



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

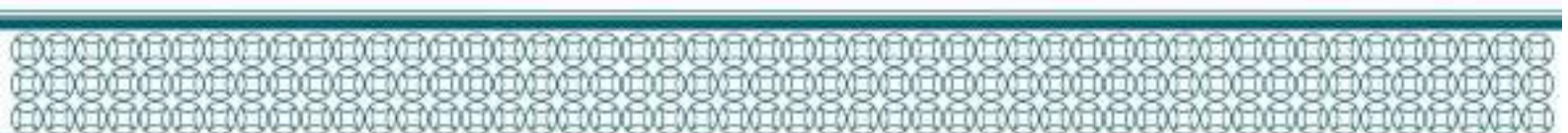
Inspection
Report of

Al Mamoura Academy

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Mamoura Academy		
School ID:	9282	School phases:	KG to High
School Council: **	NA	Fee range and category*	AED48,000 to AED67,400: High to Very High
School curriculum: *	British	Email:	Almamoura.pvt@adec.ac.ae
Address:	Al Nahyan Camp, Abu Dhabi	Website:	www.aldaracademies.com
Telephone:	+971 (0)2 885 7100		

Staff Information			
Total number of teachers	120	Turnover rate	14%
Number of teaching assistants	66	Teacher- student ratio	1:10

Students' Information			
Total number of students	1155	Gender	FS1 to Year 6: Boys and Girls Year 7 to 11: Girls only
% of Emirati students	70%	% of SEN students	1%
% of largest nationality groups	Jordanian 5%	British 3%	----
% of students per phase	KG 27%	Primary 62%	Middle 10% High 1%

Inspection Details				
Inspection date:	from	05/06/1440 10/02/2019	to:	08/06/1440 13/02/2019
Number of lessons observed:	125	Number of joint lessons observed:	12	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The principal joined the school at the start of the academic year in 2018. Leadership has not been stable, with 3 principals over the last 2 years. Currently, the school is co-educational boys and girls from KG to Year 6 and girls only from Years 7 to 11. Only 4 students are currently in Year 11 high phase and their performance has not been evaluated in this inspection.
- The overall performance of the school is good. Leaders provide very clear strategic direction and there is a high priority for raising standards of students' achievement from the low attainment of students in most subjects on entry to the school. Students' achievement is now good in most subjects, and very good overall in the KG in English. Teachers provide a range of motivating and engaging activities with appropriate support and challenge to ensure the different learning needs of most groups are being met.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Students' achievement in almost all subjects is now good except in science where it is acceptable. Students' achievement has improved in Arabic FL, Arabic SL, with improved attainment in Islamic education and social studies.• Students' good learning skills, such as their very positive attitudes and their ability to solve problems collaboratively, are helping them to improve their achievement.• All groups of students make good progress overall, but higher achieving students do not consistently make the progress they could in lessons.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Students' highly positive relationships, respectful attitudes and very good behaviour support their learning very well.• Students' appreciation of the values and heritage of UAE, and other world cultures are strong, and they apply these to their own lives.• Students' social responsibility and contribution to the community are less well developed.		



Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Teachers have good subject knowledge. They plan and use resources well to raise students' achievement, and to stimulate their interest in learning. Teachers provide motivating and differentiated activities that foster students' enjoyment of learning. Planned activities do not consistently challenge students to think and solve problems independently. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Well-planned curricular links enable students to transfer their skills across subjects. Good systems are in place to ensure a smooth transition between phases. Insufficient teaching time is available in science to allow all students to achieve their potential. A few students who have transferred from other schools, have been placed in a year group higher than their age. The resources in the primary and middle phases in Arabic are therefore in advance of their age-related curriculum. 		

