



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First أولاً التعليم



Private School Inspection Report

Al Dhafra Private School

Academic Year 2015 – 2016

lqraa



Al Dhafra Private School

Inspection Date	January 25, 2016	to	January 28, 2016
Lead Inspector	Michael Hudson		
Date of previous inspection	March 9, 2014	to	March 12, 2014

General Information	
School ID	139
Opening year of school	1993
Principal	Margaret Beresford
Chair of Governors	Sultan Abdulla Mohammed Ghannoum Al Hameli
School telephone	+971 (0)3 767 1123
School Address	PO Box 17814, Al Manaseer District, Al Ain
Official email (ADEC)	aldhafraaa.pvt@adec.ac.ae
School website	http://alain.dhafraschools.com/
Fee ranges (per annum)	Low to Medium range: AED 10,398 – AED 20,204
Licensed Curriculum	
Main Curriculum	British (English National Curriculum)
Other Curriculum	American
External Exams/ Standardised tests	IGSCE; MAP; EMSA
Accreditation	-----

Students		
Total number of students	2,644	
Number of children in KG	376	
Number of students in other phases	Primary:	1192
	Middle:	744
	High:	332
Age range	4 to 18 years	
Grades or Year Groups	KG - 12	
Gender	Mixed KG-Grade 3 Grade 4 – 12 Boys Grade 4 – 12 Girls	
% of Emirati Students	55%	
Largest nationality groups (%)	1. Jordnian 11%	
	2. Egyptian 8%	
	3. Syrian 6%	

Staff		
Number of teachers	179	
Number of teaching assistants (TAs)	31	
Teacher-student ratio	KG/ FS	1:18
	Other phases	1:18
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	134
Number of joint lesson observations	4
Number of parents' questionnaires	294 returned questionnaire; (response rate: 11%)
Details of other inspection activities	Learning walks; meetings with staff, parents and students (formal and informal); lesson observations; work scrutiny; data and document scrutiny. Meeting with a Board member.

School	
School Aims	<ul style="list-style-type: none"> • 'To be a top school of excellence in the region • To create a community in which Al Dhafra Private Schools will become internationally-minded, global citizens, possessing the skills and character to thrive in a challenging and changing world.'
School vision and mission	<p>'Vision: Al Dhafra Private School will enshrine educational excellence, where culture and tradition are honoured and everyone is safe. Students attending Al Dhafra Private School will become internationally-minded, global citizens, possessing the skills and character to thrive in a challenging and changing world.</p> <p>Mission: To provide a trusting and supportive school community, in which students are placed at the centre of learning, developing personal responsibility and self-discipline as they become independent and creative learners and thinkers. Teaching will be inspiring and all students empowered to succeed within an innovative</p>



	culture of high expectations, high standards, and outstanding quality.'
Admission Policy	Open at KG By interview at grades 1 and above
Leadership structure (ownership, governance and management)	CEO for Al Dhafra School, Principal, Vice Principal and headsof KG, Primary and High School.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	5	0
Emotional and Behaviour Disorders (ED/ BD)	2	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	2	0
Hearing impaired	0	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	73
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	21
Visual and performing arts (e.g. art, theatre, recitation)	8
Psychomotor ability (e.g. dance or sport)	10

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (A)	Good
--------------------------	-----------------	-------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

This is a good school in almost all aspects of its provision. The attainment and progress of students have risen over the last two years. Provision in the Kindergarten (KG) is good and young children are provided with a happy and successful start to their life in school. Despite arriving with limited understanding of English, almost all students make good progress so that they are able to use their English skills to gain full access to the English National Curriculum (ENC). The behaviour of students is good. The school presents a busy and orderly environment. The quality of teaching is good as most lessons are well prepared and provide students with a range of interesting learning activities. The attainment and progress of the approximately one third of students who follow the ENC is outstanding. Their peers following the American curriculum achieve less well but still achieve sufficiently good scores in their mathematics Scholastic Assessment Test (SAT) and International English Language Testing System (IELTS) to allow them access to universities in the Gulf region.

