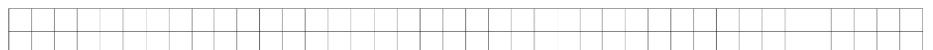# School Performance Report

Combined Internal and External Evaluations

Aspen Heights British School

The overall performance of this school is Good .

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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.

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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

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**

Basic information about the school

Name: Aspen Heights British School

I.D. number: 9289

Phases: Cycle 1;Cycle 2;KG

Curriculum: British

Fee category: High

Location: 17, Al Wuthouq St, Al Bahyah, Abu Dhabi 25011

Web address: https://www.ahbs.ae/

E-mail address: 9289@adek.gov.ae

Telephone: 025642229

Number of teachers: 63

Teachers' assistants: 27

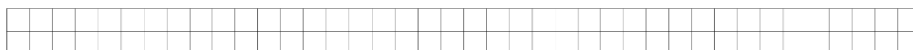**Teachers' nationalities:** United Kingdom (UK)

Number of students: 794

Teacher to student ratio: 1:12

Students' nationalities: UAE)

Proportion of Emirati students: 53.90

Proportion of students of determination: 2.64

Dates of inspection: 10-May-2022 to 12-May-2022

The overall performance history of this school:

2018-2019

- Outstanding - 0%
- Very Good - 41%
- Good - 53%
- Acceptable - 6%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2021-2022

- Outstanding - 6%
- Very Good - 18%
- Good - 47%
- Acceptable - 0%
- Weak - 0%
- Very Weak - 0%
- NA - 29%

Summary of inspection judgements

PS1: Students' Achievements

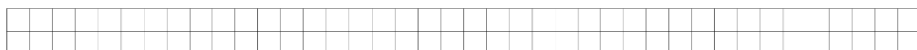| Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Not Applicable	Good *	Good *	Not Applicable
1.1 Students' attainment in Arabic First Language	Good *	Good *	Good *	Not Applicable
1.1 Students' attainment in Arabic Second Language	Not Applicable *	Acceptable	Good *	Not Applicable
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	Good *	Acceptable	Acceptable	Not Applicable
1.1 Students' attainment in Mathematics	Acceptable	Acceptable	Acceptable	Not Applicable
1.1 Students' attainment in Sciences	Acceptable	Acceptable	Acceptable	Not Applicable
1.2 Students' progress in Islamic Education	Not Applicable	Good *	Good *	Not Applicable
1.2 Students' progress in Arabic First Language	Good *	Good *	Good *	Not Applicable
1.2 Students' progress in Arabic Second Language	Not Applicable *	Good *	Good *	Not Applicable
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	Good *	Good *	Good *	Not Applicable
1.2 Students' progress in Mathematics	Good *	Good *	Good *	Not Applicable
1.2 Students' progress in Sciences	Good *	Good *	Good *	Not Applicable
1.3 Students' Learning skills	Good *	Good *	Good *	Not Applicable
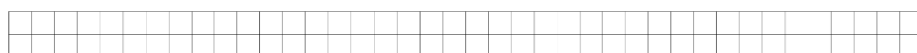
PS2: Students' personal and social development

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
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/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good *	Good *	Good *	Not Applicable
3.2 Assessment	Good *	Good *	Good *	Not Applicable

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable
4.2 Curriculum adaptation	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable

PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Outstanding	Not Applicable
5.2 Care & support	Very Good *	Very Good *	Very Good *	Not Applicable

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Good
6.2 Self evaluation & improvement	Good
6.3 Partnerships with parents	Very Good
6.4 Governance	Good
6.5 Management	Very Good
Overall Judgement	**Good**

Changes since the previous inspection

The school has made good progress in addressing the recommendations from the previous inspection. In Foundation Stage (FS), children's attainment in English has improved from weak to acceptable. The attainment of students in all other subjects and phases has remained the same since the previous inspection. Improvements since the previous inspection has been affected by a significant change to the school population through the addition of approximately 300 students across all phases who joined the school at the start of this academic year in September 2021. The school has sustained the standards of the previous inspection by appointing 31 new teachers to increase the staff to a total of 63 at the beginning of this academic year to support the large intake of new students. Leaders have focused on securing appropriate training of new teachers and identifying the specific educational needs of all students to secure their successful introduction and education within the school. The school has successfully established distributed leadership, Digital learning across the school, strengthened inclusion provision including the establishment of The Oasis Class which provides personalized support. Global awareness is being established through the Global Citizenship program. For example, Model United Nations (MUN) and virtual Buddy Exchange Program. Aspen has continued to develop and support home-grown leaders to lead teaching and learning development across all areas of the school with a focus on improving teaching and learning. Professional development supports teachers to undertake external leadership training for example National Professional Qualification for Headship. (NPQH) and National Professional Qualification for Leading Teaching (NPQLT). The school places a high priority on identifying students of determination, those who are gifted and talented including students without IEPs but identified by the school with specific additional learning needs who also receive support by the school. Overall, there is now 15% of students who receive individual learning support. Assessment processes are now accurately recorded and the school now benchmarks both internal and external assessment information with the ADEK benchmark tables to compare the performance of students against national performance. The school's provision for health and safety, including arrangements for child protection and safeguarding is now outstanding. Leaders and staff have been particularly successful in providing a secure learning environment for all students including those new to the school. Leaders' capacity to improve the school further is good because leaders have sustained levels of attainment and progress throughout the COVID-19 pandemic, have established very good and supportive relationships and partnerships with parents and have ensured the school provides very well-resourced premises.

Provision for reading

The school has an effective focus on the development and promotion of reading across the school. The development of reading is well established and ensures students continue to build their reading, comprehension and writing skills in order to access learning across all subjects taught in both English and Arabic.

The library is a welcoming facility with areas for quiet reading, group activities and the use of information communication technology (ICT) to support learning. It is well stocked with both English and Arabic books, both fiction and non-fiction and guided reading books. There are currently fewer Arabic than English books. A good range of additional reading boxes are available in classrooms for use in specialist subjects. There has been a recent allocation of funds to increase the selection of both Arabic and English in the library. Students read for interest and use the library well to research information across all subjects. Students can also access online reading resources. All students have a dedicated weekly library lesson. Targeted reading development and reading support is provided in FS using phonics to establish initial reading skills. Students in the primary phase have English, reading and writing assessments every six to eight weeks and this leads towards Granada Learning Assessment Progress Test (GL PT) assessments. The school uses a commercial phonics, reading, writing, and speaking platform as the starter program, which provides assessment of students' reading levels and leads them onto their next suggested levelled reading books. Students across the school are given opportunities to develop both their reading and comprehension skills. Arabic reading is being established using an Arabic reading platform, to raise students' reading ability for both native and non-native Arabic students. The school's librarian has also received an award for her work in the school as 'School Librarian of the Year'

through the Emirates Literature Foundation.

The school is associated with the International Schools Partnership Reading Challenge Program which linking with schools across the Middle East. The program encourages students to read regularly and to develop a love for reading. As part of this initiative, students are encouraged to participate in reading challenges by reading both fiction and non-fiction books. Reading challenges include for example, Arabic reading competitions both in school and local competitions to the school including the 'International School's Partnership Middle East Reading Challenge' which was won by Aspen School. Also, the 'Mystery Reader Story Time and whole School Book Swap'. Students enter the Mohamed Bin Rashid Reading Competition in Dubai.

What the school does to achieve its TIMSS and PISA targets

The school has established a whole-school strategy to ensure students are fully prepared for TIMSS and PISA examinations as part of the school's commitment to the National Agenda. This is the first year that students will be entered for both TIMSS and PISA examinations. Leaders are aware of the academic targets set for the school. Leaders ensure these skills are integrated into the curriculum for subjects, with particular focus on mathematics, science, reading and critical thinking skills. The school uses interactive assessment software to identify gaps in students' mastering of skills each term. Curriculum plans ensure that the identified skills are taught to enable students to successfully build the required skills across the core subjects. Teaching of mathematics and science has an emphasis on mastery of the skills through problem solving and critical thinking activities. Students are provided with additional support through personalized teaching, self-assessment, revision sessions and practice tasks for PISA and TIMSS before their final assessments.

Strengths of the school

• The work of leaders in securing the continued growth of the school, the successful integration of new students and the very effective care and support for all students.

• The effective deployment of staff, use of premises and range of resources that effectively support students' learning and personal development.

• The school's effective partnership with parents that supports learning and underpins students' understanding of strong Arabic culture and Islamic values.

Recommendations for improvement

1. Raising students' attainment further in subjects where attainment remains acceptable, particularly in Arabic SL, English, mathematics, and science across the school by:

• ensuring improvement in the quality of teaching and learning in subjects where attainment is not yet good.

• ensuring that teachers consistently provide activities that are modified to meet the learning needs of students more effectively.

• continue securing regular monitoring of students' attainment in lessons and across subjects, to ensure improvements in attainment and that adjustments to teacher plans provide consistently appropriate challenge for all students.

•providing consistent opportunities to promote group activities that build on peer support and effective communication skills across the school."

• providing more opportunities for students across all phases to engage more frequently in self and peer assessment to support their learning.

2. Securing a sharper focus on the quality of students learning and raising teacher and student expectations across all phases by:

• ensuring teaching models ideas and examples to provide students with a starting point on which to build their learning.

• ensuring clear success criteria are shared in lessons so students know what they need to do to be successful learners.

• teachers promoting and sharing examples of good and better work to raise students' and teachers' expectations.

3. Securing more effective use of assessment information to enable more accurate individual targets to inform students' next steps in learning by:

• sharing assessment information more effectively when discussing attainment and opportunities for improvement with students and setting realistic individual targets for success across all subjects and phases.

• securing effective procedures for tracking students' progress and introducing a broader range of support both for individuals and groups of students in order to raise their achievement.

• ensuring effective challenge for all students at all attainment levels in lessons in all subjects and phases, particularly for higher attaining and gifted and talented students.
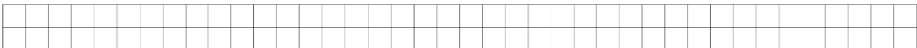
PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
End of year data June 2021 in Y2 shows the large majority (69%) are working above the expected standard and a large minority (31%) are working at the expected standards. All KS1 children have made better than expected progress since their baseline data. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y2 September 2021 shows the most children (87%) working below the curriculum expectations and a few (13%) are in line with the curriculum expectations in Islamic. Mid year data January 2022 shows the most children (84%) working below the curriculum expectations and a few (14%) are in line and a few (2%) working above the curriculum expectations in Islamic. End of year data June 2021 in Y6 shows the large majority(68%) are working above the expected standard and the large minority(32%) are working at the expected standard in Islamic. All KS2 children have made better than expected progress since their baseline data. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y6 September 2021 shows the large majority (61%) of children working below the curriculum expectations and a large minority (35%) are in line with the curriculum expectations in Islamic. Mid year data January 2022 shows the large minority of children (45%) working below the curriculum expectations and the large minority (41%) are in line. A few (14%) are working above the curriculum expectations in Islamic. End of year data June 2021 in Y8 shows the large majority (69%) are working above the expected standard and a large minority (31%) are in line with the curriculum expectations. All KS3 children have made better than expected progress since their baseline data. This is confirmed	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	The school's internal assessment information from the end of term 3 of 2021 indicates that the large majority of students in the primary phase and the majority of students in the secondary phase attain knowledge, subject skills, and understanding that are above the curriculum standards. Islamic education is not taught in KG. The MoE external assessment information from the end of terms 1 and 2 of the academic year 2021/2022 indicates that less than three quarters of students in both the primary and the secondary phases, attain levels that are at least in line with curriculum standards. There is no other external benchmark analyzed assessment data available. In lessons and in their recent work, the majority of students in the primary and secondary phases demonstrate knowledge, subject skills, and understanding that are above the curriculum standards. In relation to the divine revelation, students in both phases show understanding of the overall meaning of previously learned verses and Hadith and can recite them from memory. They apply Islamic etiquettes in the classroom and show understanding of applying them outside. A few students observe the majority of the recitation rules, while a few students find difficulty explaining the precise meaning of Qur'anic and Hadith words. Students in the primary phase show a good understanding of the creed, like belief in the Day of Judgment. They demonstrate good knowledge and understanding of Islamic acts of worship. They memorize a number of supplications and know in which context they are used. However, a few students have a limited understanding of the precise meaning of some words in

through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y8 September 2021 shows the most children(76%) working below the curriculum expectations and a minority(19%) are in line with the curriculum expectations in Islamic. Mid year data January 2022 shows the large majority of children (68%) working below the curriculum expectations and the minority (21%) are in line. A few (11%) are working above the curriculum expectations in Islamic.

the holy verses and Noble Hadith. Students in the secondary phase are well aware of a range of Islamic principles and values, such as sincerity, equality, and respect for others. A few students quote Holy verses and Noble Hadith to support their answers, while a few students find difficulty explaining social issues in light of Noble Hadith. In addition, in relation to values and manners in Islam, a few students have difficulty explaining the Islamic methodology for protecting society, for example, how to maintain strong family ties, kinship relationships, and social cohesion.

The school's internal assessment information, for trends over the past three years, indicates that the large majority of students in the primary phase attain levels above curriculum standards. The internal assessment data, for trends over the past two years, indicates that the majority of students in the secondary phase attain levels above curriculum standards. There is no other historical analyzed external benchmark data available.

Internal assessment data over the three years from 2019 to 2021, indicates that a large majority of students in the primary phase, make better than the expected progress in relation to their individual starting points and the curriculum standards. Whilst internal assessment data over the two years from 2020 to 2021 for years 8 and 9 indicates that the majority of students in the secondary phase make better than the expected progress in relation to their individual starting points and the curriculum standards. There is no other historical analyzed external benchmark data available.

In lessons and in their recent work, the majority of students in both the primary and secondary phases make better than the expected progress in achieving lesson objectives. Students in both phases are gaining a deeper understanding of divine revelation. For example, students in the primary phase are improving in their understanding of the assigned short chapters from the Holy Qur'an, like Al-Assr and Al-

Ma'oon. They are better able to infer the Prophetic guidance from the Noble Hadith. Students in the secondary phase have made better than expected progress in their understanding of Islamic values and manners and have become more able to link their understanding of Islamic creed, values, and manners to real-life contexts.

No progress data of different groups in internal or external assessments other than for students of determination was available from the school. In lessons most groups of students make better than expected progress in relation to their starting points. The gifted and talented (G&T), and higher attaining students in both phases make better than the expected progress, but they are capable of reaching higher levels of progress if they are sufficiently challenged and guided. The lower attaining students meet expectations, while the students of determination make better than expected progress in relation to their individual IEP targets. The majority of boys and girls are making similar better than expected progress with one exception in the secondary phase where girls outperform boys in recitation. Both the Emirati and non-Emirati students are making similar better than expected progress with no significant differences between them.

Islamic Education - Next steps for students:

1. Deepen understanding of Islamic values, such as cooperation and compassion in relation to the divine revelation, in the primary phase, by searching and presenting findings from classroom discussions.

2. Foster understanding of the relationship between societal values and the divine revelation, in the secondary phase, by more participation in or understanding of the role of voluntary community work.

3. Improve understanding of the Qur'anic words in the non-Emirati classes, by using Qur'anic dictionaries.
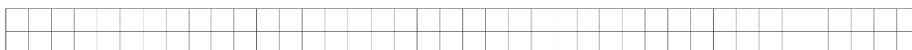
PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
End of year data June 2021 in Y2 shows the large majority(66%) are working above the expected standard and the large minority(31 %) are working at the expected standard in Arabic. A few (3%) are working below the curriculum expectations. All KS1 children have made better than expected progress since their baseline data. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y2 September 2021 shows the large majority of children(64%) working below the curriculum expectations and a large minority (33%) are in line with the curriculum expectations. A few (3%) are working above the expected standard in Arabic. Mid year data January 2022 shows the majority of children (59%) working below the curriculum expectations and the large minority (35%) are in line. A few (6%) are working above the curriculum expectations in Arabic. End of year data June 2021 in Y6 shows that a minority (31%) are working above the expected standard and a large minority (48%) are working at the expected standard and a minority(21%) are working below the expected standard in Arabic. All KS2 children have made better than expected progress since their baseline data. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y6 September 2021 shows the large majority of children (74%) working below the curriculum expectations and a minority (26%) are in line with the curriculum expectations in Arabic. Mid year data January 2022 shows the large minority of children (46%) working below the curriculum expectations and the minority (29%) are in line. A minority(25%) are working above the curriculum expectations in Arabic. End of year data June 2021 in Y8 shows the large minority of students (41%) are working above the	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	Internal assessment information from the end of term 3 of 2021 indicates that the majority of students in the primary phase, attain knowledge, subject skills, and understanding that are above the curriculum standards. In the secondary phase most students, gain knowledge, subject skills, and understanding that are in line with the curriculum standards. There is no internal subject specific benchmark analyzed assessment data available from the school for FS children. The Arabic Benchmark Test (ABT) external assessment information from terms 1 and 2 of the academic year 2021/2022 indicates that less than three-quarters of students in the primary and secondary phases, attain knowledge, subject skills, and understanding that are in line with the curriculum standards. There is no other external benchmark-analyzed assessment data available. In lessons and in their recent work, the majority of children in FS and students across both the primary and secondary phases attain levels of knowledge, subject skills, and understanding that are above the curriculum standards. The children in FS2 demonstrate good literacy skills; they recognize letters in different positions of words (initial, middle, final). They can name classroom objects and read sight words beginning with the letter being taught. However, a few children find it challenging to distinguish between short and long vowel sounds and are less fluent in reading words. The majority of students in the primary phase demonstrate good comprehension skills; they skim and scan level appropriate texts and communicate their answers to questions using both phrases and complete sentences. In the lower primary classes, students answer oral

expected standard and a majority (59%) are in line with the curriculum expectations in Arabic. All KS3 children have made better than expected progress since their baseline data. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y8 September 2021 shows the large majority of students (62%) working below the curriculum expectations and a large minority of students(33%) are in line with the curriculum expectations A few (5%) are working above the curriculum expectations in Arabic. Mid year data January 2022 shows the large minority of children (45%) working below the curriculum expectations and the large minority (41%) are in line. A few(14%) are working above the curriculum expectations in Arabic.

comprehension questions on previously learned stories using complete sentences. They read fluently and expressively with only a few students making frequent pauses and waiting for the teacher's support. They recognize short vowel markers and apply their knowledge in reading single words. In the higher primary classes, students show a good understanding of grammar. They distinguish between nominal and verbal sentences and give examples and identify the elements of each sentence. A few students find difficulty recognizing the verbal-sentence type of predicate. A majority of students read fluently, but a few students are less fluent in reading and speaking. Students in the secondary phase show good reading skills; they read fluently and expressively with few mistakes. They use complete sentences to answer text-based comprehension questions. They write short narrative paragraphs with appropriate connectives. However, children's and students' speaking and conversation skills across the school are less well developed, because of their limited use of standard Arabic.

The school's internal assessment information for trends over the past three years indicates that the majority of students in the primary phase attain levels above curriculum standards. In the secondary phase, most students attained in line with the curriculum standards.

Internal assessment data over the three years from 2019 to 2021, indicates that most students in the primary and secondary phases, make the expected progress in relation to their individual starting points and the curriculum standards.

In lessons and in their recent work, the majority of children in FS and students in both the primary and the secondary phases make better than expected progress in relation to lesson outcomes. The children in the foundation stage have moved from very basic literacy skills like letter-sound recognition to reading age-appropriate sentences. They also have become more able to

respond to oral questions using sound Arabic words and phrases. By the end of the primary phase, students have made good progress from FS to write simple short paragraphs about familiar topics, and now they are able to write more developed paragraphs and analyze stories. They have gained better reading and comprehension skills. The majority of students in the secondary phase have developed a better understanding of metaphoric language and are able to analyze and explain the meaning of metaphoric sentences. They are able to use ICT well to research information about the meaning of words and apply grammar skills.

No progress data of different groups in internal or external assessments other than for students of determination was available from the school.

In lessons the majority of groups of students make better than expected levels of progress when compared to their individual starting points. The G&T plus higher attaining students are not making far better than the expected progress due to insufficient challenge. The lower attaining students are making the expected progress. There are no significant differences in the progress that could be attributed to nationality or gender. The students of determination make better than expected progress in relation to their individual IEP targets and starting points.

Arabic First Language - Next steps for students:

1. Improve fluency in reading and speaking in the primary phase by learning a wider range of vocabulary and sentence patterns.

2. Enhance conversation skills, across FS and the primary and secondary phases, by more engagement in classroom discussions and conversations.

3. Strengthen understanding of grammar, in the secondary phase, by using grammar manuals to improve accuracy of writing.
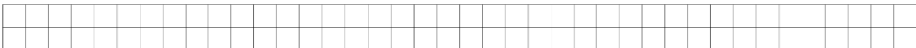
PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
End of year data June 2021 in Y2 shows that a large minority (37%) are working above the expected standard and a large minority (44%) are working at the expected standard and a minority(19%) are working below the expected standard in Arabic.. All year2 are making better than expected since their baseline. Baseline data on Y2 September 2021 shows the large majority of children(62%) working below the curriculum expectations and a large minority(31%) are in line with the curriculum expectations. A few (7%) are working above the expected standard in Arabic. Mid year data January 2022 shows the majority of children (59%) working below the curriculum expectations and the large minority (31%) are in line. A few(10%) are working above the curriculum expectations in Arabic. End of year data June 2021 in Y6 shows the large majority (73%) of the cohort are working at the expected standard, with a minority (27%) working above the year group expectations. All year6 are making progress since their baseline. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y6 September 2021 shows most children (83%) working below the curriculum expectations and the minority of children(17%) are in line with the curriculum expectations in Arabic. Mid-year data January 2022 shows the large majority of children (71%) working below the curriculum expectations and the minority (29%) are in line with curriculum expectations in Arabic. End of year data June 2021 in Y8 shows the large majority(63%) of students are working at the expected standard and the minority (25%) are working below the expected standard. A few (12%) above the expected standard in Arabic. All year8 are making better than expected progress since their baseline. Baseline data on Y8 September 2021 shows the majority of students (50%) working	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	The school's internal assessment information from the end of term 3 of 2021 indicates that most students in both the primary and the secondary phases, attain knowledge, subject skills, and understanding that are in line with the curriculum standards. There are no children in the foundation stage studying Arabic second language. The ABT external assessment information from terms 1 and 2 of the academic year 2021/2022 indicates that less than three-quarters of the students in both the primary and the secondary phases attain knowledge, subject skills, and understanding that are in line with the curriculum standards. Assessment information for the end of term 3 is not available yet. There is no other external benchmark-analyzed assessment data available. In lessons and in their recent work, most students in the primary phases, attain levels of knowledge, subject skills, and understanding that are in line with the curriculum standards. The majority of students in the secondary phase, attain levels that are above curriculum standards. Most students in the primary phase name parts of the body, colors, and a number of classroom objects. They analyze words into syllables and distinguish between short and long vowel sounds and their corresponding letters and vowel markers. They read words and use them to complete sentences. They read fluently with only a few mistakes. A few students use complete sentences to answer text-based questions while a few others find some difficulty conversing through standard Arabic. In the secondary phase the majority of students, read above age appropriate paragraphs to find out specific information and show understanding of vocabulary as they use words to complete

below the curriculum expectations and the majority of students(50%) are in line with the curriculum expectations in Arabic. Mid year data January 2022 shows the large minority of children (37%) working below the curriculum expectations and the large minority (38%) are in line. A minority(25%) are working above the curriculum expectations in Arabic.

sentences. However, a few students need more individualized support to improve fluency in reading, speaking and accuracy of writing.

The school's internal assessment information, for trends over the past three years, indicates that most students in the primary phase attain levels in line with curriculum standards. Whilst trends over the past two years from the internal assessment data indicates that most students in the secondary phase attain levels in line with curriculum standards. There is no historical analyzed external benchmark data available.

Internal assessment data over the three years from 2019 to 2021, indicates that most students in the primary phase, make the expected progress in relation to their individual starting points and the curriculum standards. Whilst internal assessment data over the two years from 2020 to 2021 for years 8 and 9 indicate that that less than three-quarters of the students make the expected progress in relation to individual starting points and the curriculum standards. There is no historical analyzed external benchmark data available.

In lessons and in their recent work, the majority of students in the primary and secondary phases make better than the expected progress in achieving lesson objectives. For example, towards the end of the primary phase, students have made good progress in their literacy skills. The majority of students have moved from writing single words and matching words to pictures to using words to describe activities in pictures and to write about personal and familiar topics using well-constructed, full sentences. They are able to retell stories and identify and describe characters. While a few students write informative paragraphs, about the UAE flag for example a few others still need more support and time to improve their speaking skills. Students in the secondary phase have made effective progress since the beginning of term 1. They have become more able to analyze

stories, distinguish between types of speech, and write complete sentences to describe characters in picture stories. They are able to use separate subject pronouns by observing how verbs change according to subject pronoun gender. However, a few still find it difficult using the right male, female, dual or plural forms of pronouns. No progress data of different groups in internal or external assessments other than for students of determination was available from the school. In lessons, the majority of groups of students in the primary and the secondary phases make better than expected levels of progress in relation to their starting points. The G&T and higher attaining students are making better than the expected progress, but they have not reached the level of progress they are capable of because they are insufficiently challenged. The lower-attaining students are meeting the expected progress and still need more time and support to exceed expectations. There are no significant progress differences between boys and girls. However, the students who have been studying Arabic for a long time are making faster progress. This is more evident in vocabulary building, speaking, and writing activities.

Arabic Second Language - Next steps for students:

1. Improve fluency in reading and speaking, in both phases, by reading aloud and presenting the information to other students in class.

2. Enhance paragraph-writing skills and accurate application of grammar relating to gender pronouns, particularly in the secondary phase by practicing and following the teacher's advice.

3. Increase the use of standard Arabic, in the primary phase, to communicate inside and outside the classroom, by using standard Arabic to share readings, writings, and findings of different topics.
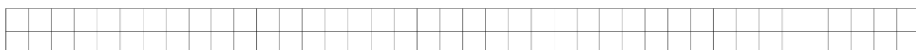
PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
End of year data June 2021 in Y2 shows the majority (52%) are working above the expected standard and the large minority (48%) are working at the expected standard in Social studies. All KS1 children have made better than expected progress since their baseline data. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y2 September 2021 shows the most (86 %) of the cohort are working below the standards and a few (9%) are working below the expected standards. A few (5%) are working above the expected standards. Mid year data January 2022 shows most of the children (75%) working above the curriculum expectations and a few (8%) are in line. A minority(17%) are working below the curriculum expectations in Social Studies. End of year data June 2021 in Y6 shows the majority of the children (57%) are working above the expected standard and a large minority (43 %) are working at the expected standard. All KS2 children have made better than expected progress since their baseline data. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data on Y6 September 2021 shows almost all of the children (100%) are working below the expected standard. Mid year data January 2022 shows the large minority of children (42%) working above the curriculum expectations and the majority (50%) are in line. A few (8%) are working below the curriculum expectations in Social Studies. End of year data June 2021 in Y8 shows the large minority (41%)are working at the expected standard and the majority (59%) are working above the expected standard. Baseline data on Y8 September 2021 shows Almost all of the children (100%) are working below the expected standard. Mid year data January 2022 shows the minority of children (18%) working	**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	Internal assessment information from the end of term 3 of 2021 indicates that the large majority of students in the primary phase and the majority of students in the secondary phase, attain knowledge, subject skills, and understanding that are above the curriculum standards. This is similar to students' attainment in class observations in the secondary phase and above that observed in lessons in the primary phase. There is no external benchmark analyzed assessment data available for this subject. In lessons and in their recent work, the majority of students in both the primary and secondary phases, attain levels of knowledge, subject skills, and understanding that are above the curriculum standards. In the primary phase, students show extensive knowledge of the components of the national identity. For example, they enumerate the seven emirates, and the national emblems, and identify the geographical features of the UAE. They show knowledge of the traditional jobs of people in the past, like fishing and diving, and describe the traditional style of life in the UAE. However, a few students demonstrate a limited understanding of some subject-related concepts, such as pollution, population growth, and moderate use of water and energy resources. Students in the secondary phase explain a range of subject-related terms and concepts, such as equality for all, personal freedom, and respect for law and constitution. They explain the factors contributing to the establishment of the Cooperation Council of the Arab Gulf countries. They can explain the reasons and the results of the wars of Arab countries in the twentieth century. However, a few students have only basic knowledge of the history of

above the curriculum expectations and the majority (59%) are in line. A minority(23%) are working below the curriculum expectations in Social Studies.

the Arab countries, which were under foreign occupation.

The school's internal assessment information, for trends over the past three years, indicates that the majority of students in the primary phase have been attaining levels above the curriculum standards. The majority of students in the secondary phase, have attained levels above the curriculum standards over the past two years.

Internal assessment data over the three years from 2019 to 2021, indicates that the majority of students in the primary phase, make better than the expected progress in relation to their individual starting points and the curriculum standards. Internal assessment data over the two years from 2020 to 2021 for years 8 and 9 indicate that the majority of students in the secondary phase, make better than the expected progress in relation to their individual starting points and the curriculum standards. There is no other historical analyzed external benchmark data available.

In lessons and their recent work, the majority of students in the primary and secondary phases, make above the expected progress in relation to lesson outcomes. Students in the primary phase, have become more able to verbally explain the achievements of the late Sheikh Khalifa Bin Zayed in all aspects of life. They are growing in their understanding of the efforts of the government to protect and support individuals and society. They have developed a growing awareness of their roles in sustaining the environment and promoting the UAE heritage and culture. Students in the secondary phase, have made effective progress in their understanding of the UAE's vision toward national and international issues. They are now more able to explain a range of subject-related concepts, such as cyber safety, sustainability, and the extinction of rare animals and plants. However, a few students have made only limited progress as they have gained only basic knowledge and understanding of the significance of the Arab world's location.

No progress data of different groups in internal or external assessments other than for students of determination was available from the school.

In lessons the majority of groups of students in both the primary and secondary phases make better than the expected progress in relation to their starting points. The G&T and higher attaining students are making above the expected progress, but due to insufficient challenge, they have not reached the higher levels of progress of which they are capable. The lower attaining students are not exceeding progress expectations due to inadequate personalized support. The students of determination make the expected progress in relation to their identified individual IEP targets. There is no significant difference in progress due to gender or nationality.

Social Studies - Next steps for students:

1. Expand knowledge of the contributions of significant Emirati figures in the development of world achievements, in the primary phase.

2. Deepen understanding of the UAE's initiatives to sustain the environment, in the primary and secondary phase, by watching related documentary videos.

3. Extend knowledge of the Arab world, particularly the history of the countries which were under colonization by researching and sharing findings in classroom activities, in the secondary phase.
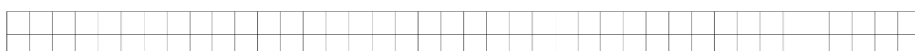
PS1: Students' Achievements

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:

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
End of year data June 2021 in FS2 shows a large majority of children working within age related expectations in Reading and Writing. Data demonstrates almost all groups of children made better than expected progress in Reading and Writing during 20-21. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. End of Spring term data in FS2 March 2022 shows rapid progress from low starting points, and most children are already working at age-related expectations in Writing. End of year data, June 2021, in Y6 shows that most children are working within age related expectations in Reading. External data demonstrates homegrown children made better than expected progress in English. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data in Y6 September 2021 shows the majority of children are working within age-related expectations in Reading. 'Most' homegrown children are broadly working within age related expectations. Mid year data in Y6 January 2022 shows that most children are working within age-related expectations in Reading. 'Most' homegrown children are broadly working within age related expectations. End of year data June 2021 in Y9 shows the majority of children working within age related expectations in Reading. External data demonstrates homegrown children made better than expected progress in English and the large majority of children are working within age related expectations..This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data in Y10 September 2021 shows most children are working inline with age-related expectations in Reading, this is verified by external NGRT data. 'Most' homegrown children are working within age related expectations. Midyear data in Y10	**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	The school's internal assessment data for the academic year 2020-21 indicates that most students in the primary phase attain levels that are in line with the curriculum standards. Less than three quarters of students in the secondary phase, attain levels that are at least in line with curriculum standards. However, in lessons students in the secondary phase achieve higher levels. There is no internal subject specific benchmark analyzed assessment data available for FS. In external, GL PT assessments for years 4 to 9, in the academic year 2020-21, less than three-quarters of students in both the primary and secondary phases attain levels that are at least in line with national and international standards. There are currently no results for students doing iGCSE because there are no Year 11 students in the school. However, in lessons students in the primary and secondary phases attain higher levels. There is no external subject-specific benchmark analyzed assessment data available for FS. In lessons and in their recent work, the majority of children in FS attain above curriculum standards while most of students in the primary and secondary phases, demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. For example, children in FS2 show good understanding skill and acquire new vocabulary when discussing the different things that are found in space, for example, stars, the moon, sun, aliens, and rockets. Children develop their comprehension skills when they answer questions about space travel and what can be found in space. During discussion, they use their imagination to describe how they can catch a star. The majority of children apply their phonics skills effectively when reading and communicate their

January 2022 shows that most children are working within age-related expectations in English. 'Most' homegrown children are broadly working within age related expectations. NGRT data confirms that most, 77% are working within age related expectations.

ideas confidently when talking and writing about what they read. They apply their language skills accurately to communicate their ideas. A few students lack the confidence to explain what they are trying to achieve and to ask questions. In Year 6, most students know and answer questions about the characters and the sequence of the story demonstrating appropriate comprehension skills. Students discuss and identify unfamiliar words they have read in the text and share this within their working groups and with the whole class. Few students particularly in the higher grades demonstrate better listening, speaking, writing and comprehension skills. For example, in Year 10, students read a range of texts and interpret information well. They write accurately about their reading in a range of genre. They are able to identify the facts they need to convey and know how to construct a letter and sequence the information in order of importance. Students identify the necessary details required.

Trends over the past three years of internal assessment data indicate that most students in the primary phase, have attained levels broadly in line with curriculum standards. Whilst trends over the past two years of internal assessment data indicate that most students in the secondary phase, have attained below curriculum standards. Trends over the past years of 2019 and 2021, for GL PT examinations for years 4 to 8, indicate that the attainment of most students in both the primary and secondary phases have been consistently below curriculum expectations. There is no historical analyzed external benchmark data available for years 1 to 3 and years 9 and 10 and there were no GL PT examinations taken in 2020.

Internal assessment data over the three years from 2019 to 2021, indicates that most students in the primary phase, make the expected progress in relation to their individual starting points and the curriculum standards. Internal assessment data over the two years from 2020 to 2021 for years 8 and 9 indicate that

less than three-quarters of the students make the expected progress in relation to their individual starting points and the curriculum standards. External GL PT examination data over the years 2019 and 2021, indicates that less than three-quarters of the students in both the primary and secondary phases, make the expected progress in relation to their individual starting points and the curriculum standards.

In lessons and their recent work, most children in FS make the expected progress in relation to appropriate learning objectives aligned with the curriculum standards and early learning goals for literacy. In the primary and secondary phases, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards. For example, most children in FS2 build their skills and understanding further by talking and sharing their ideas of the objects that can be seen and found in space and space travel. They discuss the values of fuel needed to enable space travel. Other groups explore ways of catching a star as part of developing creative thinking. Not all groups are clear about the intended outcomes. For example, a few children are not clear about the focus and purpose of their tasks. They are unable to explain what they are doing when they explore how to catch an alien. Also, a few trying to build a model of a spaceship have very limited resources and a starting point on which to build their own creative literacy ideas. A few children make less progress in their extended writing skills. They forget to apply the use of phonics consistently to decode and spell words. Students in Year 6 extend their knowledge of unfamiliar words by using ICT tablets to find the meaning of a word and writing sentences that include the word to show their understanding of its meaning. They extend their speaking and listening skills when they discuss this new vocabulary. A few students make slower progress in their creative

writing skills. Year 10 students extend their writing skills further by planning the content of their intended letters using a brainstorming technique. Students demonstrate skills in ordering sections of the information and present an informative letter incorporating the opinions of others in the content.

No progress data of different groups in internal or external assessments other than for students of determination was available from the school.

In lessons and recent work all groups of children in FS make at least expected progress, when compared to their different starting points, because they receive effective support from the teacher and classroom assistants. In the primary and secondary phases, the majority of groups of students make better than expected progress, when compared to their different starting points. This includes boys, girls, and Emirati students all of whom benefit from well-structured learning activities that enable them to collaborate within their group and successfully achieve the learning outcomes. Students of determination receive individual teacher support, which helps them to achieve their targets. Higher attaining and G&T students, in the main make better than expected progress because they are challenged effectively by teacher questioning and higher-level tasks.

English - Next steps for students:

1. Build on writing skills in FS and the primary and secondary phases to improve the quality of writing and produce more examples of extended texts.

2. Increase reading skills in FS and in the primary phase by applying phonics and blending skills to decode words more effectively.

3. Build on creative writing skills in FS and the primary phase.

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
End of year data June 2021 in FS2 shows the large majority of children working within age related expectations in Mathematics. Data demonstrates almost all groups of children made better than expected progress in Mathematics during 20-21. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. End of Spring term data in FS2 March 2022 shows rapid progress from low starting points, and most children are already working at age-related expectations in Number. End of year data, June 2021, in Y6 shows that most children are working within age related expectations in mathematics. External data demonstrates homegrown children made better than expected progress in mathematics. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data in Y6 September 2021 showed that the minority of children are working within age related expectations in mathematics. Midyear data in Y6 January 2022 shows that most children are working within age-related expectations in maths. End of year data June 2021 in Y9 shows the large majority of children working within age related expectations in Maths. External data demonstrates homegrown children made better than expected progress in Maths and the large majority of children are working within age related expectations. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Midyear data in Y10 January 2022 shows that most (77%) children are working within age-related expectations in Maths.	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	The school's internal assessment data for years 1 to 9 for the academic year 2020-21 indicates that most students in the primary and secondary phases, attain levels that are in line with the curriculum standards. There is no internal subject specific benchmark analyzed assessment data available for FS. When measured against the Early Learning Goals and the National Curriculum objectives for England in mathematics, most children in the FS and students in the primary phase attain levels which are in line with curriculum standards. In external, GL PT assessments for years 4 to 9 in 2021, less than three quarters of students in the primary and secondary phases, attained levels that were in line with the standards expected. These results are not reflected by what is seen in lessons and students' work, where most students in all phases currently in the school, attain in line with curriculum standards. There are currently no results for students doing iGCSE because there are no Year 11 students in the school. In lessons and in their recent work, most children in FS and students in the primary and secondary phases, demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. In lessons and digital learning journeys of 'wow moments', most children in FS demonstrate age-related skills in number, shape, space, and measure. Sixty-six percent of FS2 students joined the school this year and this has impacted their levels of attainment in mathematics. For example, in FS2, most children are able to count and sequence numbers up to 20, name two-dimensional (2D) and three-dimensional (3D) shapes, record information on simple tally charts and compare heights. A minority add objects to make a total. A

minority of students are less confident in understanding shape and number. In the primary phase, most students carry out calculations using a range of methods, but they are not always able to explain the mathematical concepts behind their calculations. Most students demonstrate a growing competency in solving problems. A minority still need to develop greater fluency in their mental mathematics. By Year 6, students are able to solve multi-step problems using addition, subtraction, and multiplication although they are not always confident in applying skills to solve problems relating to a range of real-world contexts. They add mixed numbers and use long division to solve calculations. In the secondary phase, most students apply known number and mathematical facts to solve increasingly complex calculations and equations. For example, students in Year 10 identify and interpret roots, intercepts and turning points of quadratic functions graphically, and deduce roots algebraically as well as work with expressions involving surds and algebraic fractions. Most students explain what they are doing, and a growing number explain why. A minority struggle with this because their knowledge of procedural operations supersedes their understanding of mathematical concepts.

Trends over the past three years of internal assessment data indicate that most students in the primary phase have attained in line with curriculum standards. Trends over the past two years of internal assessment data indicate that most students in the secondary phase have attained below curriculum standards. Trends over the past years of 2019 and 2021, for external GL PT examinations for years 4 to 8, indicate that the attainment of most students in both the primary and secondary phases have been consistently below curriculum expectations. There is no historical analyzed external benchmark data available for years 1 to 3 and years 9 and 10 and there were no GL PT examinations taken in 2020.

Internal assessment data over the three years from 2019 to 2021, indicates that most students in the primary phase make the expected progress in relation to their individual Internal assessment data over the two years from 2020 to 2021 for years 8 and 9 indicate that most students in the secondary phase make the expected progress in relation to their individual starting points and the curriculum standards. However, external GL PT examination data over the years 2019 and 2021, indicates that less than three-quarters of the students in both the primary and secondary phases, make the expected progress in relation to their individual starting points and the curriculum standards. Entry and exit information across phases indicate that the majority of students make better than expected progress across the FS, the primary and secondary phases from their starting points, when measured against Early Years Framework standards and standards for the National Curriculum of England and Wales.

In lessons, the majority of students across all phases currently in the school make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. In FS, children make good gains in understanding number when they practice number skills, and answer questions which a majority find challenging. A majority of students in the primary phase make good progress although in a minority of classes, a large majority make good gains in learning. This is not yet consistent across classes. This is because a few students do not consolidate and deepen their learning through planned collaborative activities to discuss mathematical ideas and learning, or through responses for students to think about 'how' and why' questions to understand and apply mathematical procedures and operations. Students reinforce and extend their learning through collaborative activities. For example, in Year 4, students engage in timed quick-fire multiplication practice

activities. In the secondary phase, a majority of students make good progress in applying known number and mathematical facts calculate answers to number problems quickly.

No progress data of different groups in internal or external assessments other than for students of determination was available from the school.

In lessons and recent work, the majority of groups of students across all the current phases in the school make better than expected progress when compared to their different starting points. A majority of lower attaining students, those with special educational needs and higher attaining and G&T students make better than expected progress. A few lower attaining students make slower progress understanding all the mathematical concepts and using correct vocabulary to explain their thinking.

Mathematics - Next steps for students:

1. Enhance mathematical fluency through quick answer practice questions to calculate quickly mentally and solve problems with a real-world context in FS and the primary phase.
2. Reinforce and deepen mathematical reasoning and being able to explain the methods used to solve problems by participating in collaborative and challenging activities to consider different strategies to solve mathematical problems in the secondary phase.
3. Strengthen understanding and application of correct mathematical vocabulary, especially lower attainers in all phases.
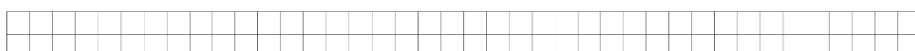
PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
End of year data June 2021 in FS2 shows most children working within age related expectations in 'Understanding The World'. Data demonstrates almost all groups of children made better than expected progress in 'Understanding the World' during 20-21. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. End of Spring term data in FS2 March 2022 shows rapid progress from low starting points, with the majority working within or above age related expectations- an upward trend. End of year data June 2021 in Y6 shows that most children are working within age related expectations in science. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data in Y6 September 2021 shows that the majority of children are working within age related expectations in science. Midyear data in Y6 January 2022 shows that almost all children are working within age-related expectations in science. 'Almost all' homegrown children are broadly working within age related expectations. End of year data June 2021 in Y9 shows the majority of children working within age related expectations in Science. External data demonstrates homegrown children made better than expected progress in Science and the large majority of children are working within age related expectations. This is confirmed through lesson observations, where 100% of lessons were 'good' or better. Baseline data in Midyear data in Y10 January 2022 shows that all children are working within age-related expectations in Biology and Chemistry. The large majority of children are working within age-related expectations in Physics. 'Almost all' homegrown children are broadly working within age related expectations	**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	Internal school data suggests that the majority of students in the primary and secondary phases, attain levels that are above curriculum standards. FS2 data for understanding the world indicates that most children attain below expectations. This does not match with students' work observed in lessons in FS, the primary or secondary phases. External 2021 GL- PT science results for years 4 to 9, indicate that less than three-quarters of the students in both the primary and secondary phases, attain levels that are at least in line with national and international standards. There are no external exams for the children in FS2. There are currently no results for students doing iGCSE because there are no Year 11 students in the school. In lessons and in their work, most children in FS2 and students in the primary and secondary phases attain levels in line with curriculum standards. In FS2, most children describe similarities, differences, and patterns in relation to places, objects and living things. They are able to explain how to make objects appear larger or smaller, in reference to their shadows. They demonstrate the ability to point out shadows of different objects such as toy dinosaurs for example, explain how and when shadows become smaller or larger by participating in activities and tasks related to the concepts learned. They place objects on an empty playground and use chalk to draw around them, then return later to see how the shadows change. In the primary phase, most students demonstrate a secure understanding of life, earth, and physical sciences. For example, students in Year 4 carry out scientific investigations related to objects and materials that produce electricity. In the secondary phase,

students demonstrate secure knowledge when they learn about life and physical sciences such as the science of breathing and the respiration mechanics in biology, the physical and chemical properties of materials and the different types of forces. In biology for example, most students in Year 7 can describe what happens during respiration and how gases travel round the body. In physics, most students in Year 8 describe chemical and physical properties of metals. They do not yet apply a range of methods to test the physical properties of metals through practical experiments and investigations.

Based on the internal school data presented, trends of attainment over time show that most students in the primary and secondary phases, have attained in line with curriculum standards. There is no historical analyzed external benchmark data available for the FS and the primary and secondary phases.

Internal assessment data over the three years from 2019 to 2021, indicates that most students in the primary phase, make the expected progress in relation to their individual starting points and the curriculum standards. Internal assessment data over the two years from 2020 to 2021 for years 8 and 9 indicates that most students in the secondary phase make the expected progress in relation to their individual starting points and the curriculum standards.

In lessons and in their work, the majority of children in FS2 and students in the primary and secondary phases make better than expected progress against the learning objectives aligned with curriculum standards. A majority of children in FS2 consolidate their learning and show progress in their understanding of shadows by utilizing resources such as flashlights against paper to describe how to make the shadows bigger and smaller. They make less progress in reflecting on and evaluating their discoveries effectively. In the primary phase, a majority of students make better

than expected progress in relation to learning objectives when they clearly explain their learning about scientific concepts. In Year 1, students are better able to identify, name, and describe the simple properties of a variety of everyday materials. They match objects from their environment to their materials, such as glass, plastic, and cloth, making relevant observations about their color, shape and uses in their daily life. In Year 4, students make good progress conducting scientific investigations to conclude if fruit such as oranges, apples, and lemons produce electricity. They make progress when they use equipment to test the voltage in each piece of fruit, record and discuss their findings with their groups and write a conclusion for what they found. In Year 6, the majority of students strengthen skills further when they plan and conduct a scientific investigation into voltage and brightness. They make good progress when they explain in sequence how current flows in a circuit made of batteries, wires, and bulbs. They draw a table with their predictions, using electricity vocabulary, of what might happen with high or low volts, and with one or more bulbs.

In the secondary phase, the majority of students in Year 7 make good progress identifying gaseous exchange as the movement of gasses by diffusion between an organism and its environment, and what Aerobic respiration entails. They show good progress when they model a respiratory system using resources such as balloons and recycled plastic bottles. In Year 9, the majority of students describe confidently the different types of forces such as gravitational and electrostatic, discuss the effects of forces on bodies such as changes to speed, shape or direction and draw force diagrams. In Year 10, the majority of students name different trophic levels, describe, and draw diagrams of food chains using key words and scientific language and identify and explain what pyramids of biomass mean.

No progress data of different groups in internal or external

assessments other than for students of determination was available from the school.

In lessons and recent work, the majority of groups of students across the phases currently in the school, make better than expected progress when compared to their different starting points. There is no difference between the progress of boys and girls. The Emirati students make similar progress to their peers who speak English. Higher achieving students are less well challenged by teacher- led lessons, where work is not sufficiently modified to provide individual challenge and opportunities for them to extend their learning. As a results, a few higher attaining and G&T students do not achieve their full potential. Lower attaining students and students of determination benefit from individual teacher support to achieve the expected learning outcomes and make good progress towards their individual learning targets.

Sciences - Next steps for students:

1. Enhance inquiry skills further in FS2, by engaging in more structured problem-solving activities and reflect on what they have discovered.
2. Build hands-on practical skills, by participating more frequently in experimental activities and systematically record and present succinct scientific reports, including labelled diagrams, particularly in the primary phase.
3. Apply independent research skills further in the primary and secondary phases, to promote critical thinking, making predictions and forming scientific hypotheses.

PS1: Students' Achievements

1.3 Students' Learning skills

| Internal Evaluations	Elements	External Evaluations
BSO June 21: 'Pupils are excited about new challenges...they are curious, interested and reflective learners'. 'In lessons, they are resilient and increasingly reflective learners, determined to succeed'. Across the school students are supported to reflect on their learning and identify areas for development, through questioning, development of success criteria, and self directed differentiation. Pupil collaborative working practices are evident across all subjects and phases of the school; this is evidenced through lesson observations. Plenaries give children the opportunity to verbalise their learning, and support others through 'mini-teacher' activities. Students collaborate using 'Nearpod' and 'Peardeck' during remote and technology enhanced learning. Aspen children are inquisitive, empowered and skilled in their approach to learning. Technology is interwoven into the curriculum to support learning and to enable children to research independently and safely. Curriculum challenges encourage independent learning through investigation, as well as through research and project based learning. Enterprise is developed through our 'Dragons Den' projects, especially in our Y6 to 7 transition. Our Irtiquaa inspection in February 2019 stated 'Extracurricular provision supports student's skills to be innovative, enterprising and creative'	**1.3.1** 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.	Students' engagement in and responsibility for their own learning is good across the primary and secondary phases. Children in FS are at the early stages of establishing engagement, focus and taking responsibility for their own learning. Students across all phases are enthusiastic and keen to learn. The majority of students across all phases, enjoy learning. Students across all phases including FS2, show a mature approach to learning. The majority, particularly in the secondary phase demonstrate independence and effectively take ownership of their own learning. The majority of students respond well to making improvements to raise the quality of their work. Older students know their strengths and how to improve. In FS and in the primary phase, children and students know what they have achieved well and with guidance from teachers can take steps to improve. In most lessons across all subjects, students discuss and reflect on their work and progress. In FS2 and in the primary phase, children and students work in groups and pairs and are becoming increasingly more independent. They discuss and compare their work and readily accept guidance on raising their progress further. In the secondary phase, students work more independently of the teacher. Students across all phases, share their learning and discuss their work in groups. Students' engagement in self and peer assessment, is less well established and not yet consistent in all subjects across the school. Students' interactions, collaboration and communication skills are good across all phases. Students interact and collaborate well in lessons and activities across the school. They communicate their learning clearly.

They interact and collaborate positively and productively during learning activities, which helps them to gather a wider range of ideas and solutions to their work. These skills are being established in the FS where children work in groups and bring their ideas together as a whole class to share. For example, in FS2, children work collaboratively to learn about travelling into space and catching an alien. Through their group activities, children gather knowledge to extend their learning about space. As part of their group learning, children continue to build their reading, writing, and drawing skills. They gradually work more independently. Students across all phases are confident and readily ask for guidance from the teacher when they need support. They communicate their learning effectively and confidently to both their peers and to staff. For example, Year 9 students in an English lesson, work in groups when analyzing particular acts and scenes of Shakespeare's Macbeth. They discuss and share their findings with others in the class. They demonstrate effective skills of analysis, sharing ideas and drawing conclusions.

Most students across subjects make clear connections between areas of learning and relate these well to their understanding of the real world. They apply this knowledge effectively to support their understanding of the world through the different subjects and themes they study in school. Students make meaningful and important links. For example, students in a Year 10 English lesson, analyze the advantages and disadvantages of actual travel compared to virtual travel using the internet and watching the television. They compare this to real-life differences which helps to inform their own thinking and understanding of the benefits of travel.

Students across all phases are enterprising and able to research information both in groups and independently. They demonstrate a range of research skills and use technology productively to
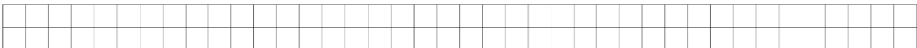
investigate information and develop critical thinking and problem-solving skills. For example, students in a Year 8 science lesson, apply their critical thinking and problem-solving skills when they investigate the physical and chemical properties of metals. From their research of the materials, students decide which are metals and identify those that are non-metals. Students also use learning technologies appropriately in a range of subjects. For example, in a Year 10 science lesson, students learning about eco systems and food chains, use ICT to access curriculum information and research information to underpin their understanding of the science concepts. In English, students across all phases, extend the range of their reading when they use online books for reading and research. The use of ICT is helping students to build their research and investigation skills. Students' innovation and enterprise skills in lessons, are less well developed across subjects.

Next steps for students:

1. Engage in more challenging open-ended problem-solving tasks activities to extend attainment through applying critical thinking to progress beyond curriculum and learning expectations.
2. Extend discussions when working in groups to evaluate outcomes of tasks with each other and decide together how to make improvements independently of the teacher, particularly in FS and the primary phase.
3. Engage in activities in lessons that promote innovation and enterprise skills across all phases.
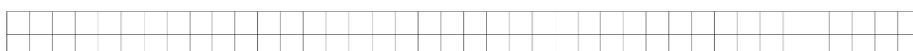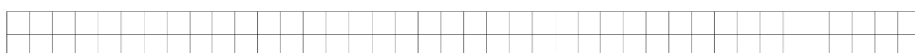
PS2: Students' personal and social development

2.1 Personal development

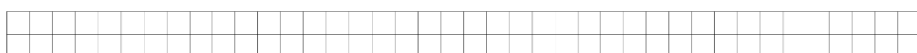| Internal Evaluations	Elements	External Evaluations
Across the school lesson observations and 'looking for learning' evidence identifies exemplary attitudes towards learning and good behaviour in almost all lessons observed in the past 3 years. This highly engaged attitude to learning is consistent throughout the phases due to engaging and purposeful lessons that are pitched appropriately and personalised for the class, and is embedded in our school ethos. Our BSO Inspection June 2021 noted: 'The spiritual, moral, social and cultural development of pupils is outstanding. It is a strength of the school'. Pg 13. Relationships with our entire school community are open, warm and positive. As such, students exhibit high levels of empathy and support. This environment contributes to our good behaviour which is promoted through a positive, whole school strategy. Our children take responsibility for their choices and we encourage them to be independent thinkers. Attendance is monitored rigorously through the `Engage' school information management system; the register is completed twice a day. Our families are community-minded, and keep their children at home if they are unwell with covid symptoms, therefore our average attendance is lower than usual at 92%. The school SLT works with class teachers to monitor attendance and punctuality and based on this we celebrate attendance and take necessary actions where appropriate.	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:

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

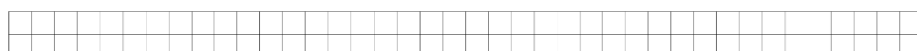| Internal Evaluations	Elements	External Evaluations
2019 ADEK: 'Students' understanding of Islamic values are very well developed and they apply these consistently well in their everyday life.' Across the school our students have an excellent appreciation of Islamic Values and how this translates into a tolerant, inclusive and collaborative community in the modern UAE. All students; native speakers, Emirati and non-Emirati are very knowledgeable and respectful of the heritage and culture of the UAE. They understand how the past has influenced modern life, and social studies is taught for all children from year 2 upwards. UAE cultural themes are woven into our curriculum which utilises our locality where possible. We planned for our entire school to visit Expo 2020. BSO 2021: 'Leaders ensure that students are attuned to the history and culture of both the host country, the United Kingdom, and their home countries' 'Global citizenship and circle times support each student's wellbeing'. We have incorporated global competitions and learning opportunities for our students to enable them to collaborate and compete with students in 53 other ISP schools across the world. This enables students to experience the common elements between cultures first-hand.	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:

PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
BSO 2021: 'Priority is placed on nurturing pupils' leadership skills and they take their responsibilities very seriously'. In all phases of the school there are opportunities for students to make our school a better place to work and learn; FS and Primary school council, secondary executive council, play-leaders and prefects. Our students have the opportunity to influence our global community through their work in the VBEP and Street Child United. `Mantle of the expert' has been implemented to empower our students to solve open-ended problems in a meaningful context. Cross-curricular in approach, students are compelled to evolve the essential higher order skills of compromising, planning, and working to a deadline; elements of learning that can be hard to facilitate in a more traditional teaching day. Students demonstrate a very positive work ethic, show limitless creativity and resilience and manage their time well. We have a collective responsibility to caring for our school; our students are involved in improving it through the Global ISP Futures project (sensory garden), and the many initiatives of our Eco-council in both primary and secondary. Recycling is embedded; children re-fill their water bottles and single use plastics are discouraged.	**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:

PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
All lessons in Early Years are good or better; practitioners demonstrate excellent subject knowledge due to outstanding & ongoing CPD. Provision is personalised and well planned, with activities varied skilfully to meet the learning needs of groups and individuals. Assessment information is gleaned through effective dialogue, adapting learning based on pupil responses, ensuring rapid progress of all. Children are exceptionally independent, having collaborative ownership of their learning spaces. All lessons in Primary are good or better, with most very Good or better. Teachers demonstrate excellent, contextualised subject knowledge, varying their teaching focus and methods based on responses. Technology is used to support personalised learning and pace.Effective questioning is used to check understanding and provide challenge. Support and Challenge are appropriately planned for, and adapted to ensure personalisation. Children demonstrate resilience and independence and reflect on their learning skills. Almost all lessons in Secondary are good or better for fully qualified teachers; we are supporting 2 NQTs through their probationary programme. Most qualified teachers lessons are Very good or better. Teachers demonstrate excellent subject knowledge, using 1-1 devices to facilitate personalisation and differentiation of learning, encourage independence and collaboration, and facilitate swift, relevant feedback. Challenge and stretch are planned for with blue 'mastery' challenges.	**3.1.1** 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	Most teachers demonstrate good subject knowledge. They apply this consistently to how children and students learn and provide interesting work that actively engages students and which children, and students enjoy. Lessons are purposeful and structured well into starters, main teaching, and plenaries. Teachers use time and resources effectively to ensure all groups of learners are successful. Across subjects, computer technologies are used well to support learning. Hands-on resources also enrich learning for students. For example, in a Year 7 science lesson, balloons are used to help students create a model of a lung. Where teaching is strongest, resources and time are used skillfully such as in a Year 4 mathematics lesson where challenge tasks are assigned in a timely way, and in a Year 4 science lesson where students explore conductivity using electrical equipment, and fruit as an energy source. Across subjects, teachers effectively use time framing to guide students' independent work. Learning environments in FS are stimulating and enabling, providing children with lots of opportunities to explore and learn freely in prime and specific subject areas. Across the school, designated subject boards provide evidence of student work, subject vocabulary, and helpful prompts for learning. Interactions between students and teachers ensure that students are engaged., In the lessons where better progress is seen, challenging and open-ended questioning encourage thought and dialogue. For example, in a Year 10 social studies lesson, the teacher uses open-ended questions to deepen learning and extend vocabulary and ideas when students discuss renewable energy sources. However, the range of questions

used in all lessons is not always wide, and 'how' and 'why' questions to extend reasoning are only occasionally seen. When students are presented with problems to solve, for example in mathematics, higher level thinking and critical responses are promoted. Students challenge themselves to solve these using a range of approaches. For example, in a Year 6 lesson on scaled ratio, a higher attaining student explained how to solve a problem involving scaled ratio in two different ways. Students are given opportunities to engage in thoughtful discussion about learning in subjects such as English, Islamic education, and social studies, but this is not consistent across all lessons and subjects. Most teachers use strategies that meet the needs of groups, often providing appropriate work at different levels for higher, middle, and lower attaining students. However, in a minority of lessons, across phases, the highest attaining students wait too long to be assigned a challenge and occasionally a few lower attaining students are not well supported through adult intervention or focused guidance. A few teachers do not always convey expectations to the students that are challenging enough.

Teachers in the FS routinely encourage students to solve problems in mathematics, but development of this skill is not as evident in other subjects. Across all subjects, teachers support students to develop independent learning skills, and in English and art, students are given opportunities to innovate, for example through creative writing, as their skills progress and through creating Pop Art images in the secondary phase. Occasionally, younger students are challenged to think critically or innovate; for example, in FS2, children are asked to predict if 3-dimensional shapes would roll or slide down a ramp and are asked to create their own planets. However, teachers in FS, do not always provide good models of writing, demonstrate calculations in mathematics or focus on developing strategies for
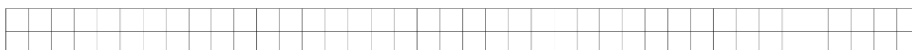
investigations in science. This is because the learning through play does not always provide sufficient scaffolding to underpin learning for children who are learning through discovery.

Students develop independence when they work in groups to share their learning. For example, during the whole school visit to EXPO 2020/2021 project, the school's focus involved students in a range of class and group activities such as students exploring history and culture of both the host country exhibitions, the United Kingdom, and their home countries' 'Global citizenship' and circle times support each student's wellbeing'. The activities include global competitions and learning opportunities for students to enable them to collaborate and compete with students in other school across the world. This approach enables students to develop their collaboration in groups and strengthen their independence.

However, opportunities to innovate and to think critically are not yet planned consistent and frequently enough in lessons across phases and subjects.

Next steps for teachers:

1. Strengthen the way that students' critical thinking and problem solving are developed through a wider range of questions and quality of modelling that both consolidate and deepen learning.
2. Ensure that the highest attaining students engage in planned advanced and more challenging activities from the start of the lesson.
3. Provide children in the FS more consistent opportunity to record and talk about their learning through recorded discussion, photographs, videos, and written activities particularly for lower attaining children.

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
In all phases of the school, and in all EYFS, ENC and MOE subjects, consistent internal assessment processes ensure teachers and support staff have accurate information to evaluate progress against year group expectations, building a profile of achievement over time. Our assessment policy includes internal formative assessment, and external summative assessment, compliant with ADEK assessment policy. Our assessment processes are well established and combine internal and external benchmarking data to identify areas of development and adapt teaching as necessary. Teachers and subject leaders analyse relative rates of progress, informing school improvement priorities. Moderation is thorough and regular. Targets are shared with families and students, and evaluated regularly to ensure progress is maintained. Teachers use summative and formative assessment data to adapt teaching daily. Feedback to students is regular, and actioned, and students are involved in evaluating their own and peer's work. We have captured wellbeing data for the entire school (leuven scale), and are triangulating this, identifying underachieving individuals and action planning to address this. Actions include mentoring (class and form tutor), counselling, and further wellbeing evaluations.	**3.2.1** Internal assessment processes **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	The school's internal assessment processes are coherent and consistent. It is well aligned to the English National Curriculum standards. They provide clear measures of students' attainment and progress. Students have a baseline assessment when they are registered, and this forms the basis of their progress as they move up the school. Assessment processes are consistent across subjects, with assessment information captured and analyzed at three points during the academic year. In FS, teachers assess children's individual skills although the data is not yet analyzed as subject specific data against ADEK benchmark assessments. In the primary phase, formative assessments are combined to generate summative assessment information linked to curriculum objectives and standards. In the secondary phase, summative assessments modelled on external examination requirements and linked to curriculum objectives are used to provide assessment information for all students. The school uses baseline assessments for all students on entry, particularly for the 300 students new to the school. This information provides teachers with information about the gaps in students learning. This enables teachers for identify and plan effective support for individual students in lessons across all subjects. This provides the baseline for teachers to monitor students' skills and knowledge and track the progress they are making. The school uses the ADEK benchmark table to compare the students' internal and external examinations such as GL PT against national performance standards. Starting this year the school will benchmark students' outcomes in mathematics, science, and English against TIMSS, PISA and PIRLS.

Assessment data is analyzed, and progress is monitored from one term to the next and between academic years. New students to the school have completed only two full terms. The school's identification and processes to support students in need of learning support is very effective. In the two terms since the large number of additional students starting, the school has identified 2.64% of students of determination and 2.3% of gifted and talented students. In addition, the school has identified 15% of students for whom the school provides learning support although they do not been formally identified for various reasons as needing an individual education plan (IEP). The progress of students with an IEP are monitored against their IEP targets. Information about monitoring other groups of students was not available.

Assessment information is used effectively to influence planning and teaching. Teachers hold progress review meetings and plan the actions to address gaps in students' attainment and progress. Most teachers provide planned challenge for higher attaining and gifted and talented students. However, in a few lessons, the challenge is not always consistent or effective enough. High, middle, and lower attaining groups are provided with work that is effectively differentiated to support and challenge their learning effectively. Students of determination are well supported with modified tasks to support their learning needs in lessons by individual support by the teacher learning assistants or a classroom assistant.

Teachers know the students well and are aware of students' different attainment levels. Most teachers know the individual strengths and weaknesses of the students. Appropriate learning activities are provided for different groups of students although in a few lessons, these are not consistently well matched to students learning needs. Most teachers mark students work regularly and provide helpful feedback in lessons. For example, correcting errors made by a student or clarifying

misconceptions, but this is not well reflected in students' written work, where next steps comments for

 students are not always consistent in a few lessons across subjects.

Next steps for assessing learning:

1. Refine internal assessment processes so that they consistently provide valid and reliable data especially in relation to how student progress is measured and used to set higher expectations for students' attainment.
2. Ensure that assessment information is more effectively and accurately benchmarked against external expectations.
3. Use assessment information more carefully, including students' responses to teachers' and written feedback on work, to ensure teaching is more consistently planned and tailored to meet the needs of all groups of students.
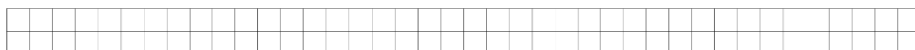
PS4: Curriculum

4.1 Curriculum

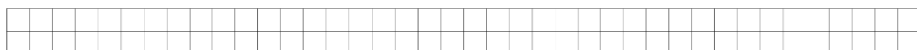| Internal Evaluations	Elements	External Evaluations
BSO 2021:'The quality of the curriculum provided at Aspen Heights is outstanding. The school strives to be innovative, creative and even courageous in the subjects, topics and manner in which the curriculum is designed and delivered' Our school fully meets the curriculum requirements of the EYFS, ENC and MOE curricula. Regular curriculum reviews ensure progression is seamless across year groups, and students are well-prepared for their next stage of learning. Post-covid, our core curriculum was developed to ensure all children are supported to meet core year group curricular expectations in core subject areas, with interventions implemented for those who require it. BSO 2021:'Overall the styles of teaching, learning and assessment equip pupils very well indeed with the knowledge and skills: they could easily enter, or re-enter the UK education system at an appropriate level'. Further developing cross-curricular links to facilitate transferrable skills is a focus, and our themed weeks are planned across the year to maximise these opportunities. The curriculum is personalised to meet the needs of our children in all phases of the school. Teachers review and personalise the curriculum to meet the current needs of their children on a termly basis.	**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	

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
BSO 2021: 'Outstanding provision for inclusion of pupils of all abilities and aptitudes'. 'The school has implemented a number of highly effective strategies for students who have difficulty accessing the curriculum. The development of the support centre 'Oasis' class, and detailed use of individual education programmes ensure students are able to maximise their progress' All subject areas are clearly differentiated, informed by perceptive formative assessment, exemplified in planning. Children are encouraged to be reflective learners and choose their own levels of challenge, based on supported self-assessment. Mastery challenges are embedded throughout the school. Our gifted and talented children are supported in developing higher order skills through our enquiry based learning approach to thematic learning. ECA provision by invitation only enables gifted students to enhance their natural talents. Our secondary scholarship students enjoy extended provision to ensure their academic strengths are further developed. Many school themes incorporate elements of our environment, culture and history here in the UAE, enabling students to develop an excellent understanding of UAE culture explicitly and implicitly.	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:

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
BSO 2021: 'Arrangements for student's welfare, health and safety are outstanding' The school makes excellent provision for the health, safety and welfare of all pupils and for their protection, including rigorous online protection' Safeguarding, including cyber safety, is high profile across our school community- children, staff and families. This is ensured through school counsellor sessions, circle times, family workshops and termly staff training for all staff, including ancillary staff, displays in school and documentation on our website/ recruitment process. We have recently invested in a subscription to National Online Safety (NOS) which provides training for staff,students and families. H&S and Safeguarding are agenda items in all meetings. Our pastoral team meets monthly to review cases brought that month, and the CP register. Attendance is tracked rigorously. We are diligent in our processes and documentation for health and safety and risk assessments, and meet all regulatory requirements. Comprehensive records are kept of fire drills, evacuation procedures and logged online, monitored by ISP. We receive monthly compliance reports from ISP and are held accountable. Our resources are high quality, regularly reviewed to maximise learning for all students, including children with additional learning needs. We aim that all our resources inspire challenging and motivating learning experiences.	5.1.1 Care, welfare and safeguarding 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	The school has rigorous procedures for the safeguarding of students, across the school including child protection. The arrangements and policy are defined clearly, shared with parents and staff members as well as with students. The staff at the school receive internal training as well as termly refresher sessions and updates to the policy, and sessions to build understanding and skills around well-being and mental health. The parents are well informed about the policy through updates uploaded on the school website as well as through regular newsletters. They know who the staff members responsible for the students' safety and well-being are and know who to approach and talk to should issues or matters call for it. The school keeps an accurate and updated central register for all adults who work at the school, and security checks are regular features at the school. Upon receiving training in safeguarding measures followed at the school, the teachers sign consent forms confirming they received the training needed. The school is very effective in protecting students from all forms of abuse. They arrange for awareness sessions through the well-being program, which takes place at the end of each school day. Members of the student council also take part in spreading awareness against forms of abuse, particularly bullying including cyber bullying particularly when students use social networking sites. Anti- bullying campaigns take place at the school. The students at the school feel safe, cared for and they know who to talk to in case of bullying, harassment, or abuse. Staff, students, and parents are fully informed about the school's policies and procedures. There are very effective procedures consistently applied across the school which results in a fully safe, hygienic, and secure environment.

These procedures are reviewed regularly by the senior leaders ensuring that all students and staff members feel safe. Supervision of students is highly effective, and the school is thorough with following strict measures when welcoming parents and visitors on entry to the school. Supervision of students across the school, in the playgrounds and buildings is thorough and very effective. Teachers have supervision duties, and they are responsible for ensuring that the school day runs smoothly. Thorough risk assessments take place before students are allowed on educational excursions or when engaging in events at the school, such as sports activities and social gatherings for students. Safety instructions in case of emergencies, particularly matters related to fire drills and to COVID-19, are displayed around the school. Fire extinguishers are regularly checked, stairs and corridors are kept secured and exit doors maintained to facilitate safe evacuation. The school keeps thorough records of fire drills and maintenance, each with an assigned assistant. Regular checks and maintenance take place, ensuring the students' safety on school transportation. Bus supervisors ensure accurate registers are taken before students get onto the buses and when they are dropped at their destinations. Drop-off and collection points have been designated around the premises. Students enter and leave the school in an orderly manner.

Very detailed and comprehensive maintenance records of the premises are kept, supervised, and regularly updated. The buildings and equipment are maintained in excellent condition. All records include evidence of high-quality building maintenance. There is an internal maintenance team who conducts regular checks on the buildings. Regular follow-up and monitoring of procedures and arrangements take place through the regional protection and safeguarding team. All learning and play areas are safe and well maintained. The school has

thorough procedures when dealing with incidents. They communicate with parents and keep detailed records of such incidents. In the school clinic, records of students' medical files, medical supplies, check-ups, and follow up records are all kept organized and updated regularly. Records with identified health concerns of students who require first aid are recorded in the school's medical record of incidents. Students who see the nurse are monitored until they are well. Parents are contacted as part of the procedure. Medical waste is disposed of safely and effectively through an external entity. Medical staff at the school are attentive in their care of students. There is one clinic at the school with two examination rooms. The clinic is run by two licensed nurses, who share relevant medical information with staff, always ensuring student' wellness and medical care. Medication is kept in a locked cabinet. There is an isolation room currently used for students who test positive for COVID-19. Parents are contacted immediately, and students go home safely.

