



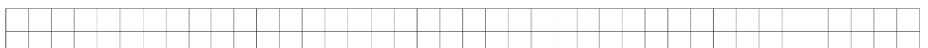
INSPECTION SYSTEM

Introduction

This report combines the previous school 'self-evaluation form' (SEF) and school inspection report. It provides all stakeholders with an opportunity to compare the internal and external evaluations of school performance. Its purpose is to bring these two perspectives together to foster greater accuracy of internal evaluations. Greater accuracy is a step towards the long term goal of less dependence upon external evaluations to understand a school's effectiveness. Ongoing and accurate internal evaluations are the key to school effectiveness that can withstand changes in leadership, staffing and student enrolment.

- Basic information about inspections
- Basic information about the school
- The overall performance history of this school
- Summary of inspection judgements - outcomes

- Performance Standard 1:** Students' achievements
- Performance Standard 2:** Students' personal and social development
- Performance Standard 3:** Teaching and assessment
- Performance Standard 4:** Curriculum
- Performance Standard 5:** Protection, care, guidance and support of students
- Performance Standard 6:** Leadership and management





Basic information about school inspections

School inspections are structured around six Performance Standards:

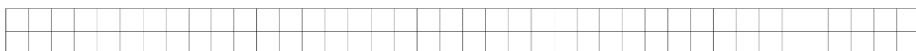
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)





INSPECTION SYSTEM

Basic information about the school

Name: Cambridge High School L.L.C.

I.D. number: 9045

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

Curriculum: British

Fee category: Medium

Location: 8, Al Suwwah St, Mohamed Bin Zayed
City, Abu Dhabi 20609

Web address: <http://www.gemscis-abudhabi.com/>

E-mail address: 9045@adek.gov.ae

Telephone: 025521621

Number of teachers: 94

Teachers' assistants: 30

Teachers' nationalities: India

Number of students: 1787

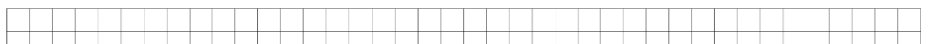
Teacher to student ratio: 1:19

Students' nationalities: India

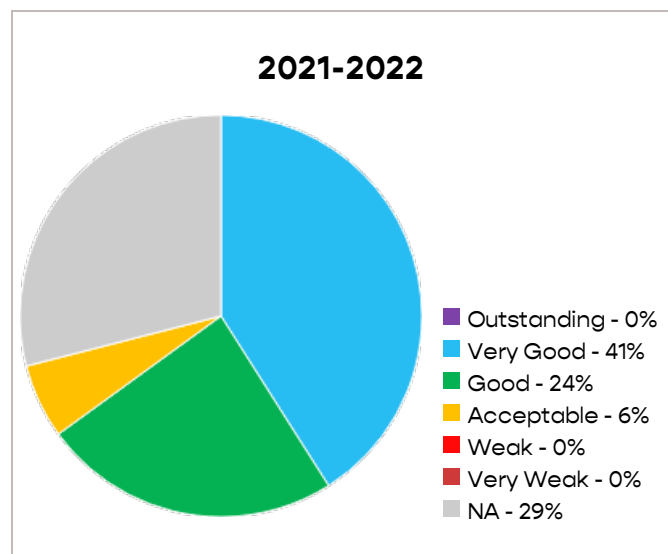
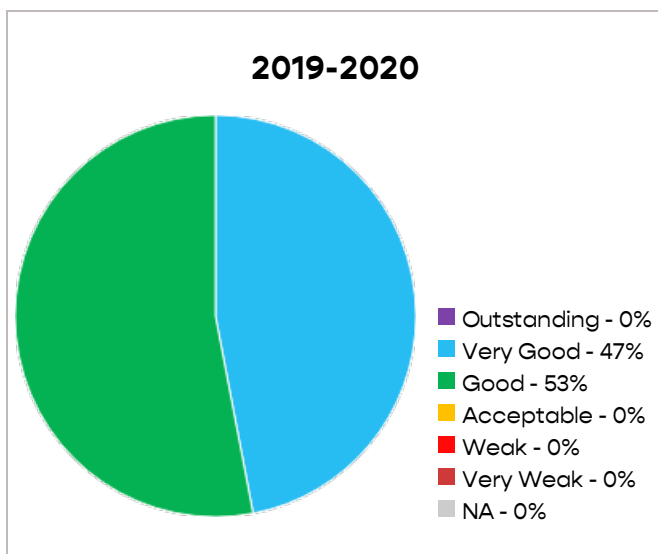
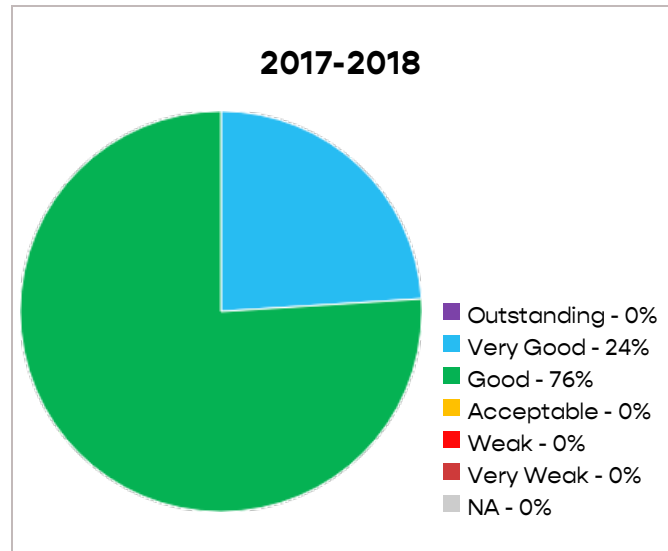
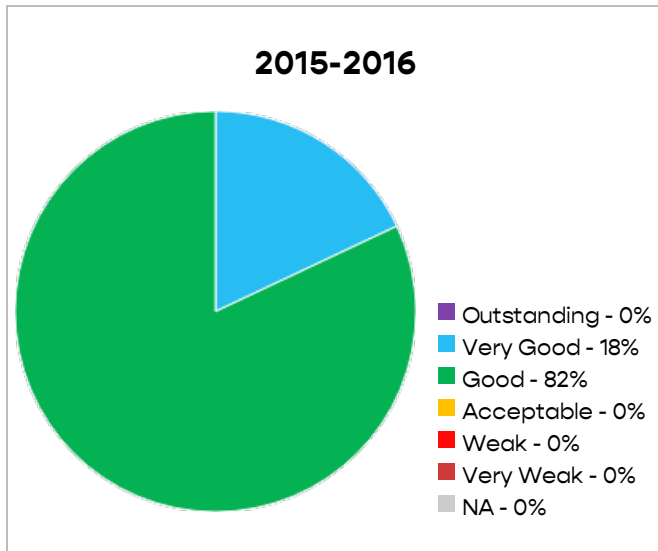
Proportion of Emirati students: 3.75

Proportion of students of determination: 0.84

Dates of inspection: 30-May-2022 to 02-Jun-2022



The overall performance history of this school:



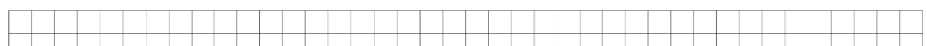


INSPECTION SYSTEM

Summary of inspection judgements

PS1: Students' Achievements

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





INSPECTION SYSTEM

PS2: Students' personal and social development

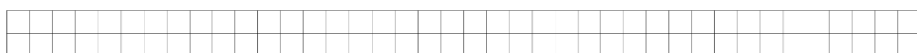
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.3 Social responsibility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





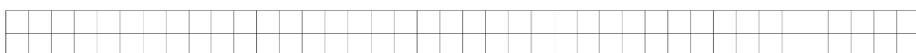
INSPECTION SYSTEM

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	Very Good *	Very Good *	Very Good *	Very Good *
5.2 Care & support	Very Good *	Very Good *	Very Good *	Very Good *

PS6: Leadership and management

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





INSPECTION SYSTEM

Changes since the previous inspection

School leaders have addressed most of the recommendations in the previous inspection report, despite the impact of school closures during the pandemic. The school was asked to further improve student outcomes in Arabic second language. Achievement is now good in all phases. The school has been effective in creating opportunities for students to develop their writing and reading skills in Arabic and this has contributed to improved standards. Students are encouraged to speak in standard Arabic. Students' attainment has improved from good to very good in primary and secondary phases in English, largely through the increased focus upon the teaching of reading and the improved opportunities for extended writing. Children's skills in science in the foundation stage have improved. There is a sustained focus upon practical experiences in science to bring the subject to life. However, there has been some decline in the consistency of students' progress in science across the primary phase. The identification of students with special educational needs remains very good, although the provision is inconsistent in impact. There is currently some good practice in developing students' critical-thinking skills in a number of subjects, particularly English. There is some good provision for developing research skills and good provision for the development of innovation skills outside of the classroom. However, the development of students' innovative skills in lessons remains a less-secure feature and is judged acceptable. The use of learning technologies has improved across the school. Teaching has improved to very good in the foundation stage (FS2). The very good teaching has been maintained in the post-16 phase, supported by a very effective professional development program. The role of the classroom teaching assistants in the primary phase is an area for further development, already identified by the school. The school has seen a marked uplift in the success achieved by students in external examinations, and the above-expected progress which this represents as students move through the upper secondary and post-16 phases. The benchmarking of students' achievement against international standards has strengthened with the introduction of GL testing. The support for health and safety including safeguarding is currently insecure in relation to the possible over-use of the premises and the school's response to the limitations placed on class numbers within the COVID-19 regulations. The effectiveness of educational leadership has improved to be very good, as seen in the significant improvement in students' outcomes in public examinations in Years 11, 12 and 13. Partnerships have regressed to good, largely because of the impact of distance learning and the lack of face-to-face events. Governance has regressed to acceptable because the school has been in breach of local COVID-19 regulations. Overall, the school has good capacity to improve.

Provision for reading

The school has a junior and a senior library for English books and another for Arabic books. The junior library is currently being used as a classroom and the senior one is a workroom for teachers. There is additionally an online Arabic library which is used weekly in lessons. Additionally, there are attractive reading corners in all foundation stage classrooms.

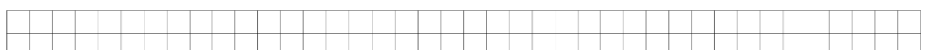
In the foundation stage, reading is an integral part of the curriculum, supported fully by a structured phonics scheme to develop early reading skills, and a graded reading scheme to provide reading practice. Children acquire the habit of reading through continuous independent reading and the weekly individual support from the teacher and the teaching assistant.

In the primary phase, students continue to improve their reading skills during guided reading lessons, where they apply their knowledge of phonics and basic grammar to read texts more fluently.

Additionally, there are reading comprehension lessons, where teachers develop students' understanding of texts through targeted questions and also using comprehension testing software which has a focus on critical thinking and precision analysis.

In reading lessons, teachers encourage students to ask questions and think critically about stories and non-fiction texts from different sources, including digital platforms. Teachers also try to engage parents online in supporting their children's reading. They use an online platform to promote reading challenges and competitions, and also to share reading strategies that parents can use at home.

The school organizes a range of events for the foundation stage and in primary to promote reading. These events consist of ADEK initiatives, such as: Library on Wheels, World Book Day and DEAR ('Drop Everything And





INSPECTION SYSTEM

Read'). This year the school won 'The Top UAE School' award for reading.

In the secondary phase, the school uses a reading program and aligned assessment to track students' reading attainment and progress. This provides useful data and indicates at an early stage if intervention is needed. Students that need support are offered guided reading and additional support in the library lessons. Learners that are at benchmark level are encouraged to read books with more challenging subject matter.

At the end of each half-term, the different year groups complete a text analysis project that engages students in activities such as analyzing characters within the text, collaboratively reading and re-writing the end of a text and writing a book review.

What the school does to achieve its TIMSS and PISA targets

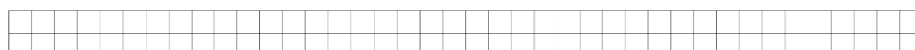
The school is making effective use of international assessment platforms to provide information on student performance. The school has a very positive track record from its previous engagement with both the 2018 PISA and 2019 TIMSS tests and is aware of its challenging targets for the next examination sessions. The school has appointed a coordinator in addition to core curriculum leads in the primary phase, and assistant subject leads in the secondary phase who focus on key aspects of preparation for these tests. The requirements of the various tests have been thoroughly analyzed and the progress of students is monitored in line with the assessment requirements. The school feels that their curriculum is well aligned to the test requirements and indicates that sufficient priority is given to preparing students to the appropriate standard in mathematics and science for TIMSS. Adaptations have been made to the curriculum where necessary to incorporate material relevant to these tests. Weekly classes are provided, and students have access to online material through ADEK and Organization for Economic Co-Operation and Development (OECD) to support revision and practice. The school was not selected for the 2021 PIRLS examination. However, it has been included in the delayed 2022 PISA tests. The school intends that the experience gained from the current PISA preparation period will inform the preparation process for the cohorts to be entered for the TIMSS assessments in mathematics and science in Grade 4 and Grade 8 in 2023, backed by systematic practice tests. Effective use is made of relevant practice material and the school devises practice activities which are underpinned by skills relevant to the various tests.

Strengths of the school

- Students achieve very well in public examinations in Years 11, 12 and 13 due in part to students in this phase making better than expected progress in response to very good teaching.
- Students' achievement has improved in Arabic first language and Arabic second language and English in response to a greater focus on improving students' skills in reading and writing in both Arabic and English.
- The provision and outcomes for children in the foundation stage are very good. Teachers have a very good understanding of the requirements of the UK foundation stage curriculum and the associated best practice in teaching.
- The systems for assessing students' achievement are very effective.
- The school effectively promotes safeguarding of students, so ensuring a safe and secure environment.
- The vision and direction of the principal and senior leaders ensure the efficient day -to-day running of the school.

Recommendations for improvement

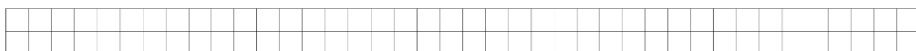
1. Improve further students' attainment and progress by:





INSPECTION SYSTEM

- extending students' research and presentation skills to deepen knowledge and understanding in Islamic education and social studies, especially the higher attainers and gifted and talented students in all phases.
 - providing more chances for students in Arabic as a second language to improve their speaking in the primary phase, reading comprehension in the secondary phase and writing for different purposes in the post-16 phase.
 - putting a greater focus on developing problem-solving activities in mathematics in the primary phase, and on students' mental mathematics skills in the secondary phase.
 - Improve students' practical scientific enquiry skills through greater involvement of students in investigations in the lower primary phase years and increasing access to laboratory facilities to build practical scientific work in a well-resourced environment particularly in the lower years of the secondary phase.
 - more effective use of the available data on students' performance to ensure tasks are matched to the different learning needs of all student groups in lessons.
2. Improve the focused provision for students identified as gifted and talented through greater development of students' gifts and talents in lessons.
3. Improve teaching and students' learning by:
- providing teaching assistants with training and support to have a more clearly defined role in the classroom.
 - reducing teacher talk in lessons and increasing opportunities for students to work independently.
 - providing students with more systematic formative feedback to support improvements in learning.
 - improving students' learning environments and ensuring ready access to a wider range of resources.
4. Improve leadership and governance by:
- ensuring all ADEK protocols and procedures are followed for achieving a safe, and healthy environment in response to COVID-19.
 - improving attendance and punctuality, so that significantly fewer students arrive at school after the beginning of assembly.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>In Phase 2, most learners achieve levels above curriculum standards and the large majority make better than expected progress, as evidenced in lessons and in their work. In Phases 3 and 4 the majority of learners make better than expected progress and achieve levels above national/international standards. In the Year 13 MOE examinations, achievement has not decreased as a result of the pandemic and most students exceed curriculum standards.</p> <p>Through effective monitoring of learner's attainment and progress, and by using conceptual/ skills - based teaching and learning, students are able to demonstrate levels of knowledge, skills, and understanding that exceed curriculum standards. Students take part in events designed to increase their understanding of Islamic values and practices through kinaesthetic application. Learners have consistently performed above national and international standards and make better expected progress in comparison to their individual starting points and curriculum standards. Trends over time show improving levels of progress and attainment against individual starting points.</p> <p>Teachers identify the progress of different groups of students through regular and detailed analysis of data. Students from different groups are mixed with each other in the seating plan so that the stronger students can help and support the weaker students. Teachers use differentiated activities to accelerate the progress of different groups. Students interact and collaborate purposefully and</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>The majority of students attain levels that are above the curriculum standards in primary, secondary and post-16 phases. The school does not teach Islamic education in the foundation stage.</p> <p>The school's internal assessment data for the academic year 2020-2021 indicates that most students attain above curriculum standards in the primary, secondary, and post-16 phases.</p> <p>In the academic year (2020-2021), MoE examination results for Year 13 show that most students attain above the curriculum standards.</p> <p>These results are not observed in lessons and in students' work, where the majority of students attain above the curriculum standards in the phases where Islamic education is taught in the school.</p> <p>For example, in the primary phase, the majority of students develop good knowledge and understanding of Islamic etiquettes and creed.</p> <p>In Year 2, students recite some short Qur'anic Surahs and some Hadiths and supplications by heart. They enumerate the pillars of Islam and know that Allah is the one and only God and he is the creator of everything, and that Muhammad (PBUH) is the last of the prophets, and that Qur'an is the book of Allah. However, a few students cannot cite examples of Allah's lordship.</p> <p>In Year 5, students can explain the importance of the month of Ramadan, in which the Qur'an was revealed and in which God enjoined fasting. They know that in this holy month is the Night of Decree, which is better than a thousand months. Students describe the most important manifestations, acts of worship and beloved actions in this</p>



INSPECTION SYSTEM

productively in a range of learning situations to achieve common goals. They communicate their learning effectively.

Lesson observations and learning walks focus on the teaching skills and the creativity and the knowledge of the students are noted. Frequent feedback is given to the teachers to improve on their teaching skills. Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world.

The internship and the practical experience help the students to apply their practical skill to the world and making connections between areas of learning. Through innovative events, students are exposed to the values of Islam in UAE society like Hijrah celebration, Seerah, Holy Qur'an competition and the 'One School One Country' initiative in which students participated to exhibit their skills. During learning walks, the appreciation of Islam and UAE values are observed. A set of rules have been established for students to comply with the Islamic values, law and etiquettes of the United Arab Emirates.

month. However, a few students do not know some of the actions that invalidate the fast.

In the secondary phase, in Year 7, the majority of students are able to explain the concept of the Nobel Hadith about charity, they explain the value of giving charity and analyze the effects of charity and its impact on the society. However, few students are able to conclude that Islam encourages responsibility for individuals and society, and for solidarity so that all people have the most appropriate opportunities for a decent life.

In Year 9, students interpret the meanings of the Qur'anic verses in Surah Yassin and their implications in proving the oneness and power of Allah and that he is the Creator, the Giver of Life, and the Dead. Students can cite Qur'anic verses to demonstrate the oneness of Allah. A few students recite Qur'anic verses with some errors in applying reciting rules.

Across the post-16 phase, in recorded lessons and students' work, students gain a good understanding of the story of Al-Ifk in Surah Al-Nur and the danger of slander, rumors and lies to individuals and society, and how Islam shows ways to prevent them. Students support their views by linking their knowledge to the Holy Qur'an and deduct and infer from the rulings and guidelines from verses. However, students are less confident how they fully and accurately explain the major jurisprudence rules and their status in legislation.

The school has analyzed its internal assessment data, and this shows that the trend in attainment over the past three years is outstanding in the phases taught in the school. This does not concur with the good attainment seen in lessons and students' work in the primary, secondary, and post-16 phases.

The school's assessment data notes that most students make outstanding progress in relation to their starting points, over time and the curriculum standards.



INSPECTION SYSTEM

In lessons and in students' work, the majority of students make better than expected progress in all phases in relation to appropriate learning objectives.

In the primary phase, students make good progress in the way they learn that God is the only creator of this universe and by the secondary phase, they demonstrate the oneness of God and his ability to create. In the post-16 phase, students' very good progress is shown in the way they refer to the role of Islamic legislation in laying the foundations for building society.

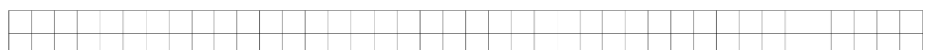
There were no gifted and talented (G&T) or students of determination (SoD) identified in the lessons seen. On the evidence available, most SoD students make acceptable progress from their starting points, while G&T students mostly make better than expected progress. The majority of students, including boys, girls, Emirati, Arab and non-Arab, low and higher attainers make good progress overall. However, the progress of higher attainers is sometimes adversely impacted because on occasions, sometimes they have to wait until all the students finish their tasks to move on to the next piece of work.

Islamic Education - Next steps for students:

Fully and accurately explain the provisions and purposes of fasting in the primary phase.

Improve the reciting of verses of the Holy Qur'an, applying the required rules of recitation in the secondary phase.

Improve the knowledge of the jurisprudence of transactions and extracts and its impact on society in the post-16 phase.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
<p>In Phase 1 and Phase 2, the large majority of learners make better than expected progress and achieve levels above curriculum standards. There is a focus on listening, reading, writing, speaking and comprehension through creative and innovative high-performance learning activities. This has resulted in an attainment level that is consistently above national standards and continuing to improve in an upward trajectory.</p>	<p>1.1.1 Against curriculum standards</p>	<p>The large majority of students attain levels that are above the curriculum standards in primary, secondary and post-16 phases.</p>
<p>In Phase 3 and Phase 4, the majority of learners attain levels above curriculum standards. In MOE, iGCSE, AS and A level examinations, most of the learners achieve levels above curriculum standards in all phases. The large majority of Phase 3 and 4 students pass the Arabic assessments/exams achieving in excess of 80%. Across both phases, the majority of learners demonstrate levels of knowledge, skills, and understanding that exceed standards and consistently outperform national and international benchmarks. The students compete in a range of Arabic competitions and National Identity events to embed and consolidate learning. Data is regularly analysed and interventions are actioned to accelerate teaching and learning.</p>	<p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal assessment data for the academic year 2020-2021 indicates that most students attain above curriculum standards in all phases. The school does not teach Arabic first language in the foundation stage.</p> <p>In 2020-2021, MoE examination results for Year 13 show that most students attain above the national standards. Everyone who took the AS level examination in Year 12 attained above the expected standard. No IBT data in Arabic was available.</p>
<p>The effective collaboration and triangulation ensures that effective strategies/interventions are agreed and implemented to meet the varying needs of students through a personalised learning approach. Termly reviews and trends over time show improving levels of progress and attainment against individual start points.</p>		<p>In lessons and students' work, the large majority of students attain levels that are above the curriculum standards in all phases.</p> <p>Students demonstrate knowledge and skills in listening, speaking, reading, and writing above curriculum standards.</p> <p>In the primary phase, for example in Year 2, the large majority of students demonstrate secure understanding of sounds, syllables, printed symbols, and the words they represent. They know the roots of words and analyze unfamiliar words and determine their meanings and write them down. They read with increasing fluency and speak in standard Arabic with some confidence.</p> <p>In Year 6, the large majority of students read and analyze the informative literary text and identify the main vocabulary and main ideas contained in the text. They interpret words, terms, and phrases contained in the text. Students use grammar rules to define the position of the word in the sentences. However, while students listen</p>



INSPECTION SYSTEM

Students enjoy Arabic lessons and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve. Specific PD sessions related to departmental needs are delivered by the Director of Subject to improve engagement and responsibility of students to their learning as well as ensuring the highest possible impact.

The Director of Subject is instrumental in constantly monitoring the quality of teaching and learning through formal observations, learning walks, performance management, book scrutiny and planning scrutiny.

Within Arabic First Language lessons, students are innovative and enterprising. They use enquiry and research skills, and learning technologies effectively. Critical thinking and problem-solving skills are key features of learning. Questioning by teachers promotes higher level thinking and dialogues is used to engage students in thoughtful discussions and reflection.

carefully, a few show reluctance to read long paragraphs aloud and expressively.

In the secondary phase, in Year 10, the large majority of students are able to speak with some confidence and read text fluently and expressively. They can identify the main elements of a story, including events, characters, dialogue, problem, solution, time, and place. They draw out the relationships between the characters in a story. Students can identify and explain some rhetorical similes in the text of the story. Students are less confident when writing longer narrative paragraphs to express the ideas they understand from a story.

In the post-16 phase, and from the recorded lessons and students' work, students continue to develop very good listening, speaking, and reading skills. For example, in Year 13, students analyze in depth the text of the Nobel Hadith and extract the most important grammatical applications that are used to denote the meaning, such as the preposition 'lam' which is used for several purposes in the text such as ownership, reasoning, beginning, ingratitude, the command, and finally the emphasis and it comes with oath. Students learn the purpose of the preposition from the context of the sentences and identify the grammatical changes accompanying each type of this preposition. Students create their own short sentences using the given preposition but are less able to create complex and lengthy structural texts.

The information provided by the school shows that the trend in attainment over the last three academic years is outstanding in all phases.

The school's internal data indicates that most students in all phases make better than expected progress in relation to their starting points, over time and the curriculum standards.

In lessons and students' work, the large majority of students make better than expected progress in all



INSPECTION SYSTEM

phases in relation to appropriate learning objectives.

In the primary phase, students make very good progress in the way they distinguish between short and long sounds of letters and use a set of words that help them in their speaking and writing. This enables them to read out aloud short paragraphs and short stories, identify the meanings of new words using context, identify grammatical and morphological concepts, and types of nominal and verbal sentences.

By the secondary phase, students have made very good progress in reading the informational text and short stories in depth and inclusiveness, identifying the central idea and main thought. Students make very good progress in analyzing the elements of the text, the writer's choice of words, and in evaluating the ways in which sentence structures contribute to the construction of the text and the presentation of a particular point of view. However, as is evident in other phases, there is sometimes a reluctance to engage confidently and independently in discussion, using standard Arabic.

In the post-16 phase, students make good progress in expressing elements of grammatical styles such as praise, slander, oath, conditional and exclamation, and using them in their speech and writing.

Internal and external data indicates that boys and girls make similar progress. Evidence from lesson observations and in their recent work, indicates that girls make better progress than boys in the primary phase. Students of determination, though none were identified in lessons seen, are judged to make at least acceptable progress from their individual starting points. The few Emirati students make on-Emirati students. The low attaining students make similarly very good progress in all phases from their respective starting points because of the differentiated tasks and support the teachers provide in the lesson. High



INSPECTION SYSTEM

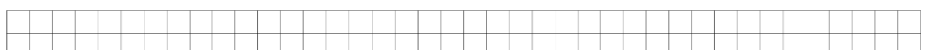
attaining students, and those identified as G&T, progress very well as their teachers provide more challenging tasks for them. For example, in Year 5, a girl played the role of a TV reporter and did interviews with her colleagues concerning bullying.

Arabic First Language - Next steps for students:

Improve reading skills in the primary phase, so that students acquire greater confidence in tackling more complex texts.

. Produce narrative, and descriptive texts that show that their writing adheres to linguistic efficiency in the secondary and the post-16 phases.

Participate in discussions with their teachers and classmates demonstrating their command of Standard Arabic in all phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>In Phase 1 and Phase 2, the large majority of learners achieve levels above curriculum standards and make better than expected progress. Enhanced teacher pedagogy and improved learning activities during the pandemic has ensured that attainment has remained consistent or increased. Most learners have gained confidence in communication and have improved knowledge of culture and traditions which enables them to demonstrate a high level of engagement. While practicing Arabic, most learners take increasing responsibility and demonstrate a strong work ethic. They are inventive when it comes to projects and student-led enquiry involving language concept.</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>The majority of students attain levels that are above the curriculum standards in all phases.</p> <p>The school's internal assessment data for the academic year 2020/2021 indicates that most students attain above curriculum standards in all phases.</p> <p>IGSCE examination results for the academic year 2019-2020 indicate that 20 students took the exam, and the results were outstanding, on the basis of teacher assessment. In the academic year 2020-2021, eight students took the exam, and the results were very good. In 2019-2021 MoE examination results for Year 13 show that the majority of students attain above the expected standard. No information was available for IBT Arabic examinations.</p> <p>In lessons and students' work, the majority of students attain levels that are above the curriculum standards in all phases.</p> <p>In the foundation stage, children develop good speaking and listening skills. They speak confidently in response to the teacher's questions in class. They identify letters, and recognize the sounds of short letters, as they read them with diacritics. They locate them in words, whether at the beginning, middle, or end of a word. They also, write letters and link them with the corresponding pictures. However, only a few students can write new words using these letters.</p> <p>In the primary phase, for example in Year 4, students develop good reading and listening skills and can write down the new vocabulary. However, they are sometimes reluctant to share their ideas orally. In Year 5, students read short paragraphs describing the holidays and desert trips. They communicate their ideas orally to their peers and</p>
<p>In Phase 3 and Phase 4, the large majority of learners make better than expected progress and attain levels that are above curriculum standards through engagement with the ministry curriculum. Students gain knowledge and understanding of both language and culture. Diagnostic, formative and summative assessments provide a holistic view of each students' progress. Trends over time show improving levels of progress and attainment against individual start points. Language learning in general focuses on building learners' confidence in their abilities to read and assimilate the language, as well as communicate orally, in written work, and increasingly, through technology. At every level, accurate and meaningful reading is regarded as a top priority.</p>		
<p>Lessons start with a clear and appropriate lesson objective, carefully planned success criteria, followed by high-presentations and differentiated activities. During</p>		



INSPECTION SYSTEM

lessons, progress is measured by referring back to the lesson objectives, through mini plenaries and by determining a variety of assessment for learning tasks. Students work is marked in line with school's marking policy. Students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. Lesson observation and learning walks focus on the teaching skills and the creativity and the knowledge of the students are noted. Immediate and frequent feedback is given to the teachers to improve on their teaching skills. Planning for collaboration and communication is also built into lessons to ensure interaction between students.

teachers, using the new vocabulary they have learnt from the texts. They write short sentences clearly and accurately, although with a limited range of vocabulary.

In the secondary phase, for example in Year 9, students develop good listening, speaking, reading and comprehension skills. However, they do not always understand the meaning of long and complex texts. Students write short paragraphs, using the new vocabulary they have learnt. They speak confidently and actively participate in most discussions and describe different food and sports and their importance in their lives.

In the post-16 phase recorded lessons and students' work, students show good understanding of the main ideas and most supporting details when listening to an extended text including detailed descriptions of how to be safe on the road and about reckless driving. However, they encounter some difficulties while narrating or describing and make grammatical mistakes. Students read with some accuracy, although not always fluently. They encounter some difficulties when required to write at length on either general or academic topics or when undertaking more creative writing.

The information provided by the school shows that trends in attainment over the last three academic years are outstanding in all phases. This is based upon a combination of internal data for the younger students and the externally validated examinations taken in Years 11, 12 and 13.

The school's internal assessment data show that most students make better than expected progress in relation to their starting points, over time and the curriculum standards in all phases.

In lessons, the majority of students make better than expected progress in all phases in relation to appropriate learning objectives. In the foundation stage, children begin to master reading and writing letters. By the primary phase,



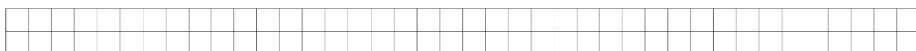
INSPECTION SYSTEM

students generally read well and listen carefully to instructions. In the secondary phase, students make good progress to pay attention to instructions, read and comprehend instructions and texts. In the post-16 phase, students make good progress to listen and speak well in different contexts.

There were no G&T or SoD students identified in the lessons seen. However, analysis of tracking data indicates that most G&T students make better than expected progress, while most SoD students make at least the expected progress from their starting points. The majority of groups of students, including boys, girls, low and high attainers make better than expected progress. However, the high attainers do not always receive enough challenge to optimize their learning.

Arabic Second Language - Next steps for students:

- 1.Improve speaking skills in the primary phase by consistently engaging in dialogues and discussions with the teacher and classmates.
- 2.Enhance reading comprehension skills in the secondary phase by regularly reading a variety of familiar and unfamiliar topics.
- 3.Improve writing in the post-16 phase in a wide range of academic, specialized, and general topics and express experiences and events.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>In Phase 2, the large majority of students achieve levels above curriculum standards because they make better than expected progress against national and international standards in external assessment opportunities. Learners participate in national archive projects focusing on national identity, community service, sustainability and Red Crescent activities.</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>The internal data provided by the school for the end of the last academic year (2020/2021) indicates outstanding attainment in the primary and secondary phases. The internal assessment data for term 2 for the current academic year (2021/2022) indicates outstanding attainment in the primary and secondary phases. The school does not teach social studies in foundation stage and the post-16 phase.</p>
<p>In Phase 3 the majority of learners make better than expected progress and as result achieve a good level of attainment. Students take part in events that deepen their understanding of UAE values and practices through practical application. There is a focus on National identity and Citizenship. More recently, most learners were able to participate in Expo 2020 activities which were both inspiring and relatable. Learners were thoroughly engaged in this once in a life time opportunity. In Phase 3 lessons, learners make accelerated progress towards appropriate learning targets and data is used to make changes to teaching and learning. The majority of student groups outperform expectations and achievement has consistently been above national and international standards 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>There are no external assessments or international standards for comparison.</p> <p>In lessons and their recent work, the attainment of the students in both the primary and secondary phases is good overall as the attainment of the majority of the students is above curriculum expectations.</p>
<p>Students understand their responsibilities as members of a school community and some take on key roles. Their regular and constructive activities as volunteers benefit the school and wider communities. The school have a program whereby senior students can volunteer to be involved in voluntary work in the school and in the community. Students regularly go on field trips to clean beaches. Students are also involved in the</p>		<p>In the primary phase, students develop good knowledge and understanding of the UAE culture, heritage, and history.</p> <p>For example, in Year 5, students explain the meaning of infrastructure, revenues, and related terms such as physical structure, facility, institutions, and service. Students give various examples of sources of revenue and the most important national institutions that are operated with these revenues, such as hospitals, schools, and police department. They can explain how the infrastructure of tourist attractions and facilities can support and enhance the revenues of the UAE state. Students are less confident to compare, categorize, and explain the importance of infrastructure and how it boosts growth and the national economy.</p> <p>Also, in Year 5, students identify the types of pollution and differentiate between natural and human causes and give examples on both of them.</p>



INSPECTION SYSTEM

Environmental Club, to be more aware of community involvement, volunteering and social contribution. Students show a very positive work ethic and they successfully initiate and manage projects.

Learning walks evidence a strong student work ethic, innovation and entrepreneurship. Lessons are planned accordingly and include various key foci such as enterprise. The students of CHS care for their school and seek ways to improve its environment. They are active in supporting and participating in schemes that contribute to sustainability and conservation locally and in the wider world environment.

However, a few are not able to identify the damages caused by different types of pollution to humans, animals and living organisms.

In the secondary phase, for example, in Year 9, students develop good knowledge of the Ottoman Empire. Students explain the importance of the tughra as a symbol of the Ottoman emperor. Students analyze the various strategies the Ottoman Empire used to maintain and expand its Empire. However, students are less confident interpreting the map of the Ottoman Empire and to identify the areas it conquered at the height of its power.

In Year 10, students discuss some contemporary demographic issues such as overcrowding. Students can identify the main causes of overcrowding and derive the resulting issues. A majority of students can deduce the issues resulting from overcrowding and develop solutions to solve the problem of overcrowding. However, they are less able to use the skill of research and investigation as research skills are not given sufficient attention. There are too few opportunities for students to make oral presentations through which they present appropriate solutions to overcrowding.

The school's analyses of internal assessment data indicate that the trends in attainment for students in the primary and secondary phases from the previous academic year, the two grades in the secondary phase for which data is available, and terms 1 and 2 of the current academic year are outstanding overall.

Internal assessment analyses indicate that most students in the primary and secondary phases make better than expected progress from their starting points and over time and the curriculum standards.

In lessons and in students' work, the majority of students make better than expected progress in relation to appropriate learning objectives in



INSPECTION SYSTEM

the primary and secondary phases.

In the primary phase, students make good progress when sharing their ideas about the role of governments in providing services and infrastructure for the population and ensuring the sustainability and quality of those services.

In the secondary phase, students' progress well in the way, they share ideas on ancient civilizations such as the Ottoman Empire and the most important elements of their success and spread. Good progress is reflected in students' discussions about contemporary issues such as overcrowding.

The school's tracking systems indicate that the majority of students, including boys, girls, Emirati and non-Emirati students, and lower and higher attainers make good progress in lessons in both phases. G&T and SoD students were not explicitly identified in lessons. Records indicate, however, that SoD students make at least the expected progress from their starting points. However, not all G&T or higher attaining students are sufficiently challenged. This is because on occasions, they start with the same work as their peers before they access more challenging tasks.

Social Studies - Next steps for students:

1. Understand the role of the government in providing the necessary services and care to the population in the primary phase.
2. Improve knowledge of geographical mapping skills in the secondary phase, through more frequent opportunities to examine and examine and memorize relevant maps and their key detail.
3. Improve research and presentation skills in the secondary phase.

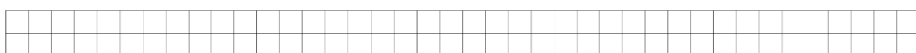


INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
<p>Teaching in the Foundation Stage is aligned to the EYFS framework where baselines show that the majority of children who enter FS2 are working below expectations in the language of instruction, which is English. From FS2 to year 2, we use a systematic synthetic teaching programme to teach phonics and reading. High-quality phonics teaching has provided our students with a solid base in the language of instruction, upon which to build as they progress through school. This combined with daily communication and language ensures that all students progress into Phase 2 with a strong level in the language of instruction.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p>	
<p>In Phase 2 and 3 teachers have a good understanding of how to support the learners in the language of instruction. There is a clear focus on language and description which extends understanding and purpose. The learners have access to accelerated reader up to Year 9 and have a dedicated reading lesson. By the time learners get to Year 10 and embark upon their iGCSE options they are able to access the curriculum and have made subject choices which are appropriate and meet their needs and future career choices.</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>As learners' transition from Key Stage 3 to Key Stage 4 cohorts are identified for English First and English Second Language pathways. Learners are also able to opt to study English Literature. Attainment at iGCSE level in English first language is outstanding with 73% of learners attaining A*B grades and 100% A*C in the most recent examinations.</p>		



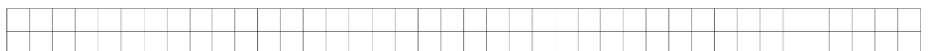


INSPECTION SYSTEM

The inclusion team provides additional material in the form of language support packs which are sent to parents of identified students in FS2 to year 4 to support the development of phonics and reading at home. A learning support teacher works with small groups in Phase 2 to support English language development. In class support is also provided for identified learners to aid their reading and understanding throughout the school.

98.4% of our learners are English second language speakers and they perform incredibly well in final board examinations at iGCSE and A level in all subjects, which are examined in English. Headline figures of 51% A*A and 74% A*B in A level and 45% A*A and 64% A*B in iGCSE as headline figures in the most recent examination series and consistently increasing year on year bears testament to that.

Instructional Language - Next steps for students:



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>Teaching in the Foundation Stage is aligned to the EYFS framework where baselines show that the majority of children who enter FS2 are working below expectations in English. From FS2 to year 2, we use a systematic synthetic teaching programme to teach phonics and reading. By ensuring high-quality phonics teaching our data has improved year on year and has provided our students with a solid base upon which to build as they progress through school. The phonics scheme has supported the children to develop the habit of reading widely and often, for both pleasure and information. Phonics assessments take place regularly to ensure learners achieve the best outcomes to enable accelerated progress as well as provide focused interventions where required.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's most recent internal assessment information indicates that students' attainment against curriculum standards at the end of Term 2 in 2022, is very good in the foundation stage, and in the primary and secondary phases where the large majority achieve above expected standards. Attainment is outstanding in the post-16-phase where most students achieve above curriculum expectations.</p> <p>The data from the IGCSE examinations in both English language and English literature in secondary for the academic year 2020 to 2021 indicate that most students achieve above curriculum expectations.</p> <p>The attainment of students taking the IGCSE English as a second language is acceptable and most students achieve in line with expectations.</p> <p>The data from the AS and A-level examinations in English language and English literature in 2021 indicate that attainment is outstanding in the post-16 phase.</p> <p>In lessons and from children's recent work, the large majority of children in the foundation stage attain above curriculum standards in listening, speaking and in early reading and early writing skills. In the primary phase and in years 7 to 10 in the secondary phase, attainment is also very good. It was not possible to see students in Years 11 to 13 because they were taking examinations, but their written work was examined, and some recorded lessons were viewed, and attainment judged to be very good.</p> <p>By the end of the foundation stage, children demonstrate very confident speaking and listening skills and can read and write age-appropriate high frequency and common exception words. A large majority of children write three or four sentences without support. At the end of the primary phase students are confident and fluent speakers and the large majority have well developed writing skills. They engage in lively group discussions and make presentations about the results of their discussions. Some presentations lack a clear structure, so make less than the intended impact. Students have the opportunity to systematically practice their writing skills and they also engage in extensive reading of a range of genre. This focus on the development of reading and writing results in high attainment in these skills. In the secondary phase, students demonstrate confidence when expressing their opinions or agreeing or disagreeing with the opinions of others. They also engage in challenging discussions about literary topics.</p>
<p>In the primary phase English lessons, teachers understand how the learners make progress. Learners are keen to share what they are learning and, importantly, understand why. There is a clear focus on language and description which extends understanding and purpose. Ongoing internal assessments take place throughout the year, and at the end of the academic year the learners complete the GL assessment Progress Tests which measure attainment and progress over the year. Teacher assessments show that most learners are working in line with expectations for attainment and progress and the majority are working above expected levels of attainment and progress against curriculum standards.</p>		
<p>In secondary phase, years 7 to 9, the learners have access to accelerated reader and have a</p>		



INSPECTION SYSTEM

dedicated reading lesson on their timetable alongside their regular English lessons. Learners are taught in their respective sections to support our whole school ethos of High-Performance Learning. Teachers use ongoing assessment throughout the year to track attainment and progress over time and this is used to identify learners who require further intervention and support, as well as further challenge. The internal and external data, using CAT4 and Progress Tests, shows that learners make very good, and in most cases outstanding, attainment and progress over time and against curriculum standards.

As learners' transition from Key Stage 3 to Key Stage 4 cohorts are identified for English First and English Second Language pathways. Learners are also able to opt to study English Literature. Attainment at iGCSE level in English first language is outstanding with 73% of learners attaining A*B grades and 100% A*C in the most recent examinations.

Learners can opt to continue the study of English Language and Literature into Phase 4 and post 16. Results at A Level are outstanding with 75% of learners achieving grade A*B in Language and 100% gaining A*B in Literature in the most recent examinations. ALPS data shows a score of 1.06 for English Language and 1.23 for English Literature.

In the last PISA assessments our selected learners achieved 526 in reading and literacy which was significantly above the UAE and Abu Dhabi average.

In all phases the progress of learners in English in different groups is broadly in line with expected curriculum standards although SEN students make more than expected progress from relatively low starting points over time.

They show creativity when writing structured descriptive texts, where they effectively use figurative language alongside accurate spelling and punctuation. In the post-16 phase, students relate literary concepts such as modernism, post-modernism, and stream of consciousness to a novel they are studying in depth. In the past three years, the attainment of the large majority of students in English is judged to have been above the curriculum standards in internal and external assessments. Internal assessments from the foundation stage to Year 13 over the last three years, indicate that the large majority of students make better than expected progress from their starting points and against curriculum standards. Current year GL (Granada Learning) data indicates that the majority of students across the primary and secondary phases make better than expected progress in English. In lessons and from examination of students' work in the foundation stage to Year 10, the large majority of students, makes very good progress in relation to appropriate learning objectives aligned with the expected curriculum standards. The large majority of children in the foundation stage consolidate their listening and speaking skills and makes very good progress with reading and writing skills' development. They respond confidently to teachers' questions and form letters and write simple words and sentences with confidence. Students in the primary phase make very good progress in listening, speaking, writing, and reading. Progress in reading and writing is particularly strong, because of the high focus on developing these skills. Progress in the secondary and post-16 phases is also very good. The results in IGCSE, AS and A-level over the last three years indicate that students in Years 11, 12 and 13 make outstanding progress. The school uses baseline tests to track the progress of groups of students in detail and the large majority of them makes better than expected progress in lessons. Students from an Emirati background generally make progress in line with their peers. Girls generally make slightly better progress than boys. The students of determination (SoD) generally make strong progress from their individual starting points towards the individual learning targets, when given appropriate support. In lessons, low and high attaining students make very good progress across all phases where they have differentiated tasks and are monitored and supported by the teacher or teaching assistant. Data indicates that the large majority of G&T students make better than expected progress.



INSPECTION SYSTEM

English - Next steps for students:

1. Improve the use of phonics skills to improve reading and writing of all students.
2. Present information to an audience more effectively in the primary phase by creating a well-structured message and delivering it clearly and confidently.
3. Continue to read even more extensively and broaden the range of genre sampled still further in secondary and post-16 phases.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>Teaching Maths in the Foundation Stage is aligned to the EYFS framework. Baseline assessments show that, on entry, most of the children are working below expected levels in Maths as they have a limited pre-knowledge of numbers and numerical patterns. Children are given opportunity and encouragement to develop positive attitudes and interests in mathematics, to look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. By providing frequent and varied opportunities to build and apply the knowledge, using high quality learning resources and with the required focused interventions, most children in FS2 are able to achieve their expected Early Learning Goals (ELGs) at the end of the Foundation Stage.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The internal data provided by the school indicates that students' attainment against curriculum standards at the end of 2021 is very good in the foundation stage, good in the primary phase and very good in the secondary and the post-16-phases.</p> <p>Data from the IGCSE examinations in Year 11 for the academic year 2020 - 2021 indicates that attainment is very good. Data from the AS and A-level examinations indicate that attainment is good in Year 12 and outstanding in Year 13.</p> <p>External GL assessment data for the previous academic year (2020/21) for students in Year 2 to Year 6 of the primary phase, and the years 7, 8 and 9 students in the secondary phase indicates very good attainment overall.</p>
<p>In Phase 2 most learners achieve curriculum expectations with the large majority exceeding them. Most learners make expected progress and the majority make better than expected progress as measured against the learning objectives in lessons. This is shown in a trend over time.</p>		<p>In lessons and from children's recent work, a large majority of children in the foundation stage attain above curriculum standards. A large majority of students in the primary and in the secondary phases, attain above curriculum standards. It was not possible to see students in Years 11 to 13, but their written work was examined, and some recorded lessons were viewed. These indicate that a large majority of students attain above curriculum standards.</p>
<p>The GL assessment progress tests are used as one measure of attainment and progress alongside regular and rigorous teacher assessment. Most learners demonstrate high levels of knowledge and understanding which is shown consistently in the high quality work produced through reasoning and problem solving, which are key elements of High Performance Learning.</p>		<p>By the end of the foundation stage, a large majority of the children demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Children understand the concept of capacity and when something is full, half full or empty. They count confidently to 20 and count how many scoops or blocks it takes to fill a beaker. Children extend their thinking and problem-solving skills and answer questions such as 'what can I use to fill it faster?', 'why?', 'which can hold more?' and 'how</p>



INSPECTION SYSTEM

Learners in Phase 3 have a good understanding of mathematical concepts and as a result most attain levels which are in line with curriculum standards, and a large majority of students attain levels above curriculum standards. Most learners make expected progress in Maths in Phase 3 and a large majority make more than expected progress from their relative starting points against curriculum standards.

Results at iGCSE are now outstanding with 85% of learners achieving grade C+ and 73% achieving grade B+ in the most recent examinations. This is a consistent trend of improvement over time.

In Phase 4, A level results in the most recent examinations are outstanding with 75% of learners achieving grade B+ and 96% achieving grade C+. ALPS data for Maths in the most recent examinations is 1.06 and the trend over time has a score of 1.02

In relation to the UAE National Agenda, Year 5 TIMMS achieved a score of 520 in Maths, which outperforms the Abu Dhabi private schools and UAE average. In Year 9 our learners scored 557 in Maths, again exceeding the local and national averages.

In PISA our selected learners achieved 526 in Maths, well above local and UAE national averages.

many cups do you think it will take to fill the beaker?'

In the primary phase, Year 1 students add and subtract in their heads. They are challenged through timed quizzes. Year 3 students estimate and measure length using centimeters and millimeters. They estimate the lengths of various toys and then measure and record them. Students discuss what will happen if they build a house and measure it with the incorrect unit of measure, providing opportunities for problem solving. Year 4 students extend their skills by solving word problems involving money, reflecting secure understanding of place value and the compact method. They explain number bonds, talk about rounding numbers into tens and making jumps (for example how to work out what to add to 53 to make 100) and they subtract money when buying food.

In Year 6, students solve word problems using fractions. They simplify fractions by dividing the nominator and denominator, for example $\frac{4}{24}$ is equivalent to $\frac{1}{6}$, and can explain how they arrive at the answer.

In the secondary phase, Year 8 students explore expressions and equations relating to real-life problems. Students understand the difference between an expression and an equation and can express ages as an algebraic statement. For example, Khalid is twice the age of Ahmed and Fatima is 4 years younger than Ahmed when Khalid's age is X. Year 9 students use the tangent ratio to find an angle in a right-angle triangle. They identify the hypotenuse, adjacent and opposite angles of a triangle, and find 'Tan A of a triangle'. Students find the angles where tangents are given to one decimal place and angles where tangents use a given number to replace tan. Year 10 students can define a function, and name different functions such as quadratic equations. They understand that an input will produce an output. Year 11 students interpret and apply bearings using a compass reference with basic angle facts to solve simple practical



INSPECTION SYSTEM

problems. Occasionally, the level of challenge and extension activity for the most able students in the lower secondary years groups is not sufficiently high. Students' skills in mental mathematics in the secondary phase are less developed.

Post-16 students differentiate a power function and use the notations for the first and second derivatives and calculate key turning points and gradient.

The school's analyses of internal assessment data trends over the past three years indicate that the large majority of students from the foundation stage to Year 13 have attained above the curriculum standards.

Analysis of IGCSE mathematics examinations indicate very good progress in the secondary phase over the previous three years (2019-2021). Value-added data for students moving on to AS and A levels indicate increasingly good progress from year to year.

External GL assessment data for the academic years 2109 and 2021 for students in Year 2 to Year 6 of the primary phase, and the Year 7, 8 and 9 students in the secondary phase indicates very good progress overall.

In lessons and in students' work, a large majority of children in foundation stage make better than expected progress in relation to learning objectives. Children make better than expected progress in exploring the concept of capacity using quantitative measures. They demonstrate independence through the free flow activities and using different methods of learning, for example through drawing and coloring in the amounts and writing down the numbers. They make good progress in counting how many cubes fill a beaker and saying whether the beaker of water is full, half full or empty.

In the primary phase, most students make better than expected progress. Year 1 students make good progress in consolidating their



INSPECTION SYSTEM

mathematics fluency by recalling number bonds with speed and accuracy in mental mathematics tests. Year 2 students make good progress in telling the time to 5 minutes intervals, with some comparing and sequencing intervals of time counting and moving between analogue and digital. Year 4 students make good progress in identifying equivalent fractions and recognizing that fractions may have different nominators and denominators, but that they represent the same number. Year 5 students progress rapidly in their ability to solve word problems that relate to real life scenarios using more than one mathematical operator. In Year 6, the majority of students make good progress in calculating discounts of a given percentage.

In the secondary phase, a large majority of students make better than expected progress. Year 8 students make better than expected progress in identifying angles of elevation and depression, explaining that looking up at a building is 'elevation', while a plane landing represents 'depression'. Most students make good progress in solving word problems and drawing angles of depression and elevation to scale and calculate the length of the sides. In Year 9, students make good progress in using tangent ratio to find the measure of an angle in a right-angle triangle. Year 11 students make good progress in preparing for their IGCSE through demonstrating good capacity to use three figure bearings.

In the post-16 phase predicted results for AS and A levels are good and outstanding respectively, so representing very good progress.

Internal and external assessment data and evidence from lesson observations indicates that boys and girls make similar progress. In the early primary phase, evidence shows that a small minority of boys make better progress than girls but by the end of primary girls catch-up and overtake the boys. Students from an Emirati background generally make progress in line with

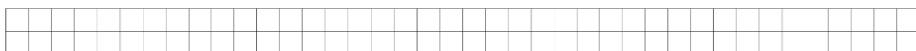


INSPECTION SYSTEM

their peers. The students of determination (SoD) generally make strong progress towards their individual goals, when given appropriate support. The higher attaining students make better progress from their respective starting points in lessons when tasks are appropriately differentiated. While G&T students are not always identified in lessons, data indicates that the large majority of these students make better than expected progress across the school.

Mathematics - Next steps for students:

1. Extend problem-solving skills through more practically based activities in the primary phase and lower secondary years.
2. Accelerate progress through greater challenge in lessons, through participation in extension activities, especially for the most able students in the lower secondary years.
3. Increase accuracy and speed in mental mathematical calculations in the secondary phase.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>In Phase 1, scientific concepts are introduced indirectly within the area of Understanding the World through activities that encourage learners to investigate and experience things by playing and exploring. The active learning approach helps learners develop ideas, make links and develop strategies for doing and solving problems. Learners explore creatures, people, plants and objects in their natural environment. They make observations, manipulate objects and materials identifying differences and similarities. The large majority of children in FS2 achieve the expected Early Learning Goals (ELGs) in UtW at the end of the Foundation Stage and make very good progress as a result of low on-entry baselines.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>In internal assessment data supplied by the school, attainment against curriculum standards in 2021 end of year assessments is seen to be very good in all phases. The large majority of students in all phases are seen to attain above curriculum standards.</p> <p>There are no external assessments in the foundation stage. External GL assessment data for 2021 for students in Year 2 to 9 students in the secondary phase indicates that a large majority of students attain above the curriculum standard.</p>
<p>The principal focus of science teaching in Phase 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analyzing functions, relationships and interactions more systematically</p>		<p>In the IGCSE examinations in 2021, most Year 11 students attained above the curriculum standard in biology and chemistry, while the large majority attained above the curriculum standard in physics. In the AS examinations in 2021, Year 12 student outcomes in biology and chemistry were very good, but weak in physics. At A level in 2021, outcomes for Year 13 students were outstanding in biology and chemistry, as they had also been in 2020. Attainment in physics was very good in both 2020 and 2021.</p>
<p>In Phase 2 Science lessons, teachers have a good understanding of how the learners make progress. Learners are keen to share what they are learning and understand why. There is a clear focus on working scientifically which extends understanding and purpose.</p>		<p>In lessons and in their recent work, the large majority of students attain above the curriculum standards in the foundation stage and in the secondary and post-16 phases. A majority of students attain above the curriculum standard in the primary phase. In the foundation stage (FS2), children gain basic scientific knowledge through their practical understanding of the world. They learn about different environments and aspects of the world around them. For example, they participate in an experiment which explores how yeast reacts with moisture to create air pockets and make bread rise. In lower primary, most students understand basic scientific methodology, differentiate between natural and manmade materials, and conduct</p>
<p>Ongoing internal assessments take place throughout the year, and at the end of the academic year the learners complete the GL</p>		



INSPECTION SYSTEM

assessment Progress Tests which measure attainment and progress over the year.

In Phase 2 Science almost all learners achieve curriculum expectations with the most exceeding them. Most learners make expected progress and the large majority make better than expected progress as measured against the learning objectives in lessons. This is shown in a trend over time.

In Phase 3 attainment in Science is outstanding with almost all learners achieving levels in line with curriculum standards and most above. This is a similar picture for different groups with girls slightly outperforming boys in most year groups.

iGCSE results are outstanding with Biology learners gaining 77% C+ and 63% B+, Chemistry learners gaining 90% C+ and 75% B+ and Physics learners gaining 86% C+ and 70% B+ in the most recent examinations. This is a consistent trend over time. Progress over time in all of the Science subjects is very good.

Phase 4 attainment in the Science subjects reflects the caliber of learner who move onto this level of study with Biology attainment at 89% C+ and 74% B+, Chemistry 92% C+ and 75% B+ and Physics 77% C+ and 63% B+ in the most recent board examinations. ALPS data for the three science subjects in the last examinations is 1.03 for Biology, 1.03 for Chemistry and 0.96 for Physics which is outstanding and the trend over time has the subjects at an average score of 1.

Year 5 TIMMS achieved a score 513 in science which is well above the Abu Dhabi private schools and UAE average. In Year 9 our learners scored 576 in Science, again

experiments to measure the speed of filtration of water through various soil types. In Year 5, students investigate the solubility of rocks and other solids to gain a good understanding and in Year 6 demonstrate a very good understanding of the impact of changing components within an electrical circuit. Throughout the primary years, students have good access to practical scientific activities which extend their understanding of each unit studied but also embed good practice in relation to prediction, hypothesizing and analysis of outcomes. Other than in years 5 and 6, students' written work is very variable in quality, and is often incomplete and does not reflect students' good attainment.

In lessons and their recent work, the large majority of students attain above the curriculum standards in the secondary and post-16 phase. In the secondary phase, students follow a general science course where, in Year 7, they understand the principles of weathering and erosion. In Year 9 physics, they are able to distinguish between conduction, convection, and radiation. In Year 10 biology, they have a good understanding of the circulatory system and, in chemistry, confidently conduct experiments to extend their understanding of chemical analysis and types of reaction. While Year 11 secondary students and Year 12 and 13 post-16 students were not in school, the work seen, particularly in the biology options studied in Year 13, including genetic technology, glycolysis, and enzymes, indicated that the large majority of these students are attaining above curriculum standards, tackling appropriately complex topics in their respective subjects.

Students benefit from the consistent focus upon the embedding of formal scientific procedures. Across the school, students acquire good skills in planning and conducting a fair investigation, considering independent, dependent and control variables and the development of a hypothesis. There



INSPECTION SYSTEM

outperforming the local and national averages.

In PISA our selected learners achieved 524 in science, again well above local and UAE national averages.

is a consistent focus upon rigorous procedural scientific method throughout. However, the development of scientific skills is limited because access to the limited laboratory facilities is available only to the oldest students so that younger students, particularly in secondary, have restricted experience of practical scientific work in a well-resourced environment. Equally, the opportunity for primary students to develop scientific skills is constrained significantly by the crowded conditions in many classrooms.

In secondary and post-16 phases in particular, students gain good skills in the formal, systematic, and independent recording of scientific procedures in writing, alongside systematic skills in hypothesizing, devising, carrying out and recording practical experimental procedures independently.

Over the past three years, students' attainment of a large majority of students is seen to have been consistently above curriculum standards.

School data indicates mostly very good progress for students from their starting points and over time because a large majority make better than expected progress.

In the foundation stage and in the secondary and post-16 phases, the large majority of students make better than expected progress in lessons in relation to learning objectives. In the primary phase, the majority of students make better than expected progress, although with some unevenness between classes. In the foundation stage, children extend their understanding rapidly through engaging with practical and exploratory activities, learning through simple practical experimentation and marveling at the effect of mixing yeast and water. In the primary phase, Year 4 students made expected progress in constructing a model of the human digestive system using found materials, while Year 6 students made rapid progress as they articulated their understanding



INSPECTION SYSTEM

of the impact of changing components and circuit structure.

Progress in secondary is constrained by the over-theoretical approach in the lower year groups, with some limitations in access to practical scientific activities. Despite this, lessons provide a very good level of challenge, and a large majority of students make better than expected progress. Students are, however, accomplished listeners, and rarely articulate their ideas orally or explore the subject with greater passion.

Year 8 biology students made very good progress in developing their understanding of photosynthesis, although there were missed opportunities to explore the structure and texture of real leaves through work with microscopes. This limited their opportunities to develop their investigative skills further. Year 10 students made very good progress in applying their skills in a chemistry lesson on chemical reactions. The opportunity to engage practically and apply their skills contributed to the very good progress made by these students. Across this phase, students make some use of information technology for research and recording. While no lessons could be observed in Years 12 or 13, students' recorded work indicated very good progress in their approach to complex work in chemistry and biology and the scope and accuracy of the work covered.

Different groups, including SoD, make mostly similar rates of progress on the basis of internal data and in the lessons seen. Students of determination make at least expected progress towards their individual goals. School analysis shows that the performance of boys and girls in science is broadly similar across the school. While some variations occur from year to year, particularly in the older year groups, there are no identifiable patterns. The proportion of Emirati students is relatively low in the older year groups. Elsewhere, Emirati students make slightly less rapid progress than the others in some year groups, but without any clear

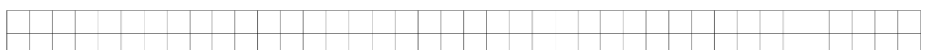


INSPECTION SYSTEM

pattern. Students of determination and low achieving students make progress from their individual starting points towards their individual learning targets at the same rate as all others. G&T students and the higher attainers make similar progress to other students.

Sciences - Next steps for students:

1. Take opportunities to discuss with teachers scientific concepts, to ask more challenging questions, particularly in the secondary phase.
2. Ensure greater consistency in the quality of the recording, presentation of written work in the primary phase.
3. Engage in more practical activities to build scientific skills, particularly in chemistry and biology, in the lower secondary years.





INSPECTION SYSTEM

PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>High Performance Learning (HPL) provides a clear focus and learning culture throughout the school. The language of learning relates directly to the Values, Attitudes and Attributes (VAA's) of HPL which helps learners to become more resilient and independent, critical thinkers.</p> <p>FS students are keen to learn and take responsibility for their own learning. As learners progress through the Phase, they become increasingly aware of their strengths and weaknesses. Learners interact and collaborate purposefully in a range of situations. The structure of FS topics allows learners to make meaningful connections between areas of learning. This helps them relate their learning to the real world. FS learners adapted to blended learning well. They utilised technology to its full potential. Through this they were able to innovate and enquire about the world. Teachers develop learners' critical thinking and problem-solving skills through the use of key questions, open ended activities and real-life objects at home or at school.</p> <p>In Phase 2 learners are keen to learn and take increased responsibility for their own learning. Teachers facilitate this effectively through the use of different types of learning activities along with the increased use of educational technologies and blended learning approaches. Learners are able to make meaningful connections and teachers encourage them to be high performers by developing the skills of meta-thinking, creating, analysing, realising and linking.</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>The large majority of students have positive attitudes to learning, particularly in the foundation stage and in the secondary and post-16 phases. Secondary students in particular can work for reasonably extended periods of time without teacher intervention, although they are often reluctant to engage orally in lessons. Much of the learning of secondary students is planned and managed by the teacher, and students' experience across the school is inconsistent. For example, foundation stage children show a high level of independence as they are able to choose free-flow activities and make their own decisions, but younger students in primary are accustomed to a high level of teacher-direction. This restricts their opportunities to make decisions for themselves and manage their own learning. However, Year 6 students in science show good independence as they plan and carry out an experiment to calculate how altering the components in an electrical circuit impact upon the current flow. Year 10 students in science demonstrate good independence when managing a practical experiment in the laboratory. Overall, the school mostly plans effectively to enable students across the school to engage in practical activities to support their learning and understanding.</p> <p>Students work well together in small groups in most lessons. In the foundation stage, children share resources and materials confidently. In some subjects, such as Islamic education, mathematics, and English, for example, students work together and interact confidently. Group activities, however, are sometimes less collaborative than they might be, when a few students tend to dominate the group and others disengage. Roles within the group are not always clearly defined</p>



INSPECTION SYSTEM

Learners in Phase 3 and Phase 4 are motivated and engaged. They show a strong desire to learn and, as was highlighted in the BSO report, the use of self-assessment was exceptionally well established. Learners are given many opportunities to use the skills of enquiry and research-based learning. Effective questioning allows them the opportunity to think critically and solve problems, which are key features of the learning environment.

Learners interact and collaborate effectively and engage in local, national and global events and initiatives that involve innovation projects, MUN and charitable work. The work of the innovation team in school is extensive and events have been held virtually during the pandemic to ensure continuation of this experience.

Throughout the school the learning journey over the last three years, under the umbrella of High Performance Learning, has seen a mindset shift where the skills of enquiry based learning, feedback and the development of a wide range of learning approaches have had a significant impact on performance and outcomes.

to ensure a greater engagement of all students in particular roles. This is exacerbated because often only one set of resources, or one recording sheet, is provided for a group. In a Year 4 science lesson, where students were recreating a model of the digestive system, most of the activity was in the hands of the strongest personality in the group, while the others watched passively. However, better practice was evident in Year 6 science where there was a creative interaction by students as they debated possible options in the task set. In general, however, though there is an abundance of group work in primary, productive collaborative activity is less well-developed there than in secondary classes. However, secondary students are often less ready to convey their ideas or raise questions orally. They tend to listen to their teachers silently and only respond when directly challenged.

Students can often make very good connections between areas of learning and relate these to their understanding of the world, although this aspect is stronger in some subjects than others. In The foundation stage, children make connections with the world through their understanding of the weather and their ability to identify some foods in Arabic second language. Students in social studies can discuss key concepts of culture and geography, including the importance of travel globally and the significance of key resources. In mathematics, students can link their money calculations to their experience of shopping and can relate angles of elevation and depression to real world experiences. Science lessons touch upon many real-world impacts and benefits, including the impact of erosion on the natural landscape in Year 7 and genetic technology issues in Year 13.

Most students in secondary and post-16 phases have access to information technology in lessons and use this facility as necessary. Consequently, there is some capacity to undertake research independently online, although,

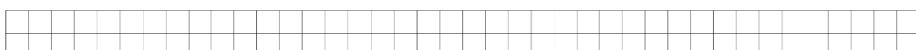


INSPECTION SYSTEM

		<p>outside English, there were only a few examples noted where this was happening. There has been ongoing use of IT to support online laboratory work in science and to facilitate access to online libraries to support reading in Arabic and English. The effective development of students' critical thinking and problem-solving skills is supported well through, for example, good research opportunities in Islamic education and social studies. Overall, critical-thinking skills are promoted well through, for example, the skilled use of questioning. Students in English, for example, were asked to imagine a dystopian world of their own devising and to guess how their story might end. Innovation within lessons is less well-developed currently, although better opportunities exist for students identified as gifted and talented.</p>
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Next steps for students:

1. Extend students' collaborative skills so that group work, particularly in primary, enables all students to participate and contribute, thus impacting positively on the learning of all students involved.
2. Enhance students' innovation skills through undertaking more innovative and creative activities in lessons.
3. Promote students' research skills through undertaking more frequent focused independent research in lessons.



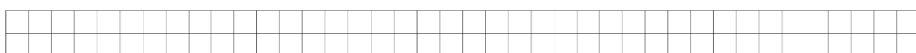


INSPECTION SYSTEM

PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
<p>This is an area of significant strength at CHS. Almost all students attend school regularly and actively engage in their learning, they demonstrate positive and responsible attitudes to their studies.</p> <p>Students display exemplary behaviour both in lessons and around school. All students show respect for other students and their teachers. They have very good relationships with adults and feel safe and secure in school. Bullying is very rare, but if it occurs it is dealt with swiftly and effectively.</p> <p>It is evident that students are sensitive to the needs and differences of others and consistently help each other. Formal lesson observations and learning walks demonstrate that relationships between students and teachers, and amongst peers are extremely strong. Students work collaboratively and exhibit positive attitudes. This is evidenced through high participation levels in a variety of school-based events which have taken place mainly online since March 2020. These have included virtual awards ceremonies and graduation, virtual Iftar, virtual music concerts to name but a few. Students are actively encouraged by teachers to take part in a wide range of extracurricular events both in school and online.</p> <p>To further develop the pastoral welfare of students, a number of initiatives have been introduced such as students leading on mentoring and coaching through a buddy and mentor system and introducing a house point system linked to achievement points.</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>	





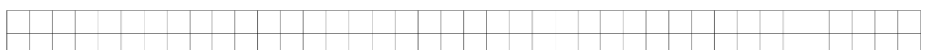
INSPECTION SYSTEM

The student council and student leadership are effective and work extensively on school and community-based projects/issues and collaborate to develop entrepreneurial skills. Senior staff make themselves available at start and end of day for students to alert them to any problems or to raise any issues.

Living safe and healthy lives is promoted throughout the school in the delivery of the curriculum and in the pastoral programme. Assemblies always have a theme of well-being and healthy lifestyle. Learning about healthy lifestyles and choices is an integral part of the curriculum and has taken on even more relevance since the start of the pandemic. Staff, students and parents, along with external agencies are consistently involved in promoting health and safety.

Attendance is very good throughout the school. The importance of regular attendance and punctuality is consistently reinforced as a non-negotiable. Parents are encouraged not to take their children out of school during term time to ensure learning is a priority. To boost attendance, 100% attendance awards have had a significant positive impact on sustaining high attendance and improving absent rates.

Next steps for students:



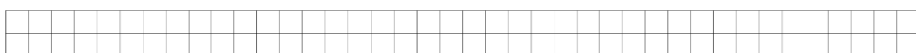


INSPECTION SYSTEM

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
<p>Students in CHS demonstrate a secure understanding of Islamic values and how they influence everyday life in the UAE. They are very knowledgeable and respectful of the traditions and heritage of the UAE.</p> <p>CHS takes pride in offering the official UAE Islamic Education curriculum. Students and staff hold all Arabic and Islamic values in high regard. Islamic values are reinforced through a wide range of school & inter-school activities, events and competitions.</p> <p>CHS celebrates Islamic and UAE culture and heritage through regular online assemblies and celebrations throughout the year. We invite guest speakers wherever possible and involve the community when celebrating these occasions, both face to face and online during COVID-19</p> <p>Learners are exposed to Islamic values and UAE heritage as the school provides opportunities to visit the heritage village when permitted and out of the pandemic restrictions.</p> <p>Students at CHS demonstrate respect and appreciation of the culture of the UAE, which is evident through regular celebrations and foci in all phases of the school. Through activities such as the Quran Reading, Islamic culture and value focused lessons and preparations for the UAE National Day celebrations, students of all ages contribute to the promotion of the local culture and customs.</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>	





INSPECTION SYSTEM

Displays of the local traditions are placed in highly visible areas of the school which aim to highlight aspects of the local culture. CHS has a Majlis seating areas for students and parents to use, recognizing the cultural heritage of UAE.

Students demonstrate a clear understanding of Emirati heritage and culture. They appreciate and discuss the history, literature, arts, celebrations and sports of the UAE through My Identity and Moral Education lessons. This is evidenced in students feedback and through learning walks.

CHS has 59 nationalities represented in the school. International Day is celebrated in the school with an aim to increase awareness of other cultures. We also celebrate and recognize festivals and events around the world to enable students to demonstrate an understanding and awareness of their own and other world cultures. Global citizenship is one of the core values of GEMS and it is clearly evidenced in all aspects of our curriculum.

Next steps for students:





INSPECTION SYSTEM

PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
<p>Learners actively and willingly participate and organise a wide range of activities that have a positive effect on the school and wider community. These include Pink and Blue Day for cancer awareness, Environmental awareness days, Save our Soil campaign, eco club and world poverty campaigns.</p> <p>Students express a clear understanding of global, environmental concerns and are aware of the contribution they can make to improving the situation around the world.</p> <p>The school has a program where senior students can volunteer to be involved in work in the school and in the community. Students are encouraged to take opportunities to get involved and become more aware of community involvement, volunteering and social contribution.</p> <p>The school places high importance on the student leadership in both primary and secondary school. Student leaders are appointed at the start of the academic year following a rigorous process of election. The student leadership bodies provide a solid platform for student voice.</p> <p>Students show a positive work ethic during lessons. They are innovative and take the initiative to make independent decisions. Students have creative ideas and enjoy developing their own projects.</p> <p>School has a very well established and highly successful innovation team, who have won numerous awards in the UAE, and who work</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>	



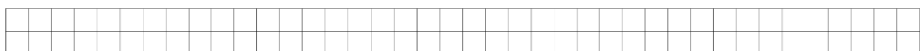


INSPECTION SYSTEM

closely with the GEMS research and development centre and GEMS Future X. Student leaders take ownership to organise innovative events such as TEDx, MUN, STEAM club and Maker Day. The students and staff have been highly innovative in organising many virtual events since the onset of the pandemic.



Next steps for students:





INSPECTION SYSTEM

PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>Across all phases teachers consistently apply their subject knowledge and plan purposeful lessons for their students. They provide an interesting learning environment and use time and resources to enable all students to be successful. This is clearly evidenced through formal lesson observations, learning walks, GEMS internal reviews, ADEK Distance Learning evaluation, British School Overseas and High Performance Learning accreditation feedback.</p> <p>As a direct consequence of working towards becoming a High Performance Learning World Class school, the quality of teaching and learning has increased in the last 3 years and has raised achievement and outcomes across the school, especially in Phase 3.</p> <p>Teachers have high expectation of students and this is evident in planning and lesson implementation. Teachers have excellent subject knowledge and are able to put it in a meaningful context for learners. They promote collaborative and/or independent learning, as appropriate.</p> <p>Professional Learning Communities (PLC's) are set up across school where teachers work together to create purposeful lessons. These PLC's have provided more opportunities for staff to collaborate and share best practice. This increased collaboration and sharing of best practice has led to enhanced teaching and learning practices, with positive impact on students' attainment.</p> <p>There is a rigorous monitoring,</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 across all phases consistently apply their knowledge of their subjects and understand how students learn. They regularly update their knowledge and skills through effective professional development. The very good to outstanding outcomes in the post-16 phase are at least in part a reflection of the well-qualified subject specialists working in that phase.</p> <p>Teachers plan purposeful lessons with the revised school planning template. Objectives are generally clear, appropriate, and shared with the students. Teachers use time and resources effectively to enable students to be successful learners. For example, in the foundation stage in English, teachers briskly present and practice phonics using color-coded images, so that most children can read words and short sentences. They also use sequences of colorful pictures and hand drawn pictures to cue story lines. In the foundation stage in mathematics, children use a range of manipulatives to support them during their learning about measuring capacity and counting. These resources help children to visualize and consolidate their learning. In spite of the crowded classrooms, which are a limitation on students' learning in some subjects, the environment is mostly presented attractively, with the display and celebration of students' previous work.</p> <p>Teachers' interactions with students across all phases, ensure that students are engaged learners. Regular discussion in lessons engages students in meaningful reflection and considered responses. Thoughtful interactions between teachers and students also lead to positive relationships. Teacher questioning often develops students' critical thinking, which is now becoming a stronger feature of lessons in all subjects across the school. For example, in Year 6 in mathematics, students work out how to express buying concert tickets for six people, as a mathematical expression. In Year 10 in English, students speculate on possible endings to a story. There are, however, a minority of lessons, which remain overly teacher-centered, particularly in the secondary phase, where students simply listen and complete those tasks required, but are not otherwise active participants in their learning.</p> <p>Teachers generally meet the different learning needs of students. They provide appropriate levels of challenge and support for students across all phases. In a Year 4 English lesson, a small group of students, who are at an early</p>



INSPECTION SYSTEM

evaluating and review cycle in place to further enhance and provide consistency in teaching and learning throughout the school. Alongside this, a professional development programme is in place to meet the needs of all individuals.

Lesson planning promotes high-level thinking through set objectives, aligned with curriculum standards. Success criteria is shared with appropriate levels of challenge and continuous Assessment for Learning.

Teachers use a wide range of resources which are used skilfully to ensure a strong momentum to learning, which is evident in lessons through high levels of engagement, and good attendance across all phases.

Teachers manage students' behaviour highly effectively with clear rules that are consistently enforced and rewarded. Teachers create a positive learning environment where they encourage students to feel respected and that their efforts are worthwhile. Challenge and support are evidenced in lessons to ensure each individual is given the opportunity to achieve their full potential.

Teachers use questioning effectively to promote considered responses and arouse students' inquisitiveness, inspiring them to want to find out more. They identify common misconceptions and act to ensure they are corrected. Higher order questioning is a common practice in lessons allowing new learning and enhancing learners' progress. Critical thinking, problem solving and independent learning skills are intrinsic features within lessons.

Teachers provide students with concise feedback, in line with the

stage of English language acquisition, receive scaffolded support, which enables them to make very good progress and complete a newspaper article about an accident. However, learning activities for students with different learning needs are not yet consistently personalized across all lessons and subjects. Lessons are generally planned in detail, providing effective scaffolding to gradually build on students' learning. Lesson plans consistently focus on the knowledge and skills to be taught with a range of activities which support students to consolidate their learning.

In most lessons, students work in groups to discuss and share their learning. A few higher attaining students effectively support others during their group learning sessions. This approach, however, is not yet fully consistent across all lessons and subjects. There are a few lessons where students do not have sufficient opportunities to participate in group learning activities particularly in lessons where learning is overly teacher directed. Additionally, if groups are too large, not all group members are engaged.

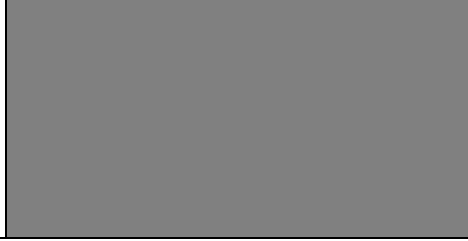
Teaching assistants in primary phase classrooms vary in their impact upon students' learning. While all provide some support in the practical and administrative organization of their classes, not all make sufficient impact upon students' learning, particularly for those students who require additional help and support.

Teachers regularly provide opportunities to develop students' critical thinking and problem-solving skills, particularly in Years 9 and 10. For example, in a Year 10 English lesson, students analyze and discuss how to describe a photo in a memorable way. Students are guided well to include a reference to their own emotions and feelings when they react to the photograph and to choose adjectives and figurative language that has a striking impact on the reader. With clear guidance from the teacher, students successfully consider how to write a text, which will have a striking impact. However, this approach to developing students' critical thinking and problem-solving is not seen consistently in all year groups or subjects, so that secondary students in particular are often less actively engaged in their learning. Opportunities for students to engage in innovation skills in lessons across all phases is less well developed. Learning is often extended by students making connections to the modern day and to life in the UAE.



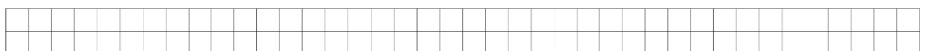
INSPECTION SYSTEM

school's marking and feedback policy, about what learners can do to improve their knowledge, understanding and skills. The learners use this feedback effectively to improve their work and understanding.



Next steps for teachers:

1. Reduce the amount of teacher-talk and Increase opportunities for students to work more independently, particularly in the primary and secondary phases.
2. Provide teaching assistants with training and support to enable them to develop a more focused role in the classroom.
3. Ensure that when students work in groups, each group member has a specific role or task to complete.



INSPECTION SYSTEM

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>Internal assessment processes are coherent and consistent across all phases. The recent BSO report stated that 'assessment systems are routine and rigorous across the school'.</p> <p>Assessments are directly linked to the school's curriculum and provide a comprehensive measure of students' academic development, and their personal and social development. Assessment information is used effectively to influence teaching and planning in order to meet the needs of all groups of learners and enhance their progress.</p> <p>International benchmarking forms the basis of target setting across school and a consistent process for comparing student's achievement with that of students internationally leads to setting aspirational goals each year. Assessment results of individual subjects are analysed in detail every half term. Levels of performance are compared internally between subjects and phases/departments and externally with the achievement of students across GEMS schools and UK national average.</p> <p>Assessment data is analysed every half term to provide a comprehensive and accurate attainment and progress information is shared with both students and parents. The in-depth data analysis is tracked over time by gender and ethnicity and this information is used to plan strategic intervention for groups of students as a school improvement priority.</p> <p>Teachers and school leaders use</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>Internal assessment processes are rational, clear, and consistent. They are linked very well to the school's curriculum standards and provide valid and reliable measures of students' academic, personal, and social development. Assessment processes relate directly to the National Curriculum for England. Assessment data is effectively collated in a comprehensive school-based tracker. External assessments are analyzed at different points throughout the year. Non-academic data such as attendance is also tracked. Baseline data, including the early years developmental profile, is moderated, and compared with other UK curriculum schools in the GEMS network.</p> <p>The school benchmarks students' academic outcomes against appropriate external, national, and international expectations, including the school's internal examinations. The external examinations include the GL standardized tests in English, mathematics, and science, the international IGCSE, AS, A level examinations and the MoE examination in Arabic in Year 13. Leaders use the tracked data to monitor students' individual attainment and progress and teachers ensure that students are targeted and that their teaching is adjusted to improve achievement.</p> <p>Assessment data are analyzed well. Information about students' progress, as individuals and as groups, is accurate and detailed. It is effectively tracked over time. For example, the school uses an electronic tracking system that enables teachers to monitor the attainment and progress of individuals as well as groups of students. Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and enhance their progress. For example, subject leaders review the performance of different groups of students, including boys, girls, Emirati students, pupils of determination, the few students at an early stage of English language acquisition and those who are gifted and talented. In some subjects, higher attainers are not always sufficiently challenged to make even better progress. Most teachers know the students well and have good knowledge of their individual strengths and weaknesses. Most teachers across all phases, provide well focused challenge, support, feedback, and follow-up for students. Students are often involved in assessing their own learning or the learning of their peers, although</p>



INSPECTION SYSTEM

formative and summative assessment data analysis to plan lessons and to modify and adapt the curriculum to address needs of all students. Individual targets are agreed with students and parents so that they can improve progress over time. The BSO report stated that 'the use of self-assessment was exceptionally well established'.

Teachers have a thorough knowledge of students' individual strengths and areas of development and they use formative assessment well in lessons. Teachers provide students with concise feedback, in line with the school's marking and feedback policy, about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively to improve their work and understanding.

Students use success criteria in lessons to identify and evaluate their next steps in learning. Students are regularly involved in assessing their own learning and teachers provide personalised challenge and support. SEN support in lesson needs further development. Informal assessment during lessons though challenge tasks and high order questioning adds to the overall view of students' progress in lessons.

they do not always have sufficiently clear guidance as to what they should be looking for as a basis for their judgement. For example, in Year 5 Arabic as a first language, one student plays the role of a TV reporter and interviews the class about bullying. After the interview, other students evaluate the interviewer's performance from the point of view of the effectiveness of the questioning technique and the quality of the standard Arabic. In some subjects, teachers do not routinely give feedback on students' written work and classwork in order to indicate the next steps they need to take to improve. This was evident, for example, in some science books in the primary phase.

Next steps for assessing learning:

1. Provide students with more systematic, formative feedback through more consistent marking to help students to improve.
2. Offer more consistent opportunities for students to assess themselves and their peers.
3. Create a self and peer assessment rubric to provide guidance for students and encourage consistency of approach.

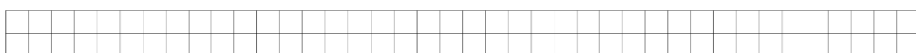


INSPECTION SYSTEM

PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
<p>The curriculum at Cambridge High School is based on the fundamental belief that every student can be high performing.</p>	<p>4.1.1 Rationale, balance and compliance</p>	
<p>The curriculum has a clear rationale aligned to the National Curriculum for England as well as the Emirate and national vision. The curriculum has breadth and balance across all subjects and closely follows the requirements of the NCfE and is fully compliant with MoE requirements. Content and activities are well matched to the age of students and there is an appropriate focus on the development of both knowledge and skills throughout the curriculum.</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>	
<p>The Early Years Foundation Stage curriculum offers a wide range of choices for students and all planning is aligned to the Early Learning Goals (ELG). The Foundation Stage are developing thematic plans in line with the framework and both indoor and outdoor provisions are beginning to be more strategically planned for. The long term, medium term and short planning is well structured to ensure skill progression to enable all students to achieve a good level of development. The FS2 teachers and Year 1 teachers work together as an Early Years team to ensure the children's learning experiences are valuable in themselves as well as setting foundations and easing transition into Year 1.</p>		
<p>The Primary and Secondary curriculum is broad and balanced encompassing Arabic and Islamic as well as a strong focus on the core subjects from the NCfE of English, Maths and Science. Additionally, students engage in foundation subjects. The primary curriculum</p>		





INSPECTION SYSTEM

ensures there is a progression of learning providing opportunity for students to build on their prior knowledge and skills. The secondary curriculum is comprehensive, structured and ensures that students acquire knowledge, skills and understanding in a progressive and systematic manner.

Continuity of medium-term plans supports short term planning within year groups and helps teachers plan for the needs of our learners. The curriculum provides opportunities for children to develop knowledge and skills through creative, physical and practical experiences supported by the use of digital technologies. The planning is streamlined across school and every subject has a progression of skills mapped with the long, medium and short-term plans. Schemes of work incorporate the implementation of the High Performance Learning Advanced Performance Characteristics (ACPs) as well as the Values, Attitudes and Attributes (VAA). As part of a three-year development plan to embed HPL pedagogy and practices, CHS has redesigned areas of the curriculum to expose students to integrated learning tasks and allow students to learn in a contextualized way. This is evident through the creation of Innovation leaders for each year group in school and the students work through enquiry-based learning. HPL developments have been recognised to improve student engagement and demonstrate independent learning skills. Cross-curricular links are meaningful and well planned to support student's transfer of knowledge between subjects. The links made in planning also allow good opportunities for students to learn independently and develop skills of research and critical thinking.

There is an extensive range of subject choices that allow students to engage in subjects that they find both interesting and areas where they intend to pursue future



INSPECTION SYSTEM

educational pathways. The curriculum is arranged in such a way that almost all students are successful in having their choices met. A high level of success is evident in students getting accepted into higher education courses of their choice, with many alumni spanning universities worldwide.

The curriculum is regularly reviewed and updated as part of the school's self-evaluation process and takes account of the views of all stakeholders. These review cycles are well established across school and are evident through the school's quality assurance calendar. The review reflects on many key elements such as the coverage of each subject, the impact of the content on learning and it also draws on feedback from teachers about student engagement. Therefore, all changes are well considered and the needs of most students, including those with special educational needs, are met.

The curriculum is comprehensively structured for students to enhance 21st century skills and ensure continuity of learning. The curriculum offers students a wide range of options to hone their talents, interests and aspirations such as GITex, Noon challenge, Business ideation partnership and external internship opportunities.





INSPECTION SYSTEM

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
<p>At CHS, periodic scheduled reviews inform planning to modify and adapt our plans to meet the needs of students, alongside incorporating High Performance Learning objectives into our planning. This is a part of our vision to provide the best education for all students and our drive to become a World Class HPL school by June 2022, aligned with the UAE 2021 vision and National Agenda.</p> <p>Regular planning meetings take place to discuss pupil progress and short-term plans are adapted accordingly to ensure children are fully engaged and challenged in order to meet the needs of all students.</p> <p>Our curriculum is imaginative and engaging and offers a range of opportunities designed to motivate students. Extensive cross-curricular links mean that the curriculum is motivating and diverse. The embedding of High Performance Learning VAA's and ACPC's in our curriculum is giving students more opportunities to learn in their own ways and at their own speed.</p> <p>Our ECA programme provides opportunities for students to develop their entrepreneurial and innovative skills. There is a huge emphasis on creativity and social contribution and the diverse range of offerings significantly enhances students' academic and personal development.</p> <p>We have extensive industry partnerships such as, with HP for Future proof program wherein students work with exponential technologies to create solutions for</p>	<p>4.2.1 Modification of curricula to meet the needs of all groups of students</p> <p>4.2.2 Enhancement, enterprise and innovation</p> <p>4.2.3 Links with Emirati culture and UAE society</p>	



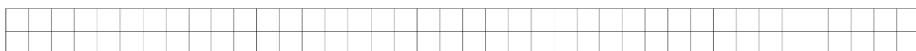
INSPECTION SYSTEM

global real life challenges. These programmes give the opportunity to develop new competencies, future fluencies advanced skills, interdisciplinary problem solving, and powerful values for them to have a positive impact on humanity. Students are frequently involved in a range of external activities such as Global Innovation challenge, DIDI Project Design Space etc. to accelerate their knowledge, understanding and enhance skills

Connections with Red Crescent provide community links in order to enhance students' personal development. Academic activities are also provided to enhance students' academic performance. We also regularly conduct field trips to enhance and enrich our curriculum as well as make links with the culture of the UAE.

Appropriate learning experiences are integrated through UAE Social Studies, My Identity and Moral Education. These aspects of the curriculum enable students to develop their understanding of the UAE's values, culture and society and play an important part in the school.

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>Our recent BSO inspection found that 'the welfare, health and safety of students are excellent'. At CHS, we have rigorous policies and procedures for safeguarding and child protection which are fully compliant with the regulatory authorities and GEMS Education requirements. All staff, students and parents are made fully aware of this through staff professional development, student assemblies and safeguarding information for parents. The support and provision we have in place for health and safety and safeguarding are outstanding and this has been validated by both internal and external audits.</p> <p>All members of the school leadership team, as well as the Director of MoE, are trained to Level 3 safeguarding standards. The Designated Safeguarding Lead delivers an extensive training programme at the start of the academic year to all staff, with regular refresher courses throughout the year. All staff undertake GEMS online health and safety and safeguarding training.</p> <p>All staff are aware of the Child Protection & safeguarding policy as well as the fire evacuation, lockdown and Health and Safety policy. All staff are aware of how and who to report any safeguarding or child protection issues to. The school follows the GEMS safer recruitment policy and safeguarding is a key question in all staff appointments when conducting interviews.</p> <p>Students say that they are safe in school and know who they can talk to if they need help or support. We</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 school has rigorous procedures for the safeguarding of students. All staff, students and parents are fully aware of relevant policies. Safeguarding training is mandatory and takes place in August before the start of the new academic year. All staff are required to sign the safeguarding and whistleblowing policies to confirm they have attended the training. GEMS standard modules for mandatory training are also available online. All safeguarding concerns are immediately reported to the safeguarding team. The safeguarding leads have a cluster group to monitor reports, track trends and cases. All cases are investigated by the safeguarding lead, who speaks to teachers, counsellor, and parents. If additional support or guidance is required, GEMS provides guidance. The safeguarding committee meets every month to raise awareness. Posters promoting the safeguarding team are on view in corridors and classrooms and students know who to contact if they have any concerns or issues. Counselling and support are available if students need to talk privately.</p> <p>The school is highly effective in protecting students from all forms of abuse, including bullying via the internet and social media, and children feel safe at school. Child protection training is mandatory at the beginning of the academic year, with refresher courses on what physical and emotional abuse look like. GEMS have comprehensive corporate policies and procedures. Students are advised on the process of what to do if they feel unsafe and all allegations are reported through the Phoenix reporting process. Since the pandemic, IT lessons have focused on online safety and parents and students sign the 'acceptable use' policy.</p>



INSPECTION SYSTEM

actively promote a culture of anti bullying within the school and bullying is rare. Students are aware of how to stay safe online.

Any allegation is taken seriously and recorded as needed and appropriate action taken. Staff have access to the GEMS whistleblowing policy to protect them. There is a monthly meeting of a safeguarding committee chaired by the Designated Safeguarding Lead (DSL). GEMS have a dedicated safeguarding lead and the school DSL attends monthly meetings with other DSLs.

There is a fully up to date register of all adults who work in the school. All information is recorded in a single central record which is fully compliant and up to date as per GEMS expectations. All school transportation meets the requirement of the Department of Transport and ADEK and all have trained female conductors, with supervision prior to boarding and whilst on board the bus in place at all times.

The school provides a very safe, hygienic and secure environment for all members of the school community. Our recent BSO inspection found that the 'good level of hygiene and cleaning routines is evident across the school'.

The supervision of students is highly effective and staff are vigilant at all times. All staff have completed health and safety awareness training online. All incidents and accidents are recorded and immediate follow-up is taken to minimize any future risk.

The building is suitable to meet the needs of all students and, despite its age, is very well maintained. GEMS have invested heavily in the school in recent years. We are a fully

The school has a 'Positive Parenting Programme', to support parents. Coffee mornings are held termly to raise awareness of different topics. These are also advertised in the monthly newsletter and include safety online, emotional abuse, student sleeping habits, attendance, and punctuality. The school counsellor has been trained through the Ministry of Education and represents GEMS in Abu Dhabi. The school is involved in the Safety Ambassador program with Dubai police training Year 11 and Year 12 students to be safety ambassadors.

General requirements for maintaining the health and safety of students and staff in the school is acceptable, reflecting the overcrowding of students in some classrooms and non-compliance to COVID-19 protocols which have been raised with ADEK. However, the school does provide a hygienic, and secure environment for students and staff. Within the school, staff are trained in first aid procedures and first aid kits are held in the clinic for field trips. Measures are in place to maximize the protection for students and safety checks are frequent and rigorous including, for example the very efficient arrangements for school transport. There are 30 school buses. Each has a driver who participates in an induction program provided by the school. The drivers keep safety check lists of bus equipment. Each bus has a guardian who is responsible for the students. The guardian checks that students are on the bus and communicate with parents if the student is off sick. The guardian ensures that a responsible person collects the student at the bus stop. All students wear seatbelts.

There is robust site security with 136 cameras located around the school and this is securely monitored in the camera room. Maintenance and cleaning are contracted out. The toilet facilities are checked regularly by assigned toilet attendants and sanitizing checklists are maintained. There are contracted arrangements to manage fire safety, including fire alarms and firefighting systems. There are well



INSPECTION SYSTEM

inclusive school and provide a safe and secure environment that is very well suited to the learning needs of all.

Our recent BSO inspection report stated that 'the school is very proactive in ensuring students' wellbeing'. Well-being, and following a safe and healthy lifestyle, is a high priority for staff and students and underpins our school ethos.

CHS has maintained an excellent standard during ADEK compliance visits and we have responded to all pandemic related matters in a highly professional and efficient manner.

Our routines at the start and end of day are outstanding and ensures the safety of all staff and students and parents regularly comment on how safe they feel their children are in school.

signed exits, up to date fire extinguishers, fire hoses and 'Escape and Rescue' plans on walls around the corridors. There are five assembly points in case of fire; however, the last school fire evacuation was almost nine months previously. Half of the school's staff are trained online as fire wardens. The school also has lockdown procedures in case of a terrorist attack. Risk assessments are consistent in style and content and clear procedures are in place to risk assess field trips or external activities. Supervision of students is very effective in the classrooms with the support of classroom assistants. However, it was noted that behavior management was not as consistent in corridors and on stairs due to the large number of students moving at the same time.

Buildings and equipment are well maintained, with a maintenance technician on site. The water tanks are cleaned regularly. Effective arrangements are in place for all waste disposal, including medical waste. The school has a modern, well-maintained clinic for all students, with all appropriate facilities. The clinic facilitates routine PCR testing and operates a robust system of record keeping and accident reporting of students who visit the clinic. The school has robust procedures for managing visitor entry, including the necessary checks to ensure that COVID-19 is not spread.

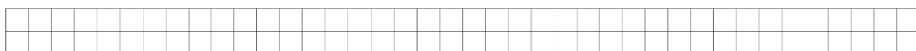
The premises and facilities provide a safe physical environment that is fit for purpose. However, some classrooms are overcrowded and offer restricted space to promote group work or movement of students effectively, and no space to store resources. However, other facilities within the school are well-maintained and promote academic and personal development, including outdoor spaces where students can play sports. The library, swimming pool and canteen are not currently in use.

The school's promotion of safe and healthy living is systematically built into most aspects of school life supported by advice to students



INSPECTION SYSTEM

and parents in assemblies, academic lessons on wellbeing and lifestyles, projects on healthy and unhealthy foods and student activities. Healthy lifestyles are promoted through the weekly school newsletter. There is a regular wellbeing lesson in each phase, where topics include building confidence, risk taking and keeping safe. The school also promotes enrichment activities weekly. Personal, social, and emotional development is a prime area of learning in the foundation stage and is interwoven into all lessons. In personal, social, and emotional (PSE) lessons in the primary and secondary phases there is a termly wellbeing challenge with a focus on health and exercise across Years 2 to 10. Extra-curricular activities were held prior to Covid-19, and the school hopes to reinstate these. An induction session is held at the beginning of the year to raise parents' awareness of healthy eating and lifestyles, and this is reinforced through the weekly newsletters. The school nurses support healthy lifestyles effectively and carry out regular student check-ups.





INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>The extremely strong and positive relationships between staff and students are clearly evident throughout the school and are a significant strength. The quality of the students moral, social and cultural development is outstanding.</p>	<p>5.2.1 Staff and student relationships and behaviour management</p>	<p>Staff have very positive and purposeful relationships with all students. Students spoke enthusiastically of their teachers and there is a strong sense of mutual respect. Students are comfortable in approaching staff including the school social worker and counsellor with any concerns they might have. Systems and procedures for managing students' behavior are effective, the behavior policy covers rules and expectations and the student</p>
<p>The values, attitudes and attributes of High Performance Learning, along with the GEMS Core Values and a sense of mutual respect and understanding lead to a harmonious learning environment throughout the school.</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>'Codes of Conduct'. Behavior issues are reported to the phase or deputy lead. If a case is serious then written evidence is required and a review takes place with witnesses, and parents. The school is currently putting together a contractual behavior policy for students to sign next academic year.</p>
<p>At CHS, teachers know their students very well and are aware of their individual needs. At the beginning of the year, transition documents provide teachers with key information on each child including some basic medical information. There is an atmosphere of mutual respect and trust between students and teachers.</p>	<p>5.2.4 Support for students with SEN and the gifted and talented</p>	<p>The school keeps accurate records of attendance, and overall attendance levels and improving. The school are aware of any attendance issues and have effective processes in place to rectify this with an instant follow up with parents. Punctuality is an issue for some students, with students arriving after the school start time. Although late students are recorded at reception, the school currently does not have a robust system in place to record the punctuality. Both attendance and punctuality have been highlighted in the school newsletters and shared with parents, so they are aware of the policies and follow up procedures. Students are aware of the impact this has on their report scores.</p>
<p>Our recent BSO Inspection report stated that 'behaviour across the school is excellent.' We have a clear behaviour management system, using achievement and behaviour points, that is followed by students and staff. The systems in place for managing student's behaviour are highly effective. Parents receive comprehensive information on the policies and procedures as well as tracking their child's behaviour through the GEMS parent app.</p>	<p>5.2.5 Guidance and support for all students</p>	<p>The school has thorough</p>
<p>Accurate records of attendance and punctuality are kept with very effective systems in place for managing attendance and punctuality. Good attendance is promoted and rewarded. The systems for managing unauthorised</p>		



INSPECTION SYSTEM

absences and lateness are very effective and efficient. Absence is followed up by Phase Leaders and the Social Worker. Attendance is a key strength across the school.

We are an inclusive school that provides a welcoming environment for all children. Children of determination are identified and where necessary, IEPs are put in place to support them. Gifted and talented children are identified and steps are taken to meet their needs effectively. The recent BSO report stated that 'the provision for and identification of students with SEND are strong'.

The school has some specialist staff to assist with identification and support. Teachers are aware of the procedures for referring children and support is given on strategies for children with a variety of different learning needs. There are facilities and resources in place to support some modifications and we provide for a diverse range of learning needs.

All students have access to known and trusted members of staff who can provide well-informed advice on an academic and personal level. Student's questions, needs and concerns are handled sympathetically. Students feel well supported and their well-being and personal development is routinely monitored.

The recent BSO inspection report commented that 'the welfare, health and safety of students are excellent'

The introduction of 'Well-being Mondays' into our pastoral programme has raised the profile of the schools continued efforts to support the wider school community's well-being. Additional opportunities beyond curriculum

procedures for identifying and support for students of determination (SoD), through previous school individual education plans (IEP) information, a referral process, or referrals by teachers. The school has a dedicated member of staff who uses robust assessment tools and supporting evidence to identify symptoms and diagnose. The school currently has 30 students identified across the school who display a variety of special needs including dyslexia, adult attention-deficit/hyperactivity disorder (ADHD), learning disabilities and autistic spectrum conditions (ASC).

The school provides effective support for most students with special educational needs through the special educational needs coordinator (SENCO) and counsellor. The SENCO uses specific tools to assess the students, and teachers are trained in induction week to follow the process for intervention steps with students, which include recognition, identification then referral to the phase leader, SENCO, and director of subject. At Phase 3 of intervention all staff involved meet with the parents. All students are integrated into classes and interventions usually take place in the classroom. Interventions are categorized at different levels depending on student's needs and student learning support is funded by parents.

When the referral process is complete, parents are contacted with a list of external agencies that can assess their child. The special education needs team will not diagnose a student but will send a detailed report to parents and suggest external agencies who are qualified to diagnose. The team does not share the screening tools with the parents but uses them to



INSPECTION SYSTEM

time are provided to students, whereby they are encouraged to engage with wider school life opportunities and extra-curricular programmes. Careers guidance and undergraduate study programmes are also provided to all students in exam groups to help them prepare for life beyond school. We have recently engaged with 8BillionIdeas to provide guidance and support for learners in Year 9 and 10.

The school counsellor runs sessions for students based around health, well-being and coping strategies. We hold Open House events for parents and students with a clear focus on well-being. The form tutors, phase leaders, school counsellor and social worker all regularly check in with students around well-being.

ensure they are on the right track.

External agency reports are shared with the school, and the SENCO writes an IEP to detail the steps in place in the classroom which parents can contribute to and is shared with all stakeholders. The SENCO hopes to have face-to-face meetings back in place in September. The support in class varies depending on each student's needs and students with ADHD, sight or hearing impairment are usually managed within class.

Gifted and talented students are identified through routine testing. There are 59 students currently accommodated in class through differentiation. All other G&T enrichment activities have been suspended because of COVID-19; however, students were given the opportunity to help at EXPO 2020. Within the curriculum, G&T students participate in 'maker day' where they are encouraged to design and make their own innovative objects. This is usually done individually but students can work in small groups or pairs. Prior to COVID-19, G&T activities included innovations club, where students could be involved in engineering, IT, and STEM activities.

The wellbeing and personal development of all students are closely monitored by the nurse, student social worker, counsellor, phase leads, and the wellbeing team. The students spoke highly of the support provided by the social worker, counsellor, and wellbeing team. Information is publicized in every classroom so students know where they can find help. The school provides a good range of activities for students to develop personally within lessons for Wellbeing Tuesday, Enrichment Wednesday and PSE lessons, and external activities are starting up with a planned trip to the Aquarium. The school does not currently



INSPECTION SYSTEM

support careers guidance through post-16 although the '8- million ideas' online software package has been recently implemented to provide extensive support and guidance. The school does provide some support for university applications, although students would like to see more support in this area.

Next steps for leaders:

Strengthen and enhance the existing systems to improve student attendance and punctuality.

Provide more consistent and effective challenge and support in lessons for G&T students.

Further extend support and guidance for the post-16 phase in planning and applying for university places and career next steps.



INSPECTION SYSTEM

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>The Principal sets a clear strategic vision and direction for the school, which is promoted by leaders at all levels, and effectively communicated to all stakeholders. Leaders throughout the school ensure and facilitate an inclusive ethos.</p> <p>The vision clearly defines the inclusive nature of the school and states that CHS wants all students to be successful. Senior leaders are fully committed to the UAE National and Emirate priorities. School leaders ensure that all programmes of study have features of respect for the UAE and its heritage and also plan specific activities to address local priorities.</p> <p>Leaders at all levels demonstrate thorough knowledge of the curriculum, and work effectively with their staff to ensure the best practices in teaching, learning and assessment. There is a purposeful learning culture evident in school and high expectations are set in relation to student learning and outcomes.</p> <p>Relationships amongst the staff, between staff and students, and with parents are very strong. Communication with all stakeholders is effective and professional and takes many forms.</p> <p>The school has a clear line management structure and leadership is effectively delegated to individuals and teams. Senior leaders hold middle leaders to account through line management meetings and during middle leader meetings which focus on the use of data and the quality of teaching and</p>	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>Leaders at all levels provide a very clear strategic vision that is shared across the school community. Leaders show commitment to the UAE national and Emirate education priorities. Students are well prepared for entering the international PISA and TIMSS tests. The school prepares students well academically for higher education opportunities around the world. Leaders promote students' active participation in a range of national events and celebrations, including the recent 50th Anniversary celebrations and Expo 2021. Senior leaders are well supported by able and effective staff who are committed to continued school improvement. Current priorities are set out in the school development plan and are aligned to the school's vision and strategic plans. Leaders ensure that the school is inclusive. The most recent development plan has an extensive range of priorities, deriving from the previous inspection report. Progress across the various objectives has been monitored carefully. The principal is supported by committed senior leaders, with clearly defined roles. Leaders are well-motivated to secure best practices in teaching, learning and assessment, so that students' achievement is raised further. There is greater consistency of very good or better outcomes for students in the final three years. There has been a positive impact on students' progress, particularly in upper secondary and post-16 phases, where measured progress between Years 11 and 13 now exceeds by some way what is normally expected. Consequently, leaders have been effective in achieving very good standards of learning for students by the time they leave the school. The senior team has been significantly strengthened and expanded since the last inspection. In general, the most established teachers work in upper secondary</p>



INSPECTION SYSTEM

learning. This clear focus has established strong routines and understanding of accountability, and leads to very good outcomes.

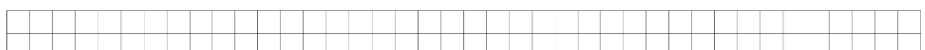
Staff morale is very positive throughout the school and is evidenced in the positive and warm professional relationships seen throughout the school. Staff turnover is very low at less than 6% per year.

Distributed leadership, and confidence and trust in leaders from the Principal, ensures that leaders at all levels demonstrate a clear understanding of what they need to do to be innovative and ensure sustained school improvement.

Leaders are solution driven and they strive to continuously improve to ensure the highest possible outcomes and performance levels.

Leaders closely monitor and ensure that the school is compliant with statutory and regulatory requirements.

and post-16 provision, where achievement is most consistently strong. Relationships and communication with the parents and community are professional and effective. The school's distributed leadership ensures that the school has good capacity and there is a culture of aspiration amongst the staff and the whole school community. Leaders at all levels have a good grasp of what needs to be done to improve the school further. Leaders are held accountable, and this contributes to effective performance. They ensure that the school is mostly compliant with statutory and regulatory requirements. However, the numbers of students in some classrooms observed exceeded the legal maximum permitted under COVID-19 regulations at that time. Leaders undertake regular monitoring and interventions to secure improvements in the quality of teaching and of students' learning.



