







## Basic information about school inspections

School inspections are structured around six Performance Standards:

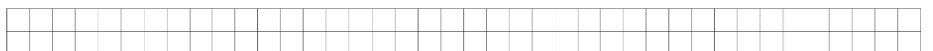
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

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](#)





INSPECTION SYSTEM

## Basic information about the school

**Name:** AL KHUBAIRAT COMMUNITY SCHOOL (THE BRITISH SCHOOL AL KHUBAIRAT)

**I.D. number:** 9119

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

**Curriculum:** British

**Fee category:** Premium

**Location:** 34, Al Barq St, Al Mushrif, Abu Dhabi, 20202

**Web address:** <https://www.britishschool.sch.ae/>

**E-mail address:** 9119@adek.gov.ae

**Telephone:** 024462280

**Number of teachers:** 152

**Teachers' assistants:** 62

**Teachers' nationalities:** United Kingdom (UK), Ireland, Egypt

**Number of students:** 2003

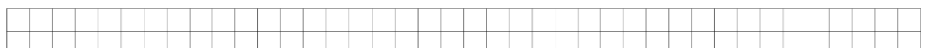
**Teacher to student ratio:** 1:13

**Students' nationalities:** Britain,UAE,USA

**Proportion of Emirati students:** 14.88

**Proportion of students of determination:** 1.50

**Dates of inspection:** 15-May-2023 to 18-May-2023





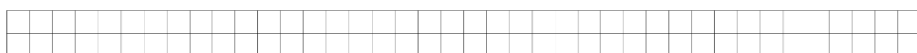


INSPECTION SYSTEM

## 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	Acceptable *	Very Good
1.1 Students' attainment in Arabic First Language	*	Good	Acceptable *	Very Good
1.1 Students' attainment in Arabic Second Language	*	Good	*	*
1.1 Students' attainment in Social Studies	*	Good *	Good *	*
1.1 Students' attainment in Language Of Instruction				
1.1 Students' attainment in English	Very Good	Outstanding	Outstanding	Outstanding
1.1 Students' attainment in Mathematics	Very Good	Outstanding	Outstanding	Very Good
1.1 Students' attainment in Sciences	Outstanding	Outstanding	Outstanding	Outstanding
1.2 Students' progress in Islamic Education	*	Good	Good *	Very Good
1.2 Students' progress in Arabic First Language	*	Good	Acceptable *	Very Good
1.2 Students' progress in Arabic Second Language	*	Good	*	*
1.2 Students' progress in Social Studies	*	Good *	Good *	*
1.2 Students' progress in Language Of Instruction				
1.2 Students' progress in English	Outstanding	Outstanding *	Outstanding *	Outstanding
1.2 Students' progress in Mathematics	Outstanding	Outstanding	Outstanding	Outstanding *
1.2 Students' progress in Sciences	Outstanding	Outstanding	Outstanding	Outstanding
1.3 Students' Learning skills	Outstanding	Outstanding	Very Good *	Outstanding





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### PS2: Students' personal and social development

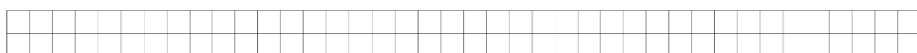
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development				
2.2 Islamic values, Emirati & world cultures				
2.3 Social responsibility & innovation				

### 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	Outstanding	Outstanding	Very Good *	Outstanding
3.2 Assessment	Outstanding	Outstanding *	Very Good	Outstanding

### 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				
4.2 Curriculum adaptation				





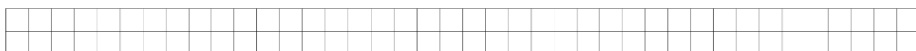
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### PS5: Protection, care, guidance and support of students

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	Outstanding
5.2 Care & support	Outstanding	Outstanding	Outstanding	Outstanding

### PS6: Leadership and management

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









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gaps in their reading abilities, interventions are put in place to help students to catch up and progress within these groups is tracked in the same way.

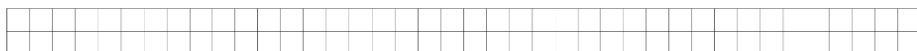
## What the school does to achieve its TIMSS and PISA targets

The school took part in PISA (2018) and TIMSS assessments (2019). In PISA, students in secondary attained well above international standards in reading, mathematical and scientific literacy.

In TIMSS, students in years 5 and 9 achieved results that indicated the school reached the high international benchmarks in mathematics and science, exceeding international averages. School leaders are aware of the challenging targets set for the school. To achieve and to monitor such targets, the school has reviewed the curriculum content to integrate TIMSS and PISA-style questions into everyday teaching and learning. TIMSS and PISA targets are also included in English, mathematics and science departmental plans, highlighting the importance of teaching students how to think critically and to solve problems. Teachers of mathematics and science have attended training to help them know how to meet such targets. They work together to share expertise and how to modify aspects of the curriculum to meet TIMSS and PISA expectations. Teachers have introduced questions and assessments in mathematics and science with a major focus on strengthening students' problem-solving and critical thinking skills. They ensure that students acquire the literacy skills, including reading comprehension, to understand the questions and encourage them to read regularly to help raise their attainment. Students have access to past papers to help them improve their performance. Teachers assess students' learning regularly and encourage them to assess the quality of their work. Teachers keep parents fully informed about on-line tests and provide them with guidance on how to support their children's achievement, including the use of homework.

## Strengths of the school

- The progress that children make in the Early Years is outstanding.
- Students' attainment and progress in all phases in science is outstanding.
- Students with additional learning needs, including students of determination (SoD) are accurately identified and are well-supported.
- Students' attainment at (I) GCSE level is outstanding.
- The school's preparation of students for entry to further education and training after A level is highly effective.
- Students behave outstandingly well and have consistently positive attitudes to learning.
- The school's partnership with parents is outstanding.
- The school promotes and monitors students' health, safety, welfare and safeguarding outstandingly well, so ensuring a very safe and secure environment.
- School leaders demonstrate a high level of commitment to the students in their care. The school is very effective in retaining and developing staff at all levels.
- The governing body supports the school very well, ensuring that resources and facilities are of very high quality. The school rightly enjoys a high level of esteem in its community.
- The day-to-day operation of the school is very smooth and efficient.







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PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>Attainment in Islamic Studies is Good in both Primary and Middle sections, and Very Good in the Higher section. Across the school, most students achieve the curriculum standards expected, with trends over time being consistent. The use of new systems and programmes has led to excellent outcomes in the Higher area. Our students are engaged and interested in their Islamic education lessons.</p> <p>Progress is Good in the Primary section, and Very Good in both Middle and Higher sections. The use of baseline testing and regular progress checks reveals that most students' progress is as expected, with frequent low stakes tests and quizzes revealing progress. Progress has been consistent across all groups of students.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills &amp; understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's most recent internal assessment information in 2022 indicates that the attainment of the majority of students in Islamic education, for native and non-native students, is above the MoE curriculum standards in the primary and secondary phases. This matches the attainment observed in lessons and students' work in the primary phase. However, in secondary, attainment in lessons is acceptable.</p> <p>MoE examination results indicate that students' attainment is good overall in the primary and secondary phases. In Year 12 MoE assessments, students' attainment was seen to be outstanding. There are no other external examinations or benchmarking for Islamic education.</p> <p>In lessons and their work, the majority of students in the primary phase demonstrate knowledge, skills and understanding of Islamic concepts, values and purposes that are above expected curriculum standards. Most students in the secondary phase show knowledge, skills and understanding that are in line with the curriculum standards expected.</p> <p>In the primary phase, the majority of students know and understand the values and ethics of Islam. In Year 3, for example, students demonstrate knowledge of ethics in Islam such as showing respect to one's self and others, following the teachings of Prophet Mohammad (PBUH). Most students in the secondary phase demonstrate knowledge and understanding of Hadeeth Shareef rules and purposes and identify the overall meaning of Hadeeth Shareef. Students in Year 7 read and give an overall explanation of the theme of a Noble Hadeeth on patience and gratitude. Too few have memorized even short verses of Noble Hadeeth.</p> <p>It was not possible to observe</p>



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lessons in the Post- 16 phase as the students were on exam leave. However, students' most recent results in both internal and external assessment show that the large majority demonstrate knowledge and understanding that are above curriculum expectations in Islamic education. However, there is insufficient evidence to affirm this judgment since it was not possible to observe lessons in that phase. Over the past three years, trends in attainment in internal assessments have been consistently above curriculum standards across all phases. The school has maintained the students' attainment levels in the primary and secondary phases, and improved them in Post-16, through the use of new systems and teaching strategies with students in Phase 4 making very good attainment. They further engage the students and keep them interested in the lessons by making use of role-play activities and tasks which link learning to real-life experiences. The school has been using baseline testing and regular checks, as well as quizzes, to monitor the students' attainment and progress closely.