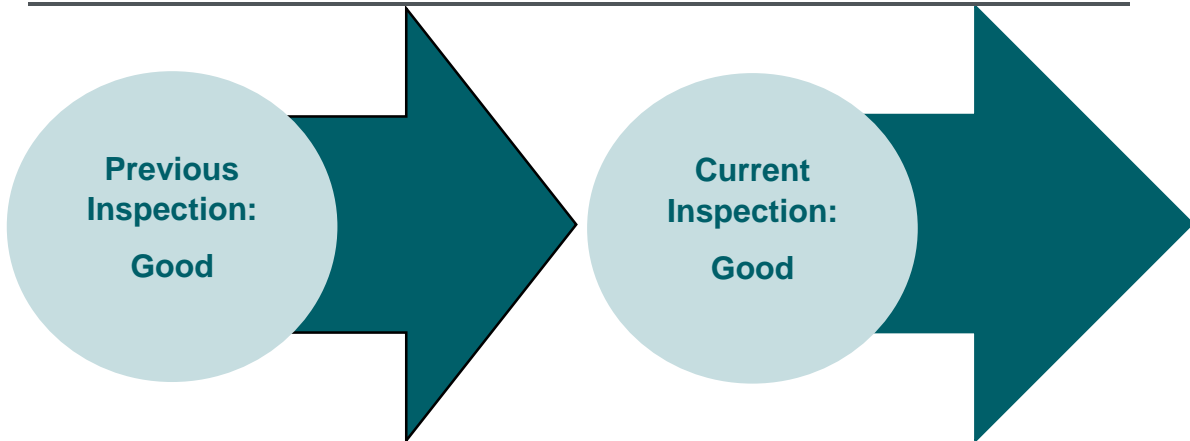
Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Teachers have nurturing and mutually-respectful relationships with students. The school places a high priority on students' welfare, health and security and this provides a very secure learning environment. Students with special educational needs receive comprehensive support and guidance, but higher achieving students are not consistently challenged in lessons. 		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The school has established a clear strategic direction with a focus on raising achievement and ensuring that parents, students and staff are clear about their responsibilities. 		



	<ul style="list-style-type: none">• The school's strategic focus on developing students' basic skills and knowledge is having a positive impact on students' achievement in most subjects where it is now good.• Leaders have recognised the need to provide sufficient curriculum time to enable students to raise their achievement in science.
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Progress made since last inspection and capacity to improve



- Leaders have addressed almost all of the recommendations of the previous inspection.
- Standards have improved in Arabic First Language, Islamic education and social studies where attainment and achievement is now overall good.
- The quality of teachers' planning has improved, by providing more specific differentiation, activities, along with better assessment and marking. This is now beginning to impact positively on students' achievement in subjects. Teachers now provide activities to challenge students with different abilities, and to promote their innovation and critical thinking. Most teachers use questioning skilfully to promote deeper thinking. As a result, students' skills have improved and are now good.
- Learning is now well linked to everyday life across most subjects. In lessons, teachers plan activities to extend higher achieving students, although these are not always sufficiently challenging to accelerate students learning enough. Teachers engage in peer observation and good practice is being shared successfully across the school.
- The school has been successful in improving students' attitudes. Students now show very good attitudes and behaviour. Relationships are outstanding.
- Leaders at all levels are now involved in monitoring. This is having a very positive impact on teaching and learning and raising standards, although monitoring could be further sharpened to focus still more on learning outcomes, especially for the higher achievers. Overall, leaders' capacity to improve the school further is very good.



Provision for Reading



- Reading is promoted very effectively across the school.
- The school has placed reading in both Arabic and English as a high priority. The school' reading plan is being fully implemented. A number of initiatives are motivating students to read in specially created reading areas across the school. For example, in the main entrance, reading corners have been created to enable individual and groups of students to do quiet reading. Adults are on duty to provide reading support for students in these areas. This is beginning to impact positively on raising students reading levels and their progress in subjects across the curriculum.
- The two libraries are well resourced with Arabic and English medium books.
- Guided reading has been introduced with a dedicated reading lesson for all students in the primary and middle phases. Teachers place importance on developing students' fluency, comprehension, and reading with understanding. This is having a highly positive impact on students' achievement in Arabic and English languages.
- Students' progress is monitored regularly against reading levels and records of progress are kept up-to-date with running records.
- Students participate in a range of activities to enrich their reading experience. They read and write short stories and are creative in suggesting different beginnings and endings to a range of stories.
- Students enter reading competitions both internally and between schools as well as spelling Bee competitions.



Key areas of strength and areas for improvements:

Key areas of strength

- The commitment of leaders and staff to continued improvement of the school.
- The improving achievement of students in the KG.
- The increasing effectiveness of the school's reading provision in English, and improving achievement in Islamic education, social studies and Arabic SL.
- The highly positive relationships and caring ethos of the school that create a successful learning culture.
- Students' appreciation of the values of Islam and their respect for the heritage and culture of the UAE.

