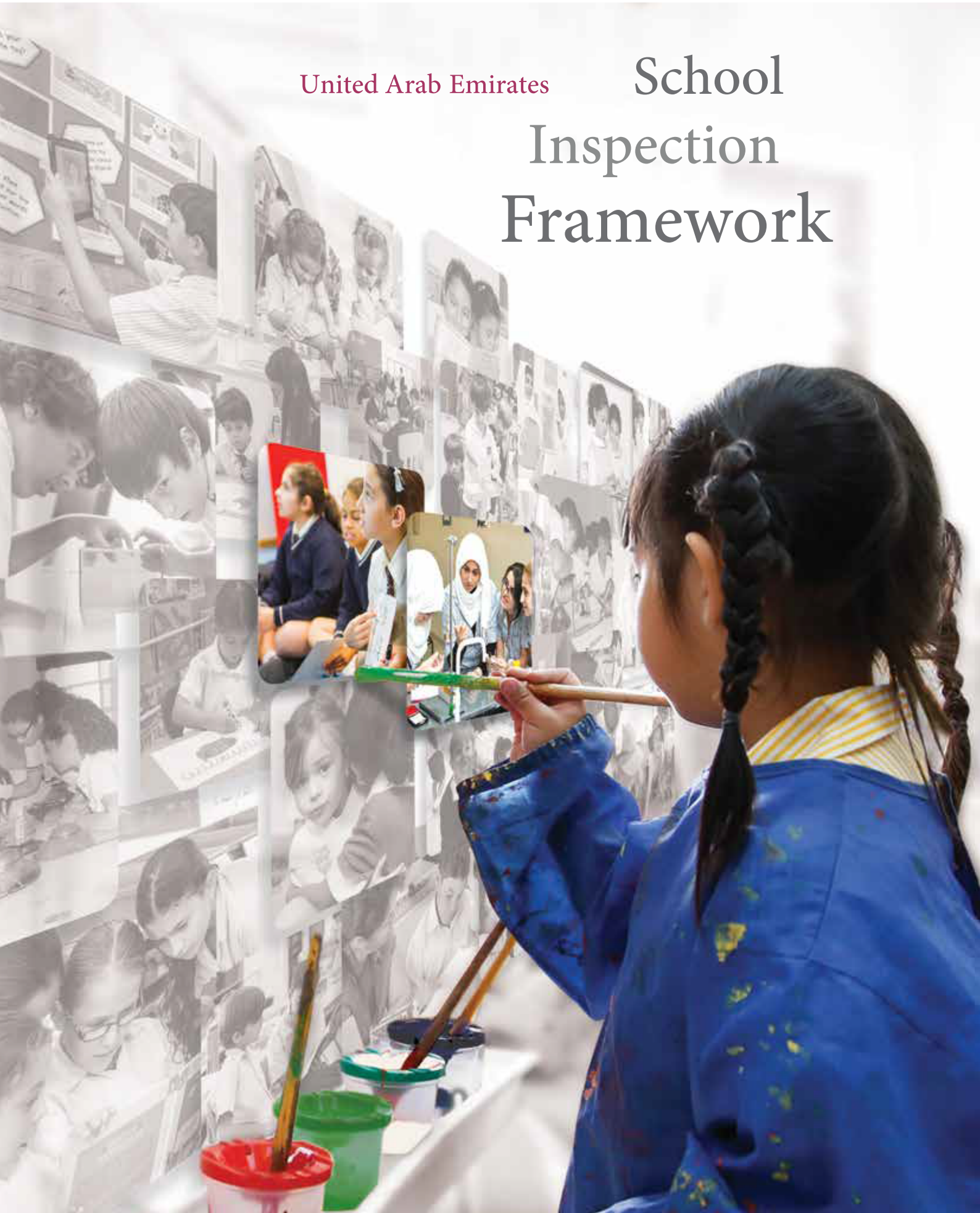


United Arab Emirates

School Inspection Framework





“The education of our people is a great wealth. We are proud of our educated nation because through knowledge and science we will open the horizons of a glorious future.”

His Highness Sheikh Zayed Bin Sultan Al Nahyan, Founding Father of the UAE

In his vision for a glorious future, our forefather HH Sheikh Zayed Bin Sultan Al Nahyan emphasised the importance of education. Through his vision, and with the spirit of the Union, comes our collaborative initiative under the directives of the Prime Minister’s Office, bringing together a unified inspection framework for the United Arab Emirates (UAE).

Education is a great wealth, indeed. With keen interest and aspiration, the UAE School Inspection Framework is designed to provide a shared set of quality standards and quality assurance to underpin our drive to meet the National Agenda targets and to provide a world-class education. Central to this is our ambition to harness the potential of young Emiratis to be innovative future global leaders.

We pride ourselves on this ongoing pursuit of excellence and determination to develop a happy nation with potential for high achievement. We will not spare any effort to travel further together with our students and schools to reach greater heights. With our continued belief in the vision of our forefather, and our continuous striving for excellence in education for all our young people, we shall succeed in achieving a glorious future for everyone.



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Section



1.1 Purpose of this framework

1

What is the UAE vision for education?

The United Arab Emirates Vision 2021 has education as its foundation, both explicitly and implicitly. Vision 2021 includes aspirations for citizenship, a spirit of entrepreneurship, enhanced educational attainment, and a knowledge-based economy driven by innovation, research, science and technology. The realisation of these aspirations requires a world-class education system, responsive to national needs and aligned to international standards.

2

How does school inspection contribute to that vision?

To achieve the world-class education systems to which it aspires, the UAE must apply a high-quality evaluation system to measure reliably the quality of school performance and to support school improvements and students' outcomes, through rigorous and regular school inspections. *The UAE School Inspection Framework* is based on comprehensive performance standards that define the essential aspects of a quality education. Each standard is broken down into specific indicators and elements, and detailed descriptors and illustrations guide inspection judgements and school improvement.

3

How will a unified framework contribute to that vision?

Since its formation, the UAE has promoted active collaboration among the Emirates, with integrated national planning and policy in many areas. While educational reform was a common goal, each Emirate approached this in its own way. This unified *UAE School Inspection Framework* represents the synthesis of many previous inspection and school improvement models, and the culmination of many years of hard work across the Emirates. It is a giant step forward – a unified approach to moving education closer to the 2021 vision.

The *UAE School Inspection Framework* has been designed to support the inspection of the full range of schools in the UAE that provide education to students from the early years to the end of secondary education. Inspectors will take full account of the proprietorial and governance systems that characterise all schools when applying the framework.

4

What are the core values of our inspection service?

To achieve the desired outcome of high-quality education, UAE education authorities and inspectors are committed to ensuring a quality process through the following core values:

Commitment to high-quality and continual improvement

Excellence in inspection delivery, with the highest standards of professional conduct and cultural sensitivity, together with secure, evidence-based judgements

Transparency in communications before, during and after inspections, relating to both the process and outcomes of inspection

Cooperation and partnership with schools and other stakeholders, with the aims of increasing the efficiency and effectiveness of the inspection process.



1.2 Code of conduct for inspectors and school staff

Successful inspections require that inspectors and school staff conduct themselves professionally throughout the inspection. Inspectors will aim to leave the staff of each school feeling that they have gained from the experience of inspection. The focus of inspections is to find out what a school is doing well and what might be improved. School leaders, governors, owners and proprietors should recognise the thoroughness of the evidence base as well as understand and respect the judgements that emerge. The entire school community should believe that the inspection has provided a valuable contribution to its strategy for continuous improvement.

Inspectors will:

- arrive at fair and accurate judgements that are securely based on evidence, in line with the *UAE School Inspection Framework*
- make their evaluations impartially, free of personal bias or prejudice, and have no connection with the school that could undermine their objectivity
- treat those they meet during the inspection process with courtesy and respect, keeping the interests of learners at the heart of every inspection, and remembering that the right of entry into schools is a privilege
- establish effective working relationships with the school staff, keeping in mind their concerns and the circumstances in which they work
- respect the confidentiality of information
- plan and manage the inspection process effectively to ensure it is as smooth and straightforward as possible
- use the school's self-evaluation as the starting point for inspection and explore issues through professional dialogue with school staff
- observe students' learning experiences directly
- identify the school's strengths and areas where improvement is needed
- communicate outcomes clearly and supportively. Feedback to school staff and governing bodies, given orally and in writing, will be clear and unambiguous and will focus on sustaining high-quality outcomes and, where relevant, building capacity to bring about improvement.

School staff are also expected to uphold the highest professional standards during inspections and ensure that inspectors are treated with courtesy and respect. The standards expected of school staff are the same as those of inspectors.



Section

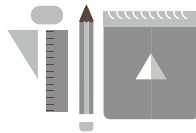
2.1 UAE National Agenda

“Education is a fundamental element for the development of a nation and the best investment in its youth.” UAE Vision 2021

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, launched the UAE National Agenda as an extension to achieve the UAE Vision 2021 in time for the UAE golden jubilee celebration. The UAE National Agenda covers the sectors of education, health, economy, police, housing, infrastructure and government services. Education is a particularly important focus of the UAE National Agenda as it includes eight objectives that should lead the UAE to being among the most successful countries in providing world-class education. These objectives target important areas in education related to students, teachers and school leaders.



PISA: to be among the 20 highest performing countries in PISA



TIMSS: to be among the 15 highest performing countries in TIMSS



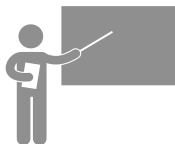
Completion of high school education: to ensure that 98% of Emirati students complete their high school education



Attending pre-primary: to ensure that 95% of children in the UAE attend pre-primary education



High skills in Arabic language: to ensure that 90% of Grade 9 students develop high skills in Arabic language in the UAE NAP assessment



Highly-quality teachers: to ensure that 100% of schools have high-quality teachers



Highly-effective school leadership: to ensure that 100% of public schools have highly-effective school leadership



University foundation programme: to ensure that no students need to join the university foundation programme.

By working towards these objectives, school leaders will take actions to make their schools high-performing educational institutions in the UAE, where students achieve similarly to those in the best educational systems in the world.

Only when school leaders embrace the UAE National Agenda targets will the UAE make further improvements, eventually celebrating in 2021 by being among countries that provide world-class education.

2.2 Innovation in Education

“More than any other time, we need to boost innovation among young people, build nurturing environments in our society, and encourage our schools and universities to equip our youth with skills in research and discovery methodologies.” - Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE and Ruler of Dubai (2014)

Promoting a culture of innovation in schools

Innovation is the generation of new and creative ideas and the use of new or improved approaches. It is one of the most effective drivers of economic growth in the modern era for stimulating entrepreneurship and enterprise. The UAE Vision 2021 sets out the National Agenda for the UAE to be among the most innovative nations in the world.

The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’ as the primary tools for delivering a programme of economic development and progress, stimulating creativity, and growing a distinct set of skills and capabilities across the nation in order to achieve the UAE Vision 2021. It provides the UAE with a comprehensive plan to develop the entire ‘innovation ecosystem’, which extends into seven key areas of the economy, including education, where innovation is a basic criterion for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation comes in many forms. There are innovations in the way schools are owned, organised and managed; in curriculum design models; in teaching and learning approaches, such as the ways in which learning technologies are used; classroom design including virtual spaces; assessment; timetabling; partnerships to promote effective learning and engagement in the economy; and the ways in which teachers and leaders are recruited, trained, developed and rewarded. These innovations can be small or large, recognisable or entirely new and different.

Innovation is driven by a commitment to excellence and continuous improvement. Innovation is based on curiosity, the willingness to take risks and to experiment to test assumptions. Innovation is based on questioning and challenging the status quo. It is also based on recognising opportunity and taking advantage of it. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.

During school inspections, there is now a focus on innovation and the ways in which it is promoted in schools. Inspection teams will explore the school’s vision and interpretation of innovation as found in selected indicators and elements of the inspection framework. Inspectors will seek to understand how it is defined, designed and expressed in the school.

2.3 Inclusion

The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Inclusive education is not a marginal issue but is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning. UNESCO

Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals.

The UAE is determined to become an inclusive, barrier-free, rights-based society that promotes, protects, and ensures the success of all groups of students. The impact of inclusion should be seen through the learning experiences of all children within UAE schools.

Governors and senior leaders have a responsibility to facilitate and develop inclusive attitudes and practice within their schools. In the most successful schools, a highly-inclusive ethos will be reflected in the values and culture of the entire school community so that learners feel welcome, accepted, safe and valued.

Inclusion **does not** mean treating people the same without regard for individual differences. The inclusive school will be proactive in identifying barriers which restrict students' achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion.

Particular groups of students who require access to specialist provision within our schools are at the highest risk of experiencing educational exclusion. These include students with special educational needs, students with disabilities, students with special talents and students with special gifts. Aspects of provision which require special consideration to ensure the educational inclusion of these groups of students include the:

- effectiveness of identification procedures
- appropriateness of curriculum modification systems
- impact of specific intervention or personal support mechanisms
- use of feedback from monitoring and assessment processes.

Developing inclusion will involve students, professionals, parents, carers and the wider community. Provision made by schools for students with special educational needs is now integrated into this framework. Schools and inspectors will be able to evaluate the quality of provision for these students in the process of considering selected performance standards and indicators.

2.4 School self-evaluation

Accurate self-evaluation is a pre-condition for school improvement. Without it, school leaders, governors, owners and proprietors do not have a realistic view of their school's strengths and weaknesses. This means that action for improvement is unlikely to address the most important issues or lead to improved outcomes for students.

Self-evaluation is forward looking. It is about change and improvement, whether gradual or transformational. It is based on professional reflection, challenge and support. It involves taking considered decisions about actions which result in clear benefits for students.

Self-evaluation should not take place just because an inspection is imminent. It is a process that all schools need to engage in regularly throughout the year in order to assist everyone involved in the journey of continuous improvement.

At the heart of school self-evaluation are three questions:

- How are we doing?
- How well should we be doing?
- What will we do to improve?

The best schools focus these questions on learning. Learning is their core business and leaders, teachers and students are always learning.

In line with international best practice, school inspections place a firm emphasis on the need for schools in the UAE to become more familiar and confident with the processes of self-evaluation and improvement planning. This inspection framework should be an important tool for schools to use as part of their own self-evaluation procedures.

All schools are required to submit self-evaluation information prior to the inspection team's visit. This should be aligned to the performance standards and elements in this framework. Inspectors will use the self-evaluation information provided by each school as a starting point for their work so schools are encouraged to undertake carefully considered, reflective self-evaluation.



Section



Framework of performance standards and indicators

This set of performance standards and indicators has been developed from those used in several Emirates over the previous seven years and following extensive consultation.

Performance standards and indicators are at the heart of the most effective inspection systems worldwide. They provide a framework within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes.

- Standards and indicators create a vocabulary for a conversation with schools about the key purposes of education and the key factors of educational quality.
- The use of a common set of standards and indicators supports consistency in judgements across different inspection teams.
- The statements for the highest performance levels provide a description of educational excellence to which schools can aspire.
- The statements for the lowest performance levels provide schools with a clear understanding of levels of provision that are not acceptable and must be improved.
- Schools can use the standards and indicators for self-evaluation and school improvement through effective development planning.
- The publication of performance standards and indicators contributes to the transparency of the inspection process.

The *UAE School Inspection Framework* is structured in the following way:

Performance standards represent the key domains of quality education

Indicators outline the main areas covered by the standard

Elements refine specific aspects of the indicators

Brief descriptors describe observable actions for each performance level

Illustrations provide more detailed descriptions of practice at selected performance levels.

School inspections are structured around six performance standards and conclude with an overall performance judgement.

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**
6. **Leadership and management**

The choice of these performance standards, underpinned by 17 performance indicators, is based on research into school effectiveness. While there are legitimate disagreements about some aspects of the purpose of education, there is almost universal consensus that an effective school will seek to secure the best possible academic outcomes, while also ensuring students' personal, physical, social and emotional development.

These two key outcomes – students' achievement and students' personal development – are the key measures of school effectiveness and form the basis for the first two standards. The next four standards focus on what research tells us about the most powerful factors determining school effectiveness: the quality of teaching, curriculum, care and leadership.

Overall performance judgement

The *UAE School Inspection Framework* concludes with an overall judgement of school performance. Using the matrix in this framework, schools and inspection teams consider the evaluations made for the 17 performance indicators and determine the closest match in order to agree the 'Overall Performance Judgement' for the school.

Inspectors will make judgements using a six-level scale.

The six levels of quality on the scale are defined as follows:

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very Good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very Weak	Quality of performance is significantly below the expectation of the UAE

Consistency in quantitative terms

The following terms are used throughout the performance indicators with the following definitions:

Almost all	Greater than 90%
Most	75% - 90%
Large majority	61% - 74%
Majority	50% - 60%
Large minority	31% - 49%
Minority	16% - 30%
Few	Up to 15%

Judging students' attainment, progress and learning skills

Inspectors will make evaluations on the basis of the evidence they gather in relation to each significant age group in the school, taking into account the students' ages.

Inspectors will take account of any significant variations in the performance of different groups of students. These will include:

- boys and girls
- Emirati students
- lower and higher attaining students
- students with special educational needs
- students with particular gifts or talents
- students for whom the language of instruction is an additional language
- students whose first language is Arabic, including children in the early years.

In judging students' attainment and progress, the descriptors will be applied to certain key subjects:

Islamic Education (for Muslim students)

Attainment and progress will be evaluated in a number of areas.

- The Holy Qur'an and Hadeeth (Prophet's sayings)
- Islamic values and principles
- Islamic law and etiquettes
- Seerah (Life of the Prophet)
- Faith
- Identity
- Humanity and the universe



Language

- Arabic as a first or additional language
- English
- The language of instruction, when it is not Arabic or English

Attainment and progress will be evaluated in listening, speaking, reading and writing. Inspectors will pay close attention to students' acquisition of higher order reading skills, including inference, interpretation and integration of information.

Inspectors will evaluate students' progress in English against the standards in the school's curriculum.

Mathematics

Where appropriate, students' attainment and progress will be evaluated in:

- number and quantity and their use
- space and shape, measurements, geometry and trigonometry
- change and relationship, algebra
- uncertainty, chance, data and data display
- mathematical thinking: formulating, employing and interpreting.

Inspectors will pay close attention to students' acquisition of critical thinking, reasoning, problem solving, enquiry, interpretation and application of knowledge.

Science

Where appropriate, students' attainment and progress will be evaluated in their:

- knowledge and understanding of physical, life, earth and space sciences
- scientific thinking, enquiry and investigative skills
- practical and laboratory skills
- ability to draw conclusions and communicate ideas
- application of science to technology, the environment and society.

Inspectors will pay close attention to students' acquisition of critical thinking, reasoning, problem solving, enquiry, interpretation and application of knowledge.

UAE social studies

Inspectors will pay close attention to a number of areas.

- National identity
- Citizenship
- Government
- Values and ethics
- The individual and society
- The national economy

Early years

When inspecting provision in the early years, inspectors will judge children's attainment and progress in key subjects using child-developmental outcomes that are typically found in quality early years curricula and that form the foundations of literacy, numeracy, and personal and social development.



1. Students' achievement

1.1 Attainment

Elements

- 1.1.1 Attainment as measured against authorised and licensed curriculum standards
- 1.1.2 Attainment as measured against national and appropriate international standards
- 1.1.3 Knowledge, skills and understanding, especially in the key subjects
- 1.1.4 Trends in attainment over time

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
1.1.1 Attainment as measured against authorised and licensed curriculum standards					
Most students attain levels that are above curriculum standards.	The large majority of students attain levels that are above curriculum standards.	The majority of students attain levels that are above curriculum standards.	Most students attain levels that are in line with curriculum standards and a few are above.	Less than three-quarters of students attain levels that are at least in line with curriculum standards.	Few students attain levels that are in line with curriculum standards.
1.1.2 Attainment as measured against national and appropriate international standards					
In external examinations, most students attain levels that are above national and international standards.	In external examinations, a large majority of students attain levels that are above national and international standards.	In external examinations, the majority of students attain levels that are above national and international standards.	In external examinations, most students attain levels that are in line with national and international standards.	In external examinations less than three-quarters of students attain levels that are at least in line with national and international standards.	In external examinations, only a few students attain levels that are in line with national and international standards.