INSPECTION SYSTEM

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>There is systematic and rigorous self-evaluation using both internal and external data. This is embedded in the school's improvement planning and shared by all staff through the links to performance management.</p>	<p>6.2.1 Processes for self evaluation</p>	<p>There is systematic and rigorous self-evaluation using both internal and external data. This is embedded in the school's improvement planning and shared by all staff through the links to performance management.</p>
<p>School leaders and staff know the strengths of the school and areas for improvement very well and all key priorities are identified within the school development plan and analysed against improvement criteria.</p>	<p>6.2.2 Monitoring and evaluation of teaching and learning</p>	<p>School leaders and staff know the strengths of the school and areas for improvement very well and all key priorities are identified within the school development plan and analysed against improvement criteria.</p>
<p>There is a very clear focus on improving the quality of teaching and learning. Senior and middle leaders facilitate and promote a culture of effective monitoring of teaching and learning which has a significant impact upon student achievement. The improvement of teaching and learning is a key priority supported by an extensive CPD programme, linked to High Performance Learning.</p>	<p>6.2.3 Processes and impact of improvement planning</p>	<p>There is a very clear focus on improving the quality of teaching and learning. Senior and middle leaders facilitate and promote a culture of effective monitoring of teaching and learning which has a significant impact upon student achievement. The improvement of teaching and learning is a key priority supported by an extensive CPD programme, linked to High Performance Learning.</p>
<p>Leaders effectively analyse the data from international assessments such as PISA and TIMMS to implement strategies which result in an improvement in student achievement in line with the UAE national agenda.</p>	<p>6.2.4 Improvement over time</p>	<p>Leaders effectively analyse the data from international assessments such as PISA and TIMMS to implement strategies which result in an improvement in student achievement in line with the UAE national agenda.</p>
<p>The school's development plan is coherent and based upon accurate self-evaluation. Priorities are clearly identified as well as strategic and operational actions which result in a positive impact upon student achievement.</p>		<p>The school's development plan is coherent and based upon accurate self-evaluation. Priorities are clearly identified as well as strategic and operational actions which result in a positive impact upon student achievement.</p>
<p>Significant progress has been made</p>		<p>Significant progress has been made against all of the recommendations from the ADEK inspection report of November 2019, as well as against our own priorities as a school. Results at IGCSE and A Level examination continue to be outstanding. The school is in the final stages of a journey to be a High Performance Learning World Class School and recently gained British School Overseas accreditation where the school was judged good overall and excellent in many of the standards.</p>

INSPECTION SYSTEM

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6.2.1

Processes for self evaluation

6.2.2

Monitoring and evaluation of teaching and learning

6.2.3

Processes and impact of improvement planning

6.2.4

Improvement over time School leaders' assessment of students' learning is accurate. Leaders systematically monitor students' attainment and progress in lessons to inform self-evaluation. Lesson planning has improved. Teachers receive constructive feedback on the quality of teaching and learning in lessons, from senior leaders and from subject leads. Leaders know the school's strengths and areas for improvement, particularly in relation to the large primary phase. The school's performance data is inextricably linked to the priorities for improvement. Improvement plans are appropriately focused on raising students' attainment, progress, and the quality of teaching. Key priorities for improvement, strategic plans, and the actions necessary are appropriately set out in improvement planning. The school knows its strengths and is mostly accurate in identifying the areas for improvement. For example, school leaders are aware that teaching assistants do not currently have sufficient impact on students' learning in the primary phase and that further training of this important resource is required. Most recommendations from the previous inspection report are largely embedded in daily practice. The internal evaluation report is detailed and mostly reflects the individual characteristics of the school's circumstances.

Next steps for leaders:

1. Ensure that students' achievement is boosted more systematically in the primary phase, so matching the more consistently effective achievement in upper secondary and post-16 provision.
2. Implement the planned development program for the up skilling of classroom assistants.
3. Ensure that there is full compliance with all current regulatory requirements in relation, for example, to legally permitted maximum numbers of students in classes under relevant COVID-19 regulations.

INSPECTION SYSTEM

PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>Parents are seen as the most valued partners of the school. They are supportive and engage effectively in their children's learning and the day to day life of the school.</p>	<p>6.3.1 Parental involvement</p>	<p>The school is successful in engaging parents as partners in their children's learning and in school life.</p>
<p>Parent voice plays an important part in school improvement. Parent views are sought through a variety of means and fully considered when shaping school priorities. The Friends of Cambridge provide an effective link between school and the wider parent community and are fully supportive of many events and activities which take place.</p>	<p>6.3.2 Communication 6.3.3 Reporting to parents</p>	<p>The school has a parent-teacher association (Friends of Cambridge) which ensures that parents have a positive engagement in the life of the school and in the education of their children. There is some parental representation on the local advisory board, a group which also includes the senior leaders of the school, and which acts as a link between the school and the proprietors. While this body is effective in collecting parental views and has an oversight of school self-evaluation and the associated data, it is not expected to have any significant strategic impact. The partnership with parents has been critical during the recent period of online learning, when children had to study at home. The views of parents are fully considered by senior leaders and communicated to the school proprietors when school improvement priorities are established. The school is proactive in implementing the GEMS Quality Assurance initiative, where class teachers have a responsibility to maintain direct lines of communication with the parent of children they teach. This requires them to check-in with parents monthly to ensure that no issues have arisen. In addition, parents complete two parent surveys per year, across four measures. The overall approval ratings from parents have shown steady improvement in the last three years. Parents make a positive contribution to raising standards, for example in the support they provide to ensure that students' homework is completed. Many parents would now like to resume their role as volunteers, for example, in support of children's reading, as the recent emergency has abated. Effective communication has, previously, enabled parents to become involved with organized activities in</p>
<p>Communication with parents is effective and keeps them informed about all aspects of the students learning and development. We use social media platforms extensively as well as sending weekly newsletters, emails, SMS messages and online platforms such as Class DoJo.</p>	<p>6.3.4 Community partnerships</p>	<p>The school is successful in engaging parents as partners in their children's learning and in school life. The school has a parent-teacher association (Friends of Cambridge) which ensures that parents have a positive engagement in the life of the school and in the education of their children. There is some parental representation on the local advisory board, a group which also includes the senior leaders of the school, and which acts as a link between the school and the proprietors. While this body is effective in collecting parental views and has an oversight of school self-evaluation and the associated data, it is not expected to have any significant strategic impact. The partnership with parents has been critical during the recent period of online learning, when children had to study at home. The views of parents are fully considered by senior leaders and communicated to the school proprietors when school improvement priorities are established. The school is proactive in implementing the GEMS Quality Assurance initiative, where class teachers have a responsibility to maintain direct lines of communication with the parent of children they teach. This requires them to check-in with parents monthly to ensure that no issues have arisen. In addition, parents complete two parent surveys per year, across four measures. The overall approval ratings from parents have shown steady improvement in the last three years. Parents make a positive contribution to raising standards, for example in the support they provide to ensure that students' homework is completed. Many parents would now like to resume their role as volunteers, for example, in support of children's reading, as the recent emergency has abated. Effective communication has, previously, enabled parents to become involved with organized activities in</p>
<p>The GEMS Quality Assurance Programme (Pulse) is used every month by form tutors to communicate directly with parents. In the last GEMS parent survey 82% of parents felt that school communicated extremely or very well and that 87% of parents were extremely or very satisfied with the school. Our Net Promoter Score (NPS) in the GEMS parent survey has risen in the last 2 years by 19 points.</p>		
<p>Parents of children with identified special needs are invited into the school on a regular basis to help build and agree their child's Individual Education Plan (IEP) These are reviewed at least termly and more often if needed.</p>		



INSPECTION SYSTEM

Formal reporting takes place every term to parents. There is also regular communication between subject teachers and parents where concerns are identified in the child's learning, attainment or progress. Parents are provided with helpful, detailed and accurate information on all aspects of students' achievements and areas for improvement.

The school benefits from strong and effective links that exist with the local, national and international community, including businesses and hospitals. These links are effective and enhance the curriculum and provide a meaningful context for learning and collaboration. Our student internship programme builds on these strong links and the feedback received from companies is outstanding. Students work for charity collection to support needs of others in the community. Examples include Operation Smile, Cancer Awareness, and Red Crescent. The school runs its own Model United Nations conference and participates in conferences across the world on a yearly basis. The impact on the students learning and development through their involvement in such activities is very positive.

school, although most events have been suspended due to the recent pandemic. Regular termly face-to-face parent meetings, where parents actively support the school in raising standards, have been replaced by virtual open-house meetings. These meetings keep parents well informed about their children's academic progress and personal development. Parents would, however, like to see face-to-face meetings resume. Foundation stage parents meet their child's teacher on a regular basis. Parents have in the past made a very positive contribution to public events, such as National Day. Parents receive frequent e-mail and social media communications, weekly newsletters, and access to online platforms. There are formal written termly reports. Welfare staff ensure that students and their parents are aware of organizations which can provide expert help for any social, health or wellbeing issues. Parents of children with identified special needs are invited into the school on a regular basis to help agree their child's IEP and negotiate a shared plan of action to provide support. The school has strong co-operative links with the other schools in its group. There are links with various charitable organizations, such as Cancer Awareness and Red Crescent, to develop students' responsibility in helping the community. The school has established relationships at university level to enable future school leavers to prepare to move on to university. The school runs its own model United Nations conference and participates in conferences across the world annually. The most recent survey of parents indicated a mostly affirmative response to the school's work. The program of extra-curricular activities provided for students remains, post-COVID-19, suspended. Parents would like to see a full sporting and extra-curricular program resume.

Next steps with parents and partners:

1. Seek to re-introduce face-to-face meetings with parents as soon as regulations allow.
2. Provide opportunities for parent to volunteer in classrooms when this is permitted.
3. Re-introduce, when feasible, a full sporting program and a more varied extra-school activity program.



INSPECTION SYSTEM

PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>Cambridge High School is owned and operated by GEMS Education, the largest K-12 education provider in the world with 43 schools in the MENASA region. There is a dedicated school support centre team who provide professional governance in areas such as Safeguarding, Inclusion, Education, HR, Finance, Procurement, IT, property and Services.</p> <p>GEMS Education Senior Leaders systematically monitor all aspects of school actions and hold senior leaders to account. They provide an objective view of school as well as strategic guidance to the school leadership. They act as a very effective and constructive critic for school and make regular visits to check on all aspects of school life. GEMS Education support the employment of well qualified and appropriate staff in the school and have a comprehensive safer recruitment policy in place. This has a very positive impact upon the overall performance of the school.</p> <p>Our Local Advisory Board includes representatives from industry, parents, GEMS School support centre and a senior leader from another GEMS school and has a key role to play, as critical friends, to support continued school improvement.</p> <p>The Vice President of the Cambridge brand is a constant source of support and challenge, visiting the school regularly to monitor progress and drive school improvement. The Principal meetings focus on school improvement and the sharing of good practice. In addition, there are regular cluster meetings with other</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The local advisory board, which makes recommendations to the senior management of the company, has representation across most key stakeholders including school leaders, parents, and an educational advisor. Students do not routinely have direct representation. The advisory board acts as a conduit for parents' views, which may be channeled through the parental representatives or through the principal. The advisory board meets regularly and has supported the proprietors during the pandemic period in responding to emerging contingencies. The school's proprietors have maintained staffing levels during the pandemic and have endeavored and continue to endeavor to support parents where possible. This is reflected in the high level of satisfaction expressed by the parents. Through the advisory board, the proprietors are well informed of the school's strengths and areas for development. The advisory board and the proprietors effectively monitor school outcomes and hold senior leaders accountable for the quality of the school's performance, and the achievements of students. Together they act as effective critical friends of the school. There are robust systems to evaluate parents' level of satisfaction and to resolve any emerging issues promptly. The proprietor's representatives regularly visit the school to monitor and to engage with the principal, reviewing the improvements necessary. Overall, the advisory board and proprietors make an important contribution to the school's leadership and direction and ensure that funding is available so that the school is well staffed and resourced. However, while, typically, all statutory requirements are met, the school was found to be operating several classes with numbers present which were in excess of the prevailing</p>

INSPECTION SYSTEM

GEMS Principals and the Vice President. These meetings focus heavily on school improvement and offer support as well as challenge to the school.

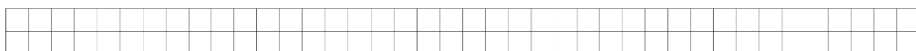
GEMS carry out Principal reviews which cover all aspects of the role of the Principal and is linked to a comprehensive data dashboard based upon a number of performance areas.

GEMS Education conduct regular internal school inspections to ensure that all statutory requirements are met.

COVID-19 mandatory legal limits.

Next steps for governors:

1. Ensure, through monitoring, that leaders continue to raise standards in subjects where attainment is not yet very good overall.
2. Seek opportunities to facilitate regular representation by students on the local advisory board.
3. Ensure, as a matter of urgency, rapid compliance with all local or temporary restrictions that are imposed.



INSPECTION SYSTEM

PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>The school has very effective procedures in place for ensuring smooth day-to-day operation of the school. These are very well organised and include an effective timetable, duty system and cover policy, all of which impact positively on students' achievements.</p>	<p>6.5.1 Management</p>	<p>All aspects of the day-to-day management of the school are well-organized. As a result, the school runs very smoothly. This has a positive impact on students' personal development and their academic achievement. The school is fully staffed, with appropriately qualified teachers who receive regular, targeted, professional development both at school level and through the GEMS virtual training platform. All departments make good provision for the support and training of their staff.</p>
<p>The school is appropriately staffed to align with our vision and mission. All staff are suitably qualified and have approval from ADEK through the PASS system. We pride ourselves on developing our staff and there is a heavy focus on the professional learning and development of staff. There are training sessions every week which are aligned to the needs identified from the rigorous and effective monitoring system. Middle leaders take an active role in developing the T&L practices of their teams to maximise student achievement. Staff access a wide range of courses provided by TELLAL (the training division within GEMS) including accredited course at all levels up to masters in educational leadership. Many online training courses have taken place since March 2020, focussed on improving the delivery of virtual learning.</p>	<p>6.5.2 Staffing</p> <p>6.5.3 Facilities</p> <p>6.5.4 Resources</p>	<p>Professional development of staff is appropriately matched to the school's priorities and the promotion of students' achievements. However, additional training for primary phase teaching assistants is required to ensure that their impact on students' learning, particularly the lower attainers, is greater. The premises, in themselves, meet most normal school requirements well, with specialist rooms and pleasant public areas, and are cleaned and maintained to a good standard. However, the number of students in some very small classrooms, with restricted space for movement, adversely impacts upon students' learning and comfort. This is true of both the primary and secondary phases. The learning environment in the classrooms, particularly in the primary phase, is often colorful and stimulating with displays of resource material and students' work. However, in the smaller rooms, there is no space for the storage of resources or to accommodate, for example, reading corners. This also impacts upon students' daily experience. While there are some well-resourced specialist facilities for example, for art, music, and the library, these are currently not accessible as they are accommodating displaced classes, under COVID-19 requirements. There is good access to laptops and devices to support learning, particularly in the secondary phase.</p>
<p>We have introduced a staff well-being program and we focus on robust staff retention strategies including effective succession planning as an integral part of the career pathways within the organisation.</p>		
<p>Laptops and iPads are regularly upgraded and our online subscriptions to enhance effective teaching and learning have increased significantly year on year.</p>		



INSPECTION SYSTEM

There has been significant investment in a reading and phonics scheme to further promote reading.

CHS is an old school, opened in 1994. Despite the age of the building it is maintained to an exceptionally high standard and the space is effectively used to ensure the delivery of high quality teaching and learning which leads to very good levels of students achievement. CAPEX and OPEX spend is regularly in excess of AED 2 million every year.

The school is very well managed and we have a clear ambition to provide an outstanding level of education at a fee point that offers exceptional value for money.

There is a good stock of modern physical books, both fiction and non-fiction. There is appropriate space on site to support students' physical development.

Next steps for managers:

1. Seek a timely resolution to issues of overcrowding in certain classrooms.
2. Improve the learning environment in the smaller classrooms to ensure that there is adequate storage for resources and provision for book corners and display areas so that conditions for both teachers and students are improved.
3. Restore the specialist teaching areas which are currently decommissioned so that students' learning experience is enhanced.

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