Key areas for improvement

- Continue to improve attainment in all subjects, and particularly in Arabic as a second language (ASL) and science by:
 - raising expectations across subjects, especially where students' attainment is acceptable
 - ensuring that the planning of learning activities is sufficiently focused on the learning outcomes to be achieved by all groups
 - ensuring appropriate curriculum time is made available to develop scientific skills and understanding
 - creating further opportunities for students to develop independence and take the initiative in their learning
 - improving students' writing skills in Arabic and English
 - improving the confidence of ASL students in speaking standard Arabic.
- Further improve the challenge for higher achieving students more consistently in lessons by:
 - ensuring that higher achieving students are clearly identified in lessons
 - continuing to raise the challenge for higher achieving students with more demanding activities
 - sharpening leaders' monitoring of teaching to focus still more rigorously on the progress made by students in lessons.



Performance Standard 1: Students' Achievement

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

*Relevant for Private schools only



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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good.• 2017-18 internal end-of-year assessment indicates variable attainment across phases but good attainment overall.• In lessons and students' recent work, attainment is good, as the majority of students attain above curriculum expectations in all phases. For example, students in Year 8 can read Noble Hadeeth and explain it thoroughly. They are able to justify why Prophet Mohammad refused to buy the land for the mosque and what Muslims should learn from this.• Students make good progress in all phases as they can recognize, appreciate and apply Islamic values and etiquettes. Students' ability in applying Tajweed rules when reading and reciting from the Holy Quran recitation is less well developed.
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Arabic	<p>Arabic First Language (FL)</p> <ul style="list-style-type: none">• Students' achievement in Arabic FL is good overall.• The internal examination results show good attainment overall.• In lessons, and in their recent work, students' attainment is good and the majority are working above curriculum standards. The majority demonstrate comprehension, reading, and speaking skills that exceed curriculum standards. However, students' extended and creative writing skills are less well developed.• Students' progress is good overall. In the KG, the majority of children can read words, compose and write sentences using sight words. In the primary phase, the majority of students define the elements of a story, describe features of its main and sub-characters and link these to their own lives. They suggest different endings and various titles. Students provide convincing reasons for their choices.• Overall students make good progress particularly the development of accuracy when they skilfully use grammar while speaking and writing. <p>Arabic Second Language (SL)</p> <ul style="list-style-type: none">• Students' achievement in Arabic SL is good overall. This has improved since the previous inspection.• The internal assessments show good attainment in the primary phase.• In lessons, and in their recent work, students' attainment is acceptable. The most students attain levels that are in line with curriculum standards. Most students demonstrate acceptable listening, comprehension, reading, and speaking skills. However, students' extended writing skills are less well developed.• Students make good progress overall. In KG, the majority of children can read words, compose simple sentences using the letters have learnt. They introduce themselves using accurate Arabic. In primary and middle phases, the majority of students can infer and interpret Arabic text. They read and compose sentences describing their own daily routines and hobbies. However, they are less confident in using standard Arabic when they speak.
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Social Studies	<ul style="list-style-type: none">• Students' achievement is good, which is an improvement since the last inspection when it was acceptable.• The 2017- 2018 internal assessments indicate overall outstanding results. These high levels are not borne out in inspection evidence.• In lessons and students' work, their majority of students attain levels that are above curriculum standards. For example, students in Year 7, recognise important features of the population distribution in the UAE. Students are able to justify their best choice of where to live. However, their ability to extract information from graphs and charts to produce appropriate contextual writing is less well developed.• Students make good progress across the school. Students appreciate the role of UAE rulers to build schools and hospitals for Emirati people. They can imagine what transportation might look like in the future with a clean energy. Their ability to relate this to their own lives is less strong.
English	<ul style="list-style-type: none">• Students' achievement in English overall is good, and very good in the KG.• Internal assessment indicate that attainment is overall weak.• In lessons and in recent work, most students' reading and writing standards are in line with curriculum standards. In the KG, the majority of students' attainment is above curriculum standards. Their skills in sounding out words accurately greatly assist good progress in reading. Students rapidly increase their reading skills in the KG. Their writing skills are less well developed. A minority of students, boys in particular, produce draft writing using uneven, weakly formed script.• Most students make good progress in English reading, writing, speaking and listening. Children in the KG make very good progress overall. Most students use their improved English skills and confidence to good effect in other curriculum areas.