1.1.3 Knowledge, skills and understanding, especially in the key subjects

In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards.	In lessons and in their recent work, less than three-quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with curriculum standards.	In lessons and in their recent work, only a few students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. There are significant gaps in students' knowledge and weaknesses in their skills and understanding.
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1.1.4 Trends in attainment over time

Over the past three years, the attainment of most students has been consistently above national and international standards.	Over the past three years, the attainment of a large majority of students has been consistently above national and international standards.	Over the past three years, the attainment of a majority of students has been above national and international standards, or has improved significantly.	Over the past three years, the attainment of most students has been broadly in line with national and international standards.	Over the past three years, the attainment of most students has been consistently below international standards or has varied considerably.	Over the past three years, only a few students have attained levels that are in line with national and international standards.
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The quality of attainment illustrated below would be evaluated as outstanding.

- Most students' work, as measured against the school's curriculum standards, is consistently above the age-related levels.
- Using external and other appropriate benchmarks, most students' results are above international standards.
- Most students demonstrate high levels of knowledge and understanding shown in the consistently very high quality of their work, which is above international standards. For their age, they have excellent skills in literacy, numeracy and technology.
- Over the previous three years, the school has maintained consistently high standards of attainment for most students.

The quality of attainment illustrated below would be evaluated as good.

- The majority of students' work, as measured against the school's curriculum levels, is above the age-related standards.
- In relation to benchmarks used by the school, the majority of students' test and external examination results are above international standards.
- The majority of students demonstrate knowledge, skills and understanding that are above curriculum and international standards. For their age, they have well developed skills in literacy, numeracy and technology.

- Over the previous three years, the school has maintained or improved high standards of attainment for the majority of students. Attainment is now broadly above the expected levels.

The quality of attainment illustrated below would be evaluated as acceptable.

- Most students' work, as measured against the school's curriculum levels, is broadly in line with age-related standards.
- In relation to benchmarks used by the school, most students' test and external examination results are at least in line with international standards.
- Most students demonstrate knowledge, skills and understanding in line with curriculum and international standards. For their age, they demonstrate basic competency in literacy, numeracy and technology.
- There may be variation from year to year in external test results but, overall, students' attainment is broadly in line with curriculum and international standards.



1.2 Progress Elements

- 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time
- 1.2.2 Progress in lessons
- 1.2.3 Progress of different groups of students

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
1.2.1 Progress of students, including those with special educational needs, against their starting points and over time					
Internal and external assessment information indicates that most students make better progress than expected in relation to their individual starting points and the curriculum standards.	Internal and external assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards.	Internal and external assessment information indicates that the majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.	Internal and external assessment information indicates that most students make the expected progress in relation to individual starting points and the curriculum standards.	Assessment information indicates that less than three-quarters of the students make the expected progress in relation to individual starting points and the curriculum standards.	Assessment information indicates that only a few students make the expected progress in relation to individual starting points and the curriculum standards.
1.2.2 Progress in lessons					
In lessons, most students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, most students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards and a few make better progress.	In lessons, only a majority of students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, only a few students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

1.2.3 Progress of different groups of students

All groups* of students make better than expected progress.	Most groups* of students make better than expected progress.	The majority of groups* of students make better than expected progress.	All groups* make at least expected progress, although there may be some unevenness in progress between groups*.	At least one significant group* of students does not make the expected progress.	There is significant disparity in progress rates between the different groups* of students.
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* "groups" refers to those identified under the section "Judging students' attainment, progress and learning skills"

The quality of progress illustrated below would be evaluated as outstanding.

- Internal and external assessment information shows that, in relation to their assessed starting points, most students reach higher levels of attainment than predicted.
- Most students make significant gains in their knowledge, skills and understanding, as measured against the learning objectives in lessons. They make links between subject areas demonstrating high levels of competence and applying their skills successfully in everyday and unfamiliar contexts.
- All groups of students, including those with special educational needs and low attainers, make similarly strong progress.

The quality of progress illustrated below would be evaluated as good.

- Internal and external assessment information indicates that, in relation to their starting points, the majority of students reach higher levels of attainment than predicted.
- The majority of students make notable gains in knowledge, skills and understanding, as measured against the learning objectives in lessons. They make links to prior knowledge and are confident in applying their skills in everyday contexts.
- The majority of groups of students, including those with special educational needs and low attainers, make similarly strong progress.

The quality of progress illustrated below would be evaluated as acceptable.

- Internal and external assessment information indicates that, in relation to their starting points, most students reach the predicted levels of attainment.
- Most students make gains in knowledge, skills and understanding, as measured against the learning objectives in lessons. A few students make links to prior knowledge but a majority may lack confidence in applying their skills in everyday contexts.
- Most groups of students, including those with special educational needs and low attainers, make expected progress.

The quality of attainment and progress illustrated below is unlikely to be acceptable.

- Students are working at a level below what is expected for their ages.
- Students' key skills in literacy, numeracy and technology are so limited that they find it difficult to work co-operatively or independently.
- The rate of students' progress is too slow and a significant minority of students do not make the progress of which they are capable. Few students are able to apply their skills and knowledge in everyday contexts.
- Not all groups of students, including those with special educational needs and low attainers, make sufficient progress.



1.3 Learning skills

Proportions of students: except where specifically stated, the descriptors that follow do not make reference to proportions of students. It is expected that the learning skills described will be typical of those generally displayed by students in different phases of a school.

Elements

- 1.3.1 Students' engagement in, and responsibility for, their own learning
- 1.3.2 Students' interactions, collaboration and communication skills
- 1.3.3 Application of learning to the world and making connections between areas of learning
- 1.3.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
1.3.1 Students' engagement in, and responsibility for, their own learning					
Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve.	Students are keen to learn and take responsibility for their own learning. They know their strengths and weaknesses and act purposefully to improve.	Students enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve.	Students have positive attitudes toward learning and can work for short periods without their teachers' intervention. They may be passive learners, but they know what they have learned and how to improve their work in general terms.	Students are easily distracted and work only with their teachers' direction. Students rarely reflect on the quality of their learning and consequently they are unsure how to improve their work.	Students are very easily distracted and work only with constant teacher direction. They do not show interest in learning. They do not evaluate the quality of their learning and consequently they do not know how to improve their work.

1.3.2 Students' interactions, collaboration and communication skills				
Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly.	Students interact and collaborate purposefully and productively in a range of learning situations. They communicate their learning clearly.	Students can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately.	Students work together only with teacher supervision. They find it difficult to interact and to discuss and communicate their learning.	Only a few students can interact and work together at an acceptable level and communicate their learning.
1.3.3 Application of learning to the world and making connections between areas of learning				
Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world.	Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world.	Students make a few connections between areas of learning and relate these in simple ways to their understanding of the world.	Students find it difficult to make connections between areas of learning and to relate knowledge to their understanding of the world.	Only a few students are able to make connections between areas of learning and relate knowledge to their understanding of the world.
1.3.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies				
Students are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem-solving skills are intrinsic features of learning.	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.	Students are enterprising. They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of learning.	Students find it difficult to do basic, independent research or use learning technologies effectively. Critical thinking and problem-solving skills are underdeveloped features of learning.	Only a few students can find things out independently and use learning technologies effectively. Critical thinking and problem-solving skills are not features of learning.

The quality of learning skills illustrated below would be evaluated as outstanding.

- Students are motivated and eager participants in their learning. They are actively involved in their own learning and development, and show increasing skills as learners and assessors of their own learning. Students are very aware of their progress and strengths in learning. The questions they ask show they are making important connections between new learning and what they already know. They are reflective and analyse learning situations in order to discover the best solutions. Their independence shows itself particularly in the ways they use technology.
- Students choose the best ways to complete tasks within group and individual settings both in leading and supporting their peers. Through effective collaboration with others, by contributing ideas and listening to one another, students demonstrate high levels of skills as independent thinkers and learners, and achieve common goals.
- Skills, knowledge and understanding acquired are applied confidently and accurately to new learning contexts. Students demonstrate success in applying their skills to problems reflecting real life situations, both familiar and unfamiliar. They make connections between their learning in different parts of the curriculum. They are successful, confident, responsible learners.

- Students demonstrate proficiency in finding out new information and are able to apply successfully their critical thinking to tasks. They are innovative and creative. They hypothesise and draw inferences with ease and so their abilities to solve problems are excellent. Their work will often reflect maturity and independence of thought and they readily find things out for themselves by using books and other resources, including technology. Through the effective use of different sources of information, students are able to make accurate and appropriate conclusions and present their learning with confidence.

The quality of learning skills illustrated below would be evaluated as good.

- Students have a genuine interest in learning. They are actively involved and sustain concentration in lessons. They are taking increasing responsibility for their own learning and assessment of it, and are capable of working productively on their own. They do not need much guidance from teachers and use resources, including technology, sensibly to support their work. Students know how well they are doing in their work. They readily understand what they need to improve and how they might succeed.
- Students are comfortable working together with others. They are well aware of the benefits that group work produces, although they may not always initiate collaborative activity. Students have learned not only to listen other students' views but also to analyse them and respond to them thoughtfully. Their own contributions are pertinent and helpful to others.

- Students understand the connections between the different strands of learning. They appreciate how language underpins their learning of science, for example, and how sport is linked to health education. Similarly, students can apply aspects of their learning to the world beyond school. As a result, they recognise their own knowledge and skills in these different contexts.
- Students are resourceful and able to find things out for themselves in a range of ways, including books and technology, although they sometimes take information at face value without interpreting it enough. They can think for themselves and their reflection is productive, although it may lack depth or insight. They solve problems competently, whether they are working individually or with others.

The quality of learning skills illustrated below would be evaluated as acceptable.

- Students occasionally take responsibility for, and are active in, their own learning. They do what teachers ask of them but may often be passive listeners or watchers, or undertake tasks which do not require much thought. While the majority of students work well in the absence of close supervision, others lack motivation or are easily distracted. They know what they need to do to improve, although a minority may be unclear. Students have only a general awareness of their progress and strengths as learners.

- Students work collaboratively in familiar groups. Whilst working in groups or teams, at times students lack the skills they need to co-operate and produce good work. They do not always understand the importance of listening to each other in order to make meaningful contributions.
- Students acquire knowledge and skills from a range of contexts but their understanding may be less well developed. Consequently, students will only demonstrate success in their learning in familiar contexts where they are required to repeat a procedure. When required to apply their learning to new contexts, they may need high levels of support.
- Students demonstrate age-appropriate research and skills in technology but rarely exhibit independent thinking or problem-solving skills. They tend to rely on adults.

The quality of learning skills illustrated below is unlikely to be acceptable.

- A substantial proportion of students is not engaged in lessons and students are unable to explain what they are doing.
- Students are unable to work collaboratively.
- Students do not apply what they have learned in key subjects to other aspects of their work. They do not recognise connections between what they are learning and the world beyond school.
- Students' thinking skills are not developed well, and so students struggle to find things out and solve problems for themselves. Their skills in using learning technologies are weak.

2. Students' personal and social development, and their innovation skills

Proportions of students: Except where specifically stated, the descriptors that follow do not make reference to proportions of students. It is expected that the personal and social development and students' innovation skills will be typical of those generally seen in different phases of a school.

2.1 Personal development

Elements

- 2.1.1 Attitudes
- 2.1.2 Behaviour
- 2.1.3 Relationships
- 2.1.4 Adoption of safe and healthy lifestyles
- 2.1.5 Attendance and punctuality

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
2.1.1 Attitudes Students have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback.	Students have positive and responsible attitudes. They are self-reliant. They seek and respond very well to critical feedback.	Students have positive and responsible attitudes. They are self-reliant and respond well to critical feedback.	Students demonstrate responsible attitudes and a developing self-reliance. They appreciate critical feedback.	Students are willing, although they may often be insecure and lack self-reliance. They do not respond well to critical feedback.	Students demonstrate negative attitudes. They ignore critical feedback and often respond adversely to it.

2.1.2 Behaviour					
Students are consistently self-disciplined and respond very well to others. They resolve difficulties in mature ways. Bullying is extremely rare. Their exemplary behaviour is influential across the school.	Students are frequently self-disciplined and respond well to others. They work together to resolve differences. Bullying is very rare. Students' very positive behaviour contributes to a harmonious learning community.	Students usually demonstrate self-discipline and respond well to others. Bullying is rare. Students' positive behaviour prevails throughout the school.	Students respect and follow school rules in and out of lessons. They are courteous to others. Students' behaviour generally contributes to a safe and orderly learning community, although there may be a few incidents of bullying.	The poor behaviour of a few students disrupts lessons and /or causes difficulties around the school. Students' behaviour results in a disorderly learning community and incidents of bullying are frequent.	Students demonstrate intimidating behaviour. They are sometimes disrespectful towards others and property. Students' behaviour may result in an unsafe learning community and incidents of bullying are commonplace.
2.1.3 Relationships					
Students are sensitive and show empathy to the needs and differences of others. They always help each other. As a result, relationships amongst students and with staff are very respectful and considerate.	Students are sensitive to the needs and differences of others and consistently help each other. As a result, relationships amongst students and with staff are respectful and considerate.	Students understand the needs and differences of others, and readily help each other. As a result, relationships amongst students and with staff are respectful and cordial.	Students are aware of the needs and differences of others. As a result, relationships amongst students and with staff are courteous.	Students are not sufficiently aware of the needs and differences of others. As a result, relationships amongst students and with staff are often not respectful.	Students are not aware of the needs and differences of others. As a result, relationships amongst students and with staff are often not respectful and can be discourteous.
2.1.4 Adoption of safe and healthy lifestyles					
Students demonstrate excellent understanding of safe and healthy living. They consistently make wise choices about their own health and safety. They frequently initiate and participate in activities that promote safe and healthy lifestyles.	Students demonstrate secure understanding of safe and healthy living. They usually make wise choices about their own health and safety. They initiate or participate in activities that promote safe and healthy lifestyles.	Students demonstrate sound understanding of safe and healthy living. They make appropriate choices about their own health and safety. They participate in activities that promote safe and healthy lifestyles.	Students demonstrate general understanding of safe and healthy living. They may make inconsistent choices about their own health and safety. They occasionally participate in activities that promote safe and healthy lifestyles.	Students demonstrate limited understanding of safe and healthy living. They make inappropriate choices about their own health and safety, and rarely participate in activities that promote safe and healthy lifestyles.	Students demonstrate poor understanding of safe and healthy living. They make inappropriate and unsafe choices about their own health and safety, and do not participate in activities that promote safe and healthy lifestyles.
2.1.5 Attendance and punctuality					
Attendance is at least 98%. Students are punctual to school and lessons.	Attendance is at least 96%. Students almost always arrive at school and to lessons on time.	Attendance is at least 94%. Students usually arrive at school and to lessons on time.	Attendance is at least 92%. Students generally arrive at school and to lessons on time.	Attendance is less than 92%. A minority of students consistently arrive late at school and/or to lessons.	Attendance is less than 90%. A large minority of students consistently arrive late at school and to lessons.

The quality of personal development illustrated below would be evaluated as outstanding.

- Students have a very strong sense of personal responsibility and show independence of mind. They are proactive and resilient, and are not averse to taking risks. They thrive on giving and receiving critical feedback.
- Students' attitudes to school and to others result in excellent behaviour. Students are self-disciplined, respond very well to their peers and adults, and resolve difficulties in mature ways. Students enjoy excellent relationships with staff. Students report that they feel safe, valued and supported and this, in turn, leads to effective relationships amongst students. They show genuine concern for, empathy towards and tolerance of, others. Students take the lead in relating to others, including those with special educational needs, both socially and in their school work.
- Students have a strong commitment to following a safe and healthy lifestyle. They show responsibility by explaining the reasons for, and encouraging others in, making healthy eating choices and taking regular exercise.
- Levels of attendance are at least 98%. Students are punctual in arriving at school and for lessons throughout the school day. Students are aware of the need for good attendance, recognising the link between their attendance and achievement.

The quality of personal development illustrated below would be evaluated as good.

- Students have positive and responsible attitudes and need little reassurance. They are self-reliant but may not be risk-takers. They respond well to critical feedback.
- Students' behaviour is positive, and they are courteous to adults and other students. They exercise self-control and follow school rules. Consequently, the school is safe and orderly.
- Student-staff relationships are friendly and respectful. Students are sensitive to the needs of others, including those with special educational needs, and extend help when a request is made.
- Students have positive attitudes toward healthy eating and maintaining active lifestyles. They follow the school's advice by selecting healthy choices for snack and meals. Most are active, willing participants in physical education classes and sports.
- Attendance is at least 94%, and almost all students are punctual in arriving at school and for lessons throughout the school day.

The quality of personal development illustrated below would be evaluated as acceptable.

- Most students have responsible attitudes. They are able to make decisions for themselves although they may often need reassurance. They appreciate critical feedback.
- Students' behaviour is respectful. Rules and values are clearly stated, understood and followed. Consequently, the school is a safe and orderly environment for all students.
- Student-staff relationships are based upon mutual respect. They are productive and supportive. The students co-operate well with others, including those with special educational needs, and report that they feel safe, valued and supported by staff in the school.
- Students understand the reasons for making healthy eating choices and taking exercise. Although a few may make unwise choices about food and exercise, in general, they follow the advice available.
- Attendance is at least 92% and almost all students are punctual to school and lessons.

The quality of personal development illustrated below is unlikely to be acceptable.

- Students show little sense of personal responsibility or initiative.
- There is bullying or intimidation and lessons are disrupted by students. Students report that they do not always feel safe in social areas and around the school.
- High levels of alienation and disenchantment characterise the relationships in the school. Students show little respect for teachers or peers. Students are insufficiently aware of the needs, rights and differences of others, including those with special educational needs.
- Students regularly disregard the advice they are given about their well-being.
- Attendance is less than 92%. Learning and teaching time is compromised through poor time-keeping.

2.2 Understanding of Islamic values and awareness of Emirati and world cultures

Elements

- 2.2.1 Students' appreciation of the role and values of Islam in UAE society
- 2.2.2 Respect for the heritage and culture of the UAE
- 2.2.3 Understanding and appreciation of their own and other world cultures

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
2.2.1 Students' appreciation of the role and values of Islam in UAE society					
Students have an excellent appreciation and understanding of how Islamic values influence contemporary UAE society.	Students have a secure appreciation and understanding of how Islamic values influence contemporary UAE society.	Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society.	Students have an adequate appreciation and understanding of how Islamic values influence contemporary UAE society.	Students have a limited appreciation and understanding of how Islamic values influence contemporary UAE society.	Students rarely appreciate or understand how Islamic values influence contemporary UAE society.
2.2.2 Respect for the heritage and culture of the UAE					
Students fully respect and appreciate the heritage and culture that underpin and influence contemporary life in the UAE. They initiate and involve themselves in a range of cultural activities.	Students are very knowledgeable and respectful of the heritage and culture that underpin and influence contemporary life in the UAE. They involve themselves in a range of cultural activities.	Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities.	Students have a basic knowledge of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a few cultural activities.	Students have only a superficial knowledge of the heritage and culture that underpin and influence contemporary life in the UAE.	Students rarely demonstrate knowledge of the heritage and culture that underpin and influence contemporary life in the UAE.
2.2.3 Understanding and appreciation of their own and other world cultures					
Students demonstrate an excellent understanding, awareness and appreciation of their own and other world cultures.	Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures.	Students demonstrate a clear understanding, awareness and appreciation of their own and other world cultures.	Students demonstrate a basic understanding and appreciation of their own and other world cultures.	Students have limited understanding and appreciation of their own and other world cultures.	Students rarely have an understanding or appreciation of their own and other world cultures.

Understanding of Islamic values and awareness of Emirati and world cultures illustrated below would be evaluated as outstanding.

- Students' understanding and appreciation of Islamic values are excellent. Students appreciate the relevance and impact of these values on everyday life in the UAE and reflect upon key messages in relation to their own lives and experiences. Where appropriate, students conscientiously put into practice what they learn from their awareness of Islamic values.
- Emirati heritage and culture are very well known to, and understood by, students who recognise their importance, relevance and value to people in the UAE. Students can talk in detail about the cultural activities in which they have taken part.
- Students fully appreciate and celebrate their own culture. They show experience and knowledge of cultural diversity and breadth, including music, art and literature from around the world. They are very aware of common elements between cultures.

Understanding of Islamic values and awareness of Emirati and world cultures illustrated below would be evaluated as good.

- Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. They can provide a variety of examples of how these values influence people's lives.
- Emirati heritage and culture is appreciated by students. They can discuss the history, literature, arts, celebrations and sports of the UAE.
- Students have a clear understanding and appreciation of their own culture and can describe the aspects in which their culture is similar to, and different from, a variety of other cultures. They demonstrate interest in learning more about other cultures. They embrace opportunities to interact with students from other cultures in their school and their local community.

Understanding of Islamic values and awareness of Emirati and world cultures illustrated below would be evaluated as acceptable.

- Students demonstrate a basic level of understanding of Islamic values. They have a secure understanding of the relevance and impact of these values on everyday life in the UAE but need support to apply key messages to their own lives and experiences.
- Emirati heritage and culture are known to, and understood by, students who recognise their value to the people of the UAE.
- Students know about their own culture and celebrate it from time to time. However, their understanding may be in isolation from other cultures. They are aware of cultural diversity from around the world but may have a limited knowledge of it. They are aware of common elements between cultures.

Understanding of Islamic values and awareness of Emirati and world cultures illustrated below is unlikely to be acceptable.

- Students have no, or only a superficial, knowledge and understanding of Islamic values.
- Students have little knowledge and understanding of the traditions of the UAE, and of the multi-cultural nature of modern UAE.
- Students have a limited understanding of their own culture and very little awareness of other cultural influences from around the world.



2.3 Social responsibility and innovation skills

Elements

- 2.3.1 Community involvement, volunteering and social contribution
- 2.3.2 Work ethic, innovation, enterprise and entrepreneurship
- 2.3.3 Environmental awareness and action

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
2.3.1 Community involvement, volunteering and social contribution					
Students are proactive and responsible members of the school and wider communities. As volunteers, students purposefully and frequently initiate and lead activities. Their social contributions have positive effects on the wider community.	Students participate willingly in activities that have positive effects on the school and wider communities. As volunteers they sometimes initiate and lead activities to make worthwhile social contributions.	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.	Students are aware of their responsibilities in the school community. Their involvement as volunteers within the local community is beneficial but irregular.	Students have limited awareness of their responsibilities in the school. They have little involvement in the local community as volunteers.	Students rarely show awareness of their responsibilities in the school. Very few participate as volunteers.

2.3.2 Work ethic, innovation, enterprise and entrepreneurship

Students show an excellent work ethic. They are highly resourceful, innovative and creative. They readily take initiatives, manage their own projects and make reasoned decisions. Some students undertake entrepreneurial actions that have significant social benefits.	Students show a very positive work ethic. They are innovative and creative, and successfully initiate and manage projects.	Students show a positive work ethic. They sometimes take the initiative and make independent decisions. They have creative ideas and enjoy developing their own projects.	Students enjoy work but may lack initiative. They can be creative and enjoy taking part in projects but often rely on others when making decisions and rarely take the lead.	Students lack a positive work ethic. They rely too much on adults to help them. They are not confident in suggesting ideas and making decisions. Students' creativity and initiative are limited.	Students lack a positive work ethic, creativity and initiative.
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2.3.3 Environmental awareness and action

Students care for their school and are successful in improving its environment. Some initiate and many others take part in schemes that contribute effectively to sustainability and conservation in the local and wider world environment.	Students care for their school and seek ways to improve its environment. They are active in supporting schemes that contribute to sustainability and conservation locally and in the wider world environment.	Students care for their school and take part in activities to improve its environment. They participate in schemes that promote sustainability and conservation locally and in the wider world.	Students take care of their immediate surroundings and are aware of important environmental issues. Students participate in a limited range of activities that support sustainability and conservation in their local and wider world environment.	Students show little concern for their surroundings and have a limited awareness of important environmental issues in relation to sustainability and conservation. They do not take sufficient action to improve their surroundings.	Students demonstrate a disregard for their surroundings. They have very limited awareness of important environmental issues such as sustainability and conservation.
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The quality of social responsibility and innovation skills illustrated below would be evaluated as outstanding.

- Students are responsible and contribute actively to the life of the school and wider communities, including volunteer activities. They undertake responsibilities in school through well-judged and planned arrangements. Students show care and consideration for others and demonstrate active citizenship. They have a very positive effect on the school and wider community. Their opinions are valued by the school and often influence its development.
- Students have an excellent work ethic. Some lead others confidently and have creative and very practical ideas. Through well-planned projects and enterprise activities that have significant social impact, students acquire key skills to innovate and be creative. They make informed economic decisions.
- Students show an insightful understanding of environmental sustainability. They actively seek ways to care for and to improve their school environment and are successful in their projects. They initiate or take part in schemes to support conservation beyond school and understand that economic decisions affect the sustainability of the environment.

The quality of social responsibility and innovation skills illustrated below would be evaluated as good.

- Students understand their responsibilities to the life of the school. Some students are proactively involved. Students have a well-developed sense of civic responsibility and contribute to the wider community in a variety of ways, including volunteer activities. Students know that their opinions are appreciated by staff and so are happy to offer constructive ideas to influence the direction of the school. Most students show consideration and empathy to other students, including those with special educational needs.
- Students have a positive attitude to work and take pleasure from purposeful activity. They demonstrate resilience in completing tasks. They are generally reliable and active participants, and sometimes lead by example. They generate good ideas but need help to carry them through. They make sensible and relevant economic decisions.
- Students are well aware of environmental issues, including sustainability. They participate in projects to improve their school environment and sometimes initiate them. They also take part in projects beyond school that promote ecological awareness and conservation.

The quality of social responsibility and innovation skills illustrated below would be evaluated as acceptable.

- Students contribute to the life of the school and wider communities through planned responsibilities and some volunteer activities and social contribution. Their opinions have some bearing on the school's development. They understand their roles as citizens and respond willingly to whatever opportunities are provided in school. Students show respect and consideration for the needs of others including those with special educational needs.
- Students enjoy their work and are happy to be involved in activities but rarely initiate them. They make valid and helpful contributions to projects or other activities but may often be passive participants. Their economic decision-making is reasonable but underdeveloped.
- Students understand the importance of environmental sustainability. They take care of their school environment. A few may take part in schemes to support conservation.

The quality of social responsibility and innovation skills illustrated below is unlikely to be acceptable.

- Students do not assume positions of responsibility in the school or do not respect and value each other enough. Their opinions have little influence on the school's development.
- Students are reluctant to participate and lack the commitment to play a full part in activities, including volunteering. They are usually too passive and often expect too much to be done for them. They have little economic awareness.
- Students do not take much interest in looking after the school. They drop litter casually or deface school property. They have little knowledge about or interest in the importance of energy conservation and world environmental concerns.

3. Teaching and assessment

3.1 Teaching for effective learning

Elements

- 3.1.1 Teachers' knowledge of their subjects and how students learn them
- 3.1.2 Lesson planning, the learning environment and the use of time and resources
- 3.1.3 Teacher–student interactions including the use of questioning and dialogue
- 3.1.4 Teaching strategies to meet the needs of individuals and groups of students
- 3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
3.1.1 Teachers' knowledge of their subjects and how students learn them					
Most teachers expertly apply their knowledge of their subjects and how students learn them.	Most teachers effectively apply their knowledge of their subjects and how students learn them.	Most teachers consistently apply their knowledge of their subjects and how students learn them.	Most teachers demonstrate secure knowledge of their subjects and how students learn them.	A minority of teachers are insecure in their knowledge of their subjects and / or how students learn them.	A large minority of teachers have inadequate knowledge of their subjects and/ or how students learn them.
3.1.2 Lesson planning, the learning environment and the use of time and resources					
Teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully.	Teachers plan engaging lessons, provide motivating learning environments and use time and resources skilfully to enable all groups of students to be very successful learners.	Teachers plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners.	Teachers plan lessons, manage time and use resources appropriately to provide environments where students can meet learning expectations.	Teachers' planning, time management and use of resources are variable. Teachers do not consistently provide environments that encourage learning.	Teachers' planning, time management and use of resources are ineffective and the learning environments are bleak and uninspiring.

3.1.3 Teacher–student interactions including the use of questioning and dialogue					
Teachers' interactions with students ensure that they are always active and focused learners. Questioning challenges students' thinking and promotes insightful responses. Dialogue engages students in insightful discussions and reflection.	Teachers' interactions with students ensure that they are keen to learn. Questioning promotes higher level thinking and critical responses. Dialogue engages students in thoughtful discussions and reflection.	Teachers' interactions with students ensure that they are engaged learners. Questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection.	Teachers' interactions with students ensure that they are willing learners. Questioning and dialogue engages students in meaningful discussions.	Teachers' interactions with students result in disinterest. Questioning is not sufficiently challenging and dialogue does not engage students effectively.	Teachers' interactions with students result in demotivation and disengagement. Questioning and dialogue are ineffective.
3.1.4 Teaching strategies to meet the needs of individuals and groups of students					
Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.	Teachers use strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support.	Teachers use strategies that are effective in meeting the individual needs of the students. They provide appropriate levels of challenge and support.	Teachers use strategies that adequately meet the needs of groups of students. They provide challenge and support generally but this is not always sufficiently personalised.	Teachers do not use strategies that meet the needs of groups of students. They do not provide appropriate challenge and support.	Teachers have low expectations. They lack the knowledge and understanding of how to meet the needs of students. They do not provide any challenge or support.
3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills					
Teachers skilfully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers systematically develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers sometimes develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers rarely develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers do not develop students' critical thinking, problem-solving, innovation and independent learning skills.

The quality of teaching illustrated below would be evaluated as outstanding.

- Teachers have excellent subject knowledge and are able to put it in a meaningful context for the learners. They understand the difficulty of certain concepts and have a good repertoire of examples to reinforce their relevance to students.
- Lessons are very effectively planned. The purpose of activities is clear and learning is reviewed as an integral part of the lesson. Lesson objectives are evident to all and learners have a clear sense of achievement. There is a very good balance of activities with the use, where appropriate, of whole class, individual and group work. Time, activities and resources, including learning technologies are used to optimum effect to ensure a strong momentum to learning. Teachers make full and effective use of many resources to vary their teaching and succeed in promoting outstanding learning. Teachers create a positive learning environment, where they encourage students to feel respected and that their efforts are worthwhile.
- Teachers make highly-effective use of formative assessment methods. They are skilled in their use of questions and arouse students' inquisitiveness, inspiring them to want to find out more. Their questions are well focused and usually individualised for particular students. Teachers adjust the pace of learning as a result of students' responses. As a result, students make excellent progress in their learning.

- Classrooms are well organised and the learning activities are very well matched to the needs of individual students and groups with differing learning needs and abilities. The tasks, activities and resources support and challenge all students to maximise their progress. Teachers' expectations are consistently high and appropriate for students at all levels of attainment.
- Teachers expect students to take responsibility for their own learning. They promote collaborative and/or independent learning, as appropriate. Problem-solving and opportunities for students to be innovative and engage in enterprise activities are intrinsic parts of learning. Teachers give ample time for reflection and require students to reason and think deeply.

The quality of teaching illustrated below would be evaluated as good.

- Teachers have a thorough knowledge of their subjects and are able to convey their knowledge clearly and confidently to the learners. They understand how their students learn in different ways, and so adapt their approaches well to ensure that students make good progress.
- Lessons are planned carefully and with due consideration for the needs of students. Teachers make sure that students are clear about what they should learn and that they have enough time at the end of lessons to review how well they have learned. Teachers provide a range of learning activities to ensure that students develop different skills, such as collaboration and independence. Time and resources, including the use of learning technologies are used creatively to improve the opportunities for learning. Lessons are usually interesting so that students concentrate well and work hard. Teachers create positive learning environments, where students feel relaxed and focus firmly on their work.
- Teachers use formative assessment well. They ask probing questions that encourage students to reflect and think for themselves. Their questions are well focused and often modified for particular students. As a result, students gain confidence in their new learning and make good progress in the lessons.

- Teachers are well aware that students have different needs and lessons are planned accordingly. Such planning takes account of all groups of students, including those with special educational needs. Teachers are mindful of students' potential and have good expectations of the students. They set work that is demanding so that students are motivated and enjoy learning.
- Teachers encourage students to take responsibility for their own learning by providing ample opportunities for students to reflect on their work and think for themselves. Teachers routinely provide work which involves problem-solving and research activities so that students gain confidence in their own abilities to innovate and rely increasingly less on teachers.

The quality of teaching below would be evaluated as acceptable.

- Teachers have sufficient and secure subject knowledge and can share this at a suitable level with students. They appreciate students' needs and include appropriate examples in order to establish relevance.
- Lessons are planned effectively so that the purpose of activities is clear. There is variation and sufficient pace in learning activities and time is allocated to review learning. Teachers make adequate use of additional resources beyond the textbooks. There is a positive climate for learning where students are encouraged to learn from their mistakes. Consequently, students' learning skills are acceptable.
- Teachers ensure that students are sufficiently engaged in lessons. Teachers use a range of questions to test students' understanding. Consequently, students make acceptable progress.
- Teachers recognise that different groups and individuals, including those students with special educational needs, have different learning needs and they adapt their methods and resources accordingly. As a result, students make steady progress.
- Teachers expect students to think about their responses and their work but students rely too much on adults for guidance. Teaching strategies sometimes include opportunities for students to think critically and be innovative.

The quality of teaching illustrated below is unlikely to be acceptable.

- Teachers have inadequate subject knowledge and they have little awareness of how students learn.
- Lessons are not planned adequately and time is used unproductively. Lessons are monotonous with little variety. Few resources are used other than textbooks or teacher-talk. The learning environment does little to promote curiosity, understanding or learning.
- Teachers are not skilled at using questions to check understanding. Consequently, students are unlikely to make progress.
- Teachers do not meet all the learning needs of all groups and individuals, including those students requiring additional help with their learning. Not all groups of students make sufficient progress.
- Teachers do not give students enough scope to develop their own approaches to learning and to think for themselves.



3.2 Assessment

Elements

- 3.2.1 Internal assessment processes
- 3.2.2 External, national and international benchmarking
- 3.2.3 Analysis of assessment data to monitor students' progress
- 3.2.4 Use of assessment information to influence teaching, the curriculum and students' progress
- 3.2.5 Teachers' knowledge of, and support for, students' learning

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
3.2.1 Internal assessment processes					
Internal assessment processes are fully coherent and consistent. They are directly linked to the school's curriculum standards to provide valid, reliable and comprehensive measures of students' academic, personal and social development.	Internal assessment processes are coherent and consistent. They are linked well to the school's curriculum standards to provide valid, reliable and comprehensive measures of students' academic, personal and social development.	Internal assessment processes are mainly coherent and consistent. They are linked to the school's curriculum standards to provide valid and clear measures of students' progress.	Internal assessment processes are consistent. They are generally linked to the school's curriculum standards to provide appropriate measures of students' progress.	Internal assessment processes are inconsistent. They may not produce valid or reliable data. They may be restricted to measuring students' knowledge and have limited use as measures of progress.	The school does not have effective systems to provide accurate measures of students' progress.
3.2.2 External, national and international benchmarking					
The school rigorously benchmarks students' academic outcomes against a range of external, national and international expectations.	The school effectively benchmarks students' academic outcomes against appropriate external, national and international expectations.	The school benchmarks students' academic outcomes against appropriate external, national and international expectations.	The school benchmarks students' academic outcomes against external, national and international expectations but may not do this consistently.	The school rarely or never benchmarks students' academic outcomes against appropriate external, national and international expectations.	The school has little understanding of how to benchmark students' academic outcomes against any external expectations.

3.2.3 Analysis of assessment data to monitor students' progress

Assessment data are rigorously analysed. Information about students' progress, as individuals and as groups is accurate and comprehensive. It is monitored effectively.	Assessment data are analysed well. Information about students' progress, as individuals and as groups, is accurate and very detailed. It is monitored well.	Assessment data are analysed in some depth. Information about students' progress, as individuals and as groups, is accurate and detailed. It is tracked over time.	Assessment data are analysed but information about students' progress, as individuals and as groups, may be superficial or underdeveloped.	Analysis of assessment data is limited and information about students' progress, as individuals and as groups, is inadequate.	There is little or no analysis of assessment data and little information about students' progress.
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3.2.4 Use of assessment information to influence teaching, the curriculum and students' progress

Assessment information is used skilfully and effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and to optimise their progress.	Assessment information is used very effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and to enhance their progress.	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.	Assessment information is used adequately to inform teaching and curriculum planning in order to meet the needs of groups of students.	Assessment information is not used adequately to inform teaching or curriculum planning. Consequently, the needs of groups of students are not adequately met.	Assessment information is not used to inform teaching or curriculum planning and the needs of students are not met.
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3.2.5 Teachers' knowledge of and support for students' learning

Teachers have in-depth knowledge of the strengths and weaknesses of individual students. Teachers provide excellent personalised challenge and support. Feedback to students is comprehensive and constructive. Students are routinely involved in assessing their own learning.	Teachers have very good knowledge of the strengths and weaknesses of individual students. They provide personalised challenge and support. Feedback to students is constructive. Students are regularly involved in assessing their own learning.	Teachers have good knowledge of the strengths and weaknesses of individual students. They provide well-focused challenge, support, feedback and follow-up. Students are usually involved in assessing their own learning.	Teachers have reasonable knowledge of the strengths and weaknesses of individual students. They provide some challenge, support, feedback and follow-up. Students are sometimes involved in assessing their own learning.	Teachers have insufficient knowledge of the strengths and weaknesses of students. Students are not given enough challenge, support, feedback or follow-up. Students are rarely involved in assessing their own learning.	Teachers' knowledge of the strengths and weaknesses of students is very limited. Students are given little challenge, support, feedback or follow-up. They are not involved in assessing their own learning.
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The quality of assessment illustrated below would be evaluated as outstanding.

- Internal assessment processes are consistent across the school. They provide valid, reliable and comprehensive information that is used to evaluate students' progress against the school's curriculum standards and expectations. The information provides complete profiles of students' academic progress, and their personal and social development.
- The school has a highly efficient process for comparing its students' achievement with that of students internationally. Test and examination results are compared with a variety of appropriate international benchmarks. Assessment results of individual subjects are analysed in detail. The analyses are used to identify different levels of performance in skills and knowledge. Levels of performance are compared internally between subjects and phases, and externally with the achievements of, and expectations for, students nationally and internationally.
- Assessment information is analysed to identify strengths and weaknesses in students' attainment and to identify trends. All assessment information is cross-checked for accuracy and reliability with data from different sources. Whole-school and individual targets are set, and students' performance is monitored to ensure students are meeting short, and long-term targets.

- Teachers and school leaders make excellent use of both formative and summative assessment. They use the analysis of data to plan lessons, to modify the curriculum and to address the learning needs of all students. Individual targets are agreed with students so that they can improve their progress. When appropriate, parents are also involved in the target setting.
- Teachers have thorough knowledge of individual students' strengths and weaknesses. They have excellent understanding of how to use formative assessment successfully in lessons. They understand the needs of individuals and groups of students, including those with special educational needs. Feedback and written comments to students following assessments and marking of their books constructively, help students to know what, and how to improve. Teachers are rigorous in checking how well students respond to their guidance. Students use objective criteria to evaluate their own and each other's work and to identify their next steps in learning. Informal assessment during lessons through, for example, questioning by teachers, adds to the overall view of students' achievement.

The quality of assessment illustrated below would be evaluated as good.

- Internal assessment processes provide valid and reliable information that is used to evaluate students' progress against the school's curriculum standards. The information provides broad and valid measures of students' academic progress, and their personal and social development.
 - The school has efficient processes for comparing its students' performances with those of students internationally. Test and examination results are compared with appropriate international benchmarks. Assessment results of individual subjects are analysed to identify performance levels in skills and knowledge. Levels of performance are compared with the achievements of students nationally and internationally. Although comparisons may not be broad based and varied, they provide a helpful picture of performance.
 - The school takes reasonable steps to ensure that information from assessment is accurate. Analysis is carried out to identify trends, patterns of attainment and individual progress, as well as areas of concern. Comparisons between groups of students are undertaken. The resulting information is routinely shared among teachers so that they can evaluate their own performance and decide how to re-focus their teaching.
- Teachers and school leaders make effective use of formative and summative assessment data in their lesson planning so that the individual learning needs of most students are met. Although targets may not be set for all individual students, teachers use assessment information to ensure that each group has a good level of challenge at all times.
 - Teachers are well aware of the individual strengths and weaknesses of their students. They use formative assessment well in lessons. In their guidance for students and through the marking of students' work, they convey clear expectations and provide helpful oral and written comments to promote learning. Teachers check whether or not students have responded to their advice. Students are usually involved in planning their next steps in their learning.

The quality of assessment illustrated below would be evaluated as acceptable.

- The school carries out regular assessments of students' attainment in the key subjects. The assessments are linked to the school's curriculum and produce valid data about students' progress.
- The school has a satisfactory process for comparing the performance of students with those of students internationally. Test and examination results are sometimes compared with international benchmarks, although sampling of students for benchmarking might not be full representative of the age-group of the students.
- The recording of assessment information is organised efficiently. Some analysis is undertaken to identify broad trends, patterns of attainment and individual progress. The resultant information is shared with the staff.
- Staff make some use of data analysis to plan lessons and to adapt the curriculum to meet the needs of students but such use may be inconsistent and/or at times, not every effective.
- Students may be given oral feedback on their work. Exercise books are marked regularly but there may be few informative comments about how to improve. Students' evaluation of

their own and other's work is not a regular feature of the school's assessment procedures. They know the results of assessments and understand the nature of their strengths and weaknesses. Teachers do not routinely check whether or not students have responded to feedback.

The quality of assessment illustrated below is unlikely to be acceptable.

- Assessment of students' progress is based solely on internal tests.
- Assessment data are inaccurate or have little validity.
- Teachers have an inadequate knowledge of students' individual achievements and their learning needs.
- Teachers make little use of assessment information to modify their work.
- Teachers give little feedback to students and they seldom mark students' work. Students may be unaware of the results from assessments.



4. Curriculum

4.1 Curriculum design and implementation

Elements

- 4.1.1 Rationale, balance and compliance
- 4.1.2 Continuity and progression
- 4.1.3 Curricular choices
- 4.1.4 Cross-curricular links
- 4.1.5 Review and development

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
4.1.1 Rationale, balance and compliance					
The curriculum has a very clear rationale aligned to the school, Emirate and national visions. It is relevant, comprehensive, and promotes innovation and challenge. It is highly effective in developing a balance of knowledge, skills and understanding. It fulfils all the requirements of the school's authorised / licensed curriculum and the national statutory requirements.	The curriculum has a clear rationale aligned to the school, Emirate and national visions. It is relevant and promotes innovation and challenge. It is effective in developing a balance of knowledge, skills and understanding. It fulfils all the requirements of the school's authorised / licensed curriculum and the national statutory requirements.	The curriculum has a clear rationale. It is broad, balanced and age-appropriate, and is relevant and effective in developing knowledge, skills and understanding. It closely follows the requirements of the school's authorised / licensed curriculum and the national statutory requirements.	The curriculum is reasonably broad and balanced, is relevant and develops knowledge and skills, although the focus is more on knowledge. It mainly follows the requirements of the school's authorised / licensed curriculum and the national statutory requirements.	The curriculum rationale is unclear. The learning programme is mainly dictated by textbooks. It is neither broad nor balanced and neglects the development of learning skills. It does not fulfil key requirements of the school's authorised / licensed curriculum and / or national statutory requirements.	Many aspects of the curriculum are weak. It is narrow in scope and neglects the development of skills. It does not meet the needs of the majority of students. It does not meet the requirements of the school's authorised / licensed curriculum and/or national statutory requirements.

4.1.2 Continuity and progression

<p>The curriculum is very well planned to ensure structured progression in all subjects. It meets the needs of all students. Continuity of learning is seamless and students are fully prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum is effectively planned to ensure progression in all subjects. It meets the needs of almost all students. Continuity of learning is smooth and students are very well prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum is planned so that learning builds well on students' previous achievements, in all key subjects. It meets the needs of most students. Students are well prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum is planned and there is adequate progression in most key subjects but this may vary across subjects and age groups. It meets the needs of a large majority of students. Students are adequately prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum has significant gaps in content and there is discontinuity within some subjects. It meets the needs of only a majority of students. Students are inadequately prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum is disorganised and key subjects, learning skills and other important aspects are not covered in sufficient depth or these lack continuity. It meets the needs of only a minority of students. Students are unprepared for the next phase of education, within school and beyond.</p>
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4.1.3 Curricular choices

<p>The excellent range of curricular options* provides older students with extensive choices and opportunities to benefit from learning experiences that nurture their talents, interests and aspirations.</p>	<p>The wide range of curricular options* provides older students with very good choices and opportunities to benefit from learning experiences that encourage their talents, interests and aspirations.</p>	<p>The range of curricular options* provides older students with ample choices that develop their talents, interests and aspirations.</p>	<p>The curricular options* provide older students with some choices that develop their interests and aspirations.</p>	<p>The curricular options* are narrow and overly prescriptive. They provide older students with limited choices.</p>	<p>There are very limited curricular options* and little variety. Older students regard much of the curriculum as irrelevant and uninteresting.</p>
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4.1.4 Cross-curricular links

<p>Cross-curricular links are meaningful and planned purposefully and innovatively. They are managed well and significantly enhance students' transfer of learning between different subjects.</p>	<p>Cross-curricular links are meaningful and planned carefully. They are managed well and enhance students' transfer of learning between different subjects.</p>	<p>Cross-curricular links are meaningful and planned. They are managed well and assist students' transfer of learning between different subjects.</p>	<p>Some cross-curricular links are planned but they do not fully facilitate students' transfer of learning between different subjects.</p>	<p>There are no planned cross-curricular links. Students' transfer of learning between different subject areas rarely happens.</p>	<p>There are no meaningful cross-curricular links.</p>
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4.1.5 Review and development

<p>The school conducts regular and rigorous reviews of its curriculum in relation to students' achievements, aspirations, and Emirate and national priorities. The curriculum is continuously developed to ensure excellent provision in all subjects and to meet, in full, the academic and personal development needs of all students.</p>	<p>The school conducts regular reviews of its curriculum in relation to students' achievements, aspirations, and Emirate and national priorities. The curriculum is systematically developed to ensure very good provision in all subjects and to meet the academic and personal development needs of almost all students.</p>	<p>The school conducts regular reviews and develops its curriculum to ensure good provision in almost all subjects and to meet the academic and personal development needs of most students.</p>	<p>The school conducts periodic reviews and develops its curriculum to ensure adequate provision in most subjects and to meet the academic and personal development needs of most students.</p>	<p>The school's review of its curriculum is insufficiently focused on the academic and personal development needs of students in all subjects.</p>	<p>The school conducts little or no systematic review of its curriculum. Provision fails to meet the academic and personal development needs of students.</p>
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* as per the authorised and licensed curriculum standards

The quality of curriculum design illustrated below would be evaluated as outstanding.

- The curriculum has a clear rationale based on shared values. Its programmes, courses, syllabi and activities promote challenge, enjoyment, relevance, coherence, personalisation and choice in learning for all students. The curriculum has breadth and balance across all subjects and within each of its various elements. The curriculum consistently includes creative, physical and practical experiences to strengthen knowledge and skills development. All key subjects are given the appropriate amount of time. Students experience all the main attributes of the curriculum or curricula adopted by the school. Statutory requirements are fully met. In particular, the time allocated within students' timetables for Islamic Education and for Arabic, either as a first or as an additional language, meets MoE requirements.

- The curriculum is comprehensively structured to ensure that students learn smoothly and progressively through the carefully arranged scope and sequence of programmes. Planning across the phases of education, both within the school and at the point when students make transitions, prepares students well. It ensures that previous learning is taken into account when preparing for new students. Older students are very well prepared for the world of work and further education.

- The curriculum has considerable variety of provision, in and out of classrooms, that promotes and responds to particular needs and interests. There is a significant choice of subjects, especially for older students, so that they are very well prepared for their chosen careers. Students are successful in having their choices met.
- Cross-curricular themes are systematically planned to ensure that students' skills across a range of subjects are developed in meaningful and interesting contexts. The curriculum provides excellent opportunities for independent learning, research and critical thinking.
- The curriculum is regularly reviewed and updated as part of the school's self-evaluation process and takes account of the views of students and parents. Staff reflect on the range, quality and impact of the curriculum on students' academic outcomes and their personal development. As a consequence, curriculum innovation is well planned and ensures that the needs and interests of all students, including those with special educational needs, are met.

The quality of curriculum design illustrated below would be evaluated as good.

- The curriculum has a clear rationale based on the content of the school's stated curriculum and closely follows its requirements. Most of its programmes and activities promote interest and enjoyment for students. It is broad so that students experience a variety of subjects and includes creative, physical and practical experiences. It is balanced so that all subjects included, and their various elements, are sufficiently covered. All key subjects are given the appropriate amount of time. Content and activities are well matched to the age of the students and there is an appropriate focus on the development of both knowledge and skills. Statutory requirements are fully met.
- Planning across all phases of education within the school is structured so that students learn systematically. The scope and sequence of activities means that the learning of most students builds on their previous knowledge and skills. Older students have a good grounding for the next phase of their education within school and beyond.
- The range of subjects offered by the curriculum allows a broad enough choice for older students to study subjects in which they are interested, can achieve success and which may take them into further study or the world of work. Students are usually successful in having their choices met.
- Cross-curricular links are carefully planned so that students have a broad range of opportunities to develop key skills, such as those in literacy, numeracy and technology. The links made in planning also allow good opportunities for students to learn independently and develop skills of research and critical thinking.
- The school conducts an annual review of the curriculum, which involves subject leaders and teachers from each year group. The review reflects on the coverage of each subject, the impact of the content on students' learning and it may draw on feedback from teachers about student engagement. Changes to the curriculum are, therefore, well considered and the needs of most students, including those with special educational needs, are met.

The quality of curriculum design illustrated below would be evaluated as acceptable.

- The curriculum is based on a clear rationale and shared values but it may not fully meet the school's aims. It is generally broad and balanced across all subjects and within each of its various elements. There is a strong emphasis on the development of knowledge but too little focus on the development of skills.
- Planning across the phases of education, within the school and at the point when students transfer, builds on previous curriculum content. However, students are not always well prepared for the next stages of their education or future employment. The scope and sequence of planned programmes is appropriate but previous learning of new students is not always taken fully into account.
- Older students have some opportunities to make choices from a range of curricular options that nurture their talents, address their interests and meet their future study and career pathway needs. Not all students are successful in having their choices met.

- There may be occasional development of cross-curricular links but these are not necessarily planned. Opportunities are not always taken to make useful connections between subjects to promote greater coherence in the curriculum. Opportunities for independent learning, research and critical thinking may be inconsistent features of the planned curriculum.
- The curriculum is regularly reviewed but revisions and adaptations are not always implemented as a result of this work. Most students' needs, including those with special educational needs, are adequately met in terms of their academic outcomes and personal development.

The quality of curriculum design illustrated below is unlikely to be acceptable.

- Statutory requirements are not met. The curriculum experienced by the students is not planned carefully enough and may contain significant omissions from the stated curriculum. It may be largely text book driven. The curriculum is followed too rigidly with little enrichment or interesting activities. Insufficient consideration is given in planning to develop, strengthen and enrich students' learning experiences.
 - The scope and sequence of planned programmes is disjointed and causes a lack of continuity in learning from year-to-year and between phases. It fails to meet the needs of students with special educational needs.
 - The choice of subjects is too narrow, especially for the older students. A minority of students are not successful in having their choices met.
- Opportunities are seldom taken to plan useful connections between subjects to promote greater coherence in the curriculum. Opportunities for promoting essential knowledge, understanding or skills are neglected. The curriculum is undemanding and provides few opportunities for independent learning, research and critical thinking.
 - There is no systematic review.

4.2 Curriculum adaptation

Elements

- 4.2.1 Modification of curriculum to meet the needs of all groups of students
- 4.2.2 Enhancement, enterprise and innovation
- 4.2.3 Links with Emirati culture and UAE society

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
4.2.1 Modification of curriculum to meet the needs of all groups of students					
The school is highly successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students.	The school is very successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students.	The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of students.	The school makes adequate modifications to the curriculum to meet the needs of most groups of students.	The school makes few modifications to the curriculum. The needs of more than one group of students are not met.	The school makes no modification to the curriculum. The needs of several groups of students are not met.

4.2.2 Enhancement, enterprise and innovation

<p>The curriculum is rich, offering an excellent range of opportunities designed to motivate and inspire all students. Opportunities for enterprise, innovation, creativity and social contribution are embedded through all curricular areas. A very wide and stimulating programme of extra-curricular activities within and outside the school significantly enhances students' academic and personal development.</p>	<p>The curriculum is imaginative, offering a very wide range of opportunities designed to motivate almost all students. Opportunities for enterprise, innovation, creativity and social contribution are provided through almost all curricular areas. A wide programme of extra-curricular activities within and outside the school significantly enhances students' academic and personal development.</p>	<p>The curriculum is interesting, offering a range of opportunities designed to motivate most students. Opportunities for enterprise, innovation, creativity and social contribution are provided through most curricular areas. A variety of extra-curricular activities and community links enhances students' academic and personal development.</p>	<p>The curriculum is functional and designed to engage the majority of students. Opportunities for enterprise, innovation, creativity and social contribution may be limited or inconsistent across curricular areas. An appropriate range of extra-curricular activities and community links benefits students' academic and personal development.</p>	<p>The curriculum is unimaginative. There are few opportunities for enterprise, innovation, creativity or social contribution, and a minority of students is disengaged. There is a limited range of extra-curricular activities and community links, with little impact on students' academic and personal development.</p>	<p>The curriculum is dull and narrow. There are no opportunities for enterprise, innovation or creativity, and a significant minority of students is disengaged. There are few extra-curricular activities and no established community links.</p>
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4.2.3 Links with Emirati culture and UAE society

<p>Innovative and coherent learning experiences are embedded through all aspects of the curriculum to enable all students to develop excellent understanding of the UAE's culture and society.</p>	<p>Coherent learning experiences are embedded through almost all aspects of the curriculum to enable all students to develop broad understanding of the UAE's culture and society.</p>	<p>Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to develop clear understanding of the UAE's values, culture and society.</p>	<p>Some appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society but these are not fully integrated into the curriculum.</p>	<p>There are limited opportunities for students to develop their understanding of the UAE's culture and society.</p>	<p>There is little acknowledgement of Emirati culture and little is done to promote students' understanding of it.</p>
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The quality of curriculum adaptation illustrated below would be evaluated as outstanding.

- The curriculum is effectively planned to provide stimulating learning opportunities for all groups of students. It is designed and modified as necessary to ensure the full engagement and challenge for students of all abilities, including students with special educational needs, low attainers and Early Years children with Arabic as a first language.
- The curriculum is intrinsically interesting, motivating and diverse. There is considerable flexibility and innovation in the planning of the curriculum that allows individual students to learn in their own ways and at their own speeds, and so achieve academically and personally. Opportunities to extend students' aspirations and experiences are routinely built into the curriculum. As a result, they gain a well-rounded education. Students have many opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution across the curriculum. Through a strong sense of the school's shared curricular values and carefully planned opportunities to work with the local community, students are creative and enterprising. A wide range of social, cultural, scientific and athletic extra curricular activities, across all phases allows students to extend their learning and interests. The school ensures as many students as possible benefit from accessing extra curricular activities

and that barriers to participation are minimised. The school knows students who are reluctant to participate in extra-curricular activities and takes steps to ensure that their learning experiences are not compromised. Students are frequently involved in a range of activities that serve the community.

- The curriculum includes interesting and relevant programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values which influence UAE society.

The quality of curriculum adaptation illustrated below would be evaluated as good.

- The curriculum has effective adaptations. Programmes have been planned to include work with sufficient challenge to meet the needs of most students, including those with special educational needs, and to enable them to develop personally and academically.
- The programmes within the curriculum are planned so that the sequence and timing of the content maintains most students' interest. Students have opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution across the curriculum. The activities planned are mainly imaginative. These engage most students and enhance their learning. The variety of extra-curricular activities includes a broad-enough range for most students to select one which meets their needs or is of particular interest. The school takes some steps to ensure students benefit from extra-curricular activities. It may not know all students who never/seldom access extra-curricular activities and the reasons for this. There are ample planned opportunities for

most students to engage with projects involving the local community. These include projects which result in benefits for both the community group and the students' academic and personal development.

- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values that influence UAE society.

The quality of curriculum adaptation illustrated below would be evaluated as acceptable.

- The curriculum is planned appropriately to meet the learning needs of most students. There is some recognition of the different abilities and learning needs of students, particularly those with special educational needs, low attainers, and early years children with Arabic as a first language. The same curriculum may be applied too rigorously to all students.
- The curriculum is largely driven by the textbooks. Not enough consideration is given in planning to diversify and enrich students' experiences in order to strengthen their learning. Students have few opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution across the curriculum. The school is aware of its place in the community but makes limited use of its surroundings to enhance the curriculum. Visits and other activities are organised but not always effectively integrated with the learning experience. There is occasional collaboration with local businesses. Students are sometimes involved in a range of activities that serve the community. Extra-curricular activities occur from time to time in most phases. Participation by students may be limited and the school has taken few effective steps to improve uptake or to find out the reasons why students do not participate.
- Each educational phase has one or two curriculum programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE.

The quality of curriculum adaptation illustrated below is unlikely to be acceptable.

- The curriculum fails to cater adequately for the educational needs and personal development of all groups of students, particularly students with special educational needs, low attainers and early years children with Arabic as a first language. The choice of subjects is too narrow, especially for older students.
- Opportunities for promoting essential knowledge, understanding or skills are neglected. Students have too few opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution across the curriculum. There are few productive links with local and wider communities and few extra-curricular activities. These may only be available to a particular phase or gender. The school has little knowledge about uptake by students and has not taken steps to identify barriers to participation.
- There are few opportunities for students to develop their knowledge, understanding and appreciation of the heritage, culture and the values of the UAE.



5. The protection, care, guidance and support of students

5.1 Health and safety, including arrangements for child protection / safeguarding

Elements

- 5.1.1 Care, welfare and safeguarding of students, including child protection
- 5.1.2 Arrangements to ensure health, safety and security
- 5.1.3 Quality of maintenance and record keeping
- 5.1.4 Suitability of premises and facilities for all students, including those with special educational needs
- 5.1.5 Provision for, and promotion of, safe and healthy lifestyles

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
5.1.1 Care, welfare and safeguarding of students, including child protection.					
The school has rigorous procedures for the safeguarding of students including child protection. All staff, students and parents are fully aware of these. The school is highly effective in protecting students from abuse, including bullying and via the internet and social media.	The school has rigorous procedures for the safeguarding of students including child protection. All staff, students and parents are fully aware of these. The school is very effective in protecting students from all forms of abuse, including bullying and via the internet and social media.	The school has effective procedures for the safeguarding of students including child protection. All staff, students and parents are aware of these. The school is effective in protecting students from all forms of abuse, including bullying and via the internet and social media.	The school has adequate formal procedures for the safeguarding of students including child protection. Most staff, students and parents are aware of these. The school takes adequate steps to protect students from all forms of abuse, including bullying and via the internet and social media.	The school has minimal formal procedures for the safeguarding of students including child protection. Staff, students and parents are not aware of these. The school is ineffective in protecting students from all forms of abuse, including bullying and via the internet and social media.	The school has no procedures for the safeguarding of students including child protection.

5.1.2 Arrangements to ensure health, safety and security					
The school consistently provides a fully safe, hygienic and secure environment for students and staff. Safety checks are frequent and thorough. Supervision of students is exceptionally effective at all times.	The school provides a very safe, hygienic and secure environment for students and staff. Safety checks are regular and thorough. Supervision of students is highly effective at all times, including on school transport.	The school meets the general requirements for maintaining the health and safety of students and staff. Safety checks are regular. Supervision of students is effective, including on school transport.	The school's arrangements to ensure the health, safety and security of students and staff are ineffective. Safety checks are irregular and lack rigour. Supervisory procedures are weak or inconsistent.	The school does not provide a safe, hygienic and secure environment for students and staff. Safety checks are inadequate. Supervision of students is ineffective. Staff and/or students are not familiar with emergency procedures.	
5.1.3 Quality of maintenance and record keeping					
Buildings and equipment are maintained in excellent condition. The school maintains very detailed and secure records, including records of incidents and subsequent actions.	Buildings and equipment are well maintained. The school maintains accurate and secure records, including records of incidents and subsequent actions.	Buildings and equipment are maintained in sound repair. The school maintains secure records, including records of incidents and subsequent actions.	Some parts of buildings or equipment are unsafe and/or unhygienic. The school maintains records but these may be disorganised or not secured.	Lack of maintenance and attention to hygiene and safety put students at risk. The school's record keeping is highly disorganised and ineffective.	
5.1.4 Suitability of premises and facilities for all students, including those with special educational needs					
The school's premises and facilities provide an excellent physical environment, which meets the learning needs of all.	The premises and facilities provide a safe and secure physical environment that is very well suited to the learning needs of all.	The premises and facilities provide a safe physical environment that is fit for purpose for all.	Some aspects of the school premises and facilities do not meet the needs of all students and may impede learning.	Many features of the premises and facilities are inadequate and impede learning.	
5.1.5 Provision for and promotion of safe and healthy lifestyles					
The school's promotion of safe and healthy living is successful. It is given a high profile and clearly influences all aspects of school life.	The school's promotion of safe and healthy living is very effective. It permeates almost all aspects of school life.	The school promotes safe and healthy living although this may not be systematic.	The school does little to promote safe and healthy living.	The school gives very little attention to the promotion of safe and healthy living.	

The quality of health and safety, including arrangements for child protection / safeguarding, illustrated below would be evaluated as outstanding.

in the school. The school conducts a thorough risk analysis and assessment when planning for students to engage in any activities, such as sports or educational visits, which take place outside school. Potential risks are recorded and mitigating action is taken to ensure students' safety. The school meets all legal and regulatory requirements, including emergency evacuation drills.

- Child protection / safeguarding arrangements are defined clearly in a written policy and well-understood by students, staff and parents. The school has very effective arrangements to protect students from all forms of verbal, physical and emotional/psychological abuse and bullying, including by staff and by other students, and via the internet and social media. Staff deal sensitively and effectively with students' needs and concerns. The training of all staff in safeguarding students, themselves and other staff members is regular and thorough. There is an accurate central register of all adults who work in, or are involved in the school. Cyber safety and ensuring practical steps to prevent abuse of students are high on the school's agenda.

- Comprehensive records are kept of regular and routine fire drills, evacuation procedures and other incidents, with clearly stated action taken, to prevent their recurrence. Medical staff are vigilant in their care of students. Routine checks are carried out and detailed records kept. Relevant medical information is shared with staff in the school in a systematic way to ensure students' medical care at all times whilst they are working with different school staff. Medication is kept in a locked room or cabinet and all staff are well informed about how and by whom it can be administered.

- The school premises, equipment and resources are excellent and very well suited to the educational needs of all students, including those with special educational needs and children in the early years phase. They ensure that students are safe at all times whilst participating in a wide range of challenging and motivating educational experiences.

- There are very effective policies and procedures in place to ensure that students are safe. These are reviewed regularly and all staff receive frequent training to brief them about updates or changes to policy. Staff fully understand their roles and responsibilities in ensuring health and safety. Thorough measures are in place to maximise the protection for students including, for example, very efficient arrangements for school transport. Students state that they feel very safe

- Healthy living is systematically built into and promoted in all aspects of school life. School meals and snacks provided by the school are consistent with the school's policy on the promotion of healthy choices. The school provides very good advice to students and their parents on food choices and offers a broad and regular programme for physical education and sport to promote healthy living. Very good measures are taken to provide reasonable protection from the sun, including shading, headwear and ready access to fresh drinking water.

The quality of health and safety, including arrangements for child protection / safeguarding illustrated below, would be evaluated as good.

- The school undertakes a careful risk analysis and assessment when planning for students to engage in any activities, such as sports or educational visits, which take place outside school. Potential risks are recorded and staff take steps to ensure students' safety. The school conducts regular, thorough checks on the accommodation and premises to ensure that any dangers are noted and swiftly addressed. Students are always properly supervised around the school and on school transport to ensure their safety. The school meets all legal and regulatory requirements, including emergency evacuation drills.
- Any incidents affecting students' health, safety or well-being which may arise are systematically logged and stored securely along with detail of any resultant action taken.
- The learning environment supports students' learning well. It is accessible for students with special educational needs and also meets the needs of those in the early years phase. The school is clean and well maintained.
- The school regards the promotion of healthy living as an important part of its provision. The curriculum content of some programmes includes references to healthy lifestyles such as aspects of diet and exercise. The variety of food provided by the school ensures that students always have healthy options from which to choose their snacks or meals. Appropriate measures are taken to provide reasonable protection from the sun, including shading, headwear and ready access to fresh drinking water.

- All staff know how to safeguard students, themselves and other staff members and the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns to an adult in school. The school clearly communicates its policies and procedures to staff, parents and students, including those for protecting students from bullying and potential dangers of the internet and social media. Policies are reviewed regularly and all staff receive frequent training about updates or changes. There is an accurate central register of all adults who work or are involved in the school.

The quality of health and safety, including arrangements for child protection / safeguarding, illustrated below would be evaluated as acceptable.

take place off the school site, such as such as sports events or educational visits, staff consider any potential risks and take steps to ensure students' safety, although there may be some occasions when arrangements are too lax.

- Child protection/safeguarding arrangements are in place but the responsibility for their implementation may be in the hands of a few senior staff or members of the administration. The training of staff in child protection takes place from time to time. The school is aware of the need for cyber safety and has some systems to protect students but these are not comprehensive or not routinely applied. The central register of adults who work in or are involved in the school may not be up to date.
- There are effective policies and procedures in place to ensure that students are kept safe but these may not be reviewed at least annually. Staff understand their roles and responsibilities in ensuring health and safety but not all may understand the need to safeguard themselves as well as students. Practical measures are in place to protect students and arrangements are reviewed to ensure that they are effective. Students are mostly supervised around the school and most students state that they feel safe in the school. The school meets all legal and regulatory requirements, including emergency evacuation drills. When planning activities that

- Records of health and safety procedures are up-to-date and appropriate risk assessments are completed in relation to visits and potentially hazardous activities. Routine fire drills and other evacuation procedures take place. There are sufficient medical staff to carry out routine checks. Medication is kept locked away and all staff know how and by whom it can be administered.
- The school premises, equipment and resources are suitable and provide a safe, inclusive environment for students.
- The school has included in the curriculum planned opportunities for students to take part in physical activity to promote a healthy lifestyle. The meals and snacks provided by the school are generally healthy. Parents are, at times, involved in school activities which successfully raise awareness of healthy choices. Adequate measures are taken to provide protection from the sun, including shading, headwear and ready access to fresh drinking water but these may be applied inconsistently.

The quality of health and safety, including arrangements for child protection / safeguarding illustrated below is unlikely to be acceptable.

- Child protection/safeguarding procedures are inadequate and there is no general register listing all adults who either work in, or are involved in, the school. There is evidence of bullying by members of the school community. Staff do not fully appreciate the need to safeguard themselves as well as students. The school has limited or no awareness of the need to protect students from the dangers of the internet.
 - Policies and procedures for health and safety, including those for school transport, are not reviewed. Supervisory and emergency procedures are weak or inconsistent. Staff are not trained in implementing policies which therefore do not happen in practice.
 - Health and safety checks are irregular and/or not rigorous. Supervisory practices are weak. The school does not conduct a risk analysis and assessment when planning and engaging in activities.
- Some parts of the buildings, play areas and/or school equipment are unsafe or unhygienic and the buildings/campus may not be inclusive for all students or for children in the early years phase. The premises do not have appropriate facilities to meet the needs of students with disabilities.
 - School meals and snacks include unhealthy choices and little variety. The school is not sufficiently proactive in the promotion of healthy lifestyles amongst students. Insufficient measures are taken and/or there is inconsistent application of measures to provide reasonable protection from the sun, including shading, headwear and ready access to fresh drinking water.

5.2 Care and support

Elements

- 5.2.1 Staff-student relationships and behaviour management
- 5.2.2 Promotion and management of attendance and punctuality
- 5.2.3 Identification of students with special educational needs, and those who are gifted and/or talented
- 5.2.4 Support for students with special educational needs, and those who are gifted and/or talented
- 5.2.5 Guidance and support for all students

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
5.2.1 Staff-student relationships and behaviour management					
Staff-student relationships are exemplary. Systems and procedures for managing students' behaviour are highly effective.	Staff have very positive and purposeful relationships with all students. Systems and procedures for managing students' behaviour are effective.	Staff have positive relationships with all students. Systems and procedures for managing students' behaviour are successful.	Staff have courteous relationships with all students. Systems and procedures for managing students' behaviour are adequate.	Not all staff are considerate towards students. Systems and procedures for managing students' behaviour are inconsistent.	Staff are inconsiderate and disrespectful towards students. Behaviour management is highly ineffective.
5.2.2 Promotion and management of attendance and punctuality					
The school's approach is highly successful in promoting outstanding attendance and punctuality.	The school's approach is successful in promoting very good attendance and punctuality.	The school's approach is effective in promoting good attendance and punctuality.	The school's approach is adequate in promoting attendance and punctuality.	The school has ineffective arrangements to promote or manage attendance and punctuality.	The school does not monitor or promote attendance and punctuality consistently.

5.2.3 Identification of students with special educational needs and those who are gifted and/or talented

The school has comprehensive and rigorous systems to identify students with special educational needs and those who are gifted and/or talented accurately and promptly.	The school has rigorous systems to identify students with special educational needs and those who are gifted and/or talented accurately and promptly.	The school has thorough systems to identify students with special educational needs and those who are gifted and/or talented.	The school has appropriate systems to identify students with special educational needs, and those who are gifted and/or talented.	The school may not admit students with special educational needs. The school is not aware of their needs and/or has ineffective systems to identify their needs accurately.	School policies may actively exclude students with special educational needs. When students are admitted, the school lacks systems to identify their needs accurately.
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5.2.4 Support for students with special educational needs, and those who are gifted and/or talented

The school provides highly effective support for all students with special educational needs and those who are gifted and/or talented. Accurate identification swiftly leads to highly appropriate intervention. The quality of support enables almost all students to make their best personal and academic progress.	The school provides effective support for all students with special educational needs and those who are gifted and/or talented. It matches intervention well to students' outcomes. The quality of support enables most students to make their best personal and academic progress.	The school provides effective support for most students with special educational needs and those who are gifted and/or talented. Accurate identification leads to prompt and appropriate intervention. The quality of support enables most students to make consistent personal and academic progress.	The school provides appropriate support for most students with special educational needs and those who are gifted and/or talented. The support enables the majority of students to make adequate personal and academic progress.	The school provides limited support for students with special educational needs and those who are gifted and/or talented. The support does not enable the majority of students to make adequate personal and academic progress.	The school provides little or no support for students with special educational needs and those who are gifted and/or talented. Consequently, only a few students make adequate progress. Intervention to support students is haphazard and weak.
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5.2.5 Guidance and support for all students

The well-being and personal development of all students are closely monitored. The information is used to provide highly effective personal and academic guidance and support and, for senior students, careers' guidance.	The well-being and personal development of all students are efficiently monitored. The information is used to provide very effective personal and academic guidance and support and, for senior students, careers' guidance.	The well-being and personal development of all students are routinely monitored. The information is used to provide effective personal and academic guidance and support and, for senior students, careers' guidance.	The well-being and personal development of all students are monitored at intervals throughout the year. The information is used to provide appropriate personal and academic guidance and support and, for senior students, careers' guidance.	The well-being and personal development of all students are not regularly monitored. Consequently, personal and academic guidance and support and, for senior students, careers' guidance are weak and inconsistent.	The well-being and personal development of all students are not monitored. Consequently, students do not receive any personal, academic or careers' guidance and support.
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The quality of care and support illustrated below would be evaluated as outstanding.

- Teachers know all their students very well, being aware of their individual social, physical, emotional and intellectual needs. Teachers have a very good rapport with students. Mutual respect, trust and confidence characterise interactions between staff and students. Behaviour management is defined clearly and wholly understood by the students and the staff, who implement the policies wisely and are supported fully by the senior management team. Although the behaviour of almost all students is exemplary, firm action is taken when necessary. Parents receive comprehensive information about the school's expectations of behaviour and of how staff will deal with any misbehaviour.

- The school keeps accurate records of attendance and punctuality. Systems for managing attendance and punctuality, including follow up of unauthorised absences and lateness, are exceptionally efficient and effective. Prompt and decisive action is taken when levels fall, and parents fully support the importance of maintaining high levels of attendance and punctuality. Parents are contacted immediately when students fail to arrive when expected.

- The school has detailed and informed procedures for identifying students with special educational needs. Their needs are identified at an early age or as soon as possible after they join the school, and shared with staff. The school has specialist staff with the expertise to lead the identification

process and ensure that all other staff are well trained in identifying special needs. The school's entrance procedures are wholly inclusive. The school has identified students who are gifted and/or talented and meets their needs very effectively.

- The school's support for students with special educational needs is comprehensive and highly focused. The facilities and resources include necessary modifications and provide thoroughly for the diverse range of special needs. Individualised planning and effective review procedures ensure that the students' needs are fully met. As a result, the students make excellent progress.

- All students have ready access to known and trusted members of staff who provide well-informed advice and guidance about a range of important matters, including their academic progress, health and future careers. Students' questions, needs and concerns are handled sympathetically and, when appropriate, in confidence. Students have access to an effective complaints procedure. High quality advice and guidance result in actions that bring about improvements in students' performance. For older students, the school is proactive in providing personalised advice and guidance about career choices and higher education pathways aligned to personal and national aspirations.

The quality of care and support illustrated below would be evaluated as good.

- Staff are well aware of the needs of the students in their care. Led by the senior management team, the school operates in an atmosphere of mutual respect between students and teachers. This is based on a code of behaviour, which is understood clearly by the whole school community including parents and temporary staff.
 - The school keeps accurate records of attendance and punctuality. Systems for managing attendance and punctuality, including follow up of unauthorised absences and lateness, are very efficient and effective. Parents are notified promptly of any concerns about individual students. The school actively promotes good attendance but may not have measures in place to recognise and reward it.
 - The school is inclusive and provides a welcoming and nurturing environment for students with special educational needs. Following admission, their needs are identified and plans are put in place to ensure that they receive any necessary support. The school has identified students who are gifted and/or talented and has taken some effective steps to meet their needs effectively.
- The school has some specialist staff to assist with identification and support but not all teachers may be familiar with procedures for supporting students. Some modifications have been made to accommodate the range of special needs but these are not comprehensive. The needs of most, but not all students are met.
 - The school's personal support system ensures that all students have an assigned member of staff with whom they can discuss any concerns. The school has reliable systems for monitoring the wellbeing and personal development of all students. Each student has access to individual advice and guidance, the quality of which they say is helpful. Students feel well supported and have confidence in the school's arrangements for their academic and personal development. For older students, the school provides effective advice and guidance about career choices and higher education pathways aligned to personal and national aspirations.

The quality of care and support illustrated below would be evaluated as acceptable.

- Teachers know most of their students well and are aware of their social, physical, emotional and intellectual needs. They have a good rapport with students and respond positively to them. Teachers and students respect one another and generally show care and concern for the needs of others. The school has an effective approach to managing the behaviour of its students. The staff know how to implement the policies and are supported in doing so by the senior management team. Parents receive information about how staff members will deal with any misbehaviour.
- Systems for managing attendance and punctuality, including follow up of unexcused absences and lateness, are mainly effective. The school records attendance and punctuality but it may not systematically analyse the data. Monitoring procedures are known to students, staff and parents and are intended to ensure the safety and well-being of the students. Parents receive feedback about improved attendance and punctuality, and understand the action the school takes when it is required.

- The school has appropriate procedures for identifying students with special educational needs. Their needs are identified and all relevant information is shared with staff. The school has staff with sufficient expertise to lead the identification process and train other staff members. The school's entrance procedures are inclusive.
- The school's support for students with special educational needs is appropriately managed. Support is given individually and through in-class guidance, as required. Students' progress is monitored routinely. Facilities and resources are modified to address their needs. As a result, students with special educational needs make acceptable progress. The school has identified a few students who are gifted and/or talented but steps taken do not consistently and effectively meet their needs.
- Students' questions, needs and concerns are usually dealt with efficiently and, when appropriate, in confidence. They receive advice and guidance from staff on a range of matters, including their individual progress and health, and most feel confident to ask adults for help. For older students, the school provides appropriate advice and guidance about career choices and higher education pathways.

The quality of care and support illustrated below is unlikely to be acceptable.

- There are strained relationships between staff and students and inappropriate behaviour management strategies are used.
- Arrangements to promote or manage student attendance and punctuality are absent or ineffective.
- The school's admissions policy is too restricted and does not allow for the enrolment of students with special educational needs. The procedures to identify the specific needs of students with special educational needs are slow and/or inadequate and intervention to address identified needs is not effective and may not be available. The school has no process for identifying students who are gifted and/or talented and does not meet their needs.

- Students with special educational needs are provided with little or no specialist support.
- Advice, support and guidance to all students are limited and uninformative. For older students, the school provides limited effective advice and guidance about career choices and higher education pathways.

6. Leadership and management

6.1 The effectiveness of leadership

Elements

- 6.1.1 Vision and direction
- 6.1.2 Educational leadership
- 6.1.3 Relationships and communication
- 6.1.4 Capacity to innovate and improve
- 6.1.5 Impact on and accountability for school performance and standards

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
6.1.1 Vision and direction					
Leaders at all levels, inspired by the Principal, set an exceptionally clear strategic direction and promote an ambitious vision that is shared by the whole school community. Senior leaders are highly committed to the UAE national and Emirate priorities. These are very firmly embedded within the school's vision and strategic plans. Leaders ensure a fully inclusive school.	Leaders at all levels, led by the Principal, set a very clear strategic direction and promote a bold vision that is shared by the whole school community. Senior leaders are highly committed to the UAE national and Emirate priorities. These are embedded within the school's vision and strategic plans. Leaders facilitate an inclusive ethos.	Leaders at all levels, including the Principal, set a clear strategic direction and promote a vision that is shared by the whole school community. Senior leaders are committed to the UAE national and Emirate priorities. These are evident within the school's vision and strategic plans. Leaders demonstrate a commitment to inclusion.	Most leaders, including the Principal, set a direction and vision that demonstrate commitment to the UAE national and Emirate priorities. Leaders have a commitment to inclusion and to making provision for students with special educational needs.	Leaders, including the Principal, fail to communicate a clear direction or vision. There is insufficient commitment to UAE national or Emirate priorities. Leaders have not been successful in promoting an inclusive school or in delivering effective provision for students with special educational needs.	Leaders, in particular the Principal, fail to provide strategic vision so the direction of the school is unclear. There is no commitment to UAE national or Emirate priorities. Leaders have not inspired the school to be inclusive and provision for students with special educational needs is limited and ineffective.

6.1.2 Educational leadership

Leaders at all levels, including the Principal, demonstrate comprehensive and thorough knowledge of the curriculum and best practices in teaching, learning and assessment. They are focused on optimising students' achievement. Collectively, they are highly effective in establishing an inclusive school with a purposeful learning culture and in achieving very high standards of students' learning and personal development.

Leaders at all levels, including the Principal, demonstrate thorough knowledge of the curriculum and best practices in teaching, learning and assessment. They are focused on increasing students' achievement. Collectively, they are very effective in establishing an inclusive school with a purposeful learning culture and in achieving high standards of students' learning and personal development.

Most leaders demonstrate basic knowledge of the curriculum and best practices in teaching, learning and assessment. The school culture generally focuses on being inclusive and on students' learning and personal development.

The majority of leaders lack basic knowledge of the curriculum and best practices in teaching, learning and assessment. The school culture is not effectively inclusive or focused on students' learning and personal development.

Most leaders lack basic knowledge of the curriculum and best practices in teaching, learning and assessment. The school culture is not focused on students' learning and personal development.

6.1.3 Relationships and communication

Relationships and communication with all stakeholders are consistently professional and highly effective. The school's distributed leadership builds capacity, empowers individuals and teams, and creates an ethos of collective responsibility. Morale throughout the school is highly positive.

Relationships and communication with all stakeholders are consistently professional and effective. The school delegates leadership effectively to individuals and teams, and holds them accountable for ensuring good quality outcomes. Morale throughout the school is very positive.

Relationships and communication are professional, although they may not always be fully effective. Some members of staff, in addition to senior leaders, have clear roles and responsibilities, and most staff know what is required of them. Morale is generally positive.

Relationships and communication are restricted and/or unclear. There is little delegation and most decision-making resides with the Principal. Staff members are not wholly sure what is required of them. Morale is low.

Relationships and communication are unprofessional and/or highly ineffective. Staff members do not know what is required of them. Morale is very low.

6.1.4 Capacity to innovate and improve

Leaders at all levels demonstrate very clear and accurate understanding of what needs to be done to innovate and improve the school. They are highly effective in anticipating and addressing potential barriers to sustained improvement.

Leaders at all levels demonstrate clear and accurate understanding of what needs to be done to innovate and to improve the school. They are very effective in anticipating and addressing potential barriers to sustained improvement.

Leaders at all levels demonstrate awareness that further improvements can be made. They may be inconsistent in addressing potential barriers but they demonstrate sufficient capacity to make required improvements.

Leaders are reactive to external demands but do not sufficiently internalise the need for improvement or change. They may be complacent, insecure or insular, and their capacity to improve the school is limited.

Leaders demonstrate little or no sign of being willing or able to improve the school. They ignore or resist the process of external evaluation.

6.1.5 Impact on and accountability for school performance and standards

Leaders have been innovative and highly successful in developing the school. An ethos of collective accountability ensures consistently excellent school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Leaders have been innovative and very successful in developing the school. Collective accountability ensures consistently high school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Leaders have improved some aspects of the school and maintained adequate school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Leaders have not been successful in improving aspects of the work of the school. School performance and standards are inconsistent and/or inadequate. Leaders do not ensure that the school is compliant with statutory and regulatory requirements.

Leaders have had minimal effect on the performance of the school. The school is in decline and does not provide students with a worthwhile education.

The effectiveness of leadership illustrated below would be evaluated as outstanding.

- Senior leaders, and in particular the Principal, are highly effective, inspirational, skilled practitioners and display a high level of professional competence. All senior staff ensure comprehensive compliance with local and national regulatory requirements. Senior leaders inspire and ensure a fully inclusive school. Senior leaders communicate a clear view of the school's aims so that all staff members are clear and committed to their parts in achieving the school's vision. Local and national priorities are evident features of the school's plans for improvement and are regularly revised to reflect emerging government requirements. School leaders plan particular programmes and initiatives that are aimed at addressing local or federal priorities. For example, Emirati students requiring support with English or other aspects of their learning may benefit from mentoring or additional assistance.
- Collectively the school's leadership team is exceptionally effective in establishing an inclusive school with a purposeful learning culture and in achieving very high standards of students' learning and personal development. A senior leader is accountable for ensuring high quality and effective provision for students with special educational needs.
- Relationships and communication with all stakeholders are consistently professional, highly effective and strictly follow ethical principles. There is a clear focus in the school on

consultation and collegiate working, and this secures high levels of commitment from staff. When necessary, senior leaders drive forward improvement directly. Distributive leadership builds and empowers individuals and teams. There is a high level of competence and commitment at all levels. The roles of senior leaders are clearly defined, understood and aligned to school priorities. The school is successful in creating an ethos of collective responsibility and mutual support. Morale throughout the school is exceptionally positive.

- The school works with students, parents and other stakeholders to develop and shape a shared vision. This is communicated effectively to all stakeholders. The work of the school gains direction from the clear values and aims. Staff members regularly review the vision, values and aims and this results in a strong sense of purpose throughout the school. Staff members take full account of the school's vision, values and aims when developing new initiatives.
- Senior leaders in the school influence decision-making, and initiate, prioritise and lead improvement activities. The recruitment and retention of high-quality teachers are key priorities. Leaders are very receptive to external evaluation of the school and manage the process professionally and very efficiently. It may be that contextual changes such as the school's size or character have been managed effectively with no significant impact on student outcomes. Leaders have been very successful in developing the school in the

recent past. In particular, leaders have proved capable of sustaining excellent outcomes for students or have made exceptionally rapid improvements to the school in relation to the quality of teaching, and in meeting the school's promise to parents. Leaders ensure the school is compliant with all statutory and regulatory requirements.

The effectiveness of leadership illustrated below would be evaluated as good.

- Most senior leaders, led by the Principal, are dedicated and effective. They display strong professional competence and demonstrate a modern understanding of best current educational practice. Arrangements for compliance with regulations and relevant bye-laws are managed well ensuring no breaches of requirements. Senior leaders share a clear sense of purpose as a team and successfully communicate the school's aims. Plans for improvement are aligned to local and national priorities. This will include specific projects to address aspects of Emirati under achievement. Staff members are clear of their responsibilities in achieving the school's vision. In many departments and/or phases of the school, there are teams who work together effectively and have demonstrated success in raising students' achievements. Remits and responsibilities are defined clearly. Consequently, lines of accountability are known to all.

- Leadership is delegated effectively to individuals and teams and these are held well to account for ensuring good quality outcomes. Leaders demonstrate a commitment to inclusion and to making effective provision for students with special educational needs. A member of the senior leadership team is accountable for the quality and impact of provision for students with special educational needs.
- Working with students and parents, school leaders establish a shared vision, which is communicated to all stakeholders. Consultation is a regular feature of the work of senior staff. Relationships are professional and morale in the school is positive.
- Senior staff members devise and lead improvement activities with notable success. Developments are carefully overseen with close attention to the impact made on students' achievement and their personal and social development. Input from external evaluation is well managed and leads to carefully devised and well-articulated plans for future development.
- Leaders have been successful in improving important aspects of the work of the school in the recent past. As a result of sustained, good performance, there is a good rate of improvement in the quality of students' outcomes. Leaders ensure the school is compliant with all statutory and regulatory requirements.

The effectiveness of leadership illustrated below would be evaluated as acceptable.

- Senior leaders, including the Principal, discharge their duties competently. Under their leadership the school has developed steadily in the recent past. They communicate the school's aims but staff are unclear about how initiatives relate to the school's vision. Certain local and national priorities are included within the school's plans for improvement. Programmes to address local or federal initiatives feature in certain phases or departments in the school.
- The roles of senior leaders are defined, but not always aligned to school priorities. Senior leaders contribute to decision-making but rarely initiate and lead improvement activities. They ensure that some development priorities result in improved learning outcomes for students but the school culture is not consistently focused on being effectively inclusive and on students' learning and personal development. Senior leaders may have delegated the responsibility for the quality of the provision for students with special educational needs to a specific member of staff. However, links with this person may not always be fully effective.

- Relationships and communication, whilst professional, may not always be fully effective. There is a variable focus in the school on consultation and collegiate working, and this results in mixed levels of commitment from staff. There has been some allocation of leadership roles to a few staff. Morale is generally positive.
The school consults students, parents and other stakeholders when developing the school vision but there is little analysis of this consultation and it does not inform the vision. All staff are aware of the school's values and aims. The school lacks a formal process to review the vision, values and aims. Staff members take some account of the school's vision, values and aims when developing new initiatives.
- Senior leaders lead and influence decision-making and improvement activities. There are variable levels of competence and commitment at all levels. Leaders appreciate the benefits of external evaluation and manage the outcomes of the process effectively.
- The senior leaders have had some success in improving aspects of the work of the school, including the retention of successful teachers. Leaders ensure the school is compliant with all statutory and regulatory requirements.

The effectiveness of leadership illustrated below is unlikely to be acceptable.

- Leaders, and in particular the Principal, lack competence or professional ethical standards; there is complacency about standards and quality, and commitment to improvement is lacking. The school's vision is not explicit and/or it is not known or shared amongst all stakeholders; consequently, the direction is unclear. The school culture is insufficiently focused on students' learning and personal development.
- Few leadership responsibilities exist beyond the senior leadership team. Inclusion is not effective. There is no senior leader who takes direct responsibility for overall accountability for the effectiveness of the provision made and for the achievement of students with special educational needs.
- Staff morale hinders adequate relationships and communication.
- The leadership's management of the significant turnover of teachers has a negative impact on students' outcomes. Leaders do not embrace the process of external evaluation or manage it efficiently. The school is in decline and does not provide students with a worthwhile education.
- Leaders have had little impact on the performance of the school in the recent past. The school may not be compliant with statutory and regulatory requirements.

6.2 Self-evaluation and improvement planning

Elements

- 6.2.1 Processes for school self-evaluation
- 6.2.2 Monitoring and evaluation of teaching and learning in relation to students' achievement
- 6.2.3 The processes and impact of school improvement planning
- 6.2.4 Improvement over time

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
6.2.1 Processes for school self-evaluation					
Systematic and rigorous self-evaluation, using both internal and external data, is embedded in the school's improvement planning and in its practices at all levels. The school knows its strengths and areas for improvement exceptionally well. All priorities are accurately identified and analysed.	Systematic and rigorous self-evaluation, using both internal and external data, is embedded in the school's improvement planning and in its practices at almost all levels. The school knows its strengths and areas for improvement very well. The key priorities are accurately identified and analysed.	Systematic self-evaluation, using both internal and external data, is embedded in the school's improvement planning and in its practices at most levels. The school knows its strengths and areas for improvement well. Most key priorities are identified and analysed.	Self-evaluation, using both internal and external data, is increasingly used in the school's improvement planning but is inconsistent in practice. The school has a realistic view of the majority of its key priorities.	Self-evaluation is underdeveloped. School improvement planning is weak. The school does not have a realistic view of its priorities.	Self-evaluation is limited in scope or non-existent. The school has an inaccurate, inflated or seriously flawed view of its performance and standards.

6.2.2 Monitoring and evaluation of teaching and learning in relation to students' achievements					
Systematic and rigorous monitoring ensures that there is accurate evaluation of teaching and learning and their effect on students' achievement.	Systematic and very effective monitoring ensures that there is in-depth evaluation of teaching and learning and their effect on students' achievement.	Effective monitoring ensures that there is appropriate evaluation of teaching and learning and their effect on students' achievement.	Monitoring of teaching and learning takes place but it is not sufficiently focused on their effect on students' achievement.	Monitoring of teaching and learning is limited and underdeveloped. It is not focused on students' achievement.	There are no effective arrangements for monitoring of teaching and learning.
6.2.3 The processes and impact of school improvement planning					
School improvement plans are coherent, ambitious and based on accurate self-evaluation. They contain extensive strategic and operational actions, which promote innovative and creative solutions to address the school's and the UAE's national priorities. They result in sustained, positive effects on students' achievement.	School improvement plans are coherent and based on accurate self-evaluation. They contain strategic and operational actions, which promote creative solutions to address the school's and the UAE's national priorities. They result in sustained, positive effects on students' achievement.	School improvement plans are comprehensive and based on thoughtful self-evaluation. They contain detailed actions and well-focused goals, to address the school's and the UAE's national priorities. They result in positive effects on students' achievement.	School improvement plans are adequate and based on simple self-evaluation. They contain appropriate actions and achievable goals, which address the school's and the UAE's national priorities. They result in improvement in students' achievement but this may be inconsistent.	School improvement plans are not sufficiently coherent or detailed. Self-evaluation is inadequate, and does not use internal or external data. Improvement plans do not contain appropriate goals or realistic priorities. There is little positive impact on students' achievement.	There are no effective improvement plans in place.
6.2.4 Improvement over time					
All the recommendations from the previous inspection report have been implemented in full. The school has shown sustained improvements over time in all areas.	All the recommendations from the previous inspection report have been implemented or are in the process of implementation. The school has shown sustained improvements over time in all key areas.	There has been significant progress in addressing almost all of the recommendations in the previous inspection report. The school has shown sustained improvements over time in most key areas.	There has been progress in addressing most of the recommendations from the previous inspection report. The school has shown improvements over time in most key areas but these may be inconsistent or not sustained.	There has been limited progress in addressing the recommendations from the previous inspection report. The school has shown limited improvements over time in key areas.	There has been minimal progress in addressing the recommendations from the previous inspection report. The school has shown little improvement over time.

Self-evaluation and improvement planning illustrated below would be evaluated as outstanding.

- Staff members are fully involved in systematic self-evaluation, which has the explicit purpose of improving the quality of students' experiences and their standards of attainment. Self-evaluation is rigorous and generates valid and reliable evidence, which contributes significantly to procedures for assuring quality. Positive steps are taken to gather the views of parents, students and others about the quality of service provided by the school, and effective action is taken in response. Parents, students and others help to identify the school's strengths, development needs and planning priorities. Information from staff review and other sources is used to inform the school's self-evaluation and planning process.
- Senior leaders monitor teachers' plans, evaluate students' classroom experiences, track students' attainment and evaluate their progress towards meeting agreed targets. Senior leaders systematically monitor the effectiveness of staff teams. Staff members rigorously monitor and evaluate progress in implementing the improvement plan and in meeting agreed targets. Effective performance management arrangements help the school to evaluate accurately and address the professional needs of staff and fulfil the aims of the school.
- Self-evaluation provides valid, comprehensive and reliable analysis for identifying key priorities for the preparation of the improvement plan and involves staff, parents and students as appropriate. Skilful analyses are based on extensive and accurate information from within the school as well as data from external sources, including international assessments. The strategies adopted in the plan are linked clearly to students' performance and have aspirational but realistic goals. The strategies are implemented thoroughly, and result in genuine improvement. Arrangements for reporting on the standards and quality of the school always include a focus on the impact of developments.
- The school monitors and manages change quickly, flexibly and successfully. Senior leaders are very effective at prioritising and acting upon a manageable number of key initiatives and involve stakeholders in the process. Analytical appraisal of all aspects of performance has led to successful improvements, most notably the recommendations from the previous inspection.

Self-evaluation and improvement planning illustrated below would be evaluated as good.

- Self-evaluation arrangements are comprehensive. Information gathered from a range of sources is analysed and provides an accurate basis for conclusions. Information from evidence is used well to inform the planning process. As a consequence of these arrangements, senior staff members know the school well and accurately identify key priorities for the future.
- Processes for monitoring and evaluation include an appropriate focus on students' outcomes and the quality of teaching in the school. Feedback from students and parents are notable features of self-evaluation and information from stakeholders is used effectively to inform developments. Senior staff members meet regularly to discuss progress towards achieving improvement goals. They amend procedures to maintain standards, as necessary.

- The school prepares an improvement plan on the basis of a sufficiently wide range of suitable evidence, including external sources such as international assessments. The plan has appropriate targets, which are linked clearly to students' outcomes. Recent improvement plans have brought about notable improvements in the work of the school. Reports

on the standards and quality achieved by the school are comprehensive and provide an accurate account of the schools' strengths and weaknesses.

- Developments in the school are managed carefully with an appropriate focus on achieving the goals within realistic timescales. Most staff in the school are actively involved in implementing strategies for improvement. Development plans are sufficiently comprehensive and clear. Consequently, the school has made significant progress in addressing all of the recommendations from the previous report.

Self-evaluation and improvement planning illustrated below would be evaluated as acceptable.

- Evidence to support self-evaluation is gathered from a range of sources. It is analysed and provides a workable basis for procedures for assuring quality. Information from staff review and other sources feeds into the planning process.
- Performance measurement and review take account of best practice. The school receives feedback and takes formal steps to find out what parents, students and others feel about the quality of service, and engages them in consultation. The outcomes of feedback received are visible in subsequent actions. Senior leaders evaluate the school's work and use

a range of methods, which include a focus on the quality of students' experiences and their attainment. They have an overview of the work of staff and evaluate their effectiveness by focusing on the outcomes of their work. Progress towards meeting targets in the improvement plan is evaluated.

- The school prepares an improvement plan on the basis of a limited range of suitable evidence, including external sources such as international assessments. The plan has relevant targets, although these may not be focused sharply enough nor linked clearly to students' outcomes. There is evidence that recent plans have brought about at least some of the intended improvements. Reports on the standards and quality achieved by the school are mainly descriptive, but include evaluations of some developments and refer to areas for improvement as well as strengths.
- The school monitors and manages change competently. Most staff in the school are committed to planning and implementing strategies for improvement. The school has analysed aspects of performance and uses the results to inform change within those aspects. As a result, it has made progress in addressing most of the recommendations from the previous report.

Self-evaluation and improvement planning illustrated below is unlikely to be acceptable.

- Self-evaluation is regarded as the responsibility of senior leaders only. The evidence gathered is too narrowly focused and does not include any outcomes of staff review or analyses of international assessments. Self-evaluation lacks rigour and is not systematic; some areas receive frequent attention while other key areas are neglected. The school does not consult or act on any feedback it receives.
- Evaluation methods are limited in scope and do not focus on the quality of students' experiences and standards of attainment, or on improving these. Monitoring of teaching and learning is unsystematic and does not identify weaknesses in practices and the impact of these on students' learning.
- Targets in improvement planning are too many, unrealistic and unachievable.
- Progress towards meeting agreed targets for improvement is not evaluated, and there is little evidence of the impact of the improvement plan, especially with regard to the recommendations from the previous report. Reports on the standards and quality of the working of the school do not accurately identify strengths and areas for improvement, and are descriptive rather than evaluative.



6.3 Partnerships with parents and the community

Elements

- 6.3.1 Parental involvement
- 6.3.2 Communication
- 6.3.3 Reporting
- 6.3.4 Community, national and relevant international partnerships

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
6.3.1 Parental involvement					
The school is highly successful in extensively engaging parents as partners in their children's learning and in school life. The views of parents are frequently sought and fully considered when shaping school improvement priorities. Parental involvement makes a highly positive and effective contribution to raising standards.	The school is successful in effectively engaging parents as partners in their children's learning and in school life. The views of parents are fully considered when shaping school improvement priorities. Parental involvement makes a highly positive contribution to raising standards.	The school is successful in engaging parents as partners in their children's learning and in school life. The views of parents are considered when shaping school improvement priorities. Parental involvement makes a very positive contribution to raising standards.	The school involves parents in some aspects of their children's learning and school life. The views of parents are usually considered when shaping school improvement priorities. Parental involvement makes a positive contribution to raising standards.	The school rarely involves parents in their children's learning or school life. The views of parents are rarely considered when shaping school improvement priorities. Parental involvement has limited effect on policy or practice.	The school does not involve parents in their children's learning or school life, or parental involvement may be actively discouraged. The views of parents are hardly ever considered.

6.3.2 Communication					
As a result of highly effective communication, parents are consistently well informed about their children's learning and development. They are empowered as partners, particularly when their children have special educational needs.	As a result of effective communication parents are well informed about their children's learning and development. They are empowered as partners, particularly when their children have special educational needs.	Communication strategies ensure parents are informed about their children's learning and development. They are engaged as partners, particularly when their children have special educational needs.	Communication with parents takes place regularly but may be inconsistent. Parents are only partially informed about their children's learning and development, particularly when their children have special educational needs.	Communication with parents about their children's learning and development is limited and does not encourage parental involvement, particularly when their children have special educational needs.	Communication with parents about their children's learning and development is ineffective and may actively discourage parental involvement, particularly when their children have special educational needs.
6.3.3 Reporting					
Reporting on students' academic progress and personal and social development is ongoing, comprehensive and detailed. Reporting strategies accurately and clearly convey all aspects of students' achievements, areas for improvement and the next steps in their learning.	Reporting on students' academic progress and personal and social development is ongoing and comprehensive. Reporting strategies clearly convey all aspects of students' achievements, areas for improvement and the next steps in their learning.	Reporting on students' academic progress and personal and social development is regular. Reporting strategies clearly convey key aspects of students' achievements, areas for improvement and the next steps in their learning.	Reporting is regular and conveys general comments on students' academic progress and personal and social development.	Reporting is underdeveloped and conveys only final grades. Parents only know how well their children are doing after reports are issued.	Reporting is inadequate and parents receive little useful information on their children's achievements.
6.3.4 Community, national and relevant international partnerships					
The school makes significant and sustained social contributions to the local, national and international communities. Extensive and effective local, national and international partnerships, including with other schools, significantly enrich students' learning, development and achievements.	The school makes sustained social contributions to the local, national and international communities. Extensive and effective local, national and international partnerships, including with other schools, have highly positive effects on students' learning, development and achievements.	The school makes regular social contributions to the local, national and international communities. Effective local, national and international partnerships, including with other schools, have positive effects on students' learning, development and achievements.	The school makes occasional social contributions to the local, national and/or international communities. There are some appropriate links, including with other schools.	The school makes few social contributions to the local, national and/or international communities. There are few links with outside organisations or other schools.	Any links with outside organisations are tenuous and have minimal benefits for students.

The quality of partnerships with parents and the community illustrated below would be evaluated as outstanding.

- Parents are highly supportive of the school and the senior leadership team. They participate in the life of the school in a planned and purposeful manner. They are active partners in their children's learning in a variety of ways, which may include homework, classroom activities, participation in out-of-school activities and in school governance. There is likely to be good attendance by parents at school consultation events. Parents are consulted about the work of the school on a regular basis and their views are valued. When developments are planned, the views of parents are influential in defining priorities. Where relevant, parents are fully and effectively involved in planning their children's personalised programme.
- The school uses a wide range of effective methods, including technology, to communicate with parents. These methods take full account of the home language of parents. The school gives all parents regular and useful summaries of school priorities for the future and is proactive in seeking feedback from them in order to guide the school's development. There are very effective procedures for dealing with parents' complaints.

- Parents receive regular reports regarding their children's progress and attainment. These give helpful, detailed and accurate information to parents regarding the students' achievements and state targets for improvement. Parents are highly satisfied with the opportunities they have to contribute to their children's learning and progress.
- Both school and community gain from a very strong partnership that effectively supports students' development. The school has varied and mutually beneficial links with external partners, including other schools, businesses and community organisations. Such links are productive in enhancing and improving learning experiences for most students. Members of the local community are very supportive of the school, and help to provide additional resources for learning as well as a significant number of opportunities to enhance the curriculum through, for example, students' visits, visiting speakers to the school and work experience.

The quality of partnerships with parents and the community illustrated below would be evaluated as good.

- There are regular opportunities for parents to be actively involved in the life and work of the school. These range from supporting fundraising events to contributing to the curriculum and school governance. Through a range of informative events, the school ensures that parents are knowledgeable regarding key developments that affect the education of their children. Parents contribute to school development and improvement planning by means of surveys or questionnaires. The views of parents inform new policies and priorities for improvement planning. Where relevant, parents contribute to the development and review of personalised learning programmes for their children.
- The school uses a range of methods to communicate with parents, and to keep them informed about forthcoming events and their children's achievements. Parents are welcomed into the school and the school effectively and promptly acts upon any concerns.
- Reporting on students' progress is regular and also sufficiently detailed. Teachers' comments reflect a good knowledge of each child's strengths as well as areas for improvement. Reports give parents an accurate indication of students' achievement against both curriculum and international standards.

- The school benefits from strong links that exist with the local community, including businesses and other schools. These links enhance the curriculum, providing a meaningful context for learning and collaboration. Charitable organisations work closely with staff and students, running activities which help raise awareness of good causes and the needs of others in the community.

The quality of partnerships with parents and the community illustrated below would be evaluated as acceptable.

- The school informs parents regularly on matters relating to their children. Parents are invited to respond and play their parts as full partners in learning. They are aware of the school's priorities and post-inspection action plans. Their views are sought on school development and improvement planning. Many parents attend school consultation events. The views of parents are influential in the school's shaping of new policies and priorities for improvement planning. In most instances, where relevant, parents are involved in their children's personalised programmes but these may not always be fully effective.

- Established and reliable means are in place to communicate with parents. For example, they are contacted immediately in the event of unexpected absence. The school does not solely rely on letters conveyed home by students in order to communicate with parents. Parents feel welcome at the school and, when they have a problem, the school satisfactorily addresses all of their concerns.
- Reporting on student progress is regular. Reports give parents an accurate indication of students' achievements against the curriculum standards. Teachers' comments give parents helpful information about strengths and areas requiring improvement. The school is active in seeking feedback from parents as a key part of school development.
- Productive links exist with the local community, including the local business community. These links are regular and may involve joint activities or projects, within and outside the school. They have a clear and positive impact on the quality of learning. Students from all phases of the school are involved.

The quality of partnerships with parents and the community illustrated below is unlikely to be acceptable.

- Parents are not encouraged to be active partners in learning. They may not always be engaged meaningfully in planning any personalised learning programmes for their children and/or their views are not sought or taken into account. Parents are not involved in the development of the school and generally, do not feel welcome.
- The communication between school and home is irregular and not informative enough. The school does not handle parental complaints or concerns satisfactorily.
- Arrangements for reporting are weak and the parents are not sure how well their children are doing at school.
- There are few, if any, links with other schools and the local community.



6.4 Governance

Elements

- 6.4.1 Involvement of parents and other stakeholders and impact on decision-making
- 6.4.2 Ensuring accountability for the school's actions and outcomes
- 6.4.3 Influence on and responsibility for the school's performance

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
6.4.1 Involvement of parents and other stakeholders and impact on decision-making					
<p>Governance includes wide representation from all stakeholders. The Governing Board, which includes the school's owner(s)*, consistently seeks and thoughtfully considers stakeholders' views and, consequently, gains comprehensive and accurate knowledge about the school.</p>	<p>Governance includes representation from almost all stakeholders. The Governing Board, which includes the school's owner(s)*, consistently seeks and considers stakeholders' views and, consequently, gains in-depth knowledge about the school.</p>	<p>Governance includes representation from most stakeholders. The Governing Board, which includes the school's owner(s)*, regularly seeks and considers stakeholders' views and, consequently, gains detailed knowledge about the school.</p>	<p>Governance includes representation from the majority of stakeholders. The Governing Board, which includes the school's owner(s)*, occasionally seeks stakeholders' views but gains only limited knowledge about the school.</p>	<p>Governance does not include representation from the majority of stakeholders. The Governing Board, which includes the school's owner(s)*, pays insufficient attention to the views of stakeholders, and, consequently, has insecure knowledge about the school.</p>	<p>Governance has very limited representation from stakeholders and rarely seeks their views or responds to concerns and suggestions. The Governing Board, including the owner(s)*, has a highly inaccurate view of the school's performance.</p>

6.4.2 Ensuring accountability for the school's actions and outcomes

<p>The Governing Board systematically and very effectively monitors the school's actions and holds senior leaders fully accountable for the quality of the school's performance, the achievements and personal development of all students. It acts as a highly effective and constructive critic for the school.</p>	<p>The Governing Board systematically monitors the school's actions and holds senior leaders accountable for the quality of the school's performance, including the achievements and personal development of all students. It acts as a very effective constructive critic for the school.</p>	<p>The Governing Board regularly monitors the school's actions and holds senior leaders accountable for the quality of the school's performance, including the achievements and personal development of all students.</p>	<p>The Governing Board periodically monitors the school's actions and holds senior leaders accountable for the quality of the school's performance, including the achievements and personal development of all students.</p>	<p>The Governing Board does not hold senior leaders sufficiently accountable for the quality of the school's performance, including the achievements and personal development of all students.</p>	<p>The Governing Board fails to hold senior leaders to account for the quality of the school's performance, including the achievements and personal development of all students.</p>
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6.4.3 Influence on and responsibility for the school's performance

<p>The Governing Board makes a significant contribution to the school's leadership and direction, based on ethical principles. The board ensures that the school is well staffed and very well resourced and that all statutory requirements are met. The Governing Board makes a significant and effective contribution to the overall performance of the school.</p>	<p>The Governing Board exerts a very positive influence on the school's leadership and direction, based on ethical principles. The Governing Board ensures that good staffing and resources are readily available to address weaknesses and that all statutory requirements are met. The Governing Board has a positive impact on the overall performance of the school.</p>	<p>The Governing Board exerts a positive influence on the school's leadership and direction, based on ethical principles. The Governing Board ensures that appropriate staffing and resources are available to address weaknesses and that all statutory requirements are met. The Governing Board has a direct impact on the overall performance of the school.</p>	<p>The Governing Board exerts some influence on the school's leadership and direction. The Governing Board ensures that resources are available to address key weaknesses and that all statutory requirements are met. The Governing Board has some impact on the overall performance of the school.</p>	<p>The Governing Board provides limited support to guide the school's leadership and direction. The Governing Board does not ensure that suitable staffing and resources are available to address weaknesses and not all statutory requirements are met. The school does not benefit from effective governance.</p>	<p>The Governing Board creates or fails to remove barriers that limit the development of the school. A significant number of statutory requirements are not met.</p>
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**Inspectors of public schools should use this performance indicator to evaluate the effectiveness of any school body (for example, a School Management Council) that may influence decision-making and contribute to development planning.*

The quality of governance illustrated below would be evaluated as outstanding.

- The school has a Governing Board, which includes the owner(s)* and is fully representative of the school community and the context in which it operates. There are effective processes in place to ensure that governance in the school reflects and responds sensitively to the views of all stakeholders. The Governing Board meets regularly to review the school's work. The meetings are fully minuted and relevant information is distributed amongst stakeholders. Feedback from stakeholders, including parents, staff and students, is a fundamental part of school decision-making. This leads to informed and responsive decision making, helping to direct change and manage school resources efficiently.

- The Governing Board holds the leadership of the school wholly to account for its performance. Governors have a range of formal and informal mechanisms to monitor the work of the school. School leaders give sufficiently regular and detailed accounts of performance to the Governing Board, including comprehensive information regarding the achievement and personal development of all students and future school priorities. As a result, governors have a key role in the overall performance of the school.
- The Governing Board provides an objective and independent view of the school, as well as strategic guidance to its leaders. Governance is very effective in ensuring that the school meets its commitment to parents and consistently fulfils statutory requirements. Governors provide vital expertise that is very influential in shaping the school's further development.

The quality of governance illustrated below would be evaluated as good.

- The Governing Board includes representation from the school community, including parents. The Board, including the owner(s)*, meets regularly and seeks the views of most stakeholder groups including students, staff and parents. They use information to discuss the schools' performance with senior leaders. There are consistent arrangements in place for the governing board or their chosen representatives to share information with parents. The Governing Board uses a range of communication methods and, consequently, most parents feel well informed regarding the work of the Board. The board responds constructively to stakeholders' concerns and suggestions.
- As a result of their broadly accurate and informed understanding of the work of the school, Governors are able to exert a positive and direct impact on the overall performance of the school. They actively support school leaders to help the school meet its commitment to parents. They ensure that statutory requirements, including local and national regulations, are met. They are influential in shaping the school's further development.

- The Governing Board regularly monitors the work of the school and holds senior leaders to account for both performance and quality, including the achievements and personal development of all students. Members of the governing body bring a range of expertise and knowledge to the group and this helps the Governing Board review all aspects of the school's performance.

The quality of governance illustrated below would be evaluated as acceptable.

- The Governing Board, including the owner(s)*, meets regularly and provides information to parents via notices, the school website and meetings. The board includes some representatives from the school community and the context in which it operates. The board's response to stakeholders' concerns and suggestions is inconsistent. There are systems to seek the views of stakeholders, especially parents, as part of the decision-making process that affects students' outcomes. However, governors do not give these views enough importance when making such decisions.
- The Governing Board monitors the work of the school but may not hold the leaders to account enough for its performance. Governors tend to rely heavily on the school's own account of its performance. They may not be fully aware of the achievements and personal development of all students. As a result, governors may have a restricted knowledge of the school and only have a modest impact on its overall performance.
- The Governing Board provides a reasonable overview of the school, as well as some useful guidance to its leaders. Governors support leaders in ensuring that the school meets its commitment to parents. They ensure that statutory requirements are met. They may not be influential enough in shaping the school's further development.

The quality of governance illustrated below is unlikely to be acceptable.

- A Governing Board does not exist or, if it does, it takes little consideration of the views of stakeholders. The Governing Board's response to stakeholders' concerns and suggestions may be inappropriate and/or untimely.
- The Governing Board, including the owner(s)*, does not have a good, first-hand knowledge of the school, including the achievements and personal development of all students, and so does not evaluate the leaders' work accurately or rigorously enough. The Governing Board plays an insignificant part in the decision-making processes in the school.
- The Governing Board creates or fails to remove barriers that limit the school's development. There are significant regulatory breaches, which have an effect on the health and safety of students.



6.5 Management, staffing, facilities and resources

Elements

- 6.5.1 Management of the day-to-day life of the school
- 6.5.2 Sufficiency, deployment and development of suitably qualified staff to optimise student achievements
- 6.5.3 Appropriateness of the premises and learning environment to promote student achievements
- 6.5.4 The relevance and range of resources for effective teaching and learning

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
6.5.1 Management of the day-to-day life of the school					
All aspects of the day-to-day management of the life of the school are highly efficient and impact very positively on students' achievements. The school's innovative procedures and routines are highly effective.	Almost all aspects of the day-to-day management of the school are very well organised, impacting positively on students' achievements. The school's procedures and routines are very effective.	Most aspects of the day-to-day management of the school are well organised, impacting positively on students' achievements. The school's procedures and routines are effective and efficient.	Most aspects of the day-to-day management of the school are adequately organised. The school's procedures and routines are effective.	Significant aspects of the day-to-day management of the school are not adequately organised, and do not always support students' achievements. The school's procedures and routines are often inefficient and ineffective.	The day-to-day management of the school is inadequate. Consequently, students' achievements, and/or their health and safety, are at risk.

6.5.2 Sufficiency, deployment and development of suitably qualified staff to optimise student achievements

<p>The school is appropriately staffed to fulfil the vision and mission of the school. All staff members are suitably qualified and benefit from extensive personalised professional development that is well matched to the school's priorities. They are very well deployed to optimise students' achievements.</p>	<p>The school is appropriately staffed to align with the vision and mission of the school. Most staff members are suitably qualified and benefit from regular professional development that is matched to the school's priorities. They are deployed to promote students' achievements.</p>	<p>The school is adequately staffed. The majority of staff is suitably qualified and benefit from occasional, relevant professional development. They are deployed to support students' achievements.</p>	<p>The school is not adequately staffed. Only a minority of the staff is suitably qualified or experienced to meet the needs of all students. There is little relevant professional development.</p>	<p>Insufficient staffing levels present risks to students' safety or to the quality of overall educational provision. There are often too few teachers present or a significant minority of them are not suitably qualified or experienced to meet the needs of all students. There is no relevant professional development.</p>
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6.5.3 Appropriateness of the premises and learning environment to promote student achievements

<p>The premises are of the highest quality, with extensive specialist facilities that are designed well to allow access for all. All learning areas, including technology facilities, are of excellent quality, and are used constantly to promote students' achievements. The environment is highly conducive to teaching and learning.</p>	<p>The premises are of high quality, with a range of specialist facilities that are designed to allow access for all. Almost all learning areas, including technology facilities, are of high quality, and are used frequently to promote students' achievements. The environment is conducive to teaching and learning.</p>	<p>The premises are adequate and specialist facilities are available, including technology facilities but may be somewhat limited. Most learning areas are of adequate quality. Access into and within the school premises is appropriate for all students. The environment for students and staff is adequate.</p>	<p>The premises, including specialist facilities and learning areas, are unsuitable or deficient. For those with additional needs, access into and within the school premises is limited. The environment for students and staff is limited.</p>	<p>The premises and facilities are inadequate to meet curriculum requirements and may present significant risks to the health and well-being of the staff and students. The environment demotivates students and contributes to their disengagement. The environment for students and staff is inadequate.</p>
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6.5.4 The relevance and range of resources for effective teaching and learning

<p>An extensive range of the highest quality resources, well matched to the curriculum requirements, teachers' and students' needs, promotes excellent teaching and learning.</p>	<p>A wide range of high-quality resources, well matched to the curriculum requirements, teachers' and students' needs, promotes very effective teaching and learning.</p>	<p>A range of resources, relevant to the curriculum requirements, teachers' and students' needs, promotes effective teaching and learning.</p>	<p>Resources are sufficient to support adequate teaching and learning.</p>	<p>Resources are limited in quantity, quality and/or relevance.</p>	<p>Resources are inadequate in quantity, quality and/or relevance, or they are ineffectively allocated.</p>
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The management, staffing, facilities and resources illustrated below would be evaluated as outstanding.

- The operation of the school runs very smoothly. Timetabling is efficient and ensures the best use of space. Staff organise lessons and activities very effectively so that little time is lost during the school day. All staff and students are well aware and respectful of the school's routines and requirements. Information boards and displays are informative and regularly monitored, so that the school community is kept fully up-to-date with developments at the school. Excellent liaison with parents streamlines the planning of all school activities and the handling of any incidents.
- There are sufficient, appropriately qualified teachers to provide a curriculum of high quality for all students, including provision of support from specialist agencies for those with additional learning needs. Teachers are complemented in their work by the provision of sufficient support staff and other professionals, as appropriate. Teachers' skills and experience are used effectively. The school has ready access to appropriately qualified supply staff and has good arrangements for ensuring that they are able to operate effectively when they are in the school. There is a very good balance of experience among staff. Individual members of staff are well qualified and, taken as a whole, they have qualifications, skills and training relevant to their

responsibilities and the needs of the school and its students. Teachers are knowledgeable about the processes of child development and learning. Staff benefit from a regular and comprehensive programme of professional development. Teachers and support staff are deployed effectively.

- The premises and facilities provide a safe, pleasant and stimulating environment, well suited to supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities. Appropriate space is available for the size of the classes. There are suitable work areas for teachers and adequate social provision for students. Storage provision and facilities for display are plentiful and convenient. Accommodation is very well maintained. Fixtures, fittings and furniture match educational needs, are of high quality and are in very good condition. Access is suitable to the needs of all users.
- The school is extremely well equipped with all necessary and relevant, up-to-date resources including textbooks, practical materials and equipment, and technology. Resources are very well matched to the needs of the students, are in very good condition and easily accessible. Effective use is made across the school of all resources to meet the needs of students in all subjects.

The management, staffing, facilities and resources illustrated below would be evaluated as good.

- Important aspects of the management of the school are effective and efficient. Timetabling and the deployment of staff ensure that students' learning experiences are maximised. The careful organisation of lessons and activities means that staff are able to provide smooth transitions across the school day. Information boards and displays provide ample information regarding day-to-day events and this contributes to the effective management of the school. Good communication with parents supports the organisation of school activities and this results in little disruption to the delivery of the curriculum.
- All staff are well qualified with relevant subject or phase expertise appropriate to their deployment. Specialist staff, including those working in early years and those supporting students with special educational needs, have attended recent training. This helps ensure that students benefit from professional, up-to-date guidance or educational research. There are few examples of teacher shortages but, when they do occur, there are timely and robust approaches in place, which ensure continuity of learning for students. There is a good range of training available, which all staff attend and which leads to improvements in teaching.
- The premises and facilities are of good quality and include spacious, modern and accessible areas for learning. The facilities include library and resources areas, which are stocked with materials that support the delivery of the curriculum well. The facilities for technology are used regularly to support independent learning.
- The school is equipped with good quality, modern resources, including technology. Investment has led to variety and breadth in materials and this helps students' engagement as well as curriculum breadth and balance. Resources are distributed fairly and efficiently. Specialist equipment, including that required by students with special educational needs, is readily available and easily accessible by all.

The management, staffing, facilities and resources illustrated below would be evaluated as acceptable.

- The operation of the school runs smoothly most of the time. Timetabling makes satisfactory use of all available areas to meet the needs of students and staff. The organisation of lessons and activities does not allow much time to be lost during the school day. Most staff and students are mindful of the school's routines. Information boards and displays have sufficient information to keep the school community up-to-date with developments at the school. Liaison with parents helps the planning of all school activities and the handling of any incidents.

- There are sufficient, qualified teachers to provide a broad and appropriate curriculum for all students, including provision of support from specialists for students with special educational needs. Teachers are deployed appropriately and are assisted by enough support staff and other professionals. The school has suitable arrangements for obtaining appropriately qualified supply teachers when necessary and supports them in school. There is a satisfactory balance of expertise among staff. Teachers and support staff are deployed across the school appropriately.

- The premises and facilities provide a clean, safe environment for learning, teaching and extra-curricular activities. The teaching areas are of an acceptable size. Furniture and fittings are well maintained. Storage and display facilities are in good order. Playing fields/games areas are in acceptable condition and regularly used.

