment of teachers and the use of resources. The school runs very efficiently, creating a positive learning environment for students in all phases. The school procedures are particularly strong for students of determination and the younger students which is a great source of confidence for parents. Timetables and school schedules are effectively managed and routines well understood by all and this has led to improved achievement in most subjects. The school is appropriately staffed with qualified teachers, support staff, counsellors, shadow teachers and teaching assistants to meet student needs especially students of determination and the gifted and talented. All teacher absences are carefully monitored using a modern tracking system to ensure that timely and robust approaches are in place to provide continuity of learning for students. Professional development opportunities in AIS are determined by the expressed needs of teachers and are delivered mostly internally or in conjunction with the other AIS campus and best practice is shared. Occasionally professional development from outside the school would be valuable and ensure staff are fully aware of current thinking at the highest levels in education. While the deployment of middle leadership is generally strong, it requires constant and rigorous review if the school is to move to the next level. The school buildings are of the highest quality, carefully maintained to a very high standard and provides a very safe environment conducive to learning and access for all. The building has ample space and facilities to allow students to display their achievements and interests in a way that motivates and inspires them. The school is well-financed
	Management	
	6.5.2	
	Staffing	
	6.5.3	
	Facilities	
	6.5.4	
	Resources	



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additional tablets for the primary years to support the effective implementation of differentiation and assessment

and has an extensive range of equipment to meet the school's curriculum requirements, support teaching and learning and provide a safe environment for all. The facilities and resources support an educational environment that provides very successfully for the academic, social, sporting development of its students. These include ICT and robotics labs, science labs, visual arts rooms, performing arts rooms, theatre, gymnasiums, fitness room, running track, soccer field, basketball and volleyball courts which all contribute to the school's enrichment programme. The school also has a well-resourced learning resource centre, a sensory room and an occupational therapy room. The school has a very good stock of, manipulatives for mathematics, equipment and technology. All resources are evaluated each year, reviewed and added to, based on teacher recommendations to further enrich student learning. Additional tablets for phase 1 will be purchased to support the effective implementation of differentiation and assessment strategies agreed upon. Following the annual audit, the range of hands-on resources in the KG and primary phase in particular should be evaluated to ensure it meets the highest standards both nationally and internationally.

Next steps for managers:

1. Re-focus training and professional development on specific areas for improvement across all subjects through the engagement of the best possible expertise either internally or externally 2. Continuously analyse and review the deployment and performance of middle leadership in order to drive further improvement. 3. Extend the range of hands-on resources in the KG and primary phases in particular after annual review and ensure it meets the highest standards both nationally and internationally.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae