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Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. There is improvement in the attainment of students in the middle phase since the previous inspection.• Internal assessments in 2017-2018, indicate that students' attainment is weak in the primary and middle phases.• In lessons and their recent work, most students attain levels that are above curriculum expectations in numeracy, and in interpreting and investigating mathematical problems. For example, students in Year 3 interpret and interrogate a range of data including the analysis of pictograms. They make good progress as they work towards the higher levels of processing and presenting data in different forms.• Overall, students make good progress. The tasks planned for them in lessons enable students to understand more difficult concepts through practical exercises and tasks. Students are encouraged to apply specialist mathematical terms and language specific to mathematics and this helps to consolidate their learning. However, a few students are less skilled in applying mental-maths and solving more open-ended problems. A few students are less confident in explaining the various operations they use.
Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable.• Attainment as measured by the school's internal assessment data is acceptable.• In lessons and in students' work, attainment is acceptable, as most students attain in line with expected curriculum standards. They demonstrate knowledge of key concepts. For example, in Year 4, students use the terms 'evaporation' and 'condensation' when describing the water cycle, and Year 9 students of biology explain the role of pathogens and antibodies in vaccination.• Most students carry out scientific investigations competently and, in the primary phase, investigative skills are developing well. However, students rarely work independently from the teacher, and do not have opportunities to devise their own experiments.• Most groups of students make acceptable progress. In the primary phase, lack of curriculum time to consolidate and extend learning has a negative impact on progress.



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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall within a broad range of subjects.• In lessons, students are generally working above curriculum expectations. For example, in music, students in the KG, learn basic rhythm and play percussion instruments. By Year 6, students create their own music using digital technology. In art, students create high quality work and develop a wide range of skills particularly in the middle and high phases. In PE, most students develop good practical skills. in history, Year 9 students can describe events leading up to the Cuban missile crisis and discuss the merits of possible responses to this. Geography students show awareness of issues of physical and human geography, such as why people live in hazardous areas.• In ICT students research and design business logos and they build their own websites. Students in food technology, learn about processing mild, nutrition and make a range of food products. Students in textiles for example, in Year 8, design patchwork products reflecting international designs.• Students make good progress overall and develop a good range of skills in a broad range of subjects. A few students in history and moral education do not yet direct their own learning and are more reliant on the teacher.
Learning Skills	<ul style="list-style-type: none">• The majority of students show well developed learning skills, and this is now helping them to make progress in most subjects across the curriculum.• Students are enthusiastic and keen to learn. In most lessons, they form highly positive relationships and work collaboratively to solve problems.• Students' innovation and entrepreneurship skills are developing well. They are becoming increasingly more self-reliant. A few students are hesitant to ask for support when they need clarity. They are less confident in taking the lead and working independently during lessons.• Students engage in self and peer assessment and respond well to the support that teachers provide when marking their work.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Students' recognition and appreciation of Islamic values and etiquette. Students' ability to explain the content of their reading. 	<ul style="list-style-type: none"> Students' ability in applying Tajweed rules on Holy Quran recitation in some lessons.
Arabic	<ul style="list-style-type: none"> Students' improving reading, speaking and comprehension skills. Linking learning to their own lives. 	<ul style="list-style-type: none"> Students' extended and creative writing.
Social Studies	<ul style="list-style-type: none"> Students' appreciation of the contribution of UAE rulers in developing the country. Students' understanding of environmental issues. 	<ul style="list-style-type: none"> Students' ability to use geographical information, such as numbers in tables, and analyse to create meaningful text.
English	<ul style="list-style-type: none"> Progress in KG in reading, writing, speaking and listening. 	<ul style="list-style-type: none"> Writing skills, especially for a minority of boys.
Mathematics	<ul style="list-style-type: none"> Students increasing understanding of mathematical concepts and application to practical problem-solving. Students' investigation and interpretation of mathematical problems. 	<ul style="list-style-type: none"> Students' mental mathematics skills. Students' confidence in explaining the mathematical operations they apply.
Science	<ul style="list-style-type: none"> Students' knowledge of key concepts and scientific terminology in all phases. Students' ability to explore scientific concepts. 	<ul style="list-style-type: none"> Students' progress in science in the primary phase. The ability of students to work independently and devise their own investigations.
Other subjects:	<ul style="list-style-type: none"> Inventive and original composition work in music, using digital technology to good effect and use of ICT in other subjects. High standards in art. 	<ul style="list-style-type: none"> Limited ability of a few students in history and moral education to work independently of the teacher.
Learning skills	<ul style="list-style-type: none"> Students' very good attitudes and highly effective relationships that support their learning. Students' positive responses to marking and feedback 	<ul style="list-style-type: none"> Students' initiative to take the lead in lessons.