The school and the classrooms all provide safe learning environments. The school buildings are very well maintained. There are lifts at the school, providing accessibility to resource rooms, such as laboratories and art rooms as well as classrooms on different floors around the school, particularly for students with limited mobility. Students are well supervised by duty staff across the school. Specialist facilities including the gym and science and computer labs are well maintained and all chemicals are kept safely in locked facilities. The school includes a richly resourced library, and art, music, and technology facilities to support the broad range of English National Curriculum subjects. Specialist rooms are well equipped and regularly maintained. Safety measures are in place and emergency kits are available. The gymnasiums, the outside playgrounds and playing fields are suitable, spacious, and clean and have equipment for the provision of

various sports, as well as the availability of a swimming pool.

The school is successful and effective at promoting safe and healthy living. Enrichment activities are organized regularly, and include activities organized by both staff and the school council to promote students' well-being. The provision of clubs, and extra-curricular activities such as sports events and tournaments and information sessions are extensive. These included sessions for students to learn about COVID-19, diabetes, breast cancer and maintaining a healthy lifestyle. All students including those in FS are encouraged to eat healthy food to maintain good health through healthy eating, exercise, drinking water regularly and ensuring protection from the sun.
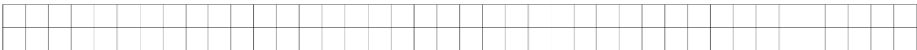
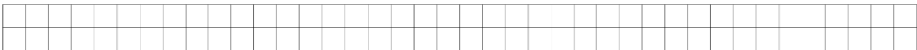# PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
All staff take time to get to know our students well. There is a culture of mutual respect and positive relationships. Behaviour is exemplary; when it is not, measured action is taken, with full parent support. Attendance and punctuality are rigorously tracked, by efficient, streamlined systems. Most families support the importance of high attendance. Attendance is currently 92.3% due to Covid vigilance. Processes to identify additional needs are swift, involving families as early as possible. We have specialist staff, including a SaLT, anticipating communication needs following lockdown. We are extremely inclusive, both in mainstream provision, and in our specialist class, with individualised planning ensuring all students make better than expected progress. Early Years and primary teachers are in daily contact with families, and secondary form tutors are equally diligent. Our school counsellor, and pastoral lead have set up a 'wellbeing hub' for secondary students. Students in secondary complete activities in Unifrog led by our careers counsellor, to ensure early awareness of career paths.	5.2.1 Staff and student relationships and behaviour management 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	Staff have established very positive and purposeful relationships with all students. There is a common sense of respect across the school. The school's policies and procedures for managing students' behavior are effective and supportive. As a result, students' behavior is exemplary. Teachers know the students very well and students are respectful of the school's routines and procedures. The school and parents take necessary, firm action when informed of incidents of misbehavior and how they are dealt with. Students across the phases, work harmoniously with teachers to carry out different activities in the school, including school clubs Student Council, Year 10 prefects and other responsibilities around the school. The school maintains accurate records of attendance and punctuality and are continuing to promote and raise attendance further. Unauthorized lateness and absences are followed up systematically. Attendance is taken daily and in every lesson. Parents are contacted and informed of the actions taken by the school while dealing with unauthorized absences and lateness. However, more needs to be done to raise and encourage better attendance. The attendance rate is 92%, which is acceptable overall. The school identifies students of determination, low attaining students, high attainers and those who are gifted and talented through baseline testing and through information gathered from the data analysis of assessments and tests. A team of specialist and experienced staff ensure that all teachers are trained to aid students who require individual learning support in lessons. There is a Special Educational Need Coordinator (SENCO), and further provision of a counselor and a speech and

language therapist. The school prides itself for being a fully inclusive school. Families are well supported by the school, and that their children are treated as individuals. The school treats all students equally. This was a particular view expressed by parents. Assessments for identifying students of determination and those who are gifted and talented is also ongoing. Currently there are 2.64% identified with IEPs However, 15% of students have been identified for whom the school has decided to provide additional support. Students have individualized educational plans and support by teachers and staff, ensuring they achieve their agreed targets. Their progress is monitored regularly followed by modifications to plans and the curriculum, to make sure they have access to the concepts being taught. Missed concepts are retaught ensuring that gaps in learning are closed. However, there is not enough variation in the range of strategies to further challenge more able students and for those who are gifted and talented. The provision for them in lessons is inconsistent across lessons and phases. Lower attaining students and students of determination are generally well supported although strategies used are not always consistently implemented across all lessons across the school.

Students in years 7 to 10 are provided with guidance and support on a range of matters including academic progress and future careers. They receive thorough guidance and advice related to their university applications and future career paths. The school has introduced a destination platform giving access for students and parents to a range of university and training pathways. The students are very well supported and followed up in relation to their sources and choices for further education. Regular workshops provide students from as early as Year 9, to inform them of university requirements and modern competencies. The university counsellor meets with students and their parents, to support students in their decision

making. These informative sessions, encourage parents to have healthy conversations with their children to discuss matters and future plans and help them in the decision-making process. The school has well-establish links with universities around the world that offer scholarships, particularly in England. There are also links with local universities as well as other universities in the USA and Canada. However, even though the school encourages open conversations with students about their future plans, older students in the secondary phase tend to rely on guidance provided by the school and may not always set personal goals for their own academic development.

Next steps for leaders:

1. Increase the very effective strategies of support for lower attaining students and challenge for higher attainers including those who are gifted and talented to ensure more consistency in a few lessons where the provision and support is less well established.

2. Encourage students further to set their own future goals for academic and personal development and support them in tracking their progress towards achieving the goals.

3. Strengthen and further promote better attendance to ensure students gain fully from their education in school.

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
BSO 2021: 'The Principal and her senior team are passionate about the school and its pupils. They provide outstanding leadership.' 'The manner in which the school has been led and governed through this crisis has turned a challenging time into a positive one.' 'One of the strengths of AHBS leadership is the consistency of approach; staff, pupils and families feel confident their views are heard. They also report that they feel secure that change is managed well, communicated clearly and usually follows an appropriate consultation.' Our highly skilled, well-trained leaders and distributed leadership structure enables rapid, collaborative progress towards our school priorities. All leaders are fully aware and committed to compliance with local and national regulations. Our school vision is simple, referred to almost daily, and guides our decision making at every level. We are exceptionally inclusive both in our mainstream and specialist provision. All students are well supported through personalised success pathways, and through the deployment of specialist support by our SENCO. All staff have the opportunity to develop their professional skills, and our school, through the work of our Subject leadership teams. The teams have responsibility for driving areas of school improvement overseen by a senior leader. This ensures all staff are aligned in our goals and morale is high. Training for middle leaders includes peer coaching and SLT mentoring, the ISP Middle Leadership Programme, giving colleagues the opportunity to work alongside middle leaders around the world, and National College accredited NPQs. Our commitment to staff development is exemplified by our internal promotions; HLTAs have completed PGCEs and completed their NQT programme with our support, and many teachers have the opportunity to	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	Leaders at all levels, including the principal, set a clear strategic direction and vision that is shared across the school community. The school is fully committed to the UAE national and Emirate priorities. This is clearly evident in the school's overall vision and strategic plans. Leaders are committed to a fully inclusive school with good provision and support for students of all abilities. Leaders are fully committed to raising student attainment and progress. For example, students are being well prepared for entering their first PISA and TIMSS and PIRLS assessments. Children in the FS are regularly assessed on their phonics reading and writing skills. In lessons, the majority of students in the primary and secondary phases are making good progress. In English, the attainment of children in FS has improved from weak to acceptable. Leaders provide effective preparation and support for students to access higher education opportunities. For example, students are provided with information about further education courses and the qualifications needed to continue further study at college or university. Leaders and staff provide a fully inclusive school that secures educational access for students of determination, those who are lower attainers, higher attainers and those who are gifted and talented. Leaders promote and encourage students' active participation in a range of national events and celebrations; for example, the school promotes participation in national celebrations including Flag Day, National Day, Ramadan, and Community Iftar to which parents, students, staff, and families are invited. Students participate in celebration assemblies including culture and heritage events. They celebrate International Women's Day and promote Arabic women role models. Senior leaders at all levels are well supported by staff committed to continued school improvement. The school's priorities, strategic direction and UAE National Priorities are detailed in the school's vision, strategic plans and these are well linked to the school's self-evaluation and development plans.

develop leadership skills and secure promoted posts in our growing and ambitious learning community. Families are regularly consulted about our work, both formally and informally. Communication is a strength of our school; it is timely, clear and two-way when appropriate. Our termly NPS surveys indicate families are supportive and happy in our school.

Most leaders demonstrate secure knowledge of the curriculum and best practices in teaching, learning and assessment. Leaders promote a positive learning culture and in achieving high standards in students' learning and personal development. The principal, including leaders at all levels, have clearly identified roles of responsibility. They are strategically focused on maximizing students' achievement. For example, leaders have been highly focused on integrating an addition of approximately 300 students to the school since the start of this academic year. Leaders have committed to professional training and have introduced additional leadership teams with responsibilities to provide strategic support for all students including those new to the school across all phases. Leaders have focused on securing the achievement of all students by identifying very specific needs and support for individual students, including students and families who have experienced trauma during the COVID pandemic as part of their inclusion response. Leaders have been successful in establishing an inclusive school with a focus on achieving good standards of learning and students' personal development. For example, when the school admits students , they place priority on identifying their learning needs. As a result, up to 15% of students receive learning support even though some have not been formally identified with special educational needs for a variety of reasons. Effective support is provided by class teachers, specialist staff and learning support assistants, who help to close the gaps in students learning and skills.

Relationships and communication across the school are professional and effective. Leaders delegate roles and responsibilities effectively to individuals and teams and hold them accountable for ensuring good quality outcomes. Morale throughout the school is positive. Relationships and communication with the parent governor group, parents, community, and the business community are consistently professional and effective. Senior leaders support and build capacity and aim to empower all leaders and teams. Leaders regularly modify team responsibilities to ensure that monitoring and support is well focused on raising students' achievement. The principal has established a culture of collective responsibility and morale amongst the staff and school community is

highly positive.

Leaders at all levels demonstrate clear understanding of what is needed to secure further improvement across the school. They are effective in addressing potential barriers to sustain improvement. Leaders have a clear understanding of the strengths of the school and are effective in implementing strategies to improve students' academic and personal development. This has impacted positively on integrating new students and securing improvement in their attainment and progress. For example, attainment in English of children in FS2, has improved from weak to acceptable since the previous inspection. Standards across all other phases have been successfully maintained since the large influx of students to the school. The needs and support for students with additional academic and personal support have been addressed very effectively. Leaders' capacity to improve the school further is good.

Leaders have been innovative and successful in developing aspects of the school and maintaining the school's level performance. For example, leaders have introduced a phonics reading scheme to accelerate the reading levels of students in FS to enable the children to access learning more rapidly with raised reading skills. Leaders effectively target areas where support will be most effective in raising attainment and progress. Leaders have also introduced targeted training for middle and senior leaders to raise the overall effectiveness of leadership at all levels. Leaders are held accountable which ensures consistently effective performance. Leaders now work in teams and hold each other accountable as part of the monitoring process. Within teams and also jointly with senior leaders, the progress of all initiatives including student attainment and progress data is regularly monitored each term. Leaders at all levels including governors, ensure that the school is compliant with statutory and regulatory requirements by consistently updating information and school records. Leaders hold staff to account through regular monitoring and interventions to improve the quality of the school's provision.