The school's internal assessment information indicates that across all phases, the majority of students have consistently made better-than-expected progress, over time and from their starting points. This matches what was observed in lessons and students' work in the primary and secondary phases. In lessons in the primary and secondary phases, the majority of students make better-than-expected progress in relation to learning objectives. For example, in Year 2, students make progress in their understanding of Islamic rules and purposes and are able to differentiate between the pillars of faith and the pillars of Islam. They develop a secure understanding of the pillars of Islam and can talk about the importance of prayer in one's life. In Year 6, students build on their knowledge and understanding of the rulings of the rights and etiquettes of the road and are able to discuss the five main ones, such as lowering the gaze, not causing harm and responding to

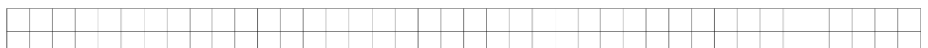


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greetings. In secondary, students in Year 8 make progress analyzing a Noble Hadeeth about moderation and extend their understanding of the links between Islam and contemporary issues such as the importance of spending in moderation. They are able to talk about the dangers of extravagance for individuals and society. Students in Year 10 continue to build on their understanding of how teachings in the concise but comprehensive Noble Hadeeth, 'La Darrar wa la dirrar', impact aspects of life. Assessment information provided by the school indicates that there is little difference in the progress rates made between boys and girls, UAE nationals or students of determination (SoD). However, without sufficient challenge, the progress of the high attainers, and their learning experiences, are not yet sufficiently extended and accelerated.

### Islamic Education - Next steps for students:

1. Use a range of different circumstances and scenarios to extend students' understanding of how the various Islamic etiquettes can be applied in real-life.
2. Dedicate more time to memorizing and reciting verses from the Holy Qur'an and Noble Hadeeth, in both the primary and secondary phases, by practicing them on a daily basis.
3. Study the Tafaseer book to enhance students' understanding of how the teachings in Noble Hadeeth impact different aspects of life.





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PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
<p>Attainment in Arabic as a first language is Good in the Primary section, and rises to Very Good in both the Middle and High sections of the school. The MOE curriculum is taught throughout the school, with regular assessment indicating that most students meet expectations across the school, with the majority working above in Primary, and a large majority working above in the Secondary School. In the Higher section of school, the students are prepared consistently well for their Ministry examination, where 100% of the students pass, with very high scores.</p> <p>Progress is Good in Primary, and is Very Good in Middle and Higher sections. Apart from KS1, where the progress of boys is not as high as it is with girls, there are no significant variations in different groups' progress.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills &amp; understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal assessment data for Arabic as a first language indicates that attainment for the majority of students in the primary phase, and the large majority in the secondary and Post-16 phases is above curriculum standards in Arabic first language. These standards match what is observed in lessons in the primary phase but not the secondary phase, where most students attain in line with the curriculum standards. While it was not possible to observe lessons in the Post-16 phase, since the students were on exam leave in preparation for their examinations, a judgment was made on the basis of other evidence available including the assessment data and examining students' work.</p> <p>In Year 13 MoE assessments, students' attainment is outstanding. In lessons and their work, students' attainment is judged to be good in the primary phase and acceptable in the secondary phase. The majority of students in the primary phase demonstrate levels of knowledge, skills and understanding that are above expectation, particularly speaking and listening for understanding. Most students in the secondary phase demonstrate knowledge, skills and understanding that are in line with curriculum expectations. Based on external and internal data, as well as meeting with students from the Post-16 phase, along with evidence provided by the school of the level of support they are provided with, attainment in that phase is very good.</p> <p>In the primary phase, students demonstrate secure listening for understanding skills, and are able to talk about the main events of stories read to them. They are also able to identify grammar such as adverbs. In Year 2 for example, students are able to identify adverbs of place such as above, far and outside, and to use them in sentences of their own. In Year 3, students listen to a</p>



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story, identify the main characters and events, and retell it, making changes to the events. They are able to use new words in sentences. Most students in Year 7 can engage in a discussion after reading a text about telling time without having clocks, and share their ideas with their peers. Students are able to deduce main ideas from an informative text and infer information from the text. A minority of students do not confidently use standard Arabic when sharing their views, and lapse into using colloquial language instead. Reading and writing skills in lessons, across the phases, are less well developed. Students in all phases continue to make spelling and grammatical mistakes, and their handwriting skills are not at grade-level expectations. Internal assessment data indicates that the majority of students across the primary phase and the large majority in the secondary phase make better than the expected progress from their starting points, and against curriculum standards. This was not observed in lessons or in students' work in the secondary phase. Attainment levels have been consistently maintained in the primary and secondary phases, and improved in Post-16, mainly because there is now more effective planning of tasks and activities, as well as a more inclusive learning environment. Provision and modifications of the curriculum, as well as the use of strategies and technology to inform adaptive learning, have been effective in maintaining the students' attainment levels. There is now a full time Arabic Language support assistant, who ensures students' learning and progress in lessons. The Post-16 students are very well prepared for their MoE examinations throughout the year, and additional support and sessions are consistently offered. In lessons and students' work, the majority of students in the primary phase make better-than-expected progress in relation to the curriculum standards. In the secondary phase, most students make expected progress. On the evidence available, the large majority of students make better





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than expected progress according to their work and the assessments that track their progress.

In Year 5 in the primary phase, the majority of students make progress in reading a set of sentences, analyze them and identify nominal and verbal phrases. They make progress in the use of grammatical themes, identify nouns, pronouns and verbs and give examples of their own. A few students write short simple sentences, rather than complex sentences as would be expected.

In Year 6, students make progress in reading sentences and build on their knowledge of grammar in identifying auxiliary verbs (Inna wa Akhawatiha: Inna and its sisters). They are able to use them in sentences of their own, and explain their uses indicating affirmation, or wishing or for comparison purposes.

In the secondary phase, in Year 8, most students build on their learning and skills and are able to read a poem about the establishment of the UAE and its growth over the years, known as 'Ishraqat Wattan' (The glow of a homeland). Students identify the meaning of vocabulary words in context, and conduct research to find the definition of more difficult words. In Year 9, students build on their analysis skills and infer information from a story from the Iraqi culture about greed, "Al mizan wa al thahab" (the scale and the gold). They are able to deduce the main events and ideas, and to name the main elements of the story.

Even though there is a new focus on providing more opportunities for students to practice writing for different purposes, progress in writing skills across the school are less well-developed. Students across the phases still produce less well-structured pieces of work, in many cases displaying under-developed handwriting skills, as well as spelling and grammatical mistakes that are not always correct.

The school's assessment data indicates that all groups of students make better than expected progress, including boys, girls, and Emirati nationals. The school has identified students of determination

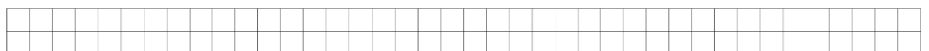


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(SoD), and there is now improved provision in class, resulting in them making similar progress to their peers. More rapid progress of the more able students is evident, although the extension of their learning is sometimes hindered because of a lack of challenge in lessons.

**Arabic First Language - Next steps for students:**

1. Practice clear and expressive reading aloud, in order to improve fluency and pronunciation across the primary and secondary phases.
2. Undertake writing tasks, such as extended narratives, or daily logs, which serve a range of purposes, with a particular focus on handwriting, and accuracy of grammar, spelling and punctuation in primary and secondary.
3. Practice speaking using standard Arabic skills further, by engaging in debates and collaborative discussions in lessons in primary and secondary.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>Both Attainment and Progress are judged as Very Good in KG, Middle and Higher sections of the school, and judged as Good in the Primary sections.</p> <p>Arabic B has been moved to work with the Modern Foreign Language departments across the school to mentor Arabic B teachers, and this has improved the teaching of the subject, through collegiate working and shared understanding of what great teaching, and a great curriculum, looks like. A focus on reading in Primary has started to improve standards.</p> <p>In Secondary, the students have been working towards an early GCSE in Arabic in Year 10, which saw 100% 9-4 grades, with a sharp rise in the amount of students entered; this included a student with the Highest Mark in the World! Progress is consistent across all groups in all areas, apart from SEN students in the middle section, whose progress is slightly lower.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills &amp; understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Arabic as a second language was only observed in the primary phase. The school's most recent internal assessment data suggests attainment for the majority of students in the primary phase is above curriculum standards. These standards match what is observed in lessons.</p> <p>There are no external examinations for Arabic as a second language. In lessons and their work, the majority of students in the primary phase demonstrate knowledge, skills and understanding that are above curriculum standards, and demonstrate age and grade-appropriate speaking and listening and reading skills. Writing skills are underdeveloped.</p> <p>A few students are not yet confident in comprehending what is being said or read in lessons, mainly because they have recently joined the school.</p> <p>In the primary phase, students read short sentences and sight words, and are able to sound out the letters. They are able to talk about what they understood using familiar words and vocabulary acquired in lessons. They apply phonic skills to read new vocabulary words, and in the lower primary, students use picture words to consolidate their learning. However, their writing skills are still underdeveloped, and they tend to copy words off the board rather than try to write them on their own, depending on memory. Writing in lessons is mainly limited to filling in blanks or writing short answers. It is slightly better in the upper primary phase, where students practice writing sentences following basic grammar rules and punctuation.</p> <p>There is also a focus on improving the students' reading skills. The school recently introduced 'Arabee' as a means to provide more opportunities for students to practice reading and writing, particularly in lower primary. Students read and infer information</p>



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from simple texts about topics they are familiar with, such as going grocery shopping at the supermarket and are able to deduce the meaning of simple words from context. Students in the upper primary are more confident and are able to read short passages, answer related questions, and share their learning with their peers.

Trends of attainment over time have been consistently good in the primary phase.

Attainment levels have been maintained in the primary phase through the consistent modification of the curriculum and the sharing of best practices, particularly in collaboration with the Modern Foreign Languages department, as well as adopting the strategies used in teaching Arabic as a first language.

There is now more focus on improving students' reading skills through the use of technology and Arabic reading programs, which are having an increasing impact on the students' attainment. Internal assessment data indicates that the majority of students in the primary phase make better than expected progress from their starting points. This matches what is seen in lessons and in students' work, where the majority of students make better-than-expected progress in relation to the curriculum standards.