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

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

- Students' personal and social development is very good, and their innovation skills are good. Students demonstrate mature and constructive attitudes and bullying is extremely rare. Students' relationships with staff are exemplary, highly respectful and considerate, and they underpin the school's very positive learning culture. This adds to students' enjoyment of school.
- Students' attendance is good at 94%, although a few arrive late to school in the morning.
- Students have very good understanding of healthy living. This is reflected in their consistently healthy choices of food and their personal health and safety. They are keen participants in healthy exercise.
- Students appreciate and show genuine respect for Islamic values, and the culture and heritage of the UAE. They celebrate all UAE national events, including National and Day, Flag Day. Their enthusiastic participation in activities such as International Day help to enrich their experience, awareness of world cultures and their enjoyment of school.
- Students make worthwhile social contributions by fundraising and making donations for example to support the Red Crescent and the local community.
- Students assume whole school leadership roles, for example, on the student council and their organisation of National celebrations and charitable events in school. A few students show less confidence however, to take the lead in group activities in lessons.
- Students' creativity and innovation skills are well developed, and they successfully initiate and manage projects. Innovation and creative skills are evident in students' exemplary art work, music compositions and the use of ICT to design patchwork items. Students regularly engage in problem-solving activities that are linked specifically to subject activities in most lessons. Students' skills in solving more open-ended collective group problems and their involvement in social responsibilities beyond the school is less well developed.

Areas of Relative Strength:

- Students' highly positive relationships and respectful attitudes and behaviour.
- Students' appreciation of the values and heritage of UAE, and other world cultures.

Areas for Improvement:

- Further development of students' social responsibility and contribution to the community.
- Students' ability to solve more open-ended problems to further improve their innovation skills.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	
Teaching for effective learning	Good	Good	Good	
Assessment	Good	Good	Good	

- The overall quality of teaching and assessment is good. Teachers have very secure subject knowledge and effectively apply their understanding of how students learn.
- Teachers plan engaging activities that motivate students, and this is having a positive impact on their enjoyment of learning. Most teachers plan and share learning outcomes with students and use a range of strategies to raise achievement effectively. However, this is not yet fully effective in science, where curriculum time is low. All classrooms provide a vibrant, stimulating language-rich environment and plentiful resources for learning. Additional adults play an effective part in promoting good progress, often for small groups.
- Positive relationships and teachers' interactions ensure that students are active and focused on learning. Teachers use probing, open-ended questioning skilfully to lead learning and to promote students' critical thinking.
- The school's initiative of providing support and challenge is more effective in supporting lower achieving students. The tasks provided for more able students are not always challenging enough to extend their learning.
- Teachers provide good opportunities for students to develop their innovation skills through working collaboratively, sharing learning and working through given problems. However, opportunities for students to explain what they are learning and to solve problems more independently, remains inconsistent. Teachers in the KG, provide opportunities for children to develop greater independence through the varied activities they plan.
- Systems are in place to record and analyse students' internal assessments and these are benchmarked against national performance. The school uses CAT4 tests to establish students baseline assessments. However, measures of progress are not yet implemented. Currently, there are no externally marked examinations.
- In the stronger lessons, teachers use assessment data well to plan students' next steps in learning and engage students in self and peer assessments. This is not fully consistent across all lessons. Teachers regularly and consistently mark classwork and provide effective feedback to help students improve further. This assessment for learning is helping students to make progress in most subjects.

Areas of Relative Strength:

- Teachers' subject knowledge, planning and their use of resources to maximise students' achievement.
- Teachers' effective planning, use of time and resources.
- The provision of motivating and differentiated activities that foster students' enjoyment of learning.

Areas for Improvement:

- Inconsistent development of some learning skills such as independent learning between subjects and phases.
- Use of assessment information to plan next steps in learning for all individuals.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is good. The English National Curriculum is broad and mostly balanced. It meets the needs of most students. The school has taken action through a transition 'bridging' plan to address issues relating to the age-related standards of the curriculum, although in Arabic FL a few students still use books at a standard a year in advance of their age. In science, students' achievement is hindered by the limited allocation lessons for students in the primary phase.
- Progression through the school is well planned, with good systems to ensure continuity between phases. Objective-led planning in KG allows children to progress at their own pace. For older students, options for IGCSE allow them a good choice of subjects to develop their talents and aspirations.
- Curriculum mapping and topic-based learning ensures good links between subjects. Thematic teaching in social studies and Islamic education links these two subjects well. Teachers in all English-medium subjects reinforce students' language skills very well, extending their vocabulary and use of language constructions.
- Middle leaders rigorously review the curriculum and modify plans accordingly. Teachers are successful in adapting the curriculum for the needs of students with SEN. The depth and consistency of challenge for higher achieving students does not always accelerate their learning effectively enough.
- Islamic values and UAE culture and values are very strongly embedded across the curriculum good links through lessons, art work, and events in school, such as National Day celebrations.
- Moral education is taught through dedicated lessons and high moral values are promoted through assemblies and lessons. Students demonstrate their ability to apply this to their own lives and conduct in school by showing respect, kindness to others and always doing their best.