The leadership and management of the school is good. Senior leaders have a secure knowledge of, and commitment to, the UAE's school improvement agenda. The school's self-evaluation has been devolved so that a large number of staff now make contributions to the evaluation process and this has helped provide an accurate assessment of the school's performance.

Progress made since last inspection and capacity to improve

The school has been successful in raising the standards of writing in English. All students following the ENC and most following the American curriculum can write lengthy pieces of prose in good English. Not all students have made similar progress in Arabic writing but by the time they reach Grade 11, assessment data shows that girls have made good progress in this area. Improvements to the curriculum in KG now provide young children with opportunities to make choices in enquiry-based independent learning and purposeful play activities.

The new principal has driven improvements in teaching and learning by providing more specific coaching and mentoring to teachers through the use of 'Impact teachers'. This innovation has not fully addressed the issues raised at the last inspection, but has led to more generalized improvements to the experience of students in the classroom. Resources throughout the school have been enhanced since the last inspection. KG classrooms now provide lively and interesting learning environments with a good range of practical and sensory resources that support children's intellectual, social and creative development. The school has increased

the number of books in the classroom and these are enjoyed by students. The library is still not the vibrant environment that would entice students into a love of reading. Art and music have developed well since the last inspection with keyboard players, violins and guitars heard regularly during school hours.

Leaders and managers, some of them new to the school, have injected more rigour into school self-evaluation, development planning and quality improvement processes. Standardised tests are analysed carefully alongside more informal assessments to track the progress of individual students and groups of students. This increased rigour has not been implemented as successfully at a class level.

Development and promotion of innovation skills

The spirit of innovation is woven through every aspect of school life. The school is challenged to find space for the arts and as a result has formed some innovative partnerships. A collaboration with the House of Art, in Al Ain, has provided some reciprocal arrangements that allow students to work with professional artists and musicians in exchange for space in their studios. Teachers encourage innovation and demonstrate its application in their teaching. For example, the science department has encouraged students to pursue some independent research and development. As a result, two Year 8 students have devised a spectacularly effective binocular device that turns pictures and video on a Smartphone into realistic 3D images.

Senior leaders have also supported teachers as they seek to improve the quality of teaching and assessment. A project inspired by teachers provides an effective stimulus to improvements in the classroom. High performing teachers, identified through monitoring processes, have been assigned to coach small groups of teachers, in order to improve teaching for effective learning against the UAE Inspection Framework. These ‘impact coaches’ receive ongoing training in order to improve their coaching and mentoring skills. They are not necessarily leaders within the school, and most do not have a supervisory role. The initiative is impacting the quality of teaching and learning, and is also contributing significantly to succession planning, since potential leaders are being identified and trained.

The inspection identified the following as key areas of strength:

- the drive and determination of leaders and managers to bring about improvement
- the outstanding attainment of students in their IGCSE, AS and A-level exams
- the confidence shown by senior students in their use of English
- the encouragement given by the school for students in their invention and innovation
- the choices available to students in their courses of study.

The inspection identified the following as key areas for improvement:

- the arrangements for meeting the needs of students with special educational needs (SEN) and those who are gifted and talented
- the attainment and progress of students in the subjects taught in Arabic
- the consistent implementation of differentiation strategies by classroom teachers
- the guidance and support available to students as they consider the next steps in their education and career pathway
- the rigour and recording of lesson observations and the monitoring of improvement.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Good	Good

Attainment and progress is good in most areas of the curriculum. All students entering KG have had little exposure to English before joining the school. A test, derived from the ENC, effectively assesses KG children's starting points in English and mathematics. The results of these tests, including a similarly adapted test of Arabic, shows that at the point at which they enter the school students in KG1 were working below entry level expectations in all three areas. In the previous academic year, by the end of Trimester 3, most had progressed well and were performing at the expected level for their age.

