



INSPECTION SYSTEM

Basic information about school inspections

School inspections are structured around six Performance Standards:

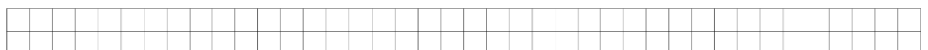
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

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: Reach British School L.L.C.

I.D. number: 9321

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

Curriculum: British

Fee category: High

Location: 13, Al Dirasah St, Bani Yas, Abu Dhabi 24413

Web address: <https://www.reachbritishschool.com>

E-mail address: 9321@adek.gov.ae

Telephone: 025822030

Number of teachers: 91

Teachers' assistants: 13

Teachers' nationalities: United Kingdom (UK)

Number of students: 1396

Teacher to student ratio: 1:15

Students' nationalities: UAE)

Proportion of Emirati students: 51.43

Proportion of students of determination: 2.15

Dates of inspection: 13-Jun-2022 to 16-Jun-2022



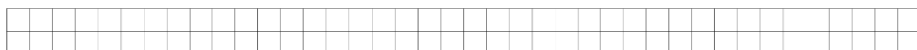


INSPECTION SYSTEM

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	Good	Good	Good	Good *
1.1 Students' attainment in Arabic First Language	Good *	Good	Good	Good *
1.1 Students' attainment in Arabic Second Language	Not Applicable *	Good *	Good *	Good *
1.1 Students' attainment in Social Studies	Not Applicable	Good *	Good *	Not Applicable *
1.1 Students' attainment in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in English	Good *	Good *	Good *	Acceptable *
1.1 Students' attainment in Mathematics	Acceptable	Acceptable	Acceptable	Good *
1.1 Students' attainment in Sciences	Good *	Good *	Good *	Acceptable *
1.2 Students' progress in Islamic Education	Good *	Good *	Good *	Good *
1.2 Students' progress in Arabic First Language	Very Good *	Good *	Good *	Good *
1.2 Students' progress in Arabic Second Language	Not Applicable	Good *	Good *	Good *
1.2 Students' progress in Social Studies	Not Applicable	Good *	Good *	Not Applicable *
1.2 Students' progress in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in English	Good	Good	Good	Good
1.2 Students' progress in Mathematics	Good	Good *	Good	Good *
1.2 Students' progress in Sciences	Good	Good *	Good *	Acceptable
1.3 Students' Learning skills	Good	Good	Good	Good





INSPECTION SYSTEM

PS2: Students' personal and social development

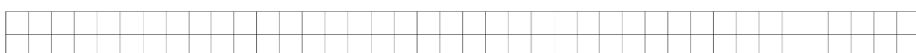
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.3 Social responsibility & innovation	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good *	Good	Good	Good
3.2 Assessment	Good *	Good *	Good	Good

PS4: Curriculum

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





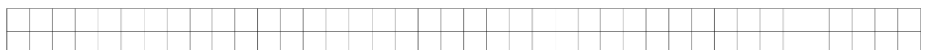
INSPECTION SYSTEM

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	Good *	Good *	Good *	Good

PS6: Leadership and management

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





INSPECTION SYSTEM

Changes since the previous inspection

There have been many positive changes since the last inspection. The school has made significant progress in addressing almost all of the recommendations of the previous inspection report. Attainment and progress have improved to good in Islamic Education in the primary, secondary and post-16 phases. Students are now developing a wider knowledge of Islamic texts and they have a better understanding of Islamic values in modern society. Attainment has improved to good in Arabic as first and additional languages in primary, secondary and post-16. Attainment and progress are now good in the foundation stage, in primary and secondary in English and as recommended in the last report, English language speaking and writing skills have improved through the provision of regular opportunities for students to speak and write at length. Attainment has improved to good in post-16 mathematics and progress has improved to good in primary. Attainment and progress are now good in science in the foundation stage in primary and in secondary and students frequently have opportunities to independently conduct scientific investigations. Learning skills, teaching and assessment have improved to good across all phases. Assessment information is used better to plan lessons that more closely meet the learning needs of individual students. Health and safety, including arrangements for child protection and safeguarding have improved to outstanding. Care and support have improved to good. Leadership and management have also improved. The senior leaders have promoted the contribution middle leaders make to raising the quality of teaching, by involving them more frequently in reviewing the quality of teaching. The senior leaders also support middle leaders in the consistent promotion of best practices in teaching and learning, by holding them to account for the quality of teaching and learning in their areas of responsibility. There is still, however, the need to improve students' attendance and punctuality. Based on the school's track record, its stated priorities for development, and taking into account of the competence of the leadership team, there is a good capacity to improve the school further.

Provision for reading

The school has two well-resourced libraries- one for primary and one for secondary, which contain books in English and Arabic. The libraries are used to accommodate scheduled class visits. Teachers take their classes to the libraries to engage in a variety of activities, including reading and storytelling. The selection of books is impressive and includes reference, dictionaries, IGSCCE and A Level examination related texts, fiction and also phonics.

Students are allowed to borrow two books at a time and records are kept about all students' borrowing habits and their comprehension skills are also digitally tracked by the librarian. The foundation stage and lower primary classes also have their own reading corners.

A comprehensive phonics program in Arabic and English starts in the foundation stage and continues in the early years of primary. This develops children's pre-reading and pre-writing skills and then supports children's progress with reading for accuracy and fluency. In primary in years 3 to 6, students discuss their personal reading preferences and reflect on the different writing styles of authors. Throughout the primary phase, teachers read a variety of books across a range of genres with their classes during guided reading lessons. Carefully selected texts are used to further develop reading strategies while supporting students' reading comprehension skills. Reading is further supported in primary through the use of a wide range of digitally graded reading schemes.

In secondary, students analyze texts, discuss their opinions and compare literary techniques across a broad range of genres. The secondary reading policy and approaches aim to improve student's literacy skills and support the development of their comprehension skills, including inference, deduction and evaluation.

There is regular formal and informal monitoring of reading competence and there are systems to track students' reading skills and achievements in both English and Arabic. Support is available in both languages from teachers and learning assistants for students who find aspects of reading challenging.

One of the school's main aims is to encourage students to develop lifelong reading habits and reading for pleasure. This aim is promoted through various events, such as: World Book Days, book fairs, ISP international reading challenges, parent workshops and teacher or student recommendations. Arabic reading platforms are used in school and at home to raise the attainment of Arabic reading with both native and non-native students.

There is an accelerated reading program for students in years 3 to 9. Reading comprehension skills are tested by quizzes. There are records of the reading competence of all primary students in English, benchmarked to a published scheme. Reading competence in Arabic is similarly tracked.

What the school does to achieve its TIMSS and PISA targets

In the 2019 TIMSS and PISA tests, students in years 4 and 8 performed below international expectations. The school is fully aware of its current TIMSS and PISA assessment targets and is now preparing teachers and students to meet them. There is greater emphasis on scientific investigation, which was observed in the classroom in several lessons. The school has initiated a science, technology, engineering and mathematics (STEM) program in science in years 1 to 6 and appointed a primary science specialist to lead it. There are also specialist well-equipped science laboratories in primary. These several initiatives combine to hone students' practical and investigative skills and there are challenging new programs in mathematics across the school to develop the mathematical skills necessary to achieve well in TIMSS.

Strengths of the school

Students' behavior and engagement ensure the development of good learning skills.

The relationships between students and staff are strong and promote effective teaching and learning.

The procedures for safeguarding, risk assessment and health and safety are outstanding.

The ability of the leadership team to improve the school in adverse conditions.

The high level of parental engagement and effective governance ensures high standards.

The day-to-day operational management of the school is effective.





INSPECTION SYSTEM

The strong links with the ISP network and also with the local community help to raise standards.

The outstanding quality of the premises and facilities supports learning across the school.

The significant developments, such as science laboratories and a food technology room enrich the learning and experiences for students.

The excellent provision for the foundation stage, which results in children's strong progress across the curriculum.

Recommendations for improvement

Raise attainment to at least a good level in mathematics in FS, primary, secondary, and in English in post-16 by:

- ensuring all teachers have a clear understanding of the knowledge and skills that students are required to demonstrate in exceeding the minimum curriculum expectations.

- developing further connections with other schools within the ISP group and elsewhere, to explore and adopt best practices to support higher levels of attainment.

- ensure the progression as students move up year groups is smooth, and that lessons build on prior knowledge.

- promoting problem-solving skills.

Accelerate progress and raise achievement in post-16 science by:

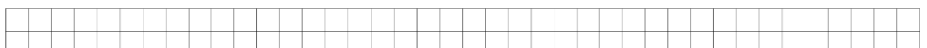
- maximizing opportunities for students to undertake their investigations in a laboratory environment.

- ensuring students understand and apply scientific methods

- promoting critical thinking skills.

Improve attendance and punctuality by:

- ensuring that parents fully understand the negative impact of lateness and absence on their children's achievement and engaging all parents fully in improving attendance and punctuality.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>Attainment:</p> <p>In our most recent assessments (Term 2 , 2022), most students (78%) attain age related expectations (MoE) of which, the Majority of students (60%) attain levels above.</p> <p>In Internal assessments (2021 - 2022) a large minority of students (37%) attain levels in line with standards of which a majority (60%) are above.</p> <p>Students' understanding of the Islamic standards depends on the national document and on the subject's cores in understanding Islamic holy texts through understanding the general meaning of texts, analyzing texts, knowing the new vocabularies, applying Islamic value and life skills, for example, students in the primary stage, a large majority (61%) of students in Year 2 can understand the general meaning of the small Quranic surahs, knowledge of new words, what are Islamic etiquette, and life skills that can be applied in life. This is evident through the students' writings in notebooks, some classwork tasks, student projects, and some creative tasks.</p> <p>Over the last three years there has been a significant shift in students attaining from a large minority (33%) to majority (60%) of students attaining levels above the MoE curriculum.</p> <p>Progress</p> <p>Since the start of this academic year, most students (97%) have made expected or better progress against their starting points, of which a large majority (72%) made better than expected progress. There has been a shift of a minority of students (25%) making expected or better progress over time.</p> <p>Our most recent (2021- 2022) Internal assessment progress data shows that large majority students (70%) have made expected or better progress. Over time our students consistently make expected or better than expected progress.</p> <p>Through lesson observations and book scrutiny's it is evident that a large majority of students make expected or better progress in lessons.</p> <p>In our most recent data boys (42%) and girls (58%), girls make progress better than boys. A majority of our Emirati students (53%) make expected or better than expected progress.</p> <p>Students' achievement in Islamic education is Good with some internal data showing that</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & 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>Internal assessment data indicate that attainment against curriculum standards in 2021 was very good across all phases.</p> <p>The attainment of students who sat the MoE Grade 12, externally marked exams, is good. Evidence from lessons and students' recent work aligns with these results. In lessons and in recent work, the majority of children in the foundation stage and the students in primary, secondary and post-16 phases attain levels that are above the curriculum standards.</p> <p>In the foundation stage, the majority of children recite the Holy Qur'an (Surah Anas, AlKawthar) and talk about the overall meaning, and identify God's creatures through pictures, while a minority are unable to distinguish between things created by God and things made by humans. In primary, the majority of students in Year 2, retell the story of the childhood of Prophet Muhammad (PBUH), explain the five pillars of faith, and infer the meaning of tolerance through watching a video. A minority are unable to give simple examples of being a tolerant person. In secondary, the majority of students in Year 9 identify the vows and sayings of Allah and explain the Islamic judgment for each. A few can conclude what expiations are for false swearing, and a minority cannot give evidence from Hadeeth and Holy Qur'an to support their argument about judgment about vows and faith.</p> <p>In their recent work, the majority of post-16 students clarify the Feqh of relations among family and relatives specifically in marriage matters, and extract its' impact on society, conclude the importance of Shura (community consultation) and adaptation and its impact on society. The minority cannot find solutions to contemporary issues such as social media, based on Islamic principles and rulings.</p> <p>Attainment over the last three years (2018-2021), based on internal data, is good in Islamic Education across the school.</p> <p>The school's analysis of data obtained from internal assessments indicates that the majority of students make better than expected progress in relation to their individual starting points and the curriculum standards in all phases.</p> <p>In lessons and in their recent work, the majority of children and students make better than expected progress in relation to appropriate learning objectives aligned with the MoE expected curriculum standards.</p> <p>In the foundation stage, the majority of children make better than expected progress in memorizing short Surahs in the Holy Qur'an, applying the etiquette of Islam in greetings and replying to it, minority unable to deduce the value from Hadeeth about smiling to other people.</p> <p>In primary, the majority of students in Year 6 make better than expected progress in reciting Surah An-Nazi'at and Abasa and giving the meaning of key words in the Holy verses, reading Hadeeth about Islamic etiquettes of road, however, a minority cannot give the reasons of the verses' revelations and the leaned value in Hadeeth.</p> <p>In secondary, the majority of students in Year 8 make better than expected progress in reciting verses of the Holy Qur'an (AlRahman), identifying the meaning of the keywords, explaining the overall meaning of Surah. A minority are unable to explore different reasons to end in paradise through the Holy Qur'an and Hadeeth.</p> <p>In their recent work, the majority of post-16</p>



INSPECTION SYSTEM

attainment is very good. In Primary, a majority of students (59% in Year 5 and 55% in Year 6) achieve levels above the expected standard. In Secondary, MoE examinations in the subject show that a large majority of students (71% in Year 13) attain levels that are above national standards. Across the school, knowledge and understanding of Islamic values for a large majority of students' is appropriately linked to their age level. This is seen in a large majority of lessons, as students demonstrate levels of understanding in faith, identity, Islamic values and principles and Islamic laws (linked to their age expectations) that are above the expected level. They can recite prescribed Surahs and explain their meaning with confidence. They can also present the values of tolerance and coexistence among each other within the school community. A large majority of students are showing Very good progress in lessons that are above the curriculum standard and across the school a large majority of groups of students make better than expected progress. Developing the use of actions to support primary students in memorising their Quran recitations has led to accelerated progress rates.

students make above the expected progress in explaining the objectives of the foundations of the Islamic economic system, explaining some aspects of individual and collective responsibility in Islam, and a minority is unable to extract its' effect on their society.

According to school data across all phases, all groups of students across the phases of the school make better than expected progress. In lessons and reviewed work, the majority of groups of students make better than expected progress.

The high-attaining students make better than expected progress because they are challenged adequately through lesson activities, as in secondary they clarify the importance of reading and education in Islam with evidence, while the low-attaining students make the expected progress due to modified activities and questioning.

The non-Arab students make better than the expected progress due to modified activities to their base learning, as they design a brochure about Muslim manners behavior outside in the road based on learned Hadeeth, in primary.

Emirati students across the phases make better than expected progress that is similar to other nationalities due to the various lesson activities with multiple roles, while boys are slightly better than girls, in primary, as they are better in giving examples of tolerant acts, and identifying the logo of the Year of Tolerance.

Gifted and talented students across the phases make better than expected progress due to the supportive activities and competitions that enhance their skills in memorizing and interpreting the Holy Qur'an and Hadeeth.

Students of determination (SoD) students across the phases make the expected progress due to modified procedures and lesson activities.

Islamic Education - Next steps for students:

1. Practice through a range of activities to distinguish between God's creatures and things made by humans and recite age-appropriate verses of the Holy Qur'an confidently in the foundation stage.
2. Extract the values and good deeds embedded in learned verses of Holy Qur'an, Hadeeth and Islamic etiquettes and relate them to real-life situations, through interactive activities and competitions in primary and secondary.
3. Research the importance of Shura (community consultation) and its impact on society, using available resources in the school library or using the internet in all secondary grades.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
<p>Attainment:</p> <p>In our most recent assessments (Term 2 , 2022), most students (76%) attain age related expectations (MoE) of which, the Majority of students (61%) attain levels above.</p> <p>In International IBT assessments (2021) a large minority of students (36%) attain levels in line with standards of which a large minority (46%) are above.</p> <p>Student's understanding, reading and comprehension skills continue to improve since last inspection the Talk for Writing strategy has been embedded in its use across Arabic writing lessons which has led to significant improvements in students' use of grammar and language in their independent written work. In primary, extended writing opportunities have also been increased to enable students to extend and apply their skills in writing to the different prompts or stimuli used. In secondary, this has been developed further with writing strategies for a variety of purposes being specifically taught during lessons. These initiatives have proved successful with different groups of students in the ways they have innovated their writing but have also afforded and extended high achieving students to write confidently.</p> <p>Over the last three years there has been a significant shift in students attaining from a large Majority (74%) to most (90%) of students attaining levels on and above MoE.</p> <p>Progress</p> <p>Since the start of this academic year, most students (97%) have made expected or better progress against their starting points, of which a large majority (70%) made better than expected progress. There has been a shift of a large minority of students (49%) making expected or better progress over time.</p> <p>Our most recent (2021) International IBT assessment progress data shows that large majority students (61%) have made expected or better progress. Over time our students consistently make expected or better than expected progress.</p> <p>Through lesson observations and book scrutiny's it is evident that a large majority of students make expected or better progress in lessons.</p> <p>In our most recent data boys (44%) and girls (56%) girls make progress better than boys. A majority of students of our Emirati students (57) make expected or better than expected progress.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & 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>Internal assessment data indicates that attainment against curriculum standards in 2021 is very good in phases 2, 3 and 4. The attainment of students who sat the MoE Grade 12, externally marked exams, is good.</p> <p>In the International Benchmarking Test (IBT) in 2021, most students attain levels that are in line with international standards. However, the majority of students in Year 8 and Year 9 attain levels that are above national and international standards. Evidence from lessons and students' recent work does not fully align with these results. In lessons and in recent work, the majority of the children and students attain levels that are above the curriculum standards across all phases. In the foundation stage, children's speaking, listening and comprehension skills are good, the majority of children understand stories when read by the teacher and accurately answer questions about the content and characters. They also recognize many written letters and their sounds and read familiar words and simple sentences. A minority cannot form words starting with specific letters. In primary, students' speaking, listening and comprehension skills are good. The majority of students in Year 5 speak using standard Arabic, recognize the keywords in a story, and extract the main idea. The minority cannot retell the story using new words.</p> <p>In secondary, the majority of students in Year 10, independently read age-appropriate novels and use the e-dictionary to find the meaning of the new vocabulary in it. A few students cannot recognize the grammatical rules embedded in the text, such as, the roots of words and if a word is singular or plural.</p> <p>The recent work of post-16 students indicates that the majority of students in Year 12, compare the differences between literary texts like story, novels, informational text and biography in term of purpose, ideas, writing style and figurative language. A few cannot use the internet or other available resources to produce a presentation about poets in UAE, that include their analytical point of view.</p> <p>Attainment over the last three years (2018-2021), based on internal data, is good in Arabic across the school.</p> <p>The school's analysis of its data obtained from internal assessments indicates that the majority of children and students make better than expected progress in relation to their individual starting points and the curriculum standards in all phases.</p> <p>In lessons and in their recent work, the large majority of children in the foundation stage make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards, while the majority of students in primary, secondary and post-16 makes better than the expected progress in relation to lessons outcomes.</p> <p>In the foundation stage, the large majority of children make better than expected progress in naming words from their surroundings beginning with specific letters of the alphabet, writing familiar words and classifying things and creatures according to their first letter. A minority is unable to relate stories about animals with their personal experience and talk about their own pet in confident language.</p> <p>In primary, the majority of students in Year 5 make better than expected progress in extracting the roots of words, identifying synonyms, and antonyms of words in storybooks. A minority is unable to write simple sentences</p>



INSPECTION SYSTEM

Students' achievement in Arabic as a first language is good overall. In lessons and over time, a large majority of students make very good progress. Internal data shows that students' attainment is good across the school and external MoE examination results provide evidence for these findings with a majority of students (50% in Year 8, 54% in Year 9) attaining levels that are above national standards. Across the school, knowledge and understanding of Arabic speaking, reading and writing skills for a large majority of students' is appropriately linked to their age level. In primary school, our youngest children can identify the names and sounds of letters in different positions in a word and blend them together to make simple words. Across the primary school, students continue to develop their reading and comprehension and can apply their skills in their speech and writing and a Large majority of students are able to apply the rules of grammar and demonstrate use of language above the expected level. Students in all year groups demonstrate levels of reading and comprehension skills that are above the age expectations for their level. In addition to this, a Large majority of students are showing progress in lessons that are above curriculum standards. Use of the 'Arabic reading Challenge' initiative to encourage students' speaking skills and reading logs has led to accelerated progress. To speak and write at length and using arabic platform (Nahla we nahel) and using a weekly lesson for creative story writing to improve reading and extended writing skills.

expressing their opinion using newly learned vocabulary.

In the secondary phase, the majority of students in Year 9 make better than expected progress in analyzing the elements of a novel and differentiating between types of similes and can give examples of each from the text. A minority is unable to write simple persuasive text supported with evidence.

The recent work of post-16 students indicates that the majority of students in Year 12 make better than expected progress in summarizing novels and clarifying the technique of anticipation of time. A minority does not show progress analyzing the overall meaning of certain poetic texts

According to school data, all groups of students across all phases make better than expected progress and this aligns with what happens in lessons and reviewed work. The high-attaining students make better progress than other students because they are well challenged through assignments, for example in the primary they retell stories in formal Arabic using the keywords, while the low-attaining students make the expected progress in tasks matched to their level of ability. Emirati students make similar progress to all others and there are no differences.

Gifted and talented students participate in competitions for the Arabic Spelling Bee, and school competitions for creative writing reflecting their knowledge and understanding.

Girls are better than boys in naming things with the newly learned letter in the foundation stage, and there are no significant differences between boys and girls across all the phases in Arabic language arts.

SoD across the phases make the expected progress towards their goals due to modified techniques and lesson activities that suit their needs, for example, they answer direct closed questions about the learned text, in primary and secondary.

Arabic First Language - Next steps for students:

1. Practice forming targeted letters, writing familiar words, and retelling stories using pictures in the foundation stage.
2. Develop reading, writing and grammatical skills particularly for low achievers, through extended practice and reading age-appropriate library books, in primary.
3. Practice writing extended texts, including summaries of literary works, and using new words in new context particularly low achievers in secondary and post-16.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>Attainment</p> <p>In our most recent assessments (Term 2 , 2022), most students (91%) attain age related expectations (MoE) of which, the Majority of students (64%) attain levels above.</p> <p>In Internal assessments (2021- 2022) a large minority of students (32%) attain levels in line with standards of which a large majority (64%) are above.</p> <p>Student's understanding, reading and comprehension skills continue to improve since last inspection the Talk for Writing strategy has been embedded in its use across Arabic B writing lessons which has led to significant improvements in students' use of grammar and language in their independent written work. In primary, extended writing opportunities have also been increased to enable students to extend and apply their skills in writing to the different prompts or stimuli used. In secondary, this has been developed further with writing strategies for a variety of purposes being specifically taught during lessons. These initiatives have proved successful with different groups of students in the ways they have innovated their writing but have also afforded and extended high achieving students to write confidently.</p> <p>Over the last three years there has been a significant shift in students attainment from a minority (29%) to large majority (64%) of students attaining levels on and above MoE.</p> <p>Progress</p> <p>Since the start of this academic year, most students (92%) have made expected or better progress against their starting points, of which most (76%) made better than expected progress. There has been a shift of minority students (16%) making expected or better progress over time.</p> <p>Our most recent (2021 - 2022) Internal assessment progress data shows that most students (76%) have made expected or better progress. Over time our students consistently make expected or better than expected progress.</p> <p>Through lesson observations and book scrutiny's it is evident that most students make expected or better progress in lessons.</p> <p>Students' achievement at RBS is Very good overall in Arabic as an additional language. Teachers demonstrate their ability to adapt the curriculum to suit the levels and interests of the</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & 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>Internal assessment data indicates that attainment against curriculum standards in 2021 is very good in primary, secondary and post-16. The school has no national or international external assessment data for Arabic as a Second Language. In lessons and in recent work the majority of the non-Arab students attain levels that are above curriculum standards.</p> <p>In primary, the majority of non-Arab students in Year 3 identify words related to familiar topics like summer vacation, describe pictures in sentences using the newly learned words, complete the sentences using the right verb, and talk about themselves and what will they do in summer vacation at a level appropriate, while a minority is unable to write a short paragraph about the summer time.</p> <p>In secondary, the majority of non-Arab students in Year 8 are able to listen to a text about like, food and drink and infer the main idea, infer the meaning of the new words through the text, and talk about their own meal/ snack with supportive details on how healthy it is. A minority are unable to write a paragraph about volunteering with suitable title and correct punctuation marks.</p> <p>In recent work, the majority of post-16 students produce presentations about famous scientists or poets including basic information. They become familiar with a given text and analyze the used strategy to educate or persuade the reader using standard Arabic. A minority are unable to write a response to a literary text that contains conclusions supported by evidence from the text.</p> <p>Attainment over the last three years (2018-2021), based on internal data, is good in Arabic as a Second Language (SL) in primary, secondary and post-16.</p> <p>Internal assessment information indicates that the majority of non-Arab students in primary, secondary and post-16. make better than expected progress in relation to their individual starting points and towards curriculum standards. In lessons and in their recent work, in primary, the majority of the non-Arab students in Year 5 make better than expected progress in building sentences using the new words, reading paragraphs and extracting information, and writing simple comparison sentences between places. A minority are unable to make the expected progress in applying the basic rules of spelling.</p> <p>In secondary, the majority of non-Arab students in Year 10, make better than expected progress in extracting the main idea from texts. A minority are unable to extract the learned grammar elements from texts and unable to participate in a discussion.</p> <p>In their recent work, the majority of post-16 students make better than expected progress in reading informative texts about music in science and in summarizing the texts using the appropriate strategy. They can also explain the meaning of new words using an electronic dictionary. A minority are unable to rewrite a summary in one paragraph.</p> <p>In lessons and reviewed students' work, different groups of students; including low attainers, boys and girls and different nationalities, across the primary, secondary and post-16 phases make more than expected progress. The high-attaining students make more rapid progress because they are challenged well. The low-attaining students make similar progress to other students due to motivation and differentiated questioning and activities matched to their level of ability.</p>



INSPECTION SYSTEM

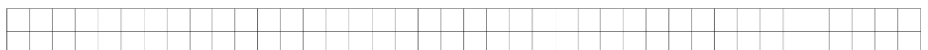
students by using a diverse range of teaching methods to suit student development and progress. Internal data and Year 9 and year 12 MoE examination results show that attainment is very good when benchmarking against national standards. A large majority (63% of Year 9 and 71% of Year 12 students) achieved results which were above the expected standard. Across the school, knowledge and understanding of Arabic speaking, reading, writing skills and exploring the language for a large majority of non-Arabic students is appropriately linked to their age level. In a large majority of lessons, throughout both primary and secondary, students demonstrate levels of reading and comprehension skills that

are above the age expectations for their level. In Most of lessons students are showing progress that is above the expected curriculum standards. Adaptations made to lesson delivery in the primary school, since the last inspection, has had a great impact on student progress and is particularly evident in both their speaking and writing skills. A wide range of resources (including pictures, videos and online materials and Nahla we nahel platform) used to support learning and additional use of challenges set by teachers for different groups of students has resulted in improved attainment and progress.

Gifted and talented students in primary, secondary and post-16 make good progress in all four skills when challenged appropriately. There are no significant differences in progress according to nationalities and gender in lesson observations. SoD make good progress towards their individual goals.

Arabic Second Language - Next steps for students:

1. Practice writing accurately, through regular daily practice in primary and secondary.
2. Extend the use of grammar by applying the basics skills in all written work in secondary and post-16.
3. Practice speaking clearly in formal, standard Arabic, through participation in competitions and morning assembly presentations in secondary.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>Attainment:</p> <p>In our most recent assessments (Term 2 , 2022), most students (81%) attain age related expectations (MoE) of which, the Large Majority of students (66%) attain levels above.</p> <p>In Internal assessments (2021 - 2022) a large minority of students (32%) attain levels in line with standards of which a majority (66%) are above.</p> <p>Students' understanding of the social studies subject standards depends on the national document and the subject's cores through students' understanding of historical events, analysis of historical events and knowledge of the roles of the nation's leaders in the renaissance of the Emirates, as well as in geographical skills drawing maps and locations, surface manifestations, human and economic activities in secondary school, as well as the third core of national identity and knowledge of national and societal values in The UAE and knowledge of future challenges and UAE initiatives in all economic aspects, for example, a most of students (76%) in year 4 can identify the stages of the establishment of the UAE and the great role of Sheikh Zayed may God have mercy on him, in building the union of the Emirates and the Arab Gulf states, and this is reflected in the students' books and the projects that the Students participate in school initiatives and national celebrations and apply some national values such as the value of tolerance and respect for the country's leaders.</p> <p>Over the last three years there has been a significant shift in students attaining from majority (57%) to the large majority (66%) of students attaining levels above the MoE curriculum.</p> <p>Progress</p> <p>Since the start of this academic year, most students (96%) have made expected or better progress against their starting points, of which a large majority (64%) made better than expected progress. There has been a shift of a minority of students (29%) making expected or better progress over time.</p> <p>Our most recent (2021- 2022) Internal assessment progress data shows that large majority students (68%) have made expected or better progress. Over time our students consistently make expected or better than expected progress.</p> <p>Through lesson observations and book scrutiny's it is evident that a large majority of students make expected or better progress in lessons.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & 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>Internal assessments of the MOE curriculum in social studies in the 2021 academic year indicate that for the majority of students, attainment against curriculum standards is good in the primary and secondary phases.</p> <p>The attainment of students who took the MoE Grade 12, externally marked exam, is good.</p> <p>Internal assessment data for the MoE curriculum in the 2021 academic year indicate that students' attainment against curriculum standards is aligned with MoE curriculum standards in primary and secondary. Evidence from lessons and students' recent work aligns with these results. In lessons and in recent work the majority of students attain levels that are above the curriculum standards in primary and secondary.</p> <p>In primary, the majority of students in Year 2, identify the concept of pollution, recognize types of pollution in the environment, and can identify some causes of pollution. A minority cannot identify their roles in saving their environment.</p> <p>In secondary, the majority of students in Year 7 identify the concept of desert perennial and annual plants and identify the features of desert land. A minority cannot explain the contribution of desert land to the growth of the Emirates. Over the past three years, the trend in attainment against curriculum standards in internal assessments has been good in primary and secondary.</p> <p>Internal assessment information indicates that the majority of students in primary and secondary make better than expected progress in relation to their individual starting points and the MoE curriculum standards in social studies. In lessons and in their recent work, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards in this subject.</p> <p>In primary, the majority of students in Year 2 make progress in discussing behavior that leads to a reduction in pollution in their school. The majority of students in Year 6 show progress in describing the impact of pollution on agriculture, but a minority cannot justify the impact of climate on plants.</p> <p>In secondary, the majority of students in Year 7, make progress in explaining the difference between perennial and annual desert plants. A minority is unable to suggest a solution for the water shortage issue with justification.</p> <p>According to school data across primary and secondary, all groups of students make better than expected progress. In lessons and reviewed students' work, all groups of students across primary and secondary phases make better than expected progress as they receive appropriate challenges to extend their learning.</p> <p>The high-attaining students make rapid progress due to highly challenging activities, for example, in secondary they research the importance of natural plants as a medicine and oxygen resource. While the low attaining students make steady progress due to their high level of motivation and the differentiated activities matched to their ability.</p> <p>Emirati students are making similar to the other students because of motivating strategies and supportive activities that are matched to their needs in learning. For example, they classify the motives for geographical disclosures and discuss the results. Emirati students in all year groups in primary and secondary make better than expected progress and this is similar to other</p>



INSPECTION SYSTEM

In our most recent data boys (61%) and girls (51%), boys make progress better than girls. A majority of our Emirati students (57%) make expected or better than expected progress.

A large Majority of students are showing Very good progress in lessons that are above the set curriculum standards. Internal assessment data indicates that students' attainment across the school is very good, and this is seen in lessons and students' work, where attainment for a Large Majority is above curriculum standards. Attainment in Year 10 is very good with a large Majority of students (74%) achieving levels above the expected standard. In Primary and Secondary, a large majority of students' knowledge is appropriately linked to their age level in Arabic Social Studies skills including national identity, citizenship, values and ethics and society. Across the school, teachers are able to apply and adapt the curriculum effectively to suit the levels and interests of the students. Diversity in the teaching methods used ensures students are motivated and engaged in their learning. In addition to this, real life examples from the current news and work are included within learning opportunities. Students' outcomes and tasks regularly link to newspaper articles, latest news updates and events. Feeling and belonging to the Emirati national identity are key characteristics of lessons and a large majority of students are able to apply their skills of researching and investigation to extend their learning.

nationalities due to engaging lesson activities. Emirati students lead the learning of others sometimes for example in organizing exhibitions that include representations of housing and traditional Emirati clothing. Gifted and talented students lead projects related to lesson topics like pollution, water shortage and recycling. There are no significant differences between boys and girls in primary and secondary , as both make better than expected progress, for example, in primary , boys are better than girls in detecting noise pollution, while girls in secondary are better than boys in suggesting solutions for water shortage in the Arab countries. SoD students across the phases make the expected progress towards their individual goals, due to modified procedures and lesson activities such as raising awareness about environmental issues through displays across the school.

Social Studies - Next steps for students:

1. Research on the internet and in the library the impact of climate on the planet. Identify our collective responsibility for solving environmental problems. Extend learning especially secondary by interviewing experts in environmental issues.
2. Research pollution in the primary phase, and extend learning to include awareness about the importance of Masdar City as a model of a clean environment.
3. Engage in practical and interactive activities like debates, especially in secondary.





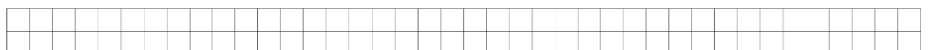
INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
	1.1 Against curriculum standards 1.2 Against national and international standards 1.3 Knowledge, skills & understanding 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:





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations

Elements

External Evaluations

Attainment:

In our most recent assessments (Term 2, 2022), most students (78%) attain age related expectations (ARE) of which, the minority of students (21%) attain levels above.

In International GL assessments (2021) a large minority of students (42%) attain levels in line with ARE of which a few (7%) are above.

Student's understanding, reading and comprehension skills continue to improve since last inspection the Talk for Writing strategy has been embedded in its use across English writing lessons which has led to significant improvements in students' use of grammar and language in their independent written work. In primary, extended writing opportunities have also been increased to enable students to extend and apply their skills in writing to the different prompts or stimuli used. In secondary, this has been developed further with writing strategies for a variety of purposes being specifically taught during lessons. These initiatives have proved successful with different groups of students in the ways they have innovated their writing but have also afforded and extended high achieving students to write confidently.

Over the last three years there has been a significant shift in students attainment (49%) from a large minority (33%) to most (82%) of students attaining levels on and above ARE.

Progress

Since the start of this academic year, most students (80%) have made expected or better progress against their starting points, of which a large minority (40%) made better than expected progress.

Our most recent (2021) International GL assessment progress data shows that most students (75%) have made expected or better progress. Over time our students consistently make expected or better than expected progress.

Through lesson observations and book scrutiny's it is evident that a large majority of students make expected or better progress in lessons.

In Primary our most recent data shows most boys (84%) and almost all girls (91%) make expected or better progress in English. Most of our Emirati students (80%) make expected or better progress. Most L2 learners (86%) make expected or better progress.

1.1.1	The school's most recent internal assessment information indicates that students' attainment against curriculum standards at the end of Term 2 in 2022, is acceptable in the foundation stage, in primary and secondary but weak in post-16. The data from external examinations show weak attainment in the most recent GL PTE standardized test in 2021 and also in 2021, teacher-assessed IGCSEs. Results for the small number of students in the 2021 International AS Level and the International A Level were also weak. In lessons and from students' recent work in the foundation stage, in primary and in secondary, the majority of students demonstrate good attainment in listening, reading, speaking and writing. In Year 12, attainment is not yet good and is below curriculum expectations. It was not possible to see examples of Year 13 students' written work. In the foundation stage, the majority of children develop secure speaking and listening skills. They can talk confidently, for example, about what they did at the weekend, using correct past tenses and appropriate vocabulary. High attaining children can read a graded story containing multi-syllable words in pairs and can talk about a space story. They can recount the story about the moon with confidence. The majority of students can write the letters of the alphabet and link these letters to words. By the end of Year 1, the majority of students have good listening comprehension skills.
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	



INSPECTION SYSTEM

Students at this level use English confidently when retelling a fairy story and they understand what nouns and adjectives are. By Year 2, students start to edit texts in order to improve them, by correcting spelling mistakes and punctuation errors and they understand the difference between fiction and nonfiction and can speculate what a book is about from its cover and title. By the end of primary, the majority of students read independently and are able to answer detailed comprehension questions. They have a good awareness of more complex grammar and punctuation, such as, ellipsis, and can also define or explain vocabulary such as, 'wrinkle, limb or knot'. High attainers understand what a relative clause is and know several relative pronouns. A minority of low attainers' reading and writing is adversely affected by their inability to use phonics to decode words.

In secondary, from years 7 to 11 the majority of students continue to develop their communication skills and are confident and fluent public speakers. They start to correct spelling errors and improve the structure of their writing, but these skills need further development. By Year 9, students demonstrate their linguistic competence by being able to infer and deduce information in a novel. Towards the end of secondary in Year 10, students start to write autobiographical texts and learn the importance of having a logical structure and using all five senses when describing settings or context to improve their own writing. For a minority of students, however, these skills are not sufficiently



INSPECTION SYSTEM

embedded to fully support their writing. Over the past three years, the attainment of most students in GL PTE has been below expectations in years 4 to 8. Internal assessment information from formative assessments over the last three years, indicates that most students make more than expected progress from their starting points and against curriculum standards. In lessons and from their written work, from the foundation stage to Year 13, the majority of students, make good progress in relation to appropriate learning objectives, aligned with the expected curriculum standards. The majority of children in the foundation stage, consolidate their listening and speaking skills and make good progress with early reading and early writing skill development. Students in the primary phase make good progress in listening, speaking reading and writing and are able to make confident presentations about books they have read and topics they have researched. By Year 11, the majority of students have progressed significantly and engaged in thoughtful discussions on a range of topics. It was not possible to observe students in Year 11 in lessons, but their recent written work shows strong progress. The progress of the post-16 students is judged to be good in Y12, based on the quality of their written work and oral competence. The school tracks the progress of groups of students in detail. The school's data show that boys make at least the expected progress in all phases; girls make slightly more rapid progress in the foundation

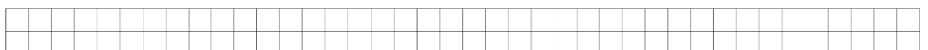


INSPECTION SYSTEM

	<p>stage and in primary and acceptable progress in secondary and post-16. Emirati students make more than expected progress in all phases. Students at an early stage of English language acquisition make good progress in the foundation stage but progress slows slightly in all other phases. Additionally, students of determination (SoD) make steady rates of progress from their individual starting points related to their individual IEP goals, when given appropriate support, either in lessons or in withdrawal groups. In lessons, low and high-attaining students make good progress in the foundation stage where they have differentiated tasks and are monitored and supported by the teacher or assistant. In the secondary phase, high-attaining students are frequently given more challenging tasks, which help them to progress and meet their potential. For example, in Year 8, they must research a topic and present detailed findings to the class.</p>
--	--

English - Next steps for students:

1. Continue learning and skills development in phonics and in quickly decoding words to support primary students rapid progress in reading.
2. Use knowledge of grammar and figurative language, to improve writing in secondary and post-16.
3. Accurately proof-read, check and edit written work to improve the quality and accuracy in writing in all phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>Attainment:</p> <p>In our most recent assessments (Term 2, 2022), most students (78%) attain age related expectations (ARE) of which, the minority of students (21%) attain levels above.</p> <p>In International GL assessments (2021) a majority of students (53%) attain levels in line with ARE of which a few (6%) are above.</p> <p>Over the last three years there has been a significant shift in students attainment (37%) from a large minority (43%) to most (80%) of students attaining levels on and above ARE.</p> <p>Progress</p> <p>Since the start of this academic year, most students (86%) have made expected or better progress against their starting points, of which a large minority (43%) made better than expected progress.</p> <p>Our most recent (2021) International GL assessment progress data shows that a large majority of students (69%) have made expected or better progress.</p> <p>Through lesson observations and book scrutiny's it is evident that a large majority of students make expected or better progress in lessons.</p> <p>In Primary our most recent data shows almost all boys (94%) and almost all girls (94%) make expected or better progress in Mathematics. Most of our Emirati students (90%) make expected or better progress. Almost all L2 learners (93%) make expected or better progress.</p> <p>In Year 11, the majority of students (56%) attain grades in their GCSE examination which exceeds national and international benchmarking standards. Both the AS and A level examination results for 2021 show attainment to be very good and outstanding with a large majority (63% in Year 12) and the majority (50% in Year 13) gaining grades that are above the expected standards. These results continue to follow the trend set in the previous four years where RBS students have consistently performed above the expected standards in these internationally recognized external examinations. In lessons across the school, a majority of students exceed age related expectations and are working at expectations when measured against learning objectives.</p> <p>Since the last inspection, there has been a focus within the subject to further develop students' application of skills to real life problems which has enabled students to engage in mathematical concepts and see the relevance of their learning.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & 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>Internal assessment data for the 2021/22 academic year indicates that students' attainment against curriculum standards was acceptable in FS, primary and secondary. Internal assessment data at the end of the most recent assessment point suggests that most students attain in line with curriculum standards in the Foundation Stage and in the primary and secondary phases. The majority of students attain above curriculum standards in post-16 based on the number of students across both Years 12 and 13.</p> <p>Students' attainment in GL PTM assessments was weak in years 5-9 in 2022, although the small percentage of students attaining above the international benchmarks in mathematics improved from 2021. A majority of students who took the IGCSE examination in 2021 gained grades that were teacher assessed were above UK curriculum standards. A majority of students who took the AS Level examination and a majority of those who sat A Level examinations in mathematics in 2021 attained above UK curriculum standards. TIMSS results from 2019 benchmark attainment in Year 5 and Year 9 lower than international expectations for mathematics. There was no externally benchmarked data for the Foundation Stage or Years 1-4 in mathematics to consider.</p> <p>Evidence from lessons and students' recent work suggests that most students attain at the expected curriculum standards, in all phases except the post-16 phase, where a majority of students, attain above curriculum expectations. Most students in the foundation stage know simple shapes, can count up to 20, and are able to sequence numbers as well as write numerals. Most know one more or less and a growing minority can carry out simple addition. At the end of primary, most students can identify multiples and factors; they can multiply and divide numbers mentally drawing upon known facts; they can subtract decimal numbers and can interpret and construct pie charts. However, students' understanding of mathematical concepts relating to measure and ratio are not well established. At the end of secondary, most students know facts relating to angles and a growing minority can apply circle theorems concerning angles, tangents and chords; most can simplify and manipulate algebraic expressions. However, students' knowledge of probability and ratio are less strong. Importantly, across all phases, students' ability to apply their knowledge of number facts to solve word problems, using taught strategies, is not a strong feature. By the time students reach Year 13 they are able to use their mathematical knowledge for example to solve complex quadratic equations. Over the past three years, the attainment of most students against curriculum standards in internal assessments has been broadly acceptable in foundation stage, primary and secondary and good in post-16.</p> <p>School analysis of student progress indicates that a majority of students make better than expected progress in relation to their individual starting points and the curriculum standards in all phases.</p> <p>Inspection evidence indicated that in lessons and in their recent work, students' progress in mathematics is seen to be good across all phases, in relation to students' starting points and learning objectives set in lessons. For example, by the end of a reception lesson, a majority of children progressed in counting</p>



INSPECTION SYSTEM

confidently to 20, understood that 20 was made up of two tens, and a minority could add and subtract numbers up to 20. Given students' starting points in reception, this constitutes good progress. Progress for high attaining and occasionally low attaining students is sometimes not as strong because they are not consistently moved on in their learning through adult intervention. By the time students reach the end of primary a majority have progressed in their learning so that they can carry out more advanced work in relation to number and shape. For example, by the end of a Year 5 lesson a majority of students made good progress in being able to reflect shapes across vertical and horizontal lines although a small minority struggled to make good progress due to not understanding the words 'vertical' and 'horizontal' in questions. Although there is good progress overall across primary, there remains some unevenness within and between classes. A minority of low-attaining students struggle to make good progress in lessons because sometimes concepts, for example in relation to measurement, are not fully understood before they are asked to apply them or sometimes the language in questions is not understood or explained to them, through effective modelling. Conversely, progress slows for a few other students when they are not moved on in their learning at the right time in a lesson, due to extended teacher input or work that does not challenge their thinking. By the end of secondary, a majority of students have made good progress in mathematical fluency, and application of number and quantity, although reasoning and problem solving develop at a slower rate. For example, in a Year 8 lesson, a majority of low attaining students made good progress in being able to work out percentages of varying amounts but a minority struggled to apply their understanding to a word problem. This was in part due to the fact that a taught strategy had not been well modeled for them. By the time students reach Year 13 they have progressed to an advanced level in mathematics, in terms of their understanding of algebra, calculus and statistics, solving equations and graphically representing algebraic functions. The school analyzes the progress of groups of students including girls, boys, Emiratis and lower-attaining students. Leaders evaluate that all groups make at least expected progress across each phase, with stronger progress in foundation stage and primary. Based on lesson observations, across all phases, the progress of all groups is at least at expected levels and the majority of groups make better than expected progress. Progress occasionally slows in classes for some low-attaining students, including SoD and G&T students, due to tasks that do not always meet students' learning needs: either they do not provide enough challenge for students or they do not support their language or conceptual needs.

Mathematics - Next steps for students:

1. Develop mathematical fluency through the frequent application of knowledge of number facts to solve problems across all phases.
2. Practice and dedicate more time to specific topics that are not yet mastered; measurement in primary, and probability and ratio in secondary.
3. Apply mathematical skills across all other subjects in all phases.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>Attainment:</p> <p>In our most recent assessments (Term 2, 2022), most students (84%) attain age related expectations (ARE) of which the minority of students (26%) attain levels above.</p> <p>In International GL assessments (2021) a majority of students (58%) attain levels in line with ARE of which a few (14%) are above.</p> <p>Over the last three years there has been a significant shift in students attainment (48%) from a large minority (31%) to most (79%) of students attaining levels on and above ARE.</p> <p>Progress</p> <p>Since the start of this academic year, most students (85%) have made expected or better progress against their starting points, of which a minority (19%) made better than expected progress.</p> <p>Our most recent (2021) International GL assessment progress data shows that most students (80%) have made expected or better progress.</p> <p>Through lesson observations and book scrutiny's it is evident that a large majority of students make expected or better progress in lessons.</p> <p>In Primary our most recent data shows almost all boys (92%) and almost all girls (95%) make expected or better progress in Sciences. Almost all of our Emirati students (91%) make expected or better progress. Almost all L2 learners (94%) make expected or better progress.</p> <p>Students' achievement in Science at RBS is acceptable when measured against the National Curriculum standards of attainment. External IGCSE examination results show that a majority of students (56% in Science) attain grades above the expected standard. A level examination results equally evidence that all students (100% in Biology) attain grades above the expected standard. Throughout the school, children acquire knowledge and understanding of scientific concepts through experimentation and investigation. In primary, students are encouraged to explore and experiment using a wide range of hand on resources while being taught the skills of predicting, observing and recording their findings. Purposeful real-life and cross-curricular links made in almost all lessons allow for most students to further develop their understanding. In secondary, students take greater control of their learning and develop very good investigation skills as they experiment and compare results. Accurate use of data, enables teachers to ascertain what students already know and enables them to plan effective new learning experiences to ensure good progress. Challenging learning objectives explicitly shared with students and the wide range of resources available optimizes the progress of different groups with the</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & 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>Internal assessment data indicate that students' attainment against curriculum standards at the end of the 2020/21 academic year was good in the foundation stage, and acceptable in primary, secondary and weak post-16. However, the Term 2, academic year 2022, data indicate attainment is acceptable in the foundation stage, primary and secondary and weak post-16.</p> <p>This is similar to some results in the external examinations, through the low results in the most recent GL PTS assessments (2022) and the TIMSS 2019 assessments. GL PTS assessment data for 2021-22 represent weak attainment overall. There is no externally benchmarked assessment for the foundation stage. The primary students are assessed through an external partner, Rising Star, but are evaluated internally. The school administers the GL PTS and CAT4 tests which it uses to inform learning styles and ability levels. For example, the recent GL PTS assessments exhibit the application of knowledge of science as an area for improvement. In the IGCSE and AS level exams of the year 2021, the majority of the students of years 11 and 12 attain above curriculum standards, which is good and in the GCE A level, attainment is outstanding of the year 13 students.</p> <p>Evidence from lessons and students' recent work does not fully align with these results where a majority of students attain above-expected curriculum standards, in the foundation stage, primary and secondary, which is a good level of attainment. However, in the post-16 phase most students are in line with the curriculum standards which is an acceptable level of attainment.</p> <p>In the foundation stage, the majority of the children can differentiate between heavy and light materials and conclude that tissue paper is a better material to make a parachute as it is lighter and can float in the air. The majority of the children are very articulate in communicating their thoughts and follow instructions diligently. In primary, a majority of students attain above curriculum standards. Their scientific skills are age-appropriately developed as they are regularly enriching scientific vocabulary and engaging in investigations. For example, in Year 2 they conduct experiments on the dispersal of seeds. By the end of the phase, students of Year 6 are able to make burglar alarms and depict stages of human life in a bar graph. In secondary, the majority of the students are able to investigate why elements react and can calculate the rate of reaction. They are aware of scientific procedures and are able to follow them while conducting experiments. They exhibit sound scientific skills of observation, investigating, recording and interpreting data before drawing conclusions. . By the end of secondary, the majority of students are able to explain, and diagrammatically represent digestive system disorders and the importance of enzymes. They can also identify the different reactions of elements, the reasons for the reactions and the atomic structure of chemicals along with their respective symbols. Their investigative and experimentation skills are further enhanced by scientific simulations and think-pair-share activities to analyze and interpret data. Additionally, the majority of students use online resources and attempt QR coded quizzes on portals like the Kahoot. By the end of post-16, most students attain levels in line with the curriculum standards and exhibit knowledge of scientific concepts limited to the textual content. In Year 12 most students are able</p>



INSPECTION SYSTEM

majority of these groups making acceptable progress in lessons. As they develop and master their skills and techniques in preparation for their exams, Year 11 students make very good progress in Science. For the previous three years, Science IGCSE results have been consistently improving.

to discuss case studies of diseases like the HIV and AIDS based on the knowledge shared by the teacher or by referring to the textbook. Their independent enquiry skills are limited to basic research and students rely on teacher direction. The school's internal data over the last three years show that most students attain in line with curriculum standards, across the school, which is an acceptable level of attainment, except in the foundation stage. Reporting in the foundation stage is qualitative.

The school's analysis of the current academic year internal assessments Term 2, data indicates that a large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards in foundation stage and primary, while in the secondary and post-16 most students make acceptable progress. Overall progress in science, as recorded by the school is good. However, the GL PTS assessment data indicate overall progress as acceptable. In lessons and in their recent work, students' progress is evaluated at a higher level than expected in foundation stage, primary and secondary and at expected levels in the post -16 phase.

In the foundation stage, the majority of the children make good progress in lessons, as measured against the learning objectives as they are able to apply the scientific method of solving the problem of bringing the chameleon down from the rooftop by making a parachute with the appropriate light-weight tissue paper so that it can easily float in the air. The majority of the students develop the appropriate skills of predicting, observing and recording their findings by the end of Year 6 as they are able to identify and arrange in order the stages of human life and interpret the data accurately. They are also able to make real-life links to milestones of each stage such as a toddler learning to walk. At the start of secondary, the majority of the students make better than expected progress in describing the features of a periodic table, understanding the importance of atomic numbers and representing different chemical elements according to their atomic numbers. By the end of secondary the majority of students make good progress and are able to investigate why elements react with each other and by Year 12 most students can calculate the rate of reaction too. By the end of secondary, most students show progress by being able to investigate the causes and symptoms of human immunodeficiency virus, but rely on teacher direction to make presentations and share the outcomes of their own findings. Students do not always have the opportunity to take responsibility for their own learning by designing investigations to test hypotheses, applying the scientific method and independently conducting experiments in the in the laboratories. .

According to school data across all phases, all groups of students make better than expected progress. In primary, most recent data show that almost all boys (92%) and almost all girls (95%) make better than expected progress. The relatively small cohort of students of determination (SoD) make the expected progress against their IEP targets due to the support from the social workers and teachers. Almost all of the Emirati students make better than the expected progress. The low attaining students also make the expected progress in relation to their starting points. Higher achieving students make better than expected progress in lessons in all phases as they develop sound scientific skills through differentiated work and the integrated approach through science, technology, engineering and mathematics (STEM) classes. School data also indicate that lower-achieving students also make better than expected progress through the strong support in lessons from the teacher, withdrawal from

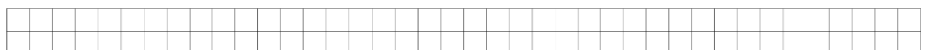


INSPECTION SYSTEM

lessons appropriately and personalized supervision by the teacher assistants and social workers.

Sciences - Next steps for students:

1. Develop research and critical thinking skills and ensure understanding of the scientific method particularly, in secondary and post-16.
2. Extend analysis and critical thinking skills to ensure participation and greater responsibility for learning by designing investigations to test hypotheses, applying the scientific method in secondary and post-16.
3. In all phases, extend presentation skills to share the outcome of science investigations and findings, in order to increase understanding of specific scientific concepts.





INSPECTION SYSTEM

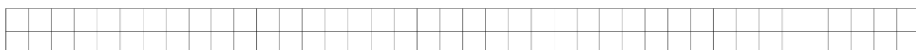
PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>Since the last inspection, learning skills across the school have developed. In all phases of the school most students are actively involved in their learning and able to sustain concentration during lessons. Whether they are physically in school or distance learning, students are motivated, engaged and show a genuine interest in learning. During the COVID-19 pandemic, the school has developed the use of various online learning resources and technologies to support and enhance student learning. New learning environments were developed to ensure high levels of student engagement in lessons continued while also creating further opportunities for students to discover new concepts for themselves, use technologies to support their learning and have success in applying their skills to problem solving tasks or real life situations. A majority of students across all phases have the ability to apply their knowledge and skills in different contexts, make cross-curricular links, as well as make regular and effective connections with the world around them, and in particular relate their learning to the UAE identity and Islamic values.</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>Students are keen to learn and have a positive attitude towards learning and engage well with tasks. A key focus for the school is on students taking responsibility for their learning and in most lessons, learners understand lesson objectives, and can work independently and collaboratively in a purposeful way. However, in a minority of lessons in primary and secondary, students depend too much on the teacher. Students can discuss ideas and are provided with the opportunities to do so both in groups and in pairs. In a minority of lessons, especially in primary, group work and collaboration are not fully effective. Roles within the group are not clearly defined and sometimes this leads to one or two students dominating the activity and others being off task, such as in a text analysis activity, in Year 3 English. Often, students communicate their learning very effectively, using appropriate terminology, especially in science. However, students' use of subject-specific vocabulary in some subjects, for example, mathematics is weak. Students are often asked to link the topic of the lesson with a real-world situation, or a context tied to UAE traditions and culture across all phases, such as linking work on rockets in the foundation stage to the UAE's first astronaut. However, cross-curricular links or links to the workplace are not always evident. In lessons, students often use laptops to research topics such as the Windrush issue in a post -16 lesson on developing interviewing techniques. Students have clear thinking time in most lessons and can ask searching questions of themselves and others. In a minority of lessons in primary, students need more time to consider and discuss questions and analyze answers. Research and problem-solving skills are well developed in the most effective lessons, but students need to think more critically about relevant topics in all subjects across all phases. Students' skills in the use of technology are strong which has enabled them to learn effectively during lessons using both distance learning and hybrid models. This is evident in all phases from the foundation stage upwards. However, opportunities to innovate in lessons are less evident throughout the school.</p>

Next steps for students:

1. Respond positively to critical feedback in order to improve learning skills across all phases.
2. Use subject-specific vocabulary when communicating learning, especially in mathematics across all phases.
3. Engage more in investigations, problem-solving and critical thinking tasks in all phases.





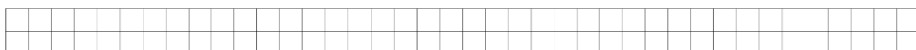
INSPECTION SYSTEM

PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
<p>The school's values and the UAE competency framework are embedded throughout all aspects of school life resulting in almost all students displaying a positive attitude to their school in general and school work. Throughout the pandemic, behavioural issues have been a rare occurrence and the few incidents that have arisen have been dealt with effectively in line with the school's behaviour and anti-bullying policy. A zero tolerance approach to any form of bullying has resulted in bullying being very rare at the school. The school rewards positive behaviour and celebrate achievements for all groups of students whether they are online learning, face to face socially distanced or bubble groupings. Almost all students have formed very good relationships with staff and their peers, have a very good attitude to learning and respond well to written and verbal feedback from teachers. Values and competencies of independence, initiative and resilience are displayed throughout the school and are reinforced explicitly within lessons and classes. Students exercise self-control in following the school rules and show respect, tolerance, genuine concern and empathy towards others including those with special educational needs. In virtual assemblies and daily tutor group sessions students are given guidance to support them in making healthy eating choices and participate in regular exercise. Attendance in all cycles is acceptable at 92%. The school's attendance and punctuality policy is implemented and effectively used daily to follow up in the instances where attendance and punctuality does not meet the school's high standards.</p>	<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:





INSPECTION SYSTEM

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
<p>Integral to the RBS curriculum and values program are the Islamic values of care, tolerance, integrity, honesty, empathy, resilience and respect. These are specifically developed across the school through the My Identity and Morality programs and the embedded use of the UAE Student Competence Framework. Raising the importance and profile of the UAE Social Studies program has resulted in students enjoying their Social Studies lessons; displaying a desire to independently learn more. Furthermore, Moral Studies lessons explore and analyze examples of these values in UAE society, including the leadership of Sheikh Zayed. The school's Islamic department plays a positive role in promoting Islamic values throughout the school and running the Islamic and social events like a celebrity for the birth of prophet Mohammed , Ramadan month ,Hijra and setting up a heritage room in secondary . The school's morality program, which promotes Islamic values as well as UAE culture and history has been noted as an exemplar for other schools by the Abu Dhabi Crown Prince's Court. The whole school celebrates National Day, Flag Day and Martyr day enthusiastically with both Emirati and non-Emirati students involved in the organization of and participation of activities, albeit virtually during the pandemic. Across the curriculum, teachers incorporate UAE examples and contexts to embed an appreciation of UAE society and culture within lesson delivery and day to day practices at the school. RBS has been identified as a school who embraces and effectively implements UAE initiatives such as Morality studies and the Year of Tolerance which has led to the school becoming involved in a MOE initiative working on a project, specifically related to tolerance, in collaboration with ISP schools. The student and staff body is represented by over 50 nationalities and because of this the school celebrates International Day enthusiastically, again albeit virtually in these times And also after a pandemic with safety procedures. Students, led by the Sixth Form Leadership Team, House Captains, Heads of School and Members from ISP take ownership of initiating and organising these cultural events.</p>	<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:





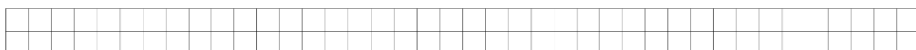
INSPECTION SYSTEM

PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
<p>The school holds the belief that the moment staff, students and their families join the school, they become part of the RBS community. Students understand their responsibilities as a RBS student and contribute actively to the life of the school. Most students know that their opinions are valued by the school and are proactive in influencing school development through classroom discussions. Young leaders support teachers and fellow students in setting expectations and driving whole school programs and initiatives. Student Council is democratically elected and plays an important role in developing student voice and leadership across the school.</p> <p>During the pandemic Student Council played an active role in driving e safety initiatives to support online learning. Students in primary and secondary school have gained knowledge and understanding of the importance of E safety as part of the ICT curriculum. Students across the school are encouraged to take responsibility for themselves by reporting internet safety concerns to their form tutors. Students have a positive attitude to their learning and most lessons are innovative and creative; enabling and encouraging critical thinking and problem solving. Students are well aware of environmental issues including sustainability and conservation which are driven through lessons and online assemblies. Thematic planning, in primary, leads learning towards initiatives such as renewable resources and alternative energy resources. Almost all students are involved in UAE and ISP initiatives promoting environmental sustainability and innovative reading programs and challenges continue to instil a love for reading.</p>	<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:





INSPECTION SYSTEM

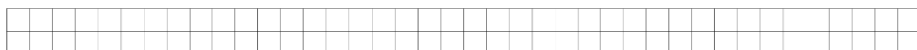
PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>Across the school, teachers demonstrate a good knowledge of their subjects and are able to convey this clearly and confidently to the learners. They understand how their students learn and effectively plan or adapt lessons to ensure student progress is maximized. Teachers create positive learning environments and make good use of a wide variety of resources to create motivating and engaging lessons that effectively support and challenge students. Lesson objectives are evident to all learners to ensure they have a clear sense of direction, the intended learning outcome and a sense of achievement. Time and resources are used creatively to improve the opportunities for learning. Most teachers set high expectations for their students that support and challenge all groups of students. Throughout all cycles, in most lessons, questioning and dialogue is used well to check students' understanding and to probe the reasoning behind their answers. Differentiated questioning is used to target individuals and groups of students. All lessons are planned to ensure students are regularly asked open-ended questions which require them to explain their thinking and demonstrate that they have a deep understanding of the methods they have used. The enquiry based learning approach to topics creates engaging lessons which stimulate thoughtful enquiry and provide students with opportunities to discuss and reflect on their thinking. Most teachers provide opportunities for the promotion of critical thinking, innovation, research and reasoning skills. Planning comment rising stars here</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>Most teachers have a secure knowledge of their subject which they apply to how students learn. Lesson planning is consistent and supports students' learning well with clear learning objectives and success criteria in lessons. Learning technologies are used effectively by teachers across phases to communicate learning intentions and lesson content to students, and where teaching is stronger they are used to provide engaging videos and songs or interactive content, for example in reception lessons for mathematics and science, where songs were used. Teachers interact well with students so that they are engaged learners. These positive relationships and well-organized displays help to create an environment that is conducive to learning for students. In most classes subject boards celebrate student work or provide helpful prompts for learning. Time is used well in most lessons; for example in a Year 1 lesson on phonics there was a rapid review of speed sounds using flashcards, and in a Year 6 social studies lesson time was used effectively so that four activities were accomplished (in groups) and then the team leaders presented and discussed their results. Time frames are used in a majority of classes to ensure students stay on track and progress in their learning but this is not consistent across subjects and phases; for example in a few secondary science lessons and in a few mathematics lessons in reception and primary, lesson endings were rushed and learning was not well-reviewed. In some lessons across subjects, hands-on learning was seen with resources used well by teachers; for example in a reception lesson incorporating science, children helped a chameleon in a story dismount a roof by making a parachute using tissue paper, while others made a rocket in the past. Conversely in other lessons across phases, there was limited use of concrete resources- for example in some mathematics lessons in middle and upper primary and in secondary.</p> <p>Teachers use questioning effectively to recap prior and to check on new learning. Where teaching is stronger teachers use effective higher-order questions to deepen learning, for example using 'why' and 'how' questions in a few mathematics lessons. However, this level of questioning is not commonplace across mathematics lessons or indeed other subjects. Also, teachers do not always allow students enough time to discuss ideas or provide considered responses, when such questions are posed. Across subjects and phases, work is often set at different levels for students based on attainment levels, and where this is done well, students make at least good progress. For example, in a Year 5 science lesson, on the human life cycle. However, the work set in lessons across subjects and phases is not always well matched to students' needs. As a result, low attaining and high attaining students are not consistently well supported or challenged. Opportunities for students to think critically and apply learning independently for extended periods, or in active ways were evident but not frequent in some subjects. For example, role-play and hands-on learning were used effectively in Islamic studies and English, but such creative approaches are less common in mathematics and science.</p>

Next steps for teachers:

1. Ensure that time is always used effectively in lessons to promote good or better progress for all groups of students across all phases.
2. Include a



INSPECTION SYSTEM

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>Internal assessment processes across the school provide valid and reliable information of student progress against the national curriculum standards. Procedures are aligned with the school's curriculum and International assessment requirements. The results of these assessments are analyzed regularly to determine student attainment and progress. RBS Trackers are used by all teachers across the school to track and analyze student performance, identify their next steps and inform future planning. This is further analyzed by Heads of Years or Departments to identify trends in progress and attainment, effectively adapt the curriculum and develop appropriate intervention strategies for all groups of student abilities.</p> <p>The school also regularly compares students' achievement with that of students externally. Test and examination results in Maths, English and Science are compared with international GL assessment benchmarks.</p> <p>Academic Gifted and Talented students are also seen to perform significantly above International benchmarking standards; particularly in comparison to the UK GCSE and A Level exam results.</p> <p>TIMMS testing results 2019, show that Reach has performed below the National and International benchmarks. With further intervention we are confident of closing this gap. Cognitive testing (CAT-4) is used internally for target setting, data moderation and validation. Most teachers make good use of formative assessment to inform planning and to target specific students during lessons. The school has a clear marking and feedback policy which enables teachers to use their formative and summative assessments to plan lessons and modify the curriculum to meet the needs of all students. Through the marking of students' work, most teachers convey clear expectations and provide verbal and written comments to promote learning. This allows students to plan their own next steps by acting on feedback.</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>There are clearly established assessment processes in the school, linked well to curriculum standards, with relevant information gathered and analyzed at key points during the academic year. Formative and summative assessments are used to inform teachers about students' skills and knowledge. The school benchmarks students' outcomes in English, mathematics and science in upper primary and secondary against GL PT assessments. It also benchmarks students' attainment in Arabic (FL) using IBT assessments. TIMSS assessments were undertaken in 2019, although PISA assessments were not. However, there are no benchmarks for attainment currently in use in Years 1-4. CAT4 assessments are undertaken in a few years in primary as a diagnostic tool. Both these and GL assessment information are not yet being used fully to influence teaching and planning. For example, a large minority of students' spatial bias identified in CAT4 was not evident in more active approaches being seen across subjects.</p> <p>Baseline tests are undertaken alongside formative and end-of-term assessments, and the school measures student progress for all subjects from one semester to the next as well as between academic years. GL assessment data provide some progress information also. However, whilst the progress of groups is looked at in some detail for English, mathematics and science, this is not apparent in Arabic subjects. Across subjects and phases, although high, middle and lower attaining groups are usually provided with different tasks, these do not always match their needs. For example, in a primary mathematics lesson on fractions, a few lower attaining students were provided a task that was repetitive and did not support them well in properly understanding the concept of fractions. Conversely in other primary lessons focused on decimals, and a reception lesson about the number 20, the teachers supported lower attaining students well via modeling and reinforcing concepts with them.</p> <p>Across subjects, students consistently have good opportunities to self and peer check answers. The 'purple pen' approach in the school ensures that peer assessment is easily identifiable in books. However, in depth reflection over learning through student responses to suggestions, is not as well established in all subjects.</p> <p>Teachers are aware of individual students' strengths and weaknesses. However, learning tasks provided for students are not always well matched to their needs or students are not moved on in their learning when they are ready, for example, in a few lessons in the foundation stage. In the majority of lessons, teachers, and in foundation stage, teaching assistants circulate in lessons, keeping students on track and guiding them, for example by correcting work, reading an unknown word or answering questions. They carry out regular checks on students' written work, often providing next step comments to students, but students do not routinely act on these.</p>

Next steps for assessing learning:

1. Enhance the current use of assessment information to include the progress of groups in MoE subjects across all phases.
2. Use CAT 4 and GL PT assessment data in primary and secondary, so that these inform curriculum planning and teaching, ensuring students are always well supported and challenged.
3. Dedicate appropriate time for students to act on the feedback provided for them about how to improve.

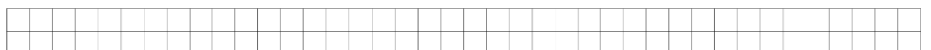


INSPECTION SYSTEM

PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
<p>RBS follows the UK National Curriculum, which has a clear rationale based on shared values. It is designed to promote challenge and progression in learning while fostering student interest and enjoyment. In addition to this, the school also delivers Arabic, Islamic, Social Studies and Moral Studies as prescribed by the MOE. The curriculum offers a wide range of learning opportunities designed to motivate almost all students. It has been specifically planned and adapted to effectively meet the needs of learners and our UAE educational setting. Underpinned by innovative teaching of 21st Century skills, it has been designed to promote strong morals and values. Serving the Abu Dhabi community, the school is extremely proud to embrace and celebrate both British and Emirati culture. Planning across the school regularly includes opportunities for cross curricular learning while ensuring meaningful links are made to promote student appreciation of Emirati heritage and culture. During the pandemic, the school ensured the breadth of learning continued by also including non-compulsory subjects in planning and delivery. However, curriculum delivery was appropriately adapted to meet the demands of online learning. The school continues to broaden its subject offerings for older students to prepare them for their futures and allow them to meet the UAE requirements whilst also providing them with access to a range of National and International universities. In studying for their IGCSEs the students have a choice of different approved subjects and for their A Level subjects are able to choose either 3 or 4 subjects to study. The curriculum is regularly reviewed and updated with opportunities for staff to reflect on the quality and impact on student outcomes, the appropriateness of the curriculum on offer to ensure it remains contextual, broad and balanced as well as effectively meets the needs of all abilities of students.</p>	<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>	





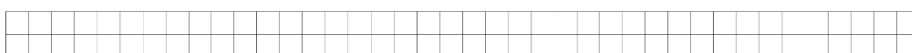
INSPECTION SYSTEM

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
<p>The RBS curriculum is modified as necessary to ensure full engagement and challenge for students. The curriculum offers a wide range of learning opportunities designed to motivate almost all students as well as provide opportunities to extend students' aspirations and experiences. During the pandemic, Senior Leaders, Heads of Year or Departments and the SEN team collaboratively worked alongside teachers to identify those children who needed extra support or additional challenges. Those identified as needing additional help, including those who have special educational needs, are supported effectively through a range of approaches including: 'pre-teaching' or 'catch up' sessions in individual or group interventions. In addition to this, all staff receive regular training to effectively create and deliver</p> <p>their lessons online and the students have received e-safety training. In the large majority of lessons, teachers continuously use their knowledge, skills and assessments to provide learning tasks that offer appropriate and effective support and challenge for all. During Covid the school continued to provide an online ECA program designed to enhance students' learning experiences. Both staff and students have been innovative in creating virtual activities and events including the ISP International Learning Opportunities for Students (ILOS) activities. Student enterprise, entrepreneurship and innovation is encouraged with specific activities throughout the academic year. These include a highly successful Y6 transition program and the annual Ramadan Gift box collection for our 40 hardw support staff. The RBS curriculum enables students to develop a broad understanding of the UAE's culture and society while our National, International, My Identity, and Arabic Community events, despite being online during the pandemic, create a sense of community, belonging and provide invaluable links between staff, students, parents, departments and subjects.</p>	<p style="text-align: center;">4.2.1</p> <p style="text-align: center;">Modification of curricula to meet the needs of all groups of students</p> <p style="text-align: center;">4.2.2</p> <p style="text-align: center;">Enhancement, enterprise and innovation</p> <p style="text-align: center;">4.2.3</p> <p style="text-align: center;">Links with Emirati culture and UAE society</p>	

Next steps for curriculum leaders:





INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>There are very effective policies and procedures in place to ensure that students at RBS are provided with a caring, safe and secure learning environment. Thorough measures are in place to safeguard and protect children at Reach. These robust policies and procedures are communicated with the whole school community and reviewed regularly. All staff are trained to deal sensitively and effectively with any student concerns or needs and students themselves know where to seek help or support should they need to. Comprehensive records are kept by the clinic and all relevant medical information is shared with staff in a systematic way to ensure confidentiality is maintained while enabling students to receive the appropriate care. In addition to this, the school's DSLs and Facilities Officer, in conjunction with rigorous policies and procedures, maintains the site, buildings and equipment to provide a safe, hygienic and secure environment for staff and students. Comprehensive and secure records are kept and in light of the COVID-19 protocols these include details of the additional safety measures currently in place which address and adhere to the extensive ADEK reopening directives. With increased use of technology to support learning opportunities, E-safety education is an important part of our provision at RBS. The school's ICT and communication policy as well as the E-learning guides and safety programmes in place promotes the safe and effective use of the internet as well as social media for all stakeholders. Together with the school clinic, staff continue to effectively promote healthy living including encouraging regular exercise, leading physical activities, rewarding healthy eating and developing good hygiene routines.</p> <p>The welfare, health and safety of the pupils is excellent. (BSO Report June 21)</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>The welfare and safeguarding of the students are consistently catered for through rigorous procedures that all staff, students and parents are fully aware of through the mandatory training for all staff members, inductions for newly appointed staff and orientations conducted periodically. All staff members are trained to deal effectively and sensitively with all students' concerns. Records of all training are maintained by the school's human resource department. Child protection and safeguarding arrangements are defined clearly in a written policy and well-understood by students, staff and parents. The school has very effective procedures in place to protect the students from any kind of verbal, physical, emotional or psychological abuse under the direct supervision of the certified, designated safeguarding leads (DSL), the principal and the vice-principal who are supported by staff members, year leaders and parents. All entry procedures, fire evacuation, risk management, and child protection are very clear and comprehensive. The school's safeguarding policy is in place to set the guidelines and specific procedures pertinent to the health, safety, and security of all stakeholders. E-safety workshops and policy and the anti-bullying policy are reviewed periodically and shared with all stakeholders. The social workers ensure procedures for child protection are clearly shared with all staff members through workshops. All staff members have undergone mandatory training for child protection and cleared an online certification for the same. Regular fire drill training, and traffic safety orientation sessions are conducted as part of safety induction. The school maintains an accurate central register of all adults working in the school.</p> <p>There are very effective policies and procedures in place to ensure that students are safe. The school provides a very safe and secure environment through its rigorous and frequent safety checks. All COVID-19 protocols have been embedded in the school's physical appearance and culture. Additional safety measures have been ensured to adhere to the extensive reopening of federal directives for COVID-19. The school has stringent procedures to protect students from all forms of abuse. Students feel safe at all times in the school. Risk analysis and mitigation of all potential risks is a routine feature. All records are maintained by the school facilities officer. The school fulfills all legal and statutory requirements including emergency evacuation drills. The last fire drill was carried out on 01 March 2022. All rooms, including clinic have emergency folders with details of students/occupants of the room, easily accessible, in case of an evacuation. The school conducts a fire drill every quarter, along with one lockdown and one disaster management drill annually. The whole school is monitored through a CCTV system which is supervised by a female guard at all times. All bus staff are suitably certified by the respective authority. All bus supervisors and drivers have been trained for basic first aid. The emergency response team members have received training for first aid and fire awareness. Safety in lessons is ensured in classes through seating arrangements and in laboratories as mentioned in the 'Lab Safety Rules' and by the lab technician.</p> <p>The school maintains comprehensive records of all maintenance, equipment with periodic checks including fire evacuation drills, drinking-water testing and swimming pool water testing and</p>



INSPECTION SYSTEM

treatment. The school provides very safe, comfortable and hygienic facilities to enhance learning. The quality of maintenance is ensured through a dedicated facilities officer and the health and safety officer of the ISP group. The school has a maintenance system for detailed records, including records of incidents and subsequent actions taken. All records are maintained digitally and a monthly analysis report is generated to monitor the maintenance completion. Health records of all students are maintained and there is an emphasis on the physical and emotional wellbeing of the students. The school has two well-equipped clinics, under the care of three full-time, qualified nurses. All necessary equipment and approved medicines are available and kept safely. Internal and external awareness sessions are conducted for the clinic staff. BMI checks are regularly followed up by the school clinics and in collaboration with the PE department, and a health program is in place to cater for students' needs to keep them healthy and fit. All concerned staff are notified in writing of special medical conditions related to students.

School premises, equipment and resources are excellent and suitable to meet the requirements of all learners, including students of determination (SoD). The facilities ensure a secure physical environment for all students, for example ramps in all sections, designated accessible toilets, safety pads in all school playgrounds and elevators for easy access to all areas, including the swimming pool by the physically challenged students.

Healthy living is systematically built into and promoted in all aspects of school life through students' after-school sports activities, promotion of healthy eating, monitoring of the quality of food available in the school cafeteria and students' lunch boxes, particularly in the foundation stage and primary. Opportunities for developing healthy living are explored in the curriculum, for example, the advantages of physical exercise and a healthy diet. Different activities are planned to keep students healthy, such as the celebration of World Health and Safety, World Health Day, sports and cooking time. The school's canteen is regularly monitored by the school's hygiene officer and the outsourced company's food safety officer.



INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>A holistic, whole school approach to providing high quality care, guidance and support for students is embedded in all areas of school. Teachers have a very good knowledge and understanding of their students and their social, emotional, physical and academic needs. Positive student behaviour is observed across the school and celebrated through rewards and weekly assemblies and students receive continuous training and support to equip them with the necessary skills in managing their behaviour. A specific focus with robust monitoring procedures is in place to keep students safe while learning online and any rare cases of potential bullying incidents are dealt with swiftly and effectively. The school continually promotes good attendance and has comprehensive procedures in place to track and monitor this. Since the last inspection, attendance officers has been assigned and have developed effective systems in following up any absences or lateness and contacting parents to ensure our acceptable attendance record remains greater than 92% across the school. The school is inclusive and welcoming of students with special educational or physical needs; demonstrating a vision for these students and sets high expectations for what every student can achieve. Through effective use of assessments and observations, student strengths and weaknesses are identified and intervention plans implemented to support or challenge students appropriately. Regular collaboration and consultation with parents, specialists and school staff ensures necessary plans and modifications are made to the premises, learning environments and resources to accommodate the student's needs prior to starting at RBS or on identification of their need. The School Social Workers also support students with a range of needs including emotional, psychological, and physical. This ranges from supporting EYFS students with separation anxiety, to guiding Year 13 students with career choices and pathways via the Unifrog program.</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>Staff and student relationships are very positive, respectful and purposeful, characterized by mutual respect, care, and guidance. A clear behavior policy, aligned to the ADEK requirements is in place and shared with all stakeholders. The behavioral policy and code of conduct is clearly shared with students, implemented by all staff, and fully supported by the senior leadership team (SLT). Systems and procedures for behavior management are effective. Teachers normally take the necessary actions, then social workers follow up with students of persistent concern and inform parents, leading to SLT meetings with students and parents. Positive student behavior is rewarded and students are reminded of the school's expectations repeatedly during school assemblies and through continuous training and support to equip them with the necessary skills to manage their behavior.</p> <p>The school strives hard to promote good attendance. (Term 3, 92% overall and 90% in the secondary and post-16 phases). Punctuality is encouraged through certificates and rewards. All records are kept digitally and systems for managing attendance are followed as per the attendance policy. Social workers contact parents to discuss unauthorized absences and lateness. Parents are contacted immediately when students fail to arrive on time repeatedly. The school has detailed and comprehensive procedures to identify students of determination (SoD) as well as the gifted and/or talented (G&T) students. A specialist social worker, who is also a qualified special educational needs coordinator (SENCO) along with and two other social workers are assigned to do this. The CAT4 and GL assessment scores along with the students' individual performances, teachers' referrals and parents' contributions, the identification process is undertaken by the inclusion team. The school has thirty identified students of determination (SoD) and another seventy-seven students who are offered intervention plans. The school has also identified sixteen gifted and talented (G&T) students, and as informed by the school's inclusion team, there is scope for further enhancing the procedure to identify the G&T students. Necessary information is shared with teachers who are well informed and are able to implement the individual educational plans (IEPs), review the cases, report progress, follow up with and support students. The IEPs are reviewed by the head of the inclusion team in collaboration with the respective teachers to ascertain the completion of set targets and extend or set new ones. The identification leads students to make progress personally and academically, however, the identification and effectiveness of the advanced learning plans (ALPs) for the G& T is not as rigorous and consistent. The parents are informed of the targets and progress by the school.</p> <p>The school's support for students of determination is appropriately managed by the teachers and social workers based on the individual educational plans and some differentiated work. Progress is routinely monitored, however in the lessons observe regular monitoring of progress of SoDs is limited. The social workers support students with a range of needs including emotional, psychological, and physical. The children in the foundation stage are supported for separation anxiety, as well. Facilities and resources are suited to meet the needs of most students and all areas are</p>

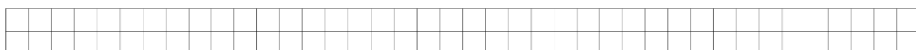


INSPECTION SYSTEM

accessible to all students including the swimming pool, libraries and designated toilets across the school. As a result, students of determination make acceptable progress. The G&T students are supported through co and extra-curricular opportunities, such as the science fairs and an online competition, called 'Mathletics'. All students have easy access to their respective teachers and the social worker, who provide advice and guidance on a range of matters like their academic progress, mental health, wellbeing, and future pathways. Students from the foundation stage to Year 6 are mostly supported academically and emotionally through their homeroom teachers and social workers. The secondary and post-16 students have easy access to the social workers for advice and guidance regularly during one-on-one sessions. The secondary students receive personalized advice and guidance about career choices and university requirements. The post-16 students receive effective academic guidance through orientation sessions on college and career guidance, common application, international exams preparation, and equivalencies via the 'Unifrog' program.

Next steps for leaders:

1. Introduce robust identification strategies to provide enhanced, enriched and targeted opportunities to all students of determination (SoD) and the gifted and talented (G&T) children and students across the school.
2. Ensure regular, systematic review of all Individual Education plans and Advanced Learning Plans with rigorous follow-up in lessons to further accelerate students' progress.
3. Introduce more rigorous measures to enhance attendance and promote punctuality for all students when they arrive at school.





INSPECTION SYSTEM

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>The Senior leadership continues to have a clear vision that is shared with the whole community. Further development and delegation of roles and responsibilities has driven improvement in leading key national priorities while ensuring academic excellence. Since the last inspection, SLT and middle leaderships meetings have ensured all middle leaders are involved in the strategic direction of the whole school as well as their departments. They have a shared vision which is used, in their subjects or year groups, to drive student achievement, acknowledge best practices and make necessary adaptations to the curriculum, teaching and resources. Changes to the already rigorous Performance Management system in place has enabled middle leaders to become more accountable for their teaching teams and create an environment in their departments of shared responsibilities; ultimately improving student outcomes. The use of paired observations during this process has also supported the professional development of middle leaders in recognizing the strengths of their teams and identifying areas for improvement in their subjects. Throughout the school, and with all stakeholders, relationships and lines of communication remain professional. The school has established strong links with the community and relevant external agencies through regular communication. Parents are kept well informed about their children's academic progress as well as the safety measures in place for their children during the pandemic. The consistency and commitment of the leadership team to developing teaching and learning through continued professional development ensures that the school has the capacity to effectively manage curriculum delivery, flexibly adapt to the changing climate and further improve education of the future.</p> <p>The quality of leadership and management of RBS overall is good. The leadership and management provided by the Principal, the Vice Principal and the board are excellent. The school management of the school on a day-to-day basis is outstanding. (BSO Report June 21)</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>The principal and school leaders at all levels set a clear strategic direction for the school. They promote their aim of continuous improvement in such a way that all members of the school community, including students and their parents and staff, understand and share the vision. The full commitment to raising standards is evidenced by the daily monitoring of classroom practice by walkthroughs and by conducting class visits to evaluate learning. The school's commitment to inclusion is evidenced by the appointment of a new special educational needs coordinator (SENCO) with a strengthened team of assistant special educational needs (SEN) teachers and the provision of designated SEN areas for individuals or group support if required.</p> <p>School leaders are highly committed to the UAE national and the Emirate of Abu Dhabi education priorities. For example, as part of the sustainability vision of the UAE, the school has worked on projects such as hydroponics and STEM projects. It has also created special learning areas to promote creativity and innovation.</p> <p>School leaders demonstrate secure knowledge of the curriculum and best practices in teaching, learning and assessment. Collectively, senior and middle leaders monitor the teaching and learning, instruct the teachers on best practices and conduct professional development to ensure high quality and effective provision for students. Since the last inspection, the senior leaders have involved middle leaders, through regularly scheduled meetings, in the strategic direction of the whole school as well as their departments. There is a shared vision that is used, in their subjects or year groups, to promote student achievement, acknowledge best practices and make necessary adaptations to the curriculum, teaching and resources.</p> <p>Middle leaders are now more accountable for their teaching teams and responsible for creating an environment in their departments or year teams of shared responsibilities with the aim of improving student achievements. The use of paired observations during this process supports the professional development of middle leaders in recognizing the strengths of their teams and identifying areas for improvement in their subjects. Morale throughout the school is generally positive, as evidenced from staff satisfaction survey results.</p> <p>Leaders have been innovative in improving many aspects of the school. For example, they have regularly improved the quality of the building and facilities to ensure an improved environment to increase students' achievements. They have also extended the curriculum to offer opportunities for students to study food technology and develop their entrepreneurial skills and creativity. They also ensure that the school is compliant with statutory and regulatory requirements, for example, in the provision for child protection.</p> <p>School leaders at all levels show a clear understanding of what needs to be done to innovate and improve the school further. They demonstrate good capacity for overcoming potential and actual barriers, for example, they have ensured that students' achievements in most areas have been maintained or improved over time, in spite of the disruption caused by COVID-19.</p>