Areas of Relative Strength:

- Well-planned curricular links between subjects.
- Good systems to ensure a smooth transition between phases.

Areas for Improvement:

- Teaching time in science to allow all students to achieve their potential.
- Further develop the provision and support for students in Arabic medium subjects to secure their age-related entitlement.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

- The overall quality of protection, care, guidance and support for students is very good. The school has rigorous policies and procedures for safeguarding and child protection. Staff, parents and students are made fully informed of policies and procedures. There is regular staff training on safeguarding.
- Buildings and equipment are maintained in excellent condition and records are very detailed and secure. The attractive buildings, and welcoming environment of the school, is highly conducive to learning. Supervision of students, including to buses, is highly effective.
- Promotion of healthy lifestyles is very effective and promoted across all aspects of school life. The nurse provides regular and very effective health education and health checks for all students. Students across all age groups are actively encouraged to participate in physical exercise and organised sporting activities.
- Staff model and promote outstanding and mutually-respective relationships. Reward systems are highly effective in securing students' outstanding relationships and very positive attitudes.
- School systems are relatively effective in promoting students' good punctuality.
- Comprehensive procedures identify students with SEN, and those who are gifted and talented (G&T). Students with SEN receive effective individual support in lessons and through the specialist support programme. Higher achieving and G&T students have additional challenge through the school's support and challenge initiative. However, the challenge provided in lessons does not always accelerate their learning effectively enough.
- The school provides very effective academic guidance, particularly for students in the high phase where they receive good support with career choices. Transition arrangements for boys within the ALDAR Academies group of schools is effective.

Areas of Relative Strength:

- Nurturing and mutually-respectful relationships with students.
- The high priority that the school places on students' welfare, health and security.

Areas for Improvement:

- Further challenge for students higher achieving students and those who are gifted and talented.



Performance Standard 6: Leadership and management

Indicators:

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

- The quality of leadership and management, inspired by the dedication of the principal, is very good. An ambitious vision and increased rigour in students learning is being complemented by a very clear strategic direction. Leaders are supported by enthusiastic staff committed to sustained improvement.
- Communication with all stakeholders is highly effective. Middle leaders are very effective in carrying out their delegated responsibilities and morale is generally high. Leaders have been successful in raising achievement in English in the KG which is now very good, as well as attainment in Arabic, Islamic education and social studies. Progress is now good in almost all subjects. Leaders are aware of the limited progress students make in science and are planning to rectify the timetabling requirements.
- Self-evaluation is thorough and leads to a detailed school development plan with specific targets to raise students' skills and knowledge from their lower levels of attainment on entry to the school. Leaders monitor progress rigorously through assessment information, lesson observations and learning walks. Monitoring now needs to focus more specifically on ensuring that the challenge set for more able are effectively enough to accelerate their learning.
- Parents are highly supportive of the school. The parents' council keenly support the school and all aspects of its work. Reports to parents are detailed and provide students with clear targets for improvement. Links with the community are well established.
- The Board of Governors make a very effective contribution to the continued development of the school. Representatives local to the school and those representing ALDAR Academies engage in regular monitoring of teaching and learning with the school leaders, and monitor attainment data, to gain a full understanding of school's performance.
- The day-to-day management of the school is very good overall. Students are well supervised across the site. Staff are well qualified and benefit from highly-effective professional development. Induction of new staff is well established. The school is very well resourced to accommodate the broad range of subjects across the curriculum.
- In preparation for TIMSS, the 'Question-a-Day initiative is being used to prepare students for these international benchmark tests.

Areas of Relative Strength:

- The strategic direction and vision of the school.
- The school's strategic focus on developing students' basic skills and knowledge.
- Partnership with parents.

Areas for Improvement:

- Further focus in lesson monitoring on differentiating teaching to accelerate progress for the more-able.
- Continued review of students' entitlement in science and age-appropriate provision in Arabic.

*Relevant for Private schools only