Students in Year 3 can recall items they buy from the supermarket or the bakery, and can form sentences using these items. They are able to talk about which items of food they like and dislike. However, a few students lack confidence in their speaking skills, preferring not to talk or share their learning with their peers.

The majority of students in upper primary, in Year 5, for example, make progress in reading sight words and short sentences and develop their use of pronouns, adjectives and simple verbs when reading time on a clock. In Year 6, students make gains in their learning and are able to form sentences identifying verbs, present and future tenses and third-person pronouns. They demonstrate confidence in translating short passages into English. However, a

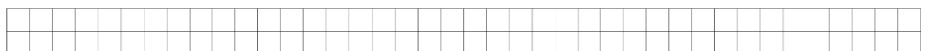


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few are not yet fluent in their reading. They tend to read at a slower pace and without expression. The school's assessment data indicates that all groups of students make similar progress, and that there are no significant differences between the progress made by UAE nationals, boys, girls, and students of determination (SoD). However, the more able students' progress is constrained, mainly because they are not sufficiently challenged in lessons.

### Arabic Second Language - Next steps for students:

1. Practice speaking skills, using new words acquired in daily conversations to enhance students' vocabulary.
2. Read regularly, with the help of audio recordings to build fluency and accuracy.
3. Practice writing familiar words and phrases accurately, by keeping a diary in Arabic where learning is recorded on a daily basis.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>The Attainment and Progress in Social Studies across all areas of the school is judged to be Very Good, with most students meeting attainment expectations, and a large majority working and progressing above expectations. In KG and Primary, internal assessments demonstrate attainment and progress, and lead to opportunities for student leadership in areas related to Emirati culture.</p> <p>Attainment has been consistent over time and within different groups of students.</p> <p>The progress of Emirati students is particularly high in Primary, while the progress of boys is not as high as girls Year 1 section of the KG.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills &amp; understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal assessment information for 2022 indicates very good attainment in the primary and secondary phases. These standards are not evident in lessons or in students' work, where the majority of students across both phases attain above curriculum standards. There are no external assessment data for social studies.</p> <p>In lessons and their work, the majority of students in the primary and secondary phases demonstrate knowledge of UAE history, geography, and economy that is above the expected curriculum standards.</p> <p>In the primary phase, students show knowledge of the basic facts of the economy in the UAE and recognize the types of work and professions practiced in the UAE. The majority of students in the secondary phase demonstrate knowledge and understanding of economic concepts such as food security, and the factors which impact on food security in the Arab world. Students recognize the advancements in safety and security, and measures in the UAE. Students in both phases do not consistently consolidate their knowledge by conducting research. They mainly analyze and infer information from videos and documentaries shown in class.</p> <p>Over the past three years, attainment in internal assessments has been consistently above curriculum standards across both phases. Through the provision of a modified curriculum, and through evidence-informed pedagogy, the school has maintained students' attainment levels in Social Studies. Project-based lessons have further improved the quality of students' learning and engagement in the primary and secondary phases, keeping them interested in their learning and encouraging them to make further improvements.</p> <p>The school's internal assessment information indicates that in both phases, the large majority of</p>



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students have been consistently making better-than-expected progress, over time and from their starting points. This does not match what was observed in lessons or in students' work, where the majority of students in the primary and secondary phases, make better than the expected progress against their starting points.

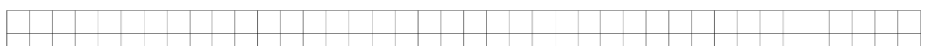
In lessons in the primary and secondary phases, the majority of students make better-than-expected progress in relation to the curriculum standards. In Year 3, students make progress in understanding the different types of industries in the UAE, and eagerly engage in discussions about the traditional industries such as 'Sarood' and 'Mandoos', making comparisons with modern-day industries in the UAE.

They make progress in learning by explaining in basic language, how the satellite industry changed peoples' lives.

In Year 5, students reflect and build on their understanding of social responsibilities, and discuss the importance of safety and security, particularly cyber security. In Year 7 in the secondary phase, students make progress in more confidently discussing the important role UNESCO plays in protecting heritage sites around the world, and in the UAE. The students made progress locating world heritage sites in Al Ain, such as Jebel Hafeet, Hili archaeological park and Al Ain Oasis Assessment information provided by the school indicates that all groups of students make similar progress and there is no significant difference in the progress made by UAE nationals, boys and girls and those who are students of determination (SoD). High-attaining students are not always provided with more challenging tasks to help them extend their learning.

**Social Studies - Next steps for students:**

1. Research the impact of industry and scientific innovations of the UAE in primary and secondary.
2. Research how the UAE builds relationships with other countries to extend secondary students' understanding of the role of the UAE in supporting other countries.
3. Identify different professions, both globally and in the UAE, and research the importance of education and career choice to the future income and well-being of families in the primary phase.





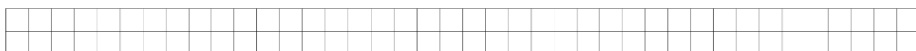
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**PS1: Students' Achievements**

**Students' attainment and progress in Language Of Instruction**

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

**Instructional Language - Next steps for students:**







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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>In KG, Attainment is Very Good, while Progress is Outstanding. In Primary, Attainment is Outstanding, while Progress is Very Good. In the middle section, Attainment is Outstanding while Progress is Very Good. In the Higher section, both Attainment and Progress are Outstanding.</p> <p>Excellent phonics teaching provides the foundations for reading and writing in KG. In Primary, the attainment and progress using CAT4 and GL Progress Tests is very strong when benchmarked, as does the No More Marking judgements in Key Stages 1 and 2. Boys' writing is less developed than girls' at KS1 and 2, and EAL students do not attain as well as non EAL. However, Emirati progress is higher than the average. Middle school shows outstanding results and progress (lower progress for EAL students), using internal data. GCSE, A Level and PISA/PBTS results demonstrate outstanding results in the Higher section, although EAL students' progress is slightly lower.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills &amp; understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal assessment data for 2022 indicates that most students attain levels that are above curriculum standards in all phases except the Early Years, where it is judged to be very good and the large majority of children exceed curriculum expectations. In externally assessed GL assessments, taken by students in Years 2-10 in 2022, attainment was very good. In (I)GCSE examination in 2022, most students attained levels that were above the curriculum expectations. PISA results suggest that attainment in secondary in reading literacy is above international standards. Most students entered for A level English literature and language, achieved academic standards above curriculum expectations. Students in Year 1 are entered for the phonic screening check and, from 2024, those not meeting the standard will retake the assessment.</p> <p>In lessons and in their recent work, a large majority of children in the Early Years attain at levels above curriculum standards. Children's speaking skills develop rapidly from expected starting points, so that by the time they enter the primary phase, they are able to form grammatically correct sentences, often linking two sentences together with a coordinating conjunction. Children read simple phrases confidently and use their developing understanding of the sounds that letters make to construct both simple and compound phrases describing monster trucks. In lessons and in their recent work, in the primary phase, most students attain levels that are above curriculum standards. In Year 3, students listen carefully, speak, and read confidently and benefit from a handwriting program to support them in developing a cursive and legible handwriting style. Students learn how to punctuate direct speech in their independent writing.</p>



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They use well-constructed phrases and sentences. In Year 6, students demonstrate clear comprehension of the main points of a Shakespearean sonnet, correctly identifying the linguistic features. Most students apply their understanding of grammar, punctuation, and spelling but there is a tendency to make basic errors, such as misusing capitals in the middle of a sentence.

In lessons and recent work, in the secondary phase, most students attain above curriculum standards. The school identified a dip in students' oracy skills, following the disruptive period due to the global pandemic. This has been addressed by the introduction of a program to facilitate speaking and listening through debate, in Years 7 to 10. Students enthusiastically, and maturely, consider the impact of speeches made in 1962 and 1969, by different United States Presidents in relation to the moon landings. They discuss the choice of language and whether it is ethical to use professional speech writers. In Year 10, students discuss the themes explored by the author. They explore the relevance of these themes in modern times and skillfully extract quotes and other evidence from the text, making links to examples from their own lives. Students recall previous learning precisely to write a letter, although it was not made clear whether it should be a formal or informal letter. Students are articulate, using well-chosen, ambitious vocabulary. They read with fluency and use punctuation to provide expression and intonation. Writing is well organized. In the Post-16 phase, it was not possible to observe lessons in order to make judgments as students were taking part in examinations. The school arranged for students to bring in coursework and presented data demonstrating that students' attainment in internal and external assessments has been very good over time. This trend has been influenced by two of these three years being disrupted by the global pandemic. Examination and assessment data from 2019 to 2022 shows that most students exceed curriculum standards in



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examinations. However, the examinations taken in 2020 and in 2021 were not externally assessed, due to the restrictions imposed by the global pandemic. External assessment resumed in 2022. These strong outcomes were maintained because the school continued to teach remotely to the same high standards, following its own rigorous assessment procedures. As a result, students knew how to improve their work to meet the external examination requirements. Leaders and teachers, moderated students work online to ensure that internal assessments were accurate. Students were thoroughly prepared for their external assessments and the school was confident of the outcomes. The school's analysis of its internal and external assessment data indicates that most children and students in Early Years and Post-16 make better than expected progress in relation to their starting points and to curriculum standards at the end of 2022. A large majority of students in primary and secondary phases made better than expected progress at the end of 2022. The most recent internal data, produced in May 2023, demonstrates that in this current academic year, (2022/23), most students in all phases have made better than expected progress against the learning objectives and from their starting points. In lessons and in their recent work, the large majority in Phase 1 and most students phases 2, 3 and 4 make better than expected progress. School assessment data indicates that children enter the Early Years with expected levels of English. By the end of the phase, they have developed a wide vocabulary, providing synonyms for 'big,' such as 'massive' or 'enormous'. These young children make progress in expressing opinions, using simple and compound sentence structures, blending, and segmenting words to enable them to read unfamiliar words and write a correctly punctuated sequence of simple sentences. In Year 6, students make progress in analyzing Shakespeare's sonnets, identifying the theme and understanding that the first line sets



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the scene, but the last rhyming couplet summarizes the sonnet. They turn Shakespearean language into modern day English and use the linguistic features to create their own sonnet in the language of Shakespeare, for example, 'Here I am after the slumber faded away.' 'Alas I have lain in my lonely bed'. There is a clear progression in the skills of English throughout the primary phase. Students have sound syntax, particularly in speaking. In writing, grammar is not always correct.

Most students make better than expected progress in reading, understanding complex vocabulary and sentence structures and extracting information from the text, using examples. By the end of the secondary phase, students in Year 10, speak and listen very effectively, enabling them to improve their achievement by creating well-informed written and oral arguments for and against a variety of causes, advocating their opinions logically, but listening respectfully to the views of others. At the end of Year 13, students speak, listen, read, and write extremely maturely. They read a variety of texts, analyzing each one. Their writing is usually well organized and uses appropriate linguistic structures, relevant to the genre of writing. Grammar, spelling, and punctuation is accurate.

There are no significant differences in the rates of progress of different groups because activities are well matched to abilities. Boys and girls make progress at similar rates. In lessons and when they attend additional classes, students of determination or those who need extra help with English language, are seen to make better than expected progress from their low starting points, due to the additional support they receive. Students from different national backgrounds make progress at the same rate over time.

### English - Next steps for students:

1. Apply the conventions of grammar, spelling and punctuation carefully and consistently to writing.
2. Check that writing in other subjects, such as history or science, is of the same standard as that done in English lessons.
3. Practice writing in different genres using appropriate structure and vocabulary in Post 16.



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PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>In KG, Maths Attainment is Very Good, while Progress is Outstanding. In both the Primary and Middle sections, both Attainment and Progress are Outstanding. Although the GCSE results are very strong, the A Level result has dipped a little this year, so our judgement of the Higher section is Very Good for both Attainment and Progress.</p> <p>The GL Progress Tests for Maths indicate Outstanding Attainment when benchmarked against other areas, and Outstanding progress. However, girls are slightly lower in Attainment than boys, and EAL students are lower than the average.</p> <p>TIMSS results in both Primary and Middle sections demonstrate that the school provides an Outstanding offer for Maths.</p> <p>The Higher section has fantastic results from both PISA and PBTS, and excellent GCSE results, also showing excellent progress. However, this year's A Level results can only place our judgement as Very Good for both Attainment and Progress.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills &amp; understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal assessment data for 2022 indicates that most students attain levels that are above curriculum standards in the primary and secondary phases, whilst in the Early Years and Post-16 phases, the large majority of children and students attain levels that are above curriculum standards. This is confirmed by lesson observations and work scrutiny in the relevant phases. In external and international assessments, the attainment of students in Post-16 at A level is very good with 73.68% of students achieving grades *A-C at 'A level' in 2022. In Year 11 (I)GCSE attainment is outstanding with 91.35% of students gaining grades 5-9 in (I)GCSE, whilst 100% of students gain grades 7-9 in further mathematics (2022). In Early Years, primary and secondary phases, GL progress tests (2022) suggest outstanding attainment across all year groups. TIMSS indicate high academic standard in Year 5 and Year 9 in mathematics when compared with international expectations. PISA suggests that students' mathematical literacy skills in secondary are high when compared to international averages. Standard Assessment Tests are not taken at the end of Year 6.</p> <p>In the Early Years, the large majority of children show confidence in counting numbers from 1 to 20 and placing them in order. During class activities they can identify shapes and measure how far a car travels, discussing their thoughts with peers and their teachers. They can also recognize quantities without counting to at least 5. In the primary phase, most students can solve problems involving multiplication and division by doubling numbers and finding simple fractions of objects when using manipulatives. They competently use direction, movement, and position in geometry to place and manipulate</p>



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shapes, and by the end of Year 6, they can solve problems, including rounding up numbers and converting between different units of metric measurements. When solving problems, students apply their knowledge of core facts and knowledge to move from arithmetic functions to algebraic thinking, including structuring their calculations and thoughts. Most students know the importance of number facts and these can be recalled as number sequences, bonds, and rules, so that they know what they need to do to review and edit their work and they make corrections without teacher intervention.

In the secondary phase, most students consolidate their mathematical capabilities by selecting and using appropriate calculation strategies to solve increasingly complex problems, including substituting values in expressions, rearranging and simplifying to solve equations. Higher-attaining students can explore what can and cannot be inferred from statistical problems and can describe relationships between variables. Some girls, and lower-attaining students, lack confidence in performing mental calculations efficiently and do not put themselves forward to share their learning or join in discussions to give their personal views about solving problems. They are confident in talking to each other and sharing their working when doing individual tasks. In Year 10, students can simplify and manipulate algebraic functions and solve non-linear simultaneous equations, using algebraic expressions to support their thinking. In Year 13, a large majority of students can use mechanical models to explain and predict how objects move as well as solving quadratic equations and quadratic inequalities, with one unknown. Over the last three years, the attainment of most Year 11 students at (I)GCSE and the large majority of Year 13 students at A level has consistently been above national standards. The school made every effort to ensure that students were well supported during the period of



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disrupted schooling. They also made a conscious effort to ensure that high expectations were sustained and that the grading of students was realistic and accurate for both 2020 and 2021.

Internal data indicates most students make consistently better than expected progress in relation to their individual starting points in the Early Years, primary and secondary phases and in the Post-16 phase. This is confirmed by evidence in lessons and scrutiny of students' work in all phases. In the Early Years, most children make better than the expected progress in practicing and consolidating their number bonds and can confidently count to 20, identifying shapes and their properties. In the primary and secondary phases, most students make better than expected progress in their application and employing mathematical thinking. For example, in the primary phase, using place and number facts to solve problems related to volumes of liquids, whilst in the secondary phase students use algebraic notation to simplify algebraic expressions. However, a few students in the primary phase need more time to reflect, practice and consolidate their learning skills. In the Post-16 phase, students' progress their knowledge and understanding, and build on their previous learning, including using pure mathematics knowledge as well as progressing in applied areas of statistics and mechanics. Because of the higher demands required of A level, not all students make the same rates of expected progress.

All groups including Emirati, lower and higher abilities and EAL students make better than expected progress because lessons are differentiated and the support, challenge and resources they are given including being streamed by ability. There are some differences in the rate of progress of girls and boys in the upper primary and secondary phases, because strategies to raise girls' achievements have not yet been fully embedded. As a result of the effective individual support provided, students of determination



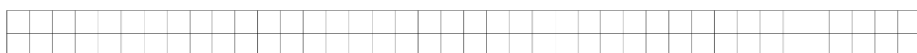


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also make better than expected progress in relation to their starting points and Individual Education Plan (IEP) targets. Students of determination make better than expected progress in relation to their starting points because they are consistently given opportunities to use and apply their knowledge and use mathematical thinking, reasoning and problem-solving skills in lessons.

### Mathematics - Next steps for students:

1. Dedicate time for students to improve their learning in the primary phase by allowing more reflection time in lessons and more time to practice and consolidate their skills.
2. Embed strategies for raising girls' achievement in both primary and secondary phases, including the provision of supplementary classes, where necessary, so that the attainment gap between girl and boys is further reduced.
3. Clarify for students in Post-16, the expectations for the skills, knowledge and understanding required to be successful in pure mathematics, mechanics and mathematical decision-making at Advanced level.



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PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>The judgement for Science across all phases of the school is Outstanding for both Attainment and Progress.</p> <p>External standardised and validated data for Science include GL Progress tests, TIMSS, PISA and PBTS. These all demonstrate an outstanding level of Attainment and progress. GCSE and A Level results are both truly impressive. The first rate facilities for Science (and the soon to open Science and Innovation Centre) complement the outstanding curriculum across the school. The CUSP curriculum in the Primary school has seen an increase in knowledge based learning, with rich vocabulary used to help tie the curriculum to learning.</p> <p>In the Primary Section, only EAL students are slightly down on levels of Attainment, and in the Middle section, EAL, SEN and Emirati students have slightly lower progress rates to their peers, although still remain high.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills &amp; understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>In internal assessment data, the attainment of most students in all phases was seen to be above curriculum standards in the end-of-year assessments in 2022.</p> <p>There are no external assessments in the Early Years phase. GL assessments are taken by students from years 4-6 and 8-9. Attainment by year group varies between very good and outstanding from Year 4 to Year 9. In the TIMSS international assessment, results indicate high academic standards in Years 5 and Year 9 in science when compared with international expectations.</p> <p>PISA suggests that students' scientific literacy skills are high in the secondary phase when compared to international averages. Students sit for international (I)GCSE examinations at the end of Year 11.</p> <p>In 2022, attainment in each of chemistry, biology, and physics was outstanding. In A Level examinations taken at the end of Year 13 (at the end of a period where face-to-face learning had been significantly disrupted), attainment in physics was good and in biology and chemistry was very good.</p> <p>In lessons and in their recent work, most students attain above curriculum standards in all phases. In the Early Years, most children gain basic scientific knowledge through their practical understanding of the world around them. They learn about the weather, the seasons, and different environments, such as deserts, oceans, and polar regions. They learn about which habitats suit different types of animals, grow plants and build secure homes for ants. They know the sources of light in our world and perform small experiments to see how quickly vehicles roll down inclines. In the primary phase, students have the benefit of a practically-based approach to science, with frequent access to experimental science. In Year 2, they learn about food</p>



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chains, the characteristics of animals, and the germination of seeds and bulbs. In Year 5, they learn about vertebrates and invertebrates, the moon, earth, and space and identify reversible and irreversible changes. In a successful Year 6 lesson, students had a very good understanding of the function of the kidneys and understood their role in sustaining life.

Most students in the secondary phase have a thorough understanding of light transmission through prisms in Year 7, the function of electromagnets and magnetic fields in Year 8, and atmospheric pollutants and the impact of temperature change in Year 9. In Year 8 biology, students study the biological differences between organisms and extend their understanding of genetic predisposition. In Year 10 physics, they study Boyle's Law and learn the mathematical relationship for Pressure Law. In Year 10 biology, they use a light microscope to label a range of plant cells and use qualitative reagents to test for a range of carbohydrates, lipids, and proteins.

In the Post-16 phase, Year 13 biology students study and demonstrate an excellent understanding of immunity and infections, neurons and the central nervous system, ecology, and the brain structure and its function. In physics, they learn about particle accelerators, atomic structure, and model radioactive decay. In Year 13 chemistry, students gain extensive experience in practical laboratory work, studying carboxylic acids, modern analytical techniques, amino acids, and gas volumes. Students have very good access to practical laboratory activities to support the development of practical scientific skills. Across the school, students have some capacity to hypothesize, devise, carry out, and record practical experimental procedures independently and draw conclusions from their findings. However, there are opportunities to develop this approach still further in the primary phase. The recording of work covered is consistent in quality in primary and students are



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encouraged to engage orally in discussion around their understanding of scientific concepts or procedures. The recording of work is more variable in secondary, both in quality and volume.

Over the past three years, the attainment of most students is seen to have been consistently above national standards. The school ensured that students were well supported during the period of disrupted schooling. They also ensured that high expectations were sustained and that the grading of students was realistic and accurate for both 2020 and 2021. School data indicates outstanding progress for all groups of students from their starting points and over time. This is largely reflected in the external GL tests and in the high value-added figures for students taking (I) GCSE examinations. The value-added is slightly less in Post-16 and the school is actively focused on boosting the achievement of students at the highest grade levels. In Early Years, and in primary and secondary, most children and students make better than expected progress. In lessons, most children in Early Years make progress in learning by engaging in practical and exploratory activities. Understanding is developed through practical experience, drawing upon their experience of, for example, animals and their living conditions across the world. In primary, most Year 4 students made outstanding progress in demonstrating the concept of vibration through experiencing how sound waves travel. Students responded with enthusiasm in discussions with the teacher whose excellent subject knowledge extended their learning and understanding very effectively. In secondary, students show some reluctance to explore scientific ideas orally, although their underpinning knowledge, rapid progress, and commitment are strongly embedded. In addition, the brisk delivery of lessons and the level of challenge offered accelerate progress significantly. In one Year 8 biology class, the study of inherited traits produced some animated discussion. The subject



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engaged their interest and understanding well and enabled them to make better-than-expected progress.

In Post-16, with specialist teaching and consistent commitment by students, accelerated progress is sustained and school data indicates that the rate of progress in the current year exceeds the levels recorded in the last school year. While some students were interviewed and their current-year work scrutinized, no lessons in science were available during the inspection as students were on study leave.

Different groups, including students of determination, make similar rates of progress on the basis of internal data. School analysis shows that the performance of boys and girls in science is broadly similar across the school, with minor variations from year to year. Emirati students make progress at the same rate as the others. Students of determination and lower-achieving students make progress from their individual starting points at the same rate as all others. G&T students and the higher attainers make progress at the same rate as other students and are well-served by the academic challenge at the heart of the school's work. Lower-attaining students, where identified, have good support to enable them to make steady progress in lessons.

### Sciences - Next steps for students:

1. Raise further students' achievement in the separate sciences, particularly in physics, at A level, so that the overall profile of achievement more closely reflects the outstanding outcomes at IGCSE.
2. Plan more opportunities for younger students in the primary to devise, conduct and record their own experimental procedures, drawing conclusions from their findings.
3. Provide more encouragement and opportunities for secondary students to work collaboratively in lessons when explaining the scientific methods they use to solve problems.

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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>BSAK is a Teaching for Learning school. Everything we do is geared towards evidence based approaches to how students learn best. Learning is age appropriate, whilst also being challenging, and supportive, to those who require it. In the KG section, our provision is carefully designed to match the needs of our learners. Reading and Writing in KG is excellent and has been further enhanced by the introduction of Sounds-Write phonics. The Primary school's CUSP curriculum is evidence based and draws on cognitive science to deliver a knowledge rich curriculum to create first rate learning and the development of 21st century skills. The Secondary school has delivered professional development which allows for the trilogy of assessment, curriculum and pedagogy to link together to create first rate learning. The VESPA Mindset programme which originated in the 6th form is now permeating through the Secondary School helping develop a culture of positive mindset.</p>	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>Most students, across all phases of the school, are enthusiastic learners. They take responsibility for their learning naturally, although this is less well developed in the Arabic subjects. Students studying English, mathematics and science receive high quality feedback, in all phases of the school, thus they know how to improve their work and what their strengths are. For students of Arabic, Islamic studies and UAE social studies, students' understanding of their strengths and areas to improve, is less precise, particularly in the secondary phase. Most students in English, mathematics and science collaborate very effectively in group work to solve problems and debate issues, communicating their thoughts very clearly. In the MoE subjects, these skills are more developed in the primary phase than in the secondary. Most students make meaningful connections between areas of learning and real life, deepening their understanding of the world. Students in English explore themes of injustice from the past and understand how that injustice is still a big social issue today. In the Early Years, children use common household items to create a volcano. In Arabic, in the primary phase, students apply the same analytical skills they would use in English to identify the theme of the story. Students recognize the similarities of the conventions of grammar between the two languages. These connections are not evident in the secondary phase, in Arabic. Most students, across all phases, particularly in English, mathematics and science, are independent learners. They use a range of resources, including learning technologies, to find things out for themselves. In these lessons, critical thinking and problem solving are intrinsic features. However, in the MoE subjects, the opportunities students have to think</p>

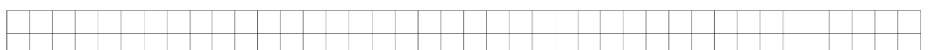


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independently, develop research skills, problem solve and think critically, are developing features of learning in the secondary phase, although more commonly found in the primary phase.

### Next steps for students:

1. Use learning technologies and other resources to research independently and more widely, and develop problem solving and critical thinking skills, in the Arabic subjects in the secondary phase.
2. Make more connections between the areas of learning and real-life experiences, especially in the Arabic subjects, in primary and secondary phases.
3. Take a more active and enthusiastic part in group tasks and communicate learning to others, in the secondary phase.





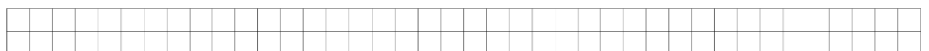
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**PS2: Students' personal and social development**

**2.1 Personal development**

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

**Next steps for students:**







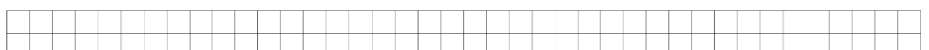
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**PS2: Students' personal and social development**

**2.2 Islamic values, Emirati & world cultures**

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

**Next steps for students:**





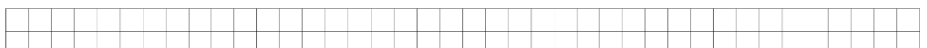
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**PS2: Students' personal and social development**

**2.3 Social responsibility & innovation**

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

**Next steps for students:**



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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>Professional Development at BSAK centres around Teaching for Learning; the school invests heavily with time and finances into different pathways to ensure teaching is world class and that teachers truly know their subjects.</p> <p>The relatively new CUSP curriculum in Primary, and the collaborative planning throughout the school, with clear focus on cognitive science helps to develop learning.</p> <p>The facilities, including IT, are Outstanding. Since the last inspection, the school has moved to 1:1 Chromebook devices from Year 4 upwards. The Google Educational environment has led to advances in how students learn. Other innovative uses of space and resources include the award winning open Art studio.</p> <p>Teaching at BSAK challenges the most able whilst also supporting those who require it. The exceptional CCA programme offers BSAK students the opportunity to go well beyond the timetabled curriculum in a huge variety of areas.</p>	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Almost all teachers apply their expert subject knowledge very effectively and help students learn new concepts and skills. For example, in English in the secondary phase, teachers encourage students to enrich their debates with a range of relevant examples drawn from their reading and link them to current, real-life experiences. In Early Years, in mathematics and numeracy, teachers and teaching assistants very carefully arrange resources to enable children to recognize that numbers can be arranged differently but remain the same. Children apply their learning in their play, creating safari habitats for the hyenas and communicate clearly about what they like to eat. Others explore changes in science and understanding the world. They learn to predict and to comment on whether a change can be reversed or not. For example, they mix some household ingredients together, to create a volcano. Most teachers plan lessons and share the learning objectives with students to enable them to be clear about the expectations. They create a welcoming learning environment where students are ready and eager to learn. Most teachers use time and resources very effectively so that students can work at a brisk pace and achieve the learning objective. For example, teachers employ the use of a timer to ensure that students are aware of how much time they have to complete the activity. This supports students in remaining focused. However, these strong practices are not as well developed by teachers in the Arabic medium subjects, particularly in the secondary phase. In a few lessons, most notably in the Early Years and primary phases, a small number of teachers provide explanations that are too lengthy, and students lose interest. Most teachers, across all phases, pose thoughtful questions that promote</p>



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meaningful dialogue and discussions. Students make insightful responses, explaining, justifying, and reasoning logically. For example, in English in the secondary phase, the teacher stimulated an animated discussion about the discovery of a skeleton. Teachers adapt their questions to meet the needs of the differing abilities, ensuring that all students are active and focused participants in the lesson. Teachers of the Arabic medium subjects are not as skilled in the art of effective questioning.

Teachers, especially in English, mathematics, and science, have high expectations of what students can achieve. This is not as evident in the Ministry of Education (MoE) subjects, especially in the secondary phase. Teachers provide challenging work for students and additional support for those who require it. Most teachers apply their expert subject knowledge very effectively and help students learn new concepts and skills. For example, in English in the secondary phase, teachers encourage students to enrich their debates with a range of relevant examples drawn from their reading and link them to current, real-life experiences. In Early Years, children understand subtraction as being fewer and use mathematical vocabulary, such as 'more' and 'less.'

Most teachers plan lessons and share the learning objectives with students to enable them to be clear about the expectations. Most teachers skillfully develop the ability of students to think critically, problem solve and conduct independent research, using learning technologies and other resources. Again, this strong practice is not a regular feature of lessons in the Arabic subjects.

### Next steps for teachers:

1. Use open and targeted questioning to improve the quality of questioning techniques in lessons, in the Arabic medium subjects in the secondary phase.
2. Make effective use of time and plan activities that are well-matched to the abilities of the students and which promote active learning, particularly in the Arabic subjects
3. Include activities, in all lessons, which develop critical thinking, problem solving and independent research in the Arabic medium subjects, most particularly in the secondary phase.

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**PS3: Teaching and assessment**

**3.2 Assessment**

Internal Evaluations	Elements	External Evaluations
<p>The school has developed a rigorous and timely assessment calendar for internal summative assessment recording. However, staff have been given CPD on Assessment principles, so that summative data is holistic and therefore more valid. Personalised feedback from formative and summative assessments is developmental, and time is given for students to reflect and create accelerated learning based on this feedback. Google Classroom has helped in this in terms of new ways of delivering feedback.</p> <p>External assessments across the whole school are overwhelmingly positive: Accelerated Reader; GL Progress Tests; TIMSS, PBTS and LISA achievements; GCSE, BTEC and A Level results. When possible, benchmarking against schools in the UAE, UK or Internationally, demonstrates the positive outcomes of being a BSAK student. Data is used to inform staff in a clear and timely way to intervene with students in appropriate ways to support accelerated progress whenever required.</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>Internal assessment processes are fully coherent and consistent. They are directly linked to the school's curriculum standards and provide comprehensive, accurate measures of students' academic and personal development. Throughout each term, teachers use formative assessments and record these on a central system. At the end of each half-term, assessments are analyzed and trends are identified. Assessment differs slightly in the different phases, reflecting the requirements of the curriculum. In the Early Years and lower primary phases, teachers make observations in gathering information towards the early learning goals through notes and photographs. They upload these to a digital platform that is accessed by parents. Parents have the opportunity to make comments and support assessments with examples from home. Students in other phases complete end-of-unit tests, which form part of the formative assessment process. The school enters students for the phonic screening check in Year 1 and plan to introduce the follow-up in Year 2 from 2024. From Year 1 to Year 10, students participate in GL external assessments. In Year 5 and Year 9, students are entered for TIMSS and selected students aged 15 years sit the international PISA assessment. (I)GCSE examinations are taken in Year 11 and A levels in Year 13. BTEC vocational qualifications have recently been introduced and the subjects offered are to be expanded from September 2023. CAT4 is used to capture information about students' learning styles and cognitive potential. These are administered in Year 2 to Year 10, every two years to assess the potential of each student and this is tracked against the GL outcomes to ensure that students are at least reaching their potential. The school rigorously benchmarks the results of these examinations against national</p>



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and international expectations. Leaders at all levels rigorously analyze all the data each half-term. Where there are identified gaps in learning, appropriate interventions are put in place, which in turn are tracked to ensure they are effective. Leaders track the progress of individuals, groups, cohorts and classes to ensure that all students are making the progress of which they are capable. Assessment information is used skillfully and effectively to influence teaching in order to meet the learning needs of all groups of students, thus maximizing their progress. In the Arabic medium subjects, the use of assessment, more especially in the secondary phase, is not as robust as in the English medium subjects. Most teachers use questioning to ascertain their level of understanding and make adjustments to their lessons accordingly. Work is uploaded to a digital platform, which is accessed by parents, keeping them informed about their child's progress. Teachers and parents hold termly meetings to discuss the strengths and weaknesses of students and identify targets for improvement. Parents are provided with information as to how they can support students at home. Teachers know the strengths and weaknesses of their students. They provide personalized learning and high-quality, focused verbal feedback throughout all lessons. Students comment that they prefer verbal feedback in the lesson as they can apply this to their learning immediately. Teachers mark students' work and suggest the next steps for students to work on to optimize their progress. When asked to do so, students reflect on their work and respond by making corrections to their work. Students preparing for external examinations receive very detailed, focused feedback on their work that identifies precisely how students need to improve in order to maximize their marks. In lessons, students self and peer assess each other's work on a regular basis, identifying errors and suggesting improvements. However, marking



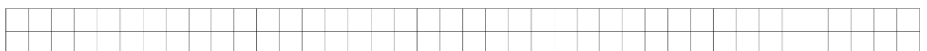
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and self/peer assessment are less evident in science than in other subjects.

**Next steps for assessing learning:**

1. Mark students' work consistently across all subjects, particularly in science.
2. Provide consistent opportunities for self and peer assessment to take place.
3. Use assessment information to inform teaching so that planned activities precisely to meet the needs and abilities of the students and that they adapt their lessons accordingly when it is clear students lack understanding.





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**PS4: Curriculum**

**4.1 Curriculum**

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







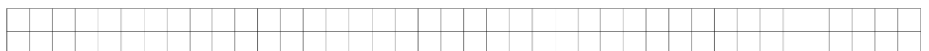
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**PS4: Curriculum**

**4.2 Curriculum adaptation**

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

**Next steps for curriculum leaders:**



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PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>Protecting and advancing BSAK students' health, safety, and wellbeing is Outstanding. Clear policies and procedures allow staff to be empowered to identify issues early. The MyConcern platform collects and creates diagnostics on safeguarding concerns. The Safeguarding Team are experienced, as are the counsellors and pastoral teams throughout the school. The school follows all procedures set out by the local authority, including OSHAD framework, and the use of iAuditor allows for swift identification and action whenever a maintenance concern arises. Evolve software allows for recording and analysis of accidents within the school. Staff recruitment is driven with safeguarding in mind and fully compliant with best safer recruitment practices. The nursing team is well trained and keeps up to date records, and truly knows our students. The site has been adapted to ensure it's fully usable for students of determination in wheelchairs. The MELS programme promotes healthy lifestyles of body and mind.</p>	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>There are rigorous procedures for the safeguarding of students including child protection. These procedures are reviewed regularly. Key senior leaders have a primary responsibility for safeguarding and child protection. All staff, including administration and support staff, receive child protection training as part of their induction program when joining the school and there are regular updates. Attendance at this mandatory training is recorded in staff files and centrally held. Child protection policies are shared with parents, as well as a range of specific policies including anti-bullying, inclusion, health and safety through the website and parent portal. These policies are implemented effectively, with all students receiving talks and support about how to stay safe as part of their weekly moral education lessons, as well as care and respect others being embedded in all lessons. As a result, staff know what they need to do if they have safeguarding concerns, while students are fully aware of who they need to talk to if they have any issues.</p> <p>The school is organized in Early Years, primary and secondary sections. The site provides a consistently safe, hygienic, and secure environment for students and staff. Visitors are greeted, and their details are checked and recorded in a visitors' book. When parents pick their children up, especially in Early Years and primary phases, they wait in designated areas for their children to arrive. Entrances have security guards, and gates are kept locked during the school day. There are regular cleaning schedules in all areas, and staff supervise students effectively at all times including during breaks and between lessons. All fire prevention equipment, including extinguishers and exit signs, are in order and are checked on the required basis. The school also</p>



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carries out regular fire evacuation drills, under the direction of Civil Defense. The arrival and departure of students by bus is very well marshaled and controlled with dedicated staff and trained bus monitors who know what they need to do if students are absent or if there are any issues on the bus. The arrival of students by car is supervised. However, some parents do not follow procedures in dropping their children off or using designated crossing points. All daily routines are managed by key staff including health and safety and facility managers and there are risk assessments in place that are recorded and regularly reviewed. There are a number of off-site trips and activities, including overseas excursions, and the school ensures that safety of students and staff remains very effective as strict approval processes are adhered to including the recording of risks assessments. Policies and procedures ensure that all students are safe.

A key strength of the school is the quality of facilities. This is due to the regular maintenance schedule and the processes that identify if any areas or equipment are in need of repair. Both the operations and support team maintain comprehensive records that show what has been done and the actions taken. In addition, records are kept for other areas including fire safety, swimming pool maintenance and water testing. To ensure that students receive appropriate medical care when needed, there is a well-resourced clinic staffed by qualified nurses. The clinic includes treatment rooms, equipment to monitor students' health and locked cabinets where student medication is kept. The nurses carefully record any students who use the clinic, and they have processes in place to inform teachers and parents if there are any concerns about a student's health. The nurses train staff on the management of any particular issues which arise for individual students. The nurses also carry out regular health checks on students including weight management and they provide appropriate



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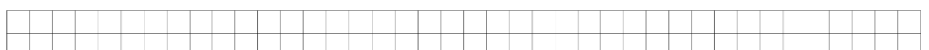
vaccination programs for groups of students.

The premises, equipment and resources are excellent and very well suited to the needs of the curriculum and all students including those with special educational needs and children in the early years. There are specialist areas including laboratories for science, music, art, drama, media and technology spaces with 3-D printers, and two excellent resourced libraries, a theatre and a conference hall. Outdoor areas allow students to learn and play independently in Early Years as well as develop gross motor skills in climbing, hanging and swinging. There is also an indoor sports hall, a swimming pool and outdoor astro-turf pitches. In addition, students with special educational needs, including students of determination, are able to access dedicated sensory and support rooms where their specific needs can be met. In each classroom, there are computers and SMART boards that enable both staff and students to use and access technology, as well as resources to ensure that students' learning is effectively supported. The facilities and resources ensure that students are always safe, and they are challenged and motivated to learn. Healthy living is promoted very effectively. There is a wide range of sports clubs and activities that promote competition, physical activity and health including rugby, cricket, football, swimming and athletics programs and teams for both boys and girls in each phase. Students also have a planned program of physical education each week and health education is an integral part of the curriculum. The school provides a wide program of extra-curricular activities that enable all students to excel, including art, drama, music, debating, science and computing. In addition, there are regular competitions against other schools in Abu Dhabi, across the Gulf region and internationally. Student well-being is a key focus, with all students receiving regular wellbeing lessons and participating in wellbeing surveys. These are



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monitored by staff and where appropriate specific interventions are made. A counseling team provides support to classes and individual students as well as providing parents with information as to where they can access additional help and support outside of school, including access to specialist health referral services. The school canteen provides students with a range of healthy meals and snacks, and students say that they enjoy the variety and quality of food. In addition, students are also given dietary advice in lessons and the school clinic regularly provides support and advice to students and their parents who have concerns about their diet and lifestyle.



INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>Care and Support at BSAK is Outstanding. Relationships throughout the school are built on mutual respect, tolerance, and a sense of community, driven by our school values. 'Little Spots of Emotion' in the lower school helps to create positive and healthy relationships from a young age. The whole school 'Wellbeing' drive has shaped the direction of school actions, with students and parents involved in this initiative. There are clear policies and procedures to ensure behaviours are as expected, delivered with support and care. Throughout the school there are opportunities for student leadership, including a strong 'Student Voice', which truly help our students to thrive. Students requiring additional support are well looked after and tracked by the extremely well resourced and skilled Learning Support areas. Scholars in Sport and Music thrive, and the Academic Enrichment programme is extensive, allowing for all students to be challenged and go beyond the timetabled curriculum.</p>	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>Teachers know their students very well and as a result they are very aware of their individual needs. This is because they work with parents, use assessments to identify needs, and have purposeful and very positive rapport with students. Students comment that relationships are very positive, and they are confident that staff are there to support them and that they can speak to any teacher or wellbeing counselor at any time to discuss an issue and know that they will be helped to address the issue. The school behavior policy, as well as other key policies, is shared with parents, staff and students using online portals. A restorative justice approach is taken to behavior management, where students are encouraged to regulate their own behavior. As a result, the school is a very calm and welcoming environment and students say that they feel safe and able to learn without any distractions. There are accurate records of attendance and punctuality and there are systems in place that highlight those that are not present and those that are late. Average attendance exceeds 95%. For absence, the school contacts parents using a messaging service. A letter is sent home explaining the impact of absence on students' education. For lateness in the morning, students' names and reasons are recorded. The school has implemented a reward system for attendance, for both individuals and classes, across the school. A strength of the school is the informed procedures for identifying students of determination and those with special educational needs. This is because the school's admission procedures are wholly inclusive. There are a number of students with varying needs including physical, behavioral, social and emotional. Using a range of teacher observations, diagnostic assessments and external</p>



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information, staff provide targeted and specialist support. The school has appointed learning support teachers and assistants to work with year groups, and parents to provide support to shadow teachers who work with individual children. The school also works with external occupational therapists, speech and language specialists. Individual teaching assistants provide support to children and students in Early Years, primary and secondary phases. For gifted and/or talented students the school uses a broad range of criteria to identify these students, including attainment data, student interest and ambition. The school meets their needs effectively and supports these students through an extensive extra-curricular program including science, technology, mathematics, arts, drama, sport and music. In addition, extra support and challenge is planned for and provided within lessons, where students' identified needs are academic in nature. However, opportunities to extend and support students' learning in the MoE subjects is limited.

The support offered to students of determination and those with additional learning needs is comprehensive and highly focused, including timetabled small group and individual work with specialist staff using dedicated facilities. Much of the focus of the work is embedded in Individual Education Plans (IEPs) that identify the learning strategies and approaches required for the students. As a result, students make outstanding progress.

Through the school counselors, students have access, by their own request, to trusted adults who they can get well informed advice and guidance from on a range of matters including how they are progressing, health and future careers. This includes students from Year 7 who are supported in developing their career aspirations, resulting in many students going to universities in Europe, USA and UK. Provision includes specific support to students and their parents as they look to future education and careers. Older students report that

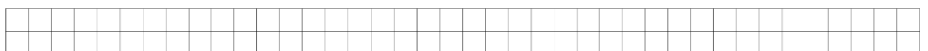


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the counselors support them with any concerns that they have as well as being a trusted source. Younger students say that they are happy to go to their class teacher who they know will help them.

### Next steps for leaders:

1. Improve student attendance to at least 98% across all phases by working closely with students and parents to implement specific intervention strategies
2. Ensure that arrangements for the drop off and collection of students by car before and after school are safe, and for pedestrians crossing the adjacent main road, by exploring alternative approaches to current practice.
3. Prioritize offering more opportunities for lower and higher attaining students in MoE subjects.





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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>Leadership at BSAK, at all levels, is Outstanding. The long term Legacy Document, developed by the whole school provides a clear roadmap for BSAK's future. This is embraced at all levels, providing a clear vision and direction.</p> <p>Both Wellbeing, and Teaching for Learning, are at the core of everything the school does, and every decision made. Staff and stakeholders are regularly surveyed for opinions and suggestions regarding learning and the BSAK experience, allowing refinement to practise and improved parental engagement. Communication with Stakeholders are regular and informative, from a number of key leaders.</p> <p>The school is ambitious and innovative, ensuring the latest research and developments are critically considered.</p> <p>The school ensures consistency of practice, through a thorough performance development, coaching and mentoring approach ensuring that all staff are establishing themselves as self-reflective practitioners.</p>	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>Leaders at all levels, inspired by the principal, provide a clear strategic vision that is shared across the school community. Leaders show commitment to the UAE national and Emirate priorities. In pursuance of the national vision, students are rigorously prepared for entering the international PISA and TIMSS tests. The school prepares students extremely well for higher education opportunities around the world. Leaders promote students' active participation in a range of national events and celebrations. Senior leaders are well supported by well-established and skilled staff who are committed to continued school improvement. Current priorities are set out in the school development plan and are aligned to the school's vision and strategic plans. Leaders ensure that the school is inclusive. The most recent development plan has a range of priorities, deriving in part from the previous inspection report, although the current Phase 5 project, the development of a technologically-advanced science block, has been the major development focus for the past year. Progress across all objectives is monitored carefully. The principal is supported by committed senior leaders, with clearly defined roles. Leaders are well-motivated to secure best practices in teaching, learning and assessment, so that students' achievement is raised. Leaders have been effective in achieving outstanding standards of learning for students in the English medium subjects and in the wider curriculum by the time they leave the school. However, standards are not as securely established in the Arabic-medium subjects. The teaching staff is stable and effective and this is reflected in the consistency of achievement across the school. Relationships and communication with the parents and community are professional and effective. The school's distributed leadership ensures that</p>





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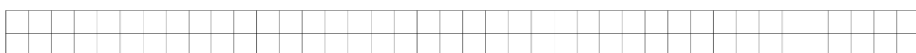
PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>All staff were offered the opportunity to be involved in the BSAK SEF, with Committees developed to produce a document that belongs to the whole school. Considerable interrogation of data has been used to formulate the judgments in section 1, as well as the use of non data driven information and awards, to benchmark our evaluations against the best schools in the ME and UK. We have high expectations of all aspects of school life and constantly strive to improve through self evaluation. We welcome, and act upon inspection feedback, as noted by the improvements made from the last inspections from Irtiqaa and BSO. Whilst the school has been judged as outstanding in all areas, constant re-evaluation has ensured continued further progress. There is a rigorous and school wide approach to the regular monitoring of teaching for learning, and the use of this to share best practice and development.</p>	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>In most respects, the judgments in the internal evaluation are accurate, although the improvements in achievement in the Arabic subjects were over-rated. While leaders systematically monitor students' attainment and progress in lessons to inform self-evaluation, they have not had that ease of access to the Arabic subjects and have had to rely on the judgment of others. Teachers receive constructive feedback on the quality of teaching and learning in lessons, both from senior leaders and from subject leads. School leaders focus appropriately on the impact of teaching on students' achievements. This is less convincing in the MoE subjects. Leaders know the school's strengths and areas for improvement, especially in relation to MoE subjects. The school's performance data is effectively linked to the priorities for improvement. School leaders are effective in identifying the school's strengths and are mostly aware of its areas for improvement. Improvement plans are appropriately focused on raising students' attainment, progress and the quality of teaching. Key priorities for improvement, strategic plans and actions are appropriately set out in improvement planning. However, in relation to the Arabic-medium subjects, some recommendations from the previous inspection report are not yet fully embedded in daily practice.</p>

Next steps for leaders:

1. Ensure that school self-evaluation is more accurately informed in relation to the current level of students' attainment and progress across the full range of subjects.
2. Conduct more rigorous internal and external reviews of the Arabic medium subjects at regular intervals to track the journey of improvement more accurately.
3. Ensure that the inauguration of the new facilities further enhances students' opportunities and achievements in the STEM subjects.