Attainment in English is good in KG, primary and middle school and very good by the time students complete Grade 12. Those students following the ENC in grades 9 and 10 achieve very good results in their IGCSE exams with over 60% gaining grade B and above. All students following either the ENC or American curriculum take tests in English proficiency. In Grade 12, they use the IELTS or the Teaching of English as a Foreign Language (TOEFL) assessment to measure their English language skills. On average, most students achieve scores in excess of their international peers. A large majority of students achieve sufficiently high scores on these tests to assure them of acceptance at most universities in the Gulf region and a large minority to universities in Britain or America. Many students, boys and girls can make powerful and convincing presentations. In one Grade 11 boys class, a student made an effective presentation about Miguel de Cervantes, the author of Don Quixote overcoming the difficulties of presenting many Spanish words correctly in an English presentation.

External Measures of Student Achievement (EMSA) test results in Arabic reading and writing shows that students make slightly better than expected progress as they move through the school. By Grade 11 female students achieve high scores in their Arabic reading. Girls in Grade 10 were observed to be very competent and confident readers of Arabic texts. Students' progress in Arabic is acceptable from KG through to Grade 8 and then accelerates to be good by the time they leave the school in Grade 12. In Islamic education and social studies taught in Arabic students' progress is also acceptable. In Grade 12, students can link their learning to real life. As example, they know the importance of the strategic planning demonstrated by Prophet Mohammad (PBUH) and its relevance to the life of Muslims in today's world.

Attainment in mathematics is good in KG, primary and middle and very good at Grades 9 and 12. SAT results in mathematics are acceptable and are sufficient for graduation and minimum entry requirements to university in the UAE. Those students following the ENC in grades 9 and 10 achieve very good results in their IGCSE exams with over 60% gaining grade B and above. Most students who take the British AS and A-level exams in mathematics are very successful with over 70% gaining a pass at A* to C. In their Measures of Academic Performance (MAP) tests, students following the



American curriculum achieve slightly below their international peers at Grade 10 but make good progress and score more highly than their international peers in Grade 11.

Attainment in science is good and in the senior years is outstanding for students following the ENC and good for students following the American curriculum. The IGCSE physics, chemistry and biology exams results are very good with an average of 81% A* to B grades. Student attainment remains high with the average score at A level for the three sciences at 79% achieving A* to C and in chemistry half of the A level students achieve an A* or A.

Progress in science lessons is good throughout the school and in the senior years it is very good, and in a few lessons outstanding. Students' love of science is nurtured in KG and flourishes as they move into the higher grades. KG and Grade 1 students are able to describe that plants require earth or sand, water, sunlight and care. They plant seeds and observe their growth inside the classroom and compare differences with plants they have grown in the school gardens.

Almost all students with special educational needs (SEN) make good progress against the targets set in their Individual Education Plans (IEP) and acceptable progress when compared to their classmates. Students make outstanding progress in information and communication technology (ICT) lessons and almost all who take the IGCSE and A level exams achieve a very high grade. Progress in other subjects is variable. Boys in particular make good progress in physical education (PE) with many of the school teams achieving success in local and national competitions. Students make good progress in music, art, French and social sciences taught as part of the American programme.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
-----------------------------------------------------------------------------------	----	---------	--------	------

Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

Students make good progress in their personal and social development. Children quickly adapt to the routines of KG and also learn to make sensible choices about which activities to take part in at different points in the day. These young children display a love of being in school. They are enthusiastic about the theme of animals and as a result join in classroom and assembly activities with energy and growing discipline. The large majority of students are well behaved inside classrooms, in the corridors and during break time. Older students are able to manage and moderate their own behaviour so that indiscipline is rare. Only a few students were noisy during the lessons, mainly in Grades 4 – 6 and this was often a response to dull and poorly managed lessons.

Students demonstrate an acceptable understanding of what it means to follow a safe and healthy lifestyle. Where they can, they eat healthy snacks and enjoy exercise. In one Year 6 lesson, students demonstrated good understanding of the health risks associated with sugar, salt and fast food. Student absence is low and this is reflected in a good attendance rate of 95%.