PS6: Leadership and management

6.2 Self evaluation & improvement

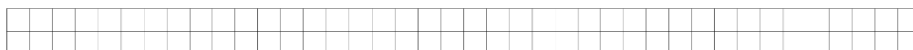| Internal Evaluations	Elements	External Evaluations
All staff conduct 'looking for learning' evaluations in their areas of responsibility; findings are actionable in the short and long term. We consult with families, leaders and student council to inform our school improvement priorities. Our school improvement plan is a working document that is reviewed formally three times annually, with reports to the governing body. Our embedded performance management processes support and guide colleagues' professional development, whilst ensuring the school makes progress towards school priorities. Our school improvement priorities have been informed by internal and external observations and data gathered through our recent BSO inspection (June 2021) We have shown ourselves to be agile, maintaining growth and development throughout the global pandemic and rapidly changing guidelines to ensure our communities are safe. We have achieved this by consulting widely, communicating clearly and observing and reflecting on the impact of our actions.	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	The school's self-evaluation process is systematic and based on using both internal and external assessment data. It is well linked to the school's improvement planning. Leaders know the strengths and areas for improvement well. Most key priorities are identified, analyzed, and form the priorities for improvement. Strategic plans and actions for improvement are detailed including targets and success criteria. Leaders know the strengths of the school and identify and plan accurately the areas and actions for improvement. As a result, there is sustained improvement over time. This is evident for example, in the successful integration of new students since the start of this academic year and also in the successful learning support program for students of determination and for those in need of additional learning support. Effective monitoring by senior leaders ensures appropriate evaluation of teaching and learning and the impact on students' learning. Regular monitoring includes observation of lessons through formal observations. They are well focused on students' attainment and progress, and this helps to inform self-evaluation. Teachers receive constructive feedback on the quality of teaching and the quality of students' learning in lessons. School improvement plans are coherent and securely based on accurate self-evaluation. Leaders know the strengths and priorities for further development. Improvement plans are detailed with actions and targets, to address the school's and the UAE's national priorities. This is having a positive impact on students' achievement. For example, the school's distance learning program during the pandemic has been successful in

maintaining good learning and achievement for students across all phases.

There has been good progress in addressing most of the recommendations in the previous inspection report. The school has shown some improvements over time in most key areas.

Most recommendations have been achieved although improvements in the use of assessment, providing effective differentiation and raising attainment remains ongoing. The school benchmarks students' attainment and progress data to compare performance against national performance. However, the use of assessments to provide modified work to meet the learning needs of different ability students is less consistent. Standards in Arabic second language, English, mathematics, and science have remained the same. However, attainment in English has improved from weak in FS to acceptable. Since the previous inspection, the student population has increased significantly, and there has been an acute focus on successfully integrating the large number of approximately 300 additional students. Staffing has increased by 31 teachers to a total of 63 at the start of this academic year. Despite this, the school has maintained the standards of the previous inspection. Leaders continue to build on the recommendations from the previous inspection report. Students are now engaging in a broader range of problem solving and investigation tasks and are taking more responsibility for their own learning. Teachers plan more effectively to provide support for students of determination and provide challenge for most students. Students now collaborate well in groups and are able to work more independently of the teacher.

Next steps for leaders:

1. The regular analysis and more effective co-ordination of international and use of external benchmarking in order to target students learning and attainment levels more accurately to plan for the learning of individual students.
2. Monitoring and evaluating the quality and levels of attainment more closely especially in the primary phase.

3. Leaders to continue to raise students' attainment levels by more regular and accurate monitoring of students' attainment and progress to enable them to become reach good attainment in all subjects.

PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
Families are very supportive of our work and proud to be part of the Aspen community. Our 'family dates' enable all to be involved in the many activities in our busy community school. Activities include- a parenting book group, yoga with the Principal, community craft and fun with numbers. All families whose children have personalised success pathways are involved in the setting of targets and reviews. Our Engage portal facilitates efficient communication with families, and the majority of communication is translated into Arabic, including aspects of our weekly newsletter. Our accessible, proactive ethos ensures concerns rarely become complaints. Families receive written reports and targets 3 times annually, with guidance on how to support their children's learning at home. Aspen participates in many international learning opportunities with ISP schools globally,giving our students a unique global awareness.We are a network lead school with BSME for our Native Arabic provision, and Wellbeing, enabling us to learn from and support other schools in the region.	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	The school is very successful in engaging parents as partners and enabling them to contribute very effectively to their children's learning and life in school. Parents are represented on the governing board as well as an established parents committee. These committees effectively support communication between parents and the school. It enables parents to have a voice and to become involved in the decision-making process. The views of parents are gathered through discussion, surveys and meetings between parents and leaders. Their views are fully considered through parent governors and senior leaders when considering the school's priorities for improvement. Parents make a positive contribution to supporting the school and providing help in raising students' attainment and progress. For example, parents have been activity engaged in their children's learning throughout the pandemic and are very supportive of the work of leaders and staff in the school. They listen to their children read and help them with homework activities, particularly during the COVID-19 pandemic which enhanced the opportunities for parents to support their child's learning. The school's effective communication with parents ensures they are informed about their children's learning and development. They are engaged effectively as partners, especially when their children have special educational needs. Effective communications enable parents to become involved with organized activities in school. For example, there are regular parent meetings with leaders and governors where parents are fully engaged in supporting the school in raising students' attainment and progress. Particularly during the online

learning during the COVID-19 pandemic. Most parents monitor their children's progress when they receive report and also support their children in their preparation for PISA assessments. Parents make a very positive contribution to support the school for example, the celebration of events such as National Day, International Day, and the celebration of Islamic and UAE cultural festivals.

Reporting on students' academic progress and personal and social development is regular. Reports keep parents well informed about their child's academic progress and personal development. Reporting strategies clearly communicate important aspects of students' achievements, areas for improvement and next steps to improve learning.

Additional channels of communication with parents have been established through a social networking group, the school's website, regular emails, and meetings. Parents are encouraged to discuss any concerns they may have about their child's progress by making an appointment with the relevant teachers, leaders, or the principal.

The school has established a range of both national and international partnerships to enrich the education of students. This includes work with charitable organizations to develop students' commitment and responsibility to helping the international and the local communities. Links with Abu Dhabi National Oil Company. (ADNOC) involve students in projects relating to sustainability projects for example, energy conservation, renewable energy, environmental clean-up, and conservation. Representatives from Etihad work with students in school. Business links provide students with opportunities to participate in real-life experiences and enrich their learning. Partnerships with both national and international universities, provide students with a broader range of opportunities for further education.

Next steps with parents and partners:

1. Remain fully engaged in monitoring your child's attainment and progress especially for students in the primary phase.
2. Build on the support that parents provide for children with reading and writing particularly in Arabic second language and in English.
3. Extend support children with homework and revision to help them raise their attainment and performance in examinations and tests.

PS6: Leadership and management

6.4 Governance

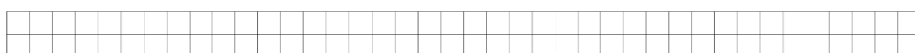| Internal Evaluations	Elements	External Evaluations
Our governing board comprises ISP regional directors, senior leaders, and families from every area of our school. The governing body meets termly to review progress against our school improvement priorities; minutes are shared with our school community. Our governors hold us to account formally through reporting functions (safeguarding, teaching and learning improvement plans) and informally through learning walks relevant to their area of responsibility. We have a named governor for each performance standard. Our governors act as a 'critical friend'; helping our school develop and grow aligned with our vision and ethos. ISP acts as an additional layer of governance. This governance covers each area of the school and includes regular in person school visits from department heads and compliance checks. Learning: Weekly monitoring visits from the Director of Learning. An annual learning SEF with mid-year review, annual data collection, analysis and reporting. Support with teaching CPD, observations and school development. H&S and Safeguarding: Weekly visits from the Head of Property, monthly safeguarding reports, monthly H&S reporting, monitoring of actions, policies, and staff training. HR and Staffing: Regular visits and support from the HR Director, reporting, monitoring, policies, and training. Financial: Regular visits and support from the Finance Director, reporting, procurement, policies, monitoring, and training.	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	The board of governors include representation from most stakeholders including parents. The governing board, which includes the school's owners regularly gather information from parents and regularly consider the views of parents in order to gain an understanding and knowledge of parental preferences. Governors routinely contribute to the decision-making process of the school. There are regular meetings and governors are well informed of the school's strengths and areas for development. Regular monitoring by the governors is carried out through monitoring the progress of the school's development priorities through meetings and reviewing the school's targets to improve students' achievement and planning and administrative processes. Governors hold senior leaders accountable for the quality of the school's performance, including the achievements and personal development of all students. For example, governors monitor the progress of targets within the school improvement plans. They also regularly monitor the attainment and progress of examination results to ensure students are making progress. Governors with an educational background, are fully involved in the monitoring of improvement plans and the monitoring of teaching and learning through lesson observations. Governors agree with the need for the phonics reading initiative to provide children with better reading skills with which to access the wider curriculum more effectively. They provide constructive support and ensure standards continue to improve. Governors regularly visit the school to monitor the progress of school initiatives with the principal in support of the school. They are

working closely with leaders to plan more rigorous procedures for monitoring attendance.

Governors promote a positive influence on the school's leadership and direction, based on ethical principles. Governors secure appropriately trained staff and resources. They ensure all statutory requirements and weaknesses are addressed to sustain continued improvement across the school. Governors promote the UAE vision. For example, ensuring that students' understanding of Emirati culture and traditions such as providing a focus on UAE heritage, vision, sustainability, and innovation remains central to the development of the school. Governors make an effective contribution to the overall performance of the school and ensure the continued development of the school's facilities and resources.

Next steps for governors:

1. Ensure leaders continue to raise standards in subjects where attainment is not yet good.

2. Regularly monitor the quality of students' learning outcomes in lessons to raise expectations of both students and teachers across all phases.

3. Ensure rigorous procedures are in place to monitor and to improve students' attendance to ensure they benefit fully from continued education.

PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
Day-to-day, Aspen is a positive, calm, productive and busy environment. Consistency of approach in all areas of our work is a strength; families feel reassured that their children's wellbeing and learning is the focus of all our staff team. We are able to make such strides in school improvement through our internal development and promotion of 'home grown talent' amongst our teaching team, together with a detailed, personalised CPD programme for both teachers and teaching assistants. Aspen is well equipped with a range of resources to enable creative, personalised teaching and learning. Classrooms are spacious, airy and immaculately clean.	6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources	The school's day-to-day procedures and routines are effective and efficient. Procedures ensure that the school runs smoothly which is having a positive impact on students' daily routines and opportunities to extend learning and enjoy a supportive school experience. The school's innovative procedures and routines are effective in ensuring an inclusive approach which enables students of all abilities including students of determination to have access to all facilities. For example, students have full access to the specialist areas of the school, including students and staff with limited mobility via ramps outside the buildings and lifts to all floors inside the school. Specialist support staff are fully involved in planning the right support for them. However, in a few lessons, lower attaining students would benefit from more individualized learning activities and individual support and higher attainers greater challenge. This could be more closely linked to teacher training on how to provide a wider range of strategies and resources to support learning for lower attaining students and challenge higher attainers. The school is fully staffed, with well qualified teachers who receive regular, targeted professional development. Teacher training for example, is through regular internal training to support the schools' priorities for development and through local and international professional qualifications online. Professional development is closely aligned to promote students' achievements. For example, teachers have regular subject training as well as statutory safeguarding training. The school ensures the broad requirements of the English National Curriculum are fully met by appointing appropriately qualified staff. The premises are very well-maintained and are adapted to meet the learning needs of students across all phases. For example, there are special junior PE facilities suited to supporting children's

physical development and their enjoyment of play. The upper school benefit from a wider range of PE resources such as a swimming pool and a range of indoor facilities used for tennis and indoor games. There are well resourced specialist facilities for ICT, and design and technology that broaden the curriculum opportunities for all students. Students benefit from portable ICT resources to enable them to research information and also develop language and writing skills across all phases. There is growing use of ICT to facilitate group activities; for example, recording and presenting ideas, carrying out individual and group research and enabling discussion and preparation of work to present to the whole class. In a few lessons across subjects, the use of ICT is limited to develop students learning and writing skills effectively enough.

The range of high-quality buildings and resources are well matched to support the broad English National Curriculum. It promotes effective teaching and learning for students across all phases. The school provides a very good range of sporting facilities to support students' physical and personal development. Other specialist facilities, such as indoor sports building with multiple sports resources, and swimming pool, enhance students' interest and skills. The school's investments in ICT resources have secured the school's online learning program during the pandemic. The learning environment is welcoming, stimulating and supports learning well.

Next steps for managers:

1. Ensure teacher training, planning and resources are appropriately aligned to the school's priority of raising teacher expectations and students' attainment and progress further.
2. Ensure the training of staff includes how to use a broad range of strategies to ensure effective and continuous challenge for students at all levels of ability.
3. Widen the use of ICT resources to further support and underpin learning.

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