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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>Parental partnership and involvement at BSAK is Very Good. As a Community driven school, our parents are considered part of a BSAK family. Regular communication is received from the Headmaster weekly, which celebrates success, initiatives and provides important information. We have restarted our parent coffee mornings, face to face information opportunities and celebrations including community events. Reporting to parents happens via the regular reporting structure; however, parents are encouraged to regularly communicate with staff and leadership. BSAK is a member of HMC, IAPS, ISBA, AoBSO and BSME. Our Headmaster is the Chair of BSME and our Head of Primary is the Chair of IAPS International. BSAK has an innovative partnership with Emirates College of Advanced Education to research best practice. We work with partners such as The Future Centre, and offer conferences and workshops to a wide educational audience. Our Music and Sport Departments run numerous high-profile community events.</p>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>The school is outstandingly successful at engaging parents as partners in their children’s learning and in school life. Parents have a voice through parental representatives and a positive engagement in the life and work of the school and in the education of their children. The views of parents are fully considered by senior leaders and governors through responses to surveys when drawing up school improvement priorities. This has been the case recently when the school has consulted all stakeholders on the reshaping of the school vision statement. Also, governors conduct regular surveys, specifically when students are leaving the school. Parents make a very positive contribution to supporting the school and raising standards, for example in the support they provide to ensure that students’ homework is completed. There is some untapped potential for parents to be more directly involved in school as volunteers, particularly in the primary phase. The school feels that some momentum was lost during the COVID-19 -period of disruption when schools were mostly closed to external visitors. Effective communication has, in the past, enabled parents to become involved with organizing activities in school. Regular termly face-to-face parent meetings and informational events, where parents actively support the school in raising standards, have continued to be held online. These meetings keep parents well-informed about their children’s academic progress and personal development. However, there is a desire amongst some parents to see face-to-face meetings restored. The parents of children in Early Years engage with their child’s teacher on a regular basis. Parents receive frequent email and social media communications, access to the online parent portal, and weekly</p>

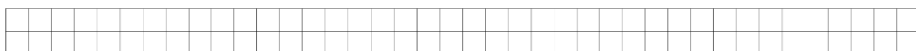


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newsletters from the school. There are formal written termly reports. Welfare staff ensures that students and their parents are aware of organizations that can provide expert help for any social, health or well-being issues. There are many links with other schools, including a group of Embassy-status schools and another group of not-for-profit schools across the UAE. The school often hosts training events. Both the Headmaster and the head of primary have many school links arising from membership in professional associations of schools. There are links with various charitable organizations, to develop students' responsibility to help the community. The school has actively built relationships at the university level to enable future school leavers to gain particular knowledge of specific colleges, as they prepare to move on to university. All recent surveys conducted by the school indicate a high level of satisfaction on almost all measures. However, a few parents have indicated, in discussion, that the school could do more to celebrate the achievements of students who do not follow traditional university pathways when they leave the school, but who may decide, for example, to follow apprenticeships and which may be the preferred and best life decision for them.

### Next steps with parents and partners:

1. Consider the reintroduction of face-to-face meetings with parents, where this is their preference.
2. Review opportunities for parents to volunteer in classrooms where this is feasible.
3. Seek opportunities to celebrate the decisions and achievement of students who do not follow a traditional university pathway on leaving the school.



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PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>The Governing Body of BSAK is made up of a wide range of stakeholders. As a British Embassy School, there is representation from the British Embassy. There are also parent governors who are elected during the AGM. This ensures a voice in the leadership and strategic direction of the school. The BOG effectively monitors the development of the school and holds senior leaders fully accountable; including regular monitoring of standards and self evaluation. Regular school and classroom visits occur, and the Chair of the board writes directly to staff and parents each term. The Leadership team delivers presentations and are held to account for leadership actions by the various Board sections.</p> <p>There is a suggestion box at various places which goes to the board and Headmaster. Regular staff and parent surveys ensure that all stakeholders have appropriate influence. The Board also acts as a 'critical friend' to the Headmaster.</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The Governing Board has representation across all the main stakeholders of this not-for-profit school, including school leaders, parents, a representative of the British Ambassador, and members with legal and financial expertise to share. There is no student representation at present. Governors are fully committed to considering the views of all stakeholders. Governors meet termly and demonstrate a very close knowledge of the school and commitment to its improvement. There has been recent heavy investment in the high-quality Science and Innovation Centre to enhance further the provision for the teaching of STEM subjects. Governors are very well informed of the school's strengths and areas for development. Whether parents or not, they visit frequently and have a very close knowledge of school outcomes. They are very effective in holding senior leaders accountable for the quality of the school's performance, and the achievements of students. They act as highly effective critical friends of the school. They recognize where students' performance is not yet fully effective and support the school, for example, in its current efforts to increase the proportion of A* grades at A level. Governors regularly engage with the Headmaster and there are weekly meetings between the Headmaster and the clerk to the governors, reviewing improvements necessary. Overall, the Governing Board makes an outstandingly effective contribution to the school's leadership and direction. The board ensures that the school is generously staffed and resourced and that all statutory requirements are met. The Governing Board has a direct impact on the overall performance of the school through its high level of oversight and direct engagement with students, staff, and the day-to-day operation of the</p>

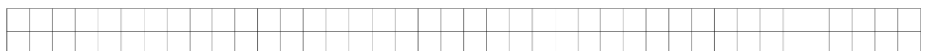


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school.

**Next steps for governors:**

1. Regularly monitor and analyze student outcomes, so that leaders continue to raise standards in subjects where attainment is not yet at least very good overall.
2. Ensure that the school internal evaluation process provides a more consistently accurate analysis of the school's current performance in the Arabic medium subjects.
3. Include student representation on the governing board.





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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>All aspects of the school's management supports a high quality of provision of teaching for learning. Routines, the curriculum and timetables are exceptionally well established to ensure learning is maximised. The School calendar is incredibly busy, and is managed well to ensure the smallest number of clashes occur, whilst enabling a world class provision.</p> <p>In Primary the school employs specialist teachers in Arabic, Physical Education, Music, and MFL. The Learning Support departments are highly qualified in supporting our students. We use BlueSky software to track and monitor Performance Development of all staff. We are fully compliant with the requirements of ADEK, Civil Defence, Health and Transport Ministries .</p> <p>Facilities and resources are excellent, and are continually reviewed; as a Not For Profit school, significant investment is put into facilities, teachers and resources to ensure they are world class, innovative, financially secure and future proofed.</p>	<p>6.5.1 Management</p> <p>6.5.2 Staffing</p> <p>6.5.3 Facilities</p> <p>6.5.4 Resources</p>	<p>All aspects of the day-to-day management of the school are very well organized, ensuring that the school runs extremely smoothly. The school's procedures and routines are very effective. This has a positive impact on students' personal development and their academic achievement. The school is fully staffed, with, overall, appropriately qualified teachers who receive regular, targeted, professional development. Staff retention levels in the school are high and this contributes to the highly effective teaching and learning, particularly in the English medium subjects. All departments have regular department meetings where best practice is shared. Professional development of staff is appropriately matched to the school's priorities and the promotion of students' achievements focus on the development of leadership opportunities for all staff. The premises set a very high standard throughout and include a theatre, performance spaces and a wide range of specialist teaching rooms. A new science block is due to open in September 2023. The premises are cleaned and maintained to a very high standard. The internal open spaces are attractively designed and creatively used to enhance the PE curriculum, including a swimming pool, and this supports students' physical development very well. The learning environment in the classrooms is colorful and stimulating with many displays of resource material and students' work. This impacts positively upon students' learning. There are very well-resourced specialist facilities for science, language teaching, design technology, food technology, music, drama and ICT. There is plentiful access to laptops and devices to support learning, particularly in the secondary phase. There is an ample stock of modern physical books, both fiction and non-fiction. These</p>





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resources contribute to increasingly effective teaching and learning across the school. However, there are relatively few books in Arabic to support reading and writing in that subject. A high proportion of students arrive at school by car. Uptake for bus transportation is relatively low. The pick-up and drop-off areas by the main entrance are extremely busy, despite the school's efforts, and, with no official crossing on the main road adjacent, represent a safety risk.

### Next steps for managers:

1. Improve access to a wider range of stimulating books in Arabic to support students' learning in the Arabic medium subjects.
2. Seek the co-operation of the municipality and other responsible parties to reduce the traffic and safety risks when students arrive at and depart from school.
3. Provide additional training and support for teachers working across the Arabic-medium subjects.

### 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](mailto:irtiqaa@adek.gov.ae)