Almost all students show a good understanding of Islamic values and an awareness of Emirati and world cultures. Most have a sincere appreciation of Islamic values and this is reflected in their behaviour of older students. Almost all can relate their Islamic values to life in modern UAE society. Students are knowledgeable and respectful of the heritage and culture of UAE which is demonstrated in different activities. All students take part in meaningful celebrations of the UAE flag, national day and peace day. There is an evident sensitivity towards other cultures and students enjoy many cross-cultural friendships. A majority of students are involved in community activities such as, volunteering and making a contribution to the common good. Recently students have been involved in raising money for 'Yemen We Care' and breast cancer awareness. Students show a strong understanding of their environment from their

first years in school. Their experience of physically planting and taking care of vegetables and shrubs has sharpened their awareness of conservation and the natural world. There is a popular ‘environment club’ that focuses on different environmental aspects such as recycling and keeping the school clean.

Students respond positively to the prompting of teachers in mathematics and science to be creative and undertake their own innovative projects. This is a less frequent feature in Arabic, Islamic education and UAE social studies.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

Overall teaching is good. The quality of teaching ranged from outstanding to weak with the majority of lessons being judged good or better. Outstanding practice was seen in science and the weaker lessons were mainly observed in the subjects taught in Arabic. Teaching is good or better in English, mathematics and science. It is acceptable in Islamic education, Arabic and social studies. It is outstanding in high school science. Most teachers have good subject knowledge and a good understanding of how students learn at different stages in their intellectual development. Teachers in KG are adept at balancing the need to find effective routines in the school day and allowing flexibility in those routines to respond to individual needs and providing opportunities for choice.

Lesson planning is built on clear learning objectives derived from the formal curriculum. These are shared with students at the start of the class. In the best lessons, teachers use the recap of prior learning or well designed ‘warm-up’ activities to build the learning outcomes in discussion with the students. A minority of teachers go on to use the learning objectives as a check for learning during key points and at the end of the lesson. A few teachers also use this time to invite students to explore what the next step in their learning might involve. Most teachers can engage their students in interesting activities. Where appropriate they adapt topics within the ENC to students’ experience of living in the UAE.

The effectiveness of teaching in the majority of lessons taught in Arabic is limited as teachers do not always find ways to effectively engage their students in topics

relevant to their everyday life. Almost all teachers plan to adapt learning activities to meet the needs of three broad ability groups within their classes. In only a large minority of classes does this actually happen. Almost all lesson plans reference the use of higher order thinking skills although only a minority of teachers use these strategies in lessons. When teachers are effective in stimulating critical thinking students relish the opportunity to explore ideas and make leaps in their thinking. In one English class in Grade 6, students were able to successfully explore ideas about bias and balance in newspaper reporting because they were encouraged to dig below the surface meaning in texts.

Relationships in classrooms between teachers and their students are nearly always respectful and encouraging. Most teachers create positive learning environments where students are able to express themselves confidently and take risks when answering more challenging questions. The school has begun to promote the use of digital technologies effectively within classrooms. In KG and primary phases, students have access to tablet computers and in the high school, they are encouraged to bring their own laptop or tablet computer into school. These are a valuable support with students using them as learning and research tools and a natural addition to more traditional materials.

There are good assessment processes in place informally through focused mini-assessments during lessons and through tests undertaken more formally during the school year. Assessments are closely linked to the ENC including those for the Foundation (KG) Stage. In most science lessons, teachers use structured questioning strategies that enable students to brainstorm what they know and what they want to learn. In a majority of lessons, assessment data is used well by the teachers to ensure all students are able to meet the requirements of the curriculum. The school uses a wealth of external, national and international testing arrangements and these provide an effective way of measuring student achievement and progress. Teachers are able to track the progress of individuals and cohorts of students as they move between school years. Most teachers have an accurate picture of the strengths and weaknesses of students in their classes and these are often identified in their lesson plans. Students are beginning to apply the insights about their own performance in setting targets and personal goals.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
-----------------------	----	---------	--------	------

Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

The school provides a broad and balanced curriculum. The ENC provides the backbone of the curriculum up to the end of Grade 7 when students opt to either continue with it or switch to the American Common Core Learning Standards (CCLS) for the state of California. Two out of every three students choose the American option. The school adheres closely to the requirements of both curricula with students in the upper years offered a number of subject choices leading to IGCSE examinations.

A thematic approach is used in the Foundation and Primary grades. The animal and jungle themes are a very effective means of integrating the curriculum for the core subjects and for helping the students become excited about their learning. The school's integrated approach enables students to make meaningful links in their learning. In mathematics, for example the study of rocks and fossils is used to think about shape and volume and in English to stimulate creative writing. The science curriculum is particularly strong in promoting enquiry based learning and as a result, students have produced excellent results from their independent and collaborative research projects. In addition, the curriculum is enriched by 'themed weeks' which have recently included sustainability, animal welfare, Arabic language and traffic weeks.

Students in the primary and middle phases have the opportunity to access courses in the humanities including music and art. Almost all students find a way of developing their aesthetic and creative skills. The development of a choir singing in the Arabic language has been successful. Broad based social studies courses in the American programme are well developed. Students gain useful knowledge and insight into the history and geography of the UAE as well as international issues such as the industrial revolution, the world wars and the cold war. Courses in French obtain high standards. The provision of PE is well developed, especially for the boys. The development of a skill based PE programme has led to success for school teams in volleyball and other sports. The development of students' ICT skills is a strength and they gain useful skills in programming and the use of semi-professional graphics applications. This has led to outstanding results in their ICT exams.

The school offers a number of extra-curricular activities to enrich the curriculum. Some of these events are organised by 'The House of Art' in Al Ain, for example, ballet and musical activities. In school, the extra-curriculum offer is wide, although not consistently available to students. There is a schedule of school visits and trips which enrich the curriculum. These include trips to Spain, Saudi Arabia, and more locally to the zoo, an equestrian centre, the oasis, and a recycling factory.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
-------------------------------------------------------------------	----	---------	--------	------

Health and safety, including arrangements for child protection/safeguarding	Good	Good	Acceptable	Acceptable
Care and support	Good	Good	Acceptable	Good

The school provides good protection, care, guidance and support for all its students. There is a strong family atmosphere that proceeds from the beliefs of the owner and is supported by the way senior staff greet and welcome students during the school day. There are very effective procedures for the safeguarding of students. A caring ethos and sense of mutual respect pervades in classes and at break-times. The required child protection policies are known, understood and followed by staff. The school security system includes external security guards at each of the school gates. CCTV Cameras throughout the school, and corridor supervisors ensure the security of students within the premises. Risk assessment are undertaken to regularly assess the school's facilities and also prior to students leaving the premises for field trips.

Overall, the premises are suitable for the curriculum provided. The premises and facilities of the school are maintained to a good standard but a minority of classrooms are cramped and restrict the range of active learning possibilities. There are no lifts to the upper floors in each building and this prevents students, staff or visitors with restricted mobility gaining access to some classrooms and specialist facilities.

There are good relationships between staff and students. The school applies its behaviour management strategies systematically and any incidents of disruptive behaviour are dealt with speedily and in line with the school's own policy. The school carefully tracks and analyses student attendance. Punctuality at the start of the



school day has improved during the current school year. From a figure of just over 10% at the start of the school year, tardiness has dropped to below 5%. This has been achieved by rigorous monitoring of students arriving after the start of morning assembly and regular reminders to parents.

The school has a clear policy for both identifying and meeting the needs of students with special educational needs (SEN) and those who might be gifted and talented (G&T). The SEN policy outlines the three tier model approach to identification and the ways in which the needs of each tier should be met. The G&T policy outlines the identification process and the support and enrichment that should be present in the curriculum. The identification process for students who might have SEN is sound and involves observation and internal assessment. It seeks the views of parents, teachers and outside agencies. The three-tier, system, led by the well qualified 'Inclusion Lead', ensures that the concerns are filtered so that modifications to the curriculum are suited to needs. There are no other qualified support staff to ensure that the provision of those identified with SEN is provided for effectively. There is insufficient differentiation in the classroom to ensure that those at Tier 1 are able to fully access the curriculum.

The school offers guidance to its students when they come to consider their choice of either the ENC or American curriculum and when they are making choices about next steps in their post school education. The school has set up an on-line vocational forum that enables students to consult with parents who have experience in a wide range of professional vocations. This has provided over 10 internships for students to have a week long work placement. Guidance in the school is not sufficiently detailed to enable students or their parents to be informed about the full implications of following either the ENC or American programmes.

Performance Standard 6: Leadership and management

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

The introduction of a new Principal to the school in the last six months and a new CEO to the Al Dhafra group has provided greater impetus to the improvement agenda. The principal and vice-principal are at one with the owner in wanting to see an inclusive school that reflects the powerful sense of family that exists within Al Ain and the wider UAE culture. For example, the school provides opportunities for all staff to increase their skills and take on more demanding roles as appropriate. The new school leadership team has attempted to devolve decision making closer to those who have to implement policy. Self-evaluation now involves a much wider range of middle managers who provide evidence of progress and impact in the attainment and progress of students and in the quality of teaching and learning. Most staff now have a clearer view of the school's strengths and areas for improvement as well as an understanding of what they, as teachers and administrators, need to contribute in order for the school to move forward.

The board of governors holds the principal to account appropriately for improvements to the quality of education that the school provides. There are acceptable procedures for holding senior leaders to account but they tend to be informal rather than through formal performance management measures. The senior leadership team measure the impact of improvement by collecting and analysing the data that results from the many external national and international tests. They use the reports effectively to identify trends and to see how the curriculum might be adapted in order to better support the progress that students make. The acceptable but disappointing trends in SAT1 results has led the school to seek the expansion of the ENC in the senior years where students achieve higher levels of performance at IGCSE and A level.

Processes for the observation of teaching and assessment have been made more rigorous in the current academic year. Curriculum leaders, phase leaders and senior managers are all now part of a regular programme of walkthroughs and more formal



observations. Areas for development are identified, professional development opportunities suggested and re-observations carried out. This quality improvement process is followed through into the performance management reviews which are held annually. Teachers have welcomed the introduction of 'Impact Coaches' who offer pedagogical coaching to their peers. The school's early, and largely anecdotal, assessment of this initiative shows teaching and learning improving and a willingness by teachers to be involved in the process.

Most parents are very satisfied with their child's education. The results of parents' meetings, surveys and informal conversations suggest that they hold the school in high regard. Students, especially the girls, would like a greater say in those areas of school life that directly affect them. Many of the older girls believe that although they work hard in the ENC the school does not sufficiently support their social development.

The school has strong links with the local community in Al Ain and these benefit students by widening and deepening their studies and particularly their awareness of ecology and conservation. The school has good links with its sister school in Abu Dhabi and other schools in the Emirate and with whom many professional development visits have been profitably shared.

What the school should do to improve further:

1. Raise the attainment and progress of students in Arabic, Islamic education and social studies taught in Arabic by:
 - i. ensuring teachers are given precise and accurate targets for improving their practice through more focused lesson observations
 - ii. using the recently formed team of 'Impact Coaches' to provide coaching on classroom management, student engagement and differentiation
 - iii. ensuring that curriculum content is closely linked to everyday life.
2. Strengthen the arrangements for meeting the needs of students with SEN and those who are gifted and talented by:
 - i. providing sufficient staff with appropriate expertise to successfully deliver the interventions identified in students' individual education plans
 - ii. providing additional professional development to classroom and subject teachers to ensure they have the basic strategies to provide for students with SEN in their classes;
 - iii. ensuring that the differentiated strategies for meeting the needs of different groups of students are part of the lesson delivery.
3. Review the guidance and support available to students as they consider the next steps in their education and career pathways to ensure that they and their parents are aware of the longer term implications of their choices.
4. Review and strengthen the rigour and recording of lesson observations and the monitoring of improvement by:
 - i. redesigning the form used to better account for the attainment and progress being made by students in the lesson
 - ii. recording and analysing areas for improvement
 - iii. targeting the work of 'impact teachers' to areas of weakness
 - iii. ensuring that follow-up observation take place in a timely manner.

Possible breaches of regulations and health & safety concerns

Al Dhafra Private School

Regulations	
1.	
2.	
3.	
The UAE Flag is raised/ flown every day?	Yes
Is playing of the UAE National Anthem a daily feature at the morning assembly?	Yes

Health and Safety Concerns:
1.
2.
3.

Lead Inspector	Michael Hudson	Date	January 29, 2016
-----------------------	----------------	-------------	------------------