INSPECTION SYSTEM

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>Self-review is an integral part of the leadership culture at RBS in identifying the school's successes and areas for improvements. Since the previous inspection, the SLT and Middle Leaders have regularly used assessment data, information from performance management, lesson observations, students outcomes and views of all stakeholders to measure the school's progress and effectiveness in addressing the school development plan or external recommendations. The quality of teaching is regularly observed and monitored as part of the rigorous Performance Management programme. Middle Leaders follow a systematic process in this programme of self-evaluation for their departments and subjects by triangulating information from lesson observations, book scrutinies and data from internal and external assessment to identify their strengths and areas for improvement. Further scrutiny in termly support and challenge meetings with senior leaders and discussions at school committee ensures that the most successful practices across the school are shared and key areas for improvement are identified. Overall impact of these improvements and effectiveness of the adaptations made to planning can be judged by the continued progress of student outcomes that are in line with national and international standards.</p> <p>Our school improvement priorities have been informed by internal and external observations and data gathered through our recent external BSO inspection (June 2021) and ISP Peer Review November 2021. We have shown ourselves to be agile, maintaining growth and development throughout the global pandemic and rapidly changing guidelines to ensure our communities are safe. We have achieved this by consulting widely, communicating clearly and observing and reflecting on the impact of our actions.</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>Systematic self-evaluation, using internal and external data is embedded in the culture of the school and its improvement planning. As a result of this evaluation, school leaders have an accurate view of strengths and areas for improvement at all levels of the school. There is systematic monitoring of the quality of teaching and learning and their effect on students' attainment and progress. Middle leaders monitor the work of their departments by combining information from lesson observations, the scrutiny of written work and data from internal and external assessments, to identify strengths and areas for improvement.</p> <p>Additionally, senior leaders support and challenge the work of heads of departments to ensure that the most successful practices and key areas for improvement are identified and shared across the school. However, there needs to be a greater focus on students' outcomes to ensure higher attainment.</p> <p>The school improvement plans are coherent and based on accurate self-evaluation and from data gathered through a recent external British Schools Overseas (BSO) inspection and an ISP peer review. The plans are coherent and contain detailed actions with success criteria and well-focused goals to meet the school's and the UAE's national priorities, such as developing students' reading skills, enterprise, innovation and creativity. The impact of this self-evaluation can be judged by the continued progress of student outcomes.</p> <p>There has been significant progress in addressing almost all of the recommendations of the previous inspection report. The school now effectively promotes students' English language speaking and writing skills through regular opportunities for speaking and writing at length and also develops students' skills to independently investigate and solve problems. Students have a wider knowledge of Islamic texts and a clearer understanding of Islamic values in modern society. The school promotes students' skills to be independent learners by improving their ability to plan their own next steps and by encouraging them to independently carry out their plans. The school has developed the quality of teaching to good overall. Additionally, the school now involves middle leaders more frequently in reviewing the quality of teaching and promoting best practices in teaching and learning. The senior leaders hold middle leaders to account for the quality of teaching and learning in their areas of responsibility.</p> <p>The school has shown sustained improvements over time in most key areas. The SDP has a clear link to the recommendations from the previous inspection report. School leadership is well organized to have a positive impact on achievement.</p>

Next steps for leaders:

- 1 Utilize all the available data on students' performance to pinpoint priorities for improvement.
2. Ensure that the most successful practices and key areas for improvement are shared across the school and within the ISP network to ensure, for example, that achievement is raised in science and English post-16 and in mathematics in phases 1 to 3.
3. Increase the amount of critical thinking and investigative work in the sciences in all phases.



INSPECTION SYSTEM

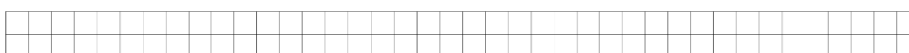
PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>The school remains committed to its belief that home and school partnerships are paramount to student successes and as such has continued to foster and develop strong links between teachers and parents. Although it has not been as straightforward during the pandemic, with social distancing protocols and other COVID-19 restrictions, parents have continued to contribute very well to the life of the school and have been regularly encouraged and involved in supporting teacher requests, responding to questionnaires, evaluating school initiatives and providing any necessary required documentation. Regular lines of communication have been established including announcements on the website, group WhatsApp groups, regular newsletters, emails, SMS messages and the weekly curriculum updates via Class Dojo and Parent Portal to keep parents informed about what their children are learning. To keep parents fully informed about their child's academic progress and personal development, termly reports are sent. Calendared termly parent meetings and workshops ensure that parents are aware of their children's progress before reports are received. These parent and teacher meetings are currently face to face after previously using Google Meet to ensure that this valuable line of communication and reporting could still take place. Parents have expressed their appreciation of the school's commitment to keeping them informed about their child's well-being and progress. The school continues to hold very strong links with outside professionals and relevant agencies to enrich the curriculum. Involvement in local and international ISP competitions is particularly effective in motivating and enhancing specific skills or interests of students. When the restrictions were lifted, the school invited the parent board in for physical meetings to further develop their involvement in developing new initiatives.</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 fully committed to the importance of establishing strong partnerships with parents to ensure students' success and works hard to engage parents as partners in their children's learning and school life. Parents are fully involved in helping to shape school priorities and raising standards, since parent representatives are members of the Board of Trustees. The parents of children with special educational needs are particularly empowered as partners by the newly appointed SENCO and the SEN department, for example, the parents of students of determination help plan their children's personalized programs.</p> <p>As a result of effective communication parents are well informed about their children's learning and development. There are well-established lines of communication, including website announcements, WhatsApp groups, regular newsletters, emails, SMS messages and weekly curriculum updates via Class Dojo and the Parent Portal to keep parents informed. Additionally, termly reports provide detailed information about academic progress, personal development and any absence or lateness. Furthermore, there are termly face to face parent meetings and workshops to ensure that parents are aware of their children's progress before the reports are received. Parents express their appreciation of the school's commitment to keeping them informed about their children's well-being and progress and the next steps in their learning. The school has very strong links with the local and international ISP network. These links have a very positive impact on students' learning, development and achievements. The links are particularly strong in the areas of staff training and curriculum development. The network provides a wide range of staff development opportunities at all levels, but the school has benefitted particularly from the training for middle leaders. The network also provides opportunities for peer whole-school review and inter-school competitions, which motivate students and also develop their interest in new areas. The school is also a member of the Association of British Schools Overseas and also benefits from its inspection services.</p> <p>The school makes many social contributions, to local, national and international communities. The contributions include contributions to several charities such as the Red Crescent and Cancer Research. Additionally, the school supports families experiencing financial difficulties, through charitable donations. The school also contributes to the local community by making available some of its sports facilities to local clubs and groups.</p>

Next steps with parents and partners:

1. Proactively engage more parents to improve all students attendance and punctuality.
2. Involve and engage parents to regularly support extra-curricular activities.
3. Resume activities within the community including partnerships that support students personal development as COVID-19 restrictions ease.





INSPECTION SYSTEM

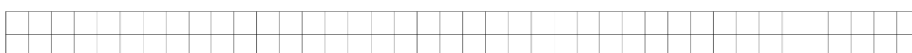
PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>The school has an established Board of Trustees made up of parents from all phases of school, senior leaders, teachers and representation from the ISP regional team. With regular meetings calendared throughout the school year, focused on developing student achievement and progress, the trustees also advise with the strategic direction of RBS as well support and challenge the school in driving new initiatives or investing in new resources for future growth and improvement. In addition to the regular trustee board meetings, the Chair is in regular contact with the Principal/VP for operational and progress updates. The Chair keeps abreast of the performance of both staff and students as well as monitoring the impact of investments and resourcing in raising student outcomes and achievements. During the pandemic, the Chairperson strongly supported in ensuring appropriate software, devices and subscriptions were purchased to support staff and students with delivering and receiving effective online lessons in a safe environment. Respectful relationships established between the Chair, Principal, and Board of Trustees ensures that the governance of the school is able to hold the senior leadership team, and representatives of the wider school community, accountable in meeting all regulatory and statutory requirements. The board acts as a 'critical friend'; helping our school develop and grow aligned with our vision and ethos. The governance of RBS plays an effective and important role in the operational management and development of the school.</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>Governance includes representation from almost all stakeholders. The Board of Trustees includes parents from all phases of school, senior leaders, teachers and representation from the ISP regional team. Students are, however, not represented. The Board of Trustees meets every six weeks to review the school's work and advise on its strategic direction. In addition to these scheduled board meetings, the chair of the Board of Trustees is in regular contact with the principal and vice-principal for operational and progress updates. The Board of Trustees holds the leadership of the school accountable for improving student and school performance. Governors have a range of formal and informal mechanisms to monitor the work of the school. For example, some members of the Board of Trustees also have direct contact with the heads of department for core subjects, so they gain first-hand knowledge of the current practices and students' achievements. School leaders provide regular formal reports of performance including comprehensive information about school achievements and the personal development of students. The school also submits monthly financial reports. The Board of Trustees provides an objective and independent view of the school as well as strategic guidance. Governance is very effective in ensuring that the school meets its commitment to parents and consistently fulfils statutory requirements. Governors provide vital financial, management and marketing expertise that is influential in shaping the school's further development. The members of the Board of Trustees value the regional and international ISP network and see advantages in making greater use of what it has to offer.</p>

Next steps for governors:

1. Explore ways of providing student leadership opportunities and involving older students in the work of the Board of Trustees.
2. Use the regional and international ISP network to facilitate the professional development of members of the Board of Trustees.
3. Exploit opportunities within the ISP network to seek best practices that match the school priorities for improvement.





INSPECTION SYSTEM

PS6: Leadership and management

6.5 Management

Internal Evaluations

Elements

External Evaluations

The premises and accommodation are outstanding. **(BSO report June 21)**

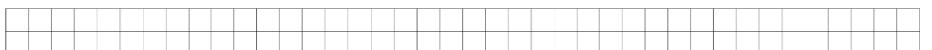
The day-to-day management of the school is very effective and has a positive impact on students' outcomes. Routines and roles are very well established and ensure efficiency and effective use of time in the daily operation of the school. Timetabling and resources are managed well to enable successful teaching and learning and management of materials and spaces supports interactive and engaging learning environments. All staff are well qualified, have excellent subject knowledge and are able to deliver the curriculum in accordance with the statutory requirements. Recruitment starts early and the process is rigorous enabling strong candidates to be recruited. A majority of staff are recruited from the UK with excellent knowledge and experience of their subjects and the National Curriculum for England. The school drives the professional development of all staff with bespoke training designed to meet the needs of teachers and in line with internal and external identified school improvements. The specific aim of the training is ultimately targeted at improving student outcomes and progress. In addition to the focused internal programme, staff have the opportunity to strengthen their knowledge and expertise from external professional development opportunities such as ISP Middle Leader training, NPQML, NPQSL and the Growing Great Leaders program from the University of Auckland, NZ. The school is very well resourced with learning and recreational spaces that are well maintained and have a welcoming feel. Since the last inspection, the school has continued to invest in capital, buildings and facilities to ensure that learning environments support best practice as well as STEM materials and resources for students that are relevant to their needs and promote student achievements. The school has also introduced Food Technology into the Secondary curriculum utilising a purpose built, fully equipped facility.

6.5.1 Management	The operation of the school runs very smoothly. All aspects of the day-to-day management are very well organized.
6.5.2 Staffing	There are rigorous systems to ensure that the school's procedures and routines operate effectively, for example, there are particularly effective systems to deal with staff absence, which ensure the minimum disruption to students' learning. The school is appropriately staffed to fulfil the needs of its curriculum. Timetabling is efficient and ensures the best use of time and resources. Staff organize lessons and activities effectively so that little time is lost during the school day. All staff and students are fully aware and respectful of the school routines, regulations and requirements. Information boards and displays are informative and regularly monitored, so that the school community is kept fully updated with developments. Teachers have relevant subject or phase expertise appropriate to their
6.5.3 Facilities	
6.5.4 Resources	



INSPECTION SYSTEM

deployment. The recruitment policy effectively enables the school to hire experienced, well-qualified teachers from the UK who have a good knowledge of their subjects in the context of the National Curriculum for England. There are, however, occasionally problems of retaining a minority of teachers. The induction training for new staff is particularly rigorous and prepares them well for their new roles. The school organizes the professional development of all staff to meet the specific needs of individuals in line with identified school priorities in order to promote students' learning and achievements. There are many opportunities, especially for middle leaders to strengthen their knowledge and expertise. The premises are of the highest quality with extensive indoor and outdoor, specialist facilities. In addition to multi-purpose sports halls and a large swimming pool, there are many other features, such as innovation rooms, a dance studio, special areas for special educational needs for 1:1 and small





INSPECTION SYSTEM

Empty space for inspection details	<p>group learning support and a food technology room. Since the last inspection report, the school has invested heavily in improving and modifying the building and facilities to make the environment highly conducive to teaching and learning. All learning areas, including the numerous technology facilities, of the school are of excellent quality and are constantly in use to develop students' achievements. There is a wide range of quality resources, which promote very effective teaching and learning, for example, the extensive outdoor learning and recreational spaces in the foundation stage and the STEM materials and resources.</p>
------------------------------------	---

Next steps for managers:

1. Devise and implement effective strategies to improve the retention of teachers.
2. Rapidly improve the learning environment for older students as the secondary phase expands so that it is appropriate for those on examination programs.
3. Expand and extend the STEM program to include more students.

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