- The school is equipped with modern resources including textbooks, practical materials and equipment, and technology. Resources are suitably matched to the learning needs of the students.

The management, staffing, facilities and resources illustrated below are unlikely to be acceptable.

- Day-to-day management is casual. Time is lost between lessons and/or activities. Too little information is provided for students, staff and parents to enable the school to cope smoothly with any issues arising.

- There are too few teachers or a significant number of them do not hold suitable qualifications. There are gaps in teachers' skills or arrangements are inadequate to manage teaching when staff absence is high.

- The facilities are inadequate to meet curriculum requirements. Classrooms are too small for the number of students in them.

- Resources for learning are insufficient to meet students' learning needs or the demands of the curriculum.



Overall performance judgement

Inspectors judge the overall performance of the school by considering the match of the individual performance indicators using the ‘best fit’ with the following statements:

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
<p>Outstanding judgements should include:</p> <ul style="list-style-type: none"> • Students’ progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning. <p>Across all performance indicators, judgements are at least good and a large majority are outstanding.</p>	<p>Very good or better judgements should include:</p> <ul style="list-style-type: none"> • Students’ progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning. <p>Across all performance indicators, most judgements are at least good and a large majority are very good. A minority are outstanding.</p>	<p>Good or better judgements should include:</p> <ul style="list-style-type: none"> • Students’ progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning. <p>Across all performance indicators, most judgements are good or better.</p>	<p>Acceptable or better judgements should include:</p> <ul style="list-style-type: none"> • Students’ progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning. <p>Across all performance indicators, most judgements are acceptable or better.</p>	<p>Weak judgements should include:</p> <ul style="list-style-type: none"> • Teaching for effective learning • The effectiveness of leadership. <p>The school performs at a weak level in a majority of performance indicators.</p> <p>The school will be ‘Weak’ if:</p> <ul style="list-style-type: none"> • the arrangements to protect and safeguard students are weak. 	<p>Very weak judgements should include:</p> <ul style="list-style-type: none"> • Teaching for effective learning • The effectiveness of leadership. <p>The school performs at a very weak level in a minority of performance indicators.</p> <p>The school will be ‘Very weak’ if:</p> <ul style="list-style-type: none"> • the arrangements to protect and safeguard students are very weak.
<p>The school CANNOT be ‘Outstanding’ if:</p> <ul style="list-style-type: none"> • there are any ‘Weak’ judgements’ <p>OR</p> <ul style="list-style-type: none"> • the school is not compliant with statutory requirements. 					



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Section



4.1 Special educational needs, and gifted and talented

Categories for Disabilities/Special Educational Needs	
<p>Special educational needs are defined as <i>‘Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder.’</i></p> <p>Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.</p>	
Type of Need	Description
Behavioural, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s.
Sensory	Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and Language Disorders This does not include students with additional language needs	Expressive language disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.

Type of Need	Description
General Learning Difficulties	
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.
Specific Learning Difficulties	
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Gifted and Talented

The definitions of gifted and talented students take account of the ‘Differentiation Model of Giftedness and Talent’* and align with international best practice.

- The term giftedness refers to **‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.’** These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- The term talented refers to **‘a student who has been able to transform their ‘giftedness’ into exceptional performance’.** Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:

- an able student knows the answer; the gifted learner asks the questions
- an able student works hard to achieve; the gifted learner knows without working hard.
- an able student enjoys school; the gifted learner enjoys self-directed learning
- an able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

It is essential in the education of students with special gifts and talents, that schools form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community, where they have the ability to make friendships with students with similar interests and abilities.

Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socio-economic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities. Identification could happen through a range of ways including:

- observations
- interviews with parents
- gifted and/or talented screening checklists
- student interest surveys, self-reports and student interviews
- standardised attainment tests
- standardised assessments of cognitive development and ability that can only be administered by psychologists.

The identification of students with special gifts and talents should not be viewed as an isolated activity. It is the essential first stage of a continuum of provision which should provide appropriate and personalised learning programmes to enable all gifted students to become talented. The following are key aspects to consider when personalising education programmes for students with special gifts and /or talents.

- **Differentiation** - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- **Pace** - It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.
- **Assessment** - Assessment is an important, on going diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.
- **Groupings** - Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- **Level of work** - Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
- **Enrichment** - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

'Differentiation Model of Giftedness and Talent'*

François Gagné: *The DMGT: Changes within beneath and beyond*. 2013. International Research Association for Talent Development and Excellence.

4.2 Glossary of Terms

This glossary is to help framework users mean the same thing when referring to a particular aspect of education and for the purposes of school inspections, we recommend that terms should be used according to the definitions below. The definitions given are intentionally brief.

Word or acronym	Meaning
Abstract	Ideas that are not tangible or concrete
Access (to a curriculum)	A way into experiencing the curriculum
Accountability	Schools, their staff members and governors/owners/proprietors being responsible for the quality of school performance and the resulting outcomes for students
Achievement	The success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative
Accreditation	A system by which the quality of a school's performance is assessed against written standards and officially recognized by an external organisation
Age-appropriate	Curricula or outcomes that match the developmental stages of the children and students concerned
Analysis	A higher order thinking skill involving detailed scrutiny i.e. breaking something down into smaller pieces of meaning so that origins and connections can be understood
AP	Advanced Placement Grade 12 courses and examinations provided by schools offering a US curriculum
Application	The use of a concept or skill in a new context, within or outside the school setting
Assessment	A process of finding out what students already know, what they have learned, how they have learned it and how they apply it
Assessment - external	Evaluative tests given by an independent organisation other than the school, intended to measure students' achievement and to externally validate their performance levels
Assessment - formative	Regular oral or written evaluation of students' learning, including oral or written feedback on how to improve
Assessment - internal	Formative and summative assessment tasks and tools created by the school and its teachers
Assessment - summative	A formal process at the end of a unit of work, term or school year, often taking the form of examinations or internal tests, after which a number, letter or adjective is used to designate how well students have achieved the curriculum expectations
Assessment - self/peer	A process whereby students evaluate the quality of their own and others' work
Assessment information	Information about the knowledge, skills and understandings that students have acquired over a lesson, unit of work, term or school year

Word or acronym	Meaning
Attainment	The curriculum standards that students have reached, usually described by using numbers, letters or adjectives
Authorised (and Licensed) curriculum	The curriculum that the school has decided or been given the authority to deliver as a condition for it to operate within the UAE
Basic skills	Skills a student needs to access the curriculum – includes literacy, numeracy, and learning technologies.
Benchmarking	Comparing students' levels of attainment with those of other students in similar circumstances or following the same curriculum
Benchmarking - international	Comparing students' levels of attainment with those of other students outside the UAE
Best practice	Current and commonly accepted ways of doing things most effectively
Bilingual	Able to work in two languages – a bilingual classroom is one where the medium of instruction (the teaching language) is in two languages
Brevet	The French tests of students' attainment given after nine years of schooling, during Troisieme. (Also the name of the diploma)
Capacity	The power, faculty, talent, character or will to do something
CAT4	Cognitive Abilities Test (UK) of reasoning ability, not curriculum content. Also Canadian Achievement Test of curriculum content
CBSE	Central Board of Secondary Education, an Indian authority that provides curricula and examinations. Also CBSE-I (international)
Challenge	(verb) To set a demanding or difficult task (noun) A demanding or difficult task
Child protection	Policies and procedures to prevent and/or respond to abuse, neglect, exploitation or violence affecting children
Collaboration	Activities which involve school leaders, teachers, parents or students working together in order to achieve a common objective
Competence	Sufficiency of means or ability to know or do something – mastery of a skill, ability or area of knowledge by a student
Compliance	Action in accordance with a recommendation, regulation or law
CPD	Continuing professional development, usually of staff to enhance their knowledge and skills at work
Creative thinking	A way of thinking which uses one's imagination to create new ideas or things
Continuity	With respect to curriculum provision, the characteristic of uninterrupted and increasing challenges to students as they grow older
Corporal punishment	Punishment of a child by physical means to inflict bodily pain – forbidden in all UAE schools and must not be condoned or tolerated under any circumstances
Criteria	(plural of criterion) standards or principles by which a person or thing is judged
Critical thinking	The ability to examine information and question its validity - reasoned thinking involving critique, analysis, evaluation, judgement and improvement strategies

Word or acronym	Meaning
Curriculum	Everything a school deliberately organises for students to experience
Cyber safety	Protection against the possible negative or detrimental influences of the internet, including bullying and inappropriate content
Data	Factual evidence a school has as evidence of its performance – often numerical or statistical (attendance or assessment information) – measurements used to make reasoned calculations/conclusions about school effectiveness
Data monitoring	Regular collection and systematic analysing of data that enables tracking/monitoring of student and school performance
Didactic	A manner of teacher-directed instruction
Differentiate	To plan, teach and assess, taking account of differences amongst students, e.g. cognitive, linguistic, cultural, learning styles
Disability	A long-term physical, mental, intellectual or sensory impairment which may hinder a student’s participation in the curriculum
Early years education	The education provided to children who are in school but younger than the statutory school age
Elaboration	A part of creative thinking – the skill of taking a starting point and building on it to develop something different, more refined or complex
Elective	Something a student can choose to do from several options
Engagement	The action of being attentive or participative
Enquiry (Inquiry)	The process of investigating, involving questioning, formulating hypotheses, gathering information, drawing conclusions and presenting findings
Enrichment	Further challenge and/or variety of experiences in the curriculum that stimulate and motivate students, during lessons or outside of them
Enterprise	A readiness to undertake new ventures, especially those involving initiative, complexity. For example, a new business
Entitlement	The sum total of the legal, cultural and moral expectations which a parent or student generally has the right to expect from a school and the education system
Entrepreneurial	An entrepreneur is an individual who organises, operates and assumes the risk for a business venture. Entrepreneurial skills are developed in students when they are given opportunities to use their imagination and initiative, and to undertake new projects
Ethos	The characteristic beliefs and spirit of a school community
Extension	Describes the setting of more difficult work within a topic or subject area – often used with enrichment to consolidate knowledge - an extended curriculum offers learning options greater than the minimum required
Faculty	A division/department within a school which usually includes one or more subjects
Flexible (learning)	Part of creative thinking – ability to use knowledge and understanding in unconventional/ unusual ways – flexible learning pathways allow and encourage students to make cross-curricular links

Word or acronym	Meaning
Foundation Stage	In the English system this term applies to education provided for children before Key Stage 1, i.e., children younger than five years
Gifted & Talented	Students who have demonstrated uncommonly high potential knowledge and/or skills in one or more academic or non-academic endeavours. (see Section 4.1)
Governors / Owners/ Proprietors	Those who have overall authority and responsibility for the operation and quality of a school
Graduate	(verb) To complete a planned curriculum, usually at the end of secondary schooling. (noun) A student who has graduated
Groups	Significant categories of students, for example those with SEN, girls, boys, high attainers, gifted and talented, additional language learners – group work involves learning activities carried out by a number of students working together
Healthy living	Making informed choices which ensures a student's safety and a state of complete physical, mental and social well-being and not merely the absence of disease/infirmity
Higher order thinking skills	Taking acquired knowledge and understanding and using this actively to help make decisions, draw conclusions, see connections and form judgements – includes the ability to analyse information, apply knowledge to solve problems and to synthesise and evaluate findings
IB	International Baccalaureate - curriculum programmes, including the Primary Years Programme (PYP), Middle Years Programme (MYP), Career-related Programme (CP) and Diploma Programme (DP). Schools may offer one or more of these programmes
IBT	International Benchmark Test - tests of English, mathematics and science for students in Years 3 to 10. The organisation responsible for IBT is based in Australia
IGCSE	International General Certificate of Secondary Education, a qualification usually earned after Year 11 examinations of the National Curriculum in England
Improvement planning	The process of planning to make a school better, involving all who have an interest in the school – parents, students, teachers, leaders and governors/owners
Inclusion	Access, support for learning and equal opportunities for all students, regardless of age, gender, ethnicity, ability or background
Independent (learning)	Able to operate without assistance or reliance on others
Individualised (learning)	Curriculum, teaching or assessment that is tailored to the needs of a particular student.
Innovation	Innovation is the generation of new and creative ideas and the use of new or improved approaches
Interactive (learning)	Where there is active connection, communication and contact between two or more people or things – interactive learning is the opposite of passive learning and students are actively involved in their learning through investigation, problem solving, role play, collaborative tasks
Key Stage	(KS) Year groupings in the National Curriculum for England, as follows: KS1 (Years 1-2); KS2 (Years 3-6); KS3 (Years 7-9); KS4 (Years 10-11)

Word or acronym	Meaning
Leadership	The ability to pursue clear objectives and convince others to join you in those pursuits
Learning	The process of gaining skills, experience, knowledge and understanding through study and exposure to good teaching. May also be applied to the collective skills, experience, knowledge and understanding gained from good teaching
Learning skills	A set of skills that enable students to gain knowledge, skills and understanding – may include a preference for learning in an auditory, visual or kinaesthetic way and include a spirit of enquiry, research, working independent of the teacher, alone or with others
Learning Technologies	Electronic devices and resources which are accessible and used by students and teachers to support day-to-day teaching, learning and development
Literacy	The skills required to read and write and to become literate
Logic (logical thinking)	The ability to arrive at reliable answers from available evidence – logical thinking usually results in a logical answer that can be demonstrated to be true/convincing by drawing on given facts
Management	The practical business of running a school, department or aspect of the school's work in an efficient and organised way
Mentor (Mentoring)	A tutor/coach to an individual – a personal adviser and guide – involves linking students with suitable adults or older students to advise on academic, pastoral or career related issues
Monitoring	Watching closely, to keep track of or to check – ways in which teaching staff at all levels can check on the quality of learning in a classroom, subject area or school
MAP	Measures of Academic Progress, a standardised testing programme from the USA
National Agenda targets	The targets set for each school in the UAE in TIMSS and PISA assessments
National identity	A feeling of attachment to and pride in one's country
NAP	National Assessment Programme (UAE), tests of Arabic, English, mathematics and science in grades 3, 5, 7 and 9
Numeracy	The mathematical equivalent of literacy – the basic skills needed for quantitative thought and to access the wider curriculum - to be numerate is to be able to use number for basic calculations
Off-site facility	Any place, outside the school, that is used to further students' learning
Open-ended	A task or question that does not have one correct answer or outcome but invites a range of different responses from students of all abilities
Originality	A thought, object or creation that has a new or independent quality, one that is not typically seen or expected – involves innovation and is an important aspect of creative thinking

Word or acronym	Meaning
Outcomes	The results of students' experiences in schools, relating both to academic and personal development
Partnerships	The planned process through which student learning is enhanced by collaborative engagement between the school, the parents, other schools and the community, both local and global
Peer	One person among a number of his or her equals – peers/a peer group refers to those of similar age/stage of education
Personalised (learning)	Learning that is tailored for an individual, allowing students to follow individualised pathways through the curriculum with differentiation that seeks to identify and use each student's learning styles and preferences
PIRLS	Progress in International Reading Literacy Study, a test of knowledge and skills for students in Grade 4
PISA	Programme for International Student Assessment, a test of knowledge and skills for 15 year-old students in reading, mathematics and science
Principal	A generic term to describe the specific leader(s) of a school – includes all other names of school leaders, including headteacher, superintendent, proviseur, director
Problem solving	Involves discovering, analysing and solving problems – to overcome obstacles and find a solution that best resolves the issue – requires enquiry skills, creativity and higher-order thinking and is important in introducing differentiation and challenge into the curriculum
Professional development	Used to describe all of the training and in-school/on-the-job learning and improvement which teachers/non-teaching staff experience - normally has a direct link to the school improvement plan and any personal targets set arising from performance management
Profile	An overall assessment of a student to provide a full picture of his or her learning capabilities so that needs can be understood and acted upon
Programme of study	Sets out in broad terms the main content headings and learning objectives of a curriculum area or unit
Progress	Changes in students' knowledge, skills and understanding, measured against a starting point and/or against a learning objective, and sustained over a period of time (such as a lesson, unit of work, term, year of phase of schooling)
Qualitative assessment	Relates to a judgement of quality
Quantitative assessment	Relates to a measurement of quantity / amount
Reliability	The extent to which a test gives consistent results if administered by different people and under different circumstances. See also validity below
Rote (learning)	Learning that depends only on the use of memory, often in a very mechanical/repetitive way that does not engage or stimulate students' imagination/interest and that restricts the development of creativity and higher order thinking skills
Safeguarding	Protecting the health, safety, well-being and entitlements of students related to child protection, but a more inclusive term as it focuses on the need for everyone, adults included, to look after themselves and each other as well as protecting children

Word or acronym	Meaning
SAT	A curriculum-neutral, standardised test of reading, writing and mathematics for students in Grades 11 or 12 in US curriculum schools
Scheme of work	A medium-term curriculum planning document which sets out the learning intentions of a particular topic or teaching unit – usually an interpretation of a programme of study or examination syllabus and can be shared with students to provide an overview of the course
School community	All those who work for and in partnership with the school to improve learning, including students, leaders, teachers, parents, governors/owners, non-teaching staff and community members
Self-evaluation	A process undertaken by the staff to identify a school's strengths and weaknesses in both provision and outcomes
Skill	A developed or learned ability to do something competently – the ability to use knowledge effectively. 21st Century skills include critical thinking, creative thinking and effective communication. Social skills are important, including collaborative skills which are considered an important outcome of an effective education and a feature of student entitlement
SMART	An acronym standing for Specific; Measurable; Achievable; Realistic and Time-bound. Describes good practice when setting school improvement targets in a school improvement plan – intelligent targets which suit the needs of the school
Special educational needs (SEN)	Educational needs that are different from those of the majority of students. Students with SEN require additional support or challenge in order to make good progress. (The most common categories of SEN are explained in Section 4.4)
Specialist support	Expert advice or support provided by a professional to meet a student's needs, e.g., psychological, therapeutic, medical
Staff	The adults who work in a school, including leaders, teachers, assistants, managers, counsellors
Stakeholders	Those who have an interest in a school, including the staff, students, parents, governors, owners / proprietors and community members
Standards	The knowledge and skills that students should attain at a particular point in time, as explicitly stated in curriculum documents
Standardised	In testing, using the same measures to ascertain what students in different times and locations have learned
Statutory	Anything required by law
Student-centred learning	Learning that places the student as the centre of the learning process where they are active participants in their learning. Their learning needs are identified and met. Learning targets are shared with and understood by students. They learn at their own pace and develop their own strategies
Study skills	Skills a student needs to study independently. Teachers need to help students to develop their study skills as an important part of becoming independent learners
Subject leader	Part of the middle leadership in a school. Subject leaders have management and leadership responsibilities for an academic subject

Word or acronym	Meaning
Synthesis	A higher-order thinking skill describing the reasoning and creativity that makes the connections between different parts that can be brought together to make a whole
Teaching	All activities undertaken by the teacher aimed at enhancing students' learning, including imparting information, developing students' understanding, skills, attitudes and behaviour
Thinking skills	Students' abilities at age-appropriate levels to: recall and understand new concepts; make observations and predictions; analyse information; use logic and reasoning to solve problems; generate original ideas; apply knowledge to new contexts; and evaluate their own and others' thinking
TIMSS	Trends in Mathematics and Science Study, a test for students in Grades 4 and 8 every four years
Transition	The movement of a student from one phase of schooling to the next; for example, from elementary to middle or out of the school
Twenty-first Century skills	Flexible skills that need to be taught and students develop and acquire as an entitlement to equip them well for the challenges and opportunities of the fast-moving technological world of the present/future. This will include creative, innovative, original and higher-order/critical thinkers, capable of working collaboratively
Underachievement	A student who consistently, over time, fails to perform to their ability or potential is underachieving. There is a mismatch between potential and performance. Not to be confused with under-attainment where a student fails to do as well as they should in a single test/assessment
Validity	The extent to which a test measures what it claims to or is intended to measure (see also reliability above)
Voice	The expression of opinion and the right to express that opinion. Systems and strategies that enable school leaders and governors/owners/proprietors to capture, respond to and take account of student and parent voice are important parts of a school's self-evaluation process
Work ethic	Students' attitude to work - the valuing of hard work and diligence to produce something worthwhile
Work scrutiny	The systematic review of student work samples from a particular subject / grade /year group over a set period so that judgements can be made about attainment